

**NC Public Charters** 



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6/26/2024



## **NC Public Charters**



## Organization Information

| Organization Name * Bettis Academy |      |            |  |
|------------------------------------|------|------------|--|
| Telephone                          | Fax  |            |  |
| Address                            |      | Unit/Suite |  |
| Zip Code                           | City |            |  |
| State                              |      |            |  |



## **NC Public Charters**



| Primary Contact Name *                            | Opening Year *                                     |  |  |
|---|--|--|--|
| Allison Brown                                     | 2026   |  |  |
| Is Management Organization Used  Yes No           | Primary Contact Relation To Board * Board Chairman |  |  |
| Management Organization Name                      | Management Organization Contact Name               |  |  |
| Primary Contact Email * bettisacademync@gmail.com | Management Organization Phone                      |  |  |
| Primary Contact Phone * 9194808279                | Management Organization Email                      |  |  |
| PrimaryContact Address * 5100 Tomasita Court      | Unit/Suite *                                       |  |  |
| Zip Code *  | City *   |  |  |
| 27616   | Raleigh  |  |  |
| State *   |  |  |  |
| North Carolina                                    |  |  |  |

## **Board Members Roster**

| Name             | Street Address         | Zip Code | Email                          | Expertise         |
|------------------|------------------------|----------|--------------------------------|-------------------|
| Jessika<br>Hinds | 604 Birchhead Dr       | 27597    | jessiesconsulting.us@gmail.com | Board<br>Member   |
| Allison<br>Brown | 5100 Tomasita<br>Court | 27616    | bettisacademync@gmail.com      | Board<br>Chairman |
| Quentin<br>Miles | 615 Stratford<br>Drive | 27597    | quentin.o.miles@gmail.com      | Vice<br>Chairman  |
| Robyn<br>Ashe    | P.O. Box 628           | 27591    | robynatbettis@gmail.com        | Secretary         |



## **NC Public Charters**



| Name           | Street Address | Zip Code | Email                 | Expertise |
|----------------|----------------|----------|-----------------------|-----------|
| Bianca<br>Mays | 105 Belgium Pl | 27597    | biancammays@gmail.com | Treasurer |

### **NC Public Charters**



## 1. Application Contact Information

## Q1.Name of Proposed Charter School

**Bettis Academy** 

## **Q2.**Primary Contact's Alternate Telephone Number (xxx-xxx-xxxx)

• The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application

919-480-8279

## Q3.Geographic County in which charter school will reside

Wake County

## **Q4.LEA/District Name**

Wake County Public School System

## Q5.Zip code for the proposed school site, if known

27597

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Q6.Was this application prepared with the assistance of a third party such as a consultant or Charter Support Organization (CSO)?

**I. Definition - Charter Support Organization (CSO)** 

A for profit or nonprofit, nongovernmental entity that provides:

- a. assistance to developers during the application, planning, program design, and initial implementation of a charter school; or
- b. technical assistance to operating charter schools, including specific and limited services such as but not limited to professional development, nonprofit board development, payroll, and curriculum development.
- O Yes
- No

## **Q10.Projected School Opening Month**

August

Q11.Will this school operate on a year-round schedule?

- Yes (Year-Round)
- No

Q12.Complete the Enrollment Summary table (see resources), providing grade levels and total projected student enrollment for Years 1-5. Please note: If applying as a "FACE VIRTUAL" remote academy, the applicant must provide separate enrollment figures for in-person and remote student cohorts (see resources).

☑ Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

#### Resources



Enrollment Summar...



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## **Applicant Evidence:**



Uploaded on 4/18/2024

by Allison Brown

Q13.At full capacity, what is your estimated student enrollment and grade spans?

At full capacity, Bettis Academy will operate as K-12 school with a total of 780 students.

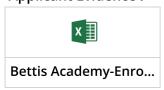
Q14.Complete the Enrollment Demographics table (see resources), providing projected enrollment for each of the following demographic groups.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

### Resources



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Q15.Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.



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Bettis Academy's chosen grade levels were determined by community input. BA gathered this information through a survey that was distributed at local events and on social media, as well as inperson interactions conducted by going door-to-door in local neighborhoods. The data collected expressed the community's desire for a K-12 environment. Accordingly, we will begin with grades K-6 and build our middle school and high school populations. This will allow BA's curriculum to focus on continuity and collaboration between all grade levels. The ultimate objective would be to adequately prepare our students in K-10 for the rigor of college courses and the CCP pathways they will select. Building our program will allow us to cultivate community partnerships that can result in more support for the academy and volunteer, internship, and job placement opportunities within the Wake community and throughout the state. The size of each grade level was determined by the ideal student-to-teacher ratios determined by the state. Class sizes will not exceed these ratios to maximize the impacts of our curriculum, increase student engagement, and promote teacher effectiveness.

Q16. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- I certify
- I do not certify

Q17.Explanation (optional)

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## 2. Non-Profit Corporation Information

Private Non-profit Corporation (NCGS 115C-218.1)

• The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

## **Q18.Organization Type**

- Non-Profit Corporation
- Municipality

Q19.Official name of the private, non-profit corporation as registered with the NC Secretary of State

• This is the entity that will hold the Charter if final approval is granted by the NC Charter Schools Review Board (CSRB).

**Bettis Academy** 

Q20. Has the organization applied for 501(c)(3) non-profit status?

- Yes
- No

Q21.The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status:

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 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.
  - Yes
  - No



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## **Applicant Comments:**

Upon approval, Bettis Academy will seek to obtain 501(c)(3) status within the allotted twenty-four-month period.

## Q22.Attach as Appendix F Federal Documentation of Tax-Exempt Status

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 10** 

## **Applicant Evidence:**



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by Allison Brown

## **Q23.**Name of Registered Agent and Address

• As listed with the NC Secretary of State

Quentin Miles - 615 Stratford Drive, Zebulon, NC 27597

**Q24.Federal Tax ID** 

93-4840329

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### 3. Acceleration

Per NC Administrative Code 16 NCAC 06G .0509 (https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx? S=10399&revid=84R1LVelxY9lvhpKdhHt1w==&ptid=muNUlKiR2jsXcslsh28JpBkiw==&secid=x9VPtMUo9twbb 6Q1kKyM7A==&PG=6&IRP=0), the State Board of Education, in its discretion, may accelerate the mandatory planning year to increase the number of high-quality charter schools.

## **Q26.Requirements**

The State Board of Education may accelerate the mandatory planning year for a charter applicant that meets the following requirements:

- (1) agrees to participate in the planning year while the charter application is being reviewed without any guarantee of charter award; and
- (2) demonstrates that there is a facility identified by the applicant that is feasible for opening on an accelerated schedule. Do you want your application to be considered for acceleration?

|     | \/  |
|-----|-----|
| \ / | Yes |

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## 4. Conversion

| Q40.Is this ap | plication a Conversio | n from a traditional | l public school or p | rivate school? |
|----------------|-----------------------|----------------------|----------------------|----------------|
| O Yes          |                       |                      |                      |                |
| No             |                       |                      |                      |                |

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## 5. Replication

Per NC Administrative Code 16 NCAC 06G .0512, the State Board of Education (SBE) may, in certain well-defined instances, grant permission for a non-profit corporation board of directors (board) to replicate either its own successful model or to employ an educational management company (EMO) or a charter management organization (CMO) to replicate a successful model currently being operated under the management of the EMO or CMO. The SBE may also, in certain well-defined instances, grant permission for a non-profit corporation board to "fast track" such a replication by foregoing the planning year normally required for newly-approved charter applicants.

## If applying for a replication, please review the following definitions and continue in this section.

- (1) "Charter school model" or "model" mean the mission as defined in the charter application and function of a charter school, including its governance, its curriculum, its organizational structure, its targeted population, and other key characteristics of the school, such as small class size, thematic academics, and extended day.
- (2) "Successful model" means a charter school model that meets the eligibility requirements in Rule .0513 of this Section.
- (3) "Replication" means the act of copying, recreating, or repeating, a successful charter school model. A "replication" requires the utilization of one charter school "model" to form the creation of a new charter school.
- (4) "Fast-Track Replication" is a special form of replication in which the approved applicant foregoes the planning year required of new charter school applicants.

History Note: Authority G.S. 115C-218.3;

Emergency Adoption Eff. August 20, 2019;

Eff. March 17, 2021.

Q57.Do you want this application to be considered for standard or fast-track replication?

Standard

Fast-Track



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No, this is not a replication

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### 6. Alternative

\*A charter school meeting the eligibility criteria set forth in this policy and seeking designation as an "alternative school" must submit an application to the Office of Charter Schools describing in detail the school's mission as it relates to the request for the designation; the criteria the school plans to use that will meet the eligibility requirements set forth below, including the documentation the school will use to support its admissions process; how the school intends to serve the select population, educationally and otherwise; and the goals the school is setting for academic achievement for this population. The application must also include an admission plan that is well-defined and specifically limited to serving at-risk students as described in the application. A plan that is not well-defined will not be approved.

\*The school must, in its application, designate which of the alternative accountability options it is requesting under ACCT-038 (https://simbli.eboardsolutions.com/ePolicy/policy.aspx? PC=ACCT-038&Sch=10399&S=10399&C=ACCT&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true). The option selected, if approved, cannot be changed except at the time of renewal (as outlined in CHTR-020.III (https://simbli.eboardsolutions.com/ePolicy/policy.aspx?

PC=CHTR-020&Sch=10399&S=10399&C=CHTR&RevNo=1.02&T=A&Z=P&St=ADOPTED&PG=6&SN=true)).

Q68.Do you want your application to be considered for an Alternative Charter School?

Yes

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## 7. EMO/CMO

| Q70.Does the Charter School | plan to contract | for services wit | h an "educational |
|-----------------------------|------------------|------------------|-------------------|
| management organization" o  | r "charter manag | gement organiza  | ation?            |

O Yes

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## 8. Remote Academies

## § 115C-218.120(a). Remote charter academies.

A charter that includes a remote charter academy may do any of the following:

- (1) Provide only remote instruction to enrolled students served by the charter in accordance with this Part.
- (2) Provide remote instruction to students enrolled in the remote charter academy and provide in-person instruction to other students served by the charter.
- (3) Provide enrolled students both remote instruction and in-person instruction. A student who receives more than half of the student's instruction through remote instruction shall be classified as enrolled in the charter's remote charter academy.

## Q85.

Is the school you're applying to create a remote charter academy?

Yes

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## 9. Mission Purposes, and Goals

#### 9.1. Mission and Vision

The mission and vision statements, taken together, should:

- Identify the students and community to be served;
- Illustrate what success will look like; and
- Align with the purposes of the NC Charter School Law.

# Q112.Please state the mission statement of the proposed charter school (35 words or less)

- The mission statement defines the organization's purpose and primary objectives, describing why it exists.
- The mission statement should indicate in measurable terms what the school intends to do, for whom, and to what degree.

The mission of Bettis Academy is to educate underserved students in east Wake County by providing a small learning community, an innovative and academically rigorous curriculum, and hands-on, real-life experiences throughout their academic careers.

## Q113.Please state the vision statement of the proposed school.

- What will the school look like when it is achieving the mission?
- The vision statement outlines how the school will operate and what it will achieve in the long term.

Bettis Academy will prepare our students to be adaptable, critical thinkers, and collaborative citizens within their communities and the world. They will be able to define post-secondary success for themselves as our school community helps to cultivate the blueprint they need to achieve it.

Stakeholders will know the academy is fulfilling its mission when students are actively engaged in their education and the school community as a whole. Students will graduate meeting college and career benchmarks and transition to in-demand career fields, community colleges, 4-year universities, or the military branch of their choosing. Staff will feel equipped to teach a diverse student population, cultivate and manage the learning environment, and have an avid desire to engage in staff development that addresses various key areas that impact student performance.



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Q114.Educational Need and Targeted Student Population of the Proposed Charter School Does the school plan to provide services to certain targeted subgroup(s), if so please explain? Provide a description of the 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. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and MLL population of the district? See G.S. 115C-218.45(e) (https://www.ncleg.net/EnactedLegislation/Statutes/PDF/BySection/Chapter\_115C/GS\_115C-218.45.pdf).



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Bettis Academy is dedicated to serving students who are identified as underserved and educationally disadvantaged. These individuals, historically defined, include those who are economically disadvantaged, English learners, students with disabilities, homeless or unaccompanied youth, migrant students, and/or immigrant students.

In eastern Wake County, there is an evident discrepancy in socio-economic status. Recognizing the need for tailored educational programs, Bettis Academy plans to draw inspiration from the successful initiatives at Chatham Charter School, particularly focusing on economically disadvantaged students. Likewise, a strong English language development program is pivotal given the growing Multilingual Learner (MLL) population in the area and the academy's focus on fostering college and career readiness. This program aims to empower MLL students with research-based tools for language acquisition, ensuring they are not impeded by linguistic barriers.

In terms of student demographics, Bettis Academy aims to reflect the diverse composition of the local community, encompassing a mix of ethnicities and backgrounds. While Wake County Public School System exhibits a varied socio-economic landscape across different towns, eastern Wake County, specifically Zebulon, predominantly falls within the lower-middle class and has the lowest average household income (\$50,934) in the immediate area. Zebulon also faces challenges, with a poverty rate of 11.6%, according to the 2022 census data. This number far exceeds that of neighboring towns within eastern Wake County.

Bettis Academy's proposed location was also strategically chosen given its anticipated population growth and the current demand for education alternatives. Internal estimates provided by Zebulon's town manager show a current population of 11,200 residents with the projections for 2025 and 2030 being 12,781 and 20,531 respectively.

A full list of projections is below.

| 2025 | 12,781 |
|------|--------|
| 2030 | 20,531 |
| 2035 | 29,135 |
| 2040 | 37,711 |
| 2045 | 46,896 |



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2050 56,011

According to their 2021 comprehensive land use plan, town officials greatly underestimated Zebulon's growth, predicting between 5198 and 7374 residents in 2025. Even with that estimate, there was concern about the increasing student body at the local schools amongst residents. Ultimately, the staggering growth now has the town and the LEA reevaluating how to meet the needs of this growing municipality.

In light of these considerations, Bettis Academy stands poised to address the educational needs of the community, leveraging innovative programs and strategic partnerships to foster academic success and prepare students for their future endeavors.

Bettis Academy envisions a seamless educational continuum from kindergarten through grade 12, prioritizing college and career readiness through the adoption of the CCP program. With plans to initially operate as a K-6 institution following a traditional calendar, the academy welcomes students from across North Carolina, with a focus on Wake and Franklin counties, and neighboring Johnston and Nash counties.

In alignment with our commitment to individualized support, Bettis Academy will implement tiered interventions and personalized educational plans, designed to uplift economically disadvantaged students. Through this system, the academy aims to meet students at their respective learning levels, facilitating their journey toward reaching their full academic potential.

Furthermore, strategic integration of college coursework via North Carolina's Career and College Promise (CCP) program will be offered to future 11th and 12th graders. This initiative, supported by partnerships with our local community colleges, would provide access to over 50 college transfer and career and technical education pathways. Longitudinal research underscores the positive impact of participation in the CCP program, particularly in enhancing high school graduation rates, increasing college credit attainment, and bolstering college enrollment rates, especially among economically disadvantaged students.

Q115.What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?



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In Zebulon, the educational landscape currently includes one K-12 charter school, two traditional public elementary schools, one middle school, and one high school. Recent workplace evaluation surveys have highlighted concerns among students and faculty regarding safety, bullying, and crime. Additionally, teachers indicated a concern about administrative support, particularly at the high school level.

The local charter school maintains a lengthy waitlist, with some grade levels having over a hundred families still seeking enrollment. This reflects the strong demand for alternative educational opportunities within the community. The demand has led residents of east Wake County to explore options outside the immediate vicinity and ultimately, enrolling in private or charter schools elsewhere in or beyond the county.

Statistics from recent years reveal that the local high school has maintained a grade C rating for the past six years, falling below many other schools within the Wake County Public School System. Notably, it has a higher percentage of disadvantaged students compared to the county average. Key performance indicators in subjects like biology, math, and English show the school is trailing significantly behind both county and state benchmarks. Additionally, the school's participation in programs like the CCP is notably low, with college readiness metrics also lagging behind county and state averages, particularly among historically underrepresented groups.

Zebulon Elementary and Wakelon Elementary have received grades of D, with Zebulon Elementary failing to meet growth targets in the last academic year. Zebulon Middle School, while rated as a C, has consistently met or exceeded growth expectations over the past three years.

East Wake Academy, currently rated as a C, fell short of expected growth in the previous academic year. Despite serving a lower proportion of economically disadvantaged students, significant achievement gaps persist, particularly among minority and Multilingual Learner populations. Similar challenges are observed at Cardinal Academy, a charter school in Wendell, which also received a grade of D and failed to meet growth targets in the last academic year.

Franklin County Schools have encountered difficulties, with only two out of 19 schools in the district receiving grades higher than a C. Johnston and Nash Counties present a mixed picture, with several schools failing to meet growth targets or receiving grades below a B.

This data underscores the pressing need for innovative educational alternatives in the region. Bettis Academy aims to fill this void by offering a dynamic educational environment tailored to meet the diverse needs of students in the community.

Q116.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



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school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

Bettis Academy anticipates a total enrollment capacity of approximately 780 students spanning grades K-12. In our projected location, Bettis Academy could potentially straddle Wake or Franklin counties, contingent upon the facility's configuration on the designated land, with county lines situated less than a mile apart. Based on this, BA estimates that around 40% of our student body could hail from Wake County, another 40% from Franklin County, and the remaining 20% from Johnston County. Notably, Zebulon, our proposed location, falls within all three counties. This projected enrollment represents approximately 0.195% of the Average Daily Membership (ADM) for Wake County Schools, 4.05% for Franklin, and 0.424% for Johnston.

| County   | Total ADM | BA's Projected<br>Student<br>Enrollment | Percentage of LEA's ADM |
|----------|-----------|---|-------------------------|
| Wake     | 159,995   | 312                                     | 0.195%                  |
| Franklin | 7,702     | 312                                     | 4.05%                   |
| Johnston | 36,708    | 156                                     | 0.424%                  |

Sources: Wake - https://www.wcpss.net/domain/100 (https://www.wcpss.net/domain/100)

Franklin - https://ncreports.ondemand.sas.com/src/district?district=350LEA&year=2023 (https://ncreports.ondemand.sas.com/src/district=350LEA&year=2023)

Johnston - https://ncreports.ondemand.sas.com/src/district?district=510LEA&year=2023 (https://ncreports.ondemand.sas.com/src/district=510LEA&year=2023)

Q117.Summarize what the proposed school will do differently than the surrounding schools serving the same population of students. What will make this school unique and more effective than the currently available public-school options?



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Bettis Academy will set itself apart from neighboring schools by embracing an innovative educational philosophy. Within each grade span, the curriculum is designed to actively engage students in hands-on, experiential learning experiences tailored to their interests and abilities. This dynamic approach not only fosters a deeper understanding of academic concepts but also promotes critical thinking and problem-solving skills essential for success in today's world. BA will also prioritize social-emotional development. By integrating these elements seamlessly into the educational experience, Bettis Academy ensures that students receive a comprehensive foundation that prepares them for not only academic achievement but personal growth as well.

At the elementary level, Bettis Academy will distinguish itself by embedding both social-emotional learning and global awareness into our curriculum. This will be done with early exposure to world languages, cultural inclusiveness, and conscious discipline methodologies. By incorporating conscious discipline practices such as self-regulation techniques, conflict resolution skills, and emotional awareness exercises into everyday classroom routines, students not only acquire academic knowledge but also develop crucial socio-emotional competencies essential for success in school and beyond. Embracing diverse perspectives and fostering a culture of empathy and respect, Bettis Academy creates the safe and nurturing environment that the community desires and where every student feels valued and empowered to thrive.

In our middle school, Bettis Academy will offer a pre-honors track that introduces project-based learning to cultivate critical thinking, collaboration, and real-world application of knowledge. By engaging students in hands-on projects that address real-life challenges, BA aims to instill a deeper understanding of academic concepts and foster curiosity-driven learning. This approach not only equips students with essential skills for higher education but also initiates conversations about their future aspirations, empowering them to explore and pursue meaningful pathways beyond graduation. Through these innovative methods, Bettis Academy sets itself apart as a forward-thinking institution dedicated to nurturing well-rounded, proactive learners poised for success in an ever-evolving society.

Modeling Chatham Charter School, students will participate in the Career and College Promise program which is not widely used in Wake County and the surrounding area. Specifically, the local high school in east Wake County has minimal use of the program. Per its school report card, only 12 students enrolled during the 2022-2023 school year. Partnerships with the local community colleges will allow our students to access over 50 CCP pathways and strengthen students' college and career readiness and college attainment. Research on dual enrollment conducted by various state organizations followed over 525,000 students between 2012 and 2019. Their findings showed that dual enrollment significantly increases the likelihood of underrepresented populations (minorities, MLL) enrolling in college post-high school if they participate in CCP during these formative years. htt ps://earlycollegeresearch.uncg.edu/publications-dual-enrollment/ (https://earlycollegeresearch.uncg.edu/publications-dual-enrollment/) CT and CTE Dual Enrollment study.pdf



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(https://drive.google.com/file/d/1aYyl-bPQ-lhX5BcWzhmNYgfeJ6Qgizwa/view?usp=drive\_link)

Participation can lead to professional credentials that give graduates invaluable experience and positive advantages in applying for trade schools and jobs. The combination of high school courses, including those offered by the NC Virtual Public School, elective course offerings in a variety of subject areas, and a wide range of community college courses, all graduates will be well-positioned to achieve a high level of post-secondary success. The program is also advantageous for graduates enlisting in the military by providing the opportunity to earn higher rank for college-level courses taken in high school.

Moreover, Bettis Academy will be different than the schools that are currently in Wake County because of the continuity of the curriculum from elementary to high school. Teachers will be able to plan and collaborate to develop fluid curricula and support students throughout major social/ emotional transitions that occur during elementary to middle and middle to high school. Unfortunately, the traditional systems are less capable of doing so because of their structure. This allows solid cohorts to exist that our support staff and teachers can proactively plan and advocate for with a true continuity of care.

Q118.Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results

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A blend of formal methods and grassroots initiatives drove our data collection efforts in support of Bettis Academy. BA has initiated partnerships with an array of community-based entities including the Zebulon Boys and Girls Club, the Town of Zebulon and its Board of Commissioners, the local Chamber of Commerce, local small businesses, and other nonprofits dedicated to supporting families and children in the area. BA also gathered with neighborhood homeowners' associations (HOAs) to allow residents to share their experiences with the schools in the area and their current educational needs. Through door-to-door outreach efforts, BA also disseminated information about the academy while soliciting valuable input from community members about its structure.

Furthermore, BA distributed a paper-based and electronic survey accessible through a QR code. BA also conducted a social media campaign, featuring interactive polls, to gauge community sentiment on the establishment of another educational setting, highlighting preferred grade levels as well. Bettis Academy also hosted two community-wide meetings to introduce the idea of a new school and gather feedback from residents. These multifaceted initiatives served as formative elements in shaping the framework of Bettis Academy.

To ensure comprehensive community involvement, BA established committees consisting of community members, working in tandem with BA's Board of Directors. These committees include an Advisory Board, a Fundraising Committee, and a Public Relations team, each contributing their insights and dedicating time and effort to further Bettis Academy's mission. They actively participate in joint board meetings and designated committee meetings to champion the mission and convey the vision to other community stakeholders.

In our engagements, the board of directors and committee members have connected with nearly 500 community members, whose feedback has proven instrumental in shaping Bettis Academy. The community has voiced a desire for consistency, academic rigor, smaller class sizes, and a safe learning environment that caters to all grade levels (K-12). Accordingly, BA has used these focal points as guiding principles as BA drafted our charter and is committed to expanding and nurturing our community partnerships to make the school a success.

## Q119.Attach Appendix A: Evidence of Community/Parent Support.

- Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school.
- 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).
  - ☑ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

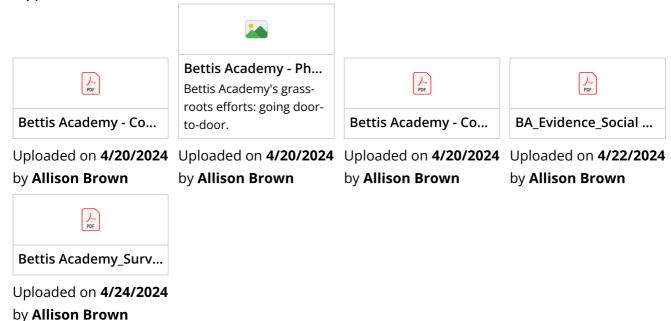
**Total Files Count: 5** 



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## **Applicant Evidence:**



## 9.2. Purposes of the Proposed Charter School

Q120.Select one or more of the six legislative purposes the proposed charter will achieve, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations. The Six Legislative Purposes of a Charter School are:

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

Q121.Provide a brief narrative to coincide with <u>each</u> applicable legislative purpose(s).



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How Bettis Academy will meet the legislative purposes outlined in the NC charter school statute GS 115C-218 is listed below:

- 1. Creating new professional opportunities for teachers: Bettis Academy aims to provide a small learning community and an innovative curriculum based on student-centered growth models and project-based learning. This will allow teachers to have more autonomy in the educational process, while still meeting state standards. By emphasizing hands-on, real-life experiences and critical thinking skills, teachers would have the opportunity to explore different methods that support different learning styles, thereby expanding their professional growth opportunities.
- 2. Accountability for Student Achievement: Bettis Academy will establish clear, measurable student achievement goals aligned with academic standards and benchmarks. Regular assessments and progress monitoring will be conducted to ensure that students are meeting these targets. The school will be held accountable for achieving these results through transparent reporting methods to stakeholders, including parents, community members, our board of directors, and other educational authorities.
- 3. Expanded Educational Choices for Parents and Students: Bettis Academy will become an institution that offers a range of educational opportunities and support for students within the current public school system. BA will seek to cater to the specific needs and interests of students and families in east Wake County. This includes specialized programs for Multilingual Learners, economically disadvantaged students, and other underserved populations. Additionally, the integration of college coursework through partnerships with local community colleges will provide students with expanded pathways to college and career readiness.
- 4. Improving student learning: The mission of Bettis Academy is to improve student learning by providing an academically rigorous curriculum and fostering adaptability, critical thinking, and collaboration among students. BA will accomplish this by promoting a student-centered environment that values collaboration among students and staff through its phased-in project-based learning (PBL) model. Research shows that PBL tends to increase student engagement by strategically facilitating critical thinking, creativity, and problem-solving skill development. By emphasizing these skills, the school aims to enhance the overall learning experience and outcomes for its students and build the 21st-century skill set North Carolina's "Portrait of a Graduate" initiative outlines. Continuous improvement strategies, such as tiered interventions and personalized educational plans, will be implemented to address individual learning needs and enhance overall student learning outcomes.
- 5. Bettis Academy's mission to educate underserved students in east Wake County aligns with the legislative purpose of increasing learning opportunities, particularly for at-risk students. By providing a small learning community and interactive experiences, the school intends to address the diverse needs of these students and offer them opportunities for academic growth and success. Differentiated instruction, enrichment seminars, and targeted interventions will be utilized to ensure that every student has access to high-quality education and support services. This inclusive approach aims to narrow achievement gaps and empower all students to reach their full academic potential.
- 6. The mission of Bettis Academy emphasizes providing an innovative and academically rigorous



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curriculum, suggesting a commitment to exploring different teaching methods and approaches. By encouraging innovation in teaching, the school aims to create a dynamic learning environment that engages students and fosters their academic growth. The integration of project-based learning and conscious discipline into Bettis Academy's curriculum and teaching practices underscores its commitment to providing a holistic education. The two strategies will equip teachers with a framework that promotes active participation and effective classroom management. These innovative methods align with the school's mission to prepare students for success by equipping them with the skills and competencies needed to thrive in an ever-changing world and be committed to being lifelong learners.

## 9.3. Goals for the Proposed Charter School

Q122.Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

With operations, Bettis Academy's overarching goals will revolve around maintaining high levels of attendance and enrollment while fostering strong parent involvement. To meet these goals attendance records and tracking enrollment data will be monitored through Infinite Campus reports. BA will actively engage parents through conferences, information sessions, and community events and track parent participation through both digital and paper-based sign-in methods. Academically, our focus is on fostering continuous growth and achievement. BA will aim to monitor and support academic progress through assessments like NC Check-Ins, EOG/EOC results, and mClass data with the goal of surpassing local and state proficiency scores in core subjects. As BA implements project-based learning strategies through our train-the-trainer model, BA will track attendance at training sessions and ultimately, the quality of lesson plans and student presentations. Financially, BA aims to ensure stability by meeting or exceeding yearly budget expectations. To measure this, annual budget reviews and financial audits will be conducted by our auditor of choice. BA will be committed to maintaining a diverse and engaged Board of Directors and will set measurable governance expectations by keeping accurate attendance records for all board meetings and training sessions.

At every board meeting, the school's leader will provide updates on operational, academic, financial, and governance matters. The school will prioritize consistent communication with all stakeholders through an all-inclusive communication strategy. This will include the use of our school website, rapid communication platforms, social media outlets, email correspondences, student recognition assemblies, faculty gatherings, and family seminars.

Q123. How will the governing board know that the proposed public charter school is



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## working toward attaining their mission statement?

The Bettis Academy's Board of Directors, alongside school leaders, will convene monthly during the academic year to analyze a diverse array of achievement data. This data will encompass, but is not limited to state accountability results, graduation rates, and Career and College Pathway (CCP) completions. With a three-year strategic plan in place, the board's role is to provide oversight and support to ensure BA achieves its goals for the first five years and beyond. This involves consistent evaluation of BA's mission and progress towards its objectives. Monthly open meetings will serve as a platform for the lead administrator to present reports covering enrollment, academics, compliance, fundraising efforts, and community relations. The board will review student academic performance data, including benchmark assessments, EOC/EOG testing results, and comparisons with local and state averages, aiming to consistently surpass these benchmarks. Furthermore, the board will actively engage teachers and students in board meetings, encouraging them to share projects and highlight unique aspects of the learning environment while celebrating student accomplishments. The goal is for the board to witness firsthand the school's efforts in nurturing confident, community-focused, future-ready leaders.

The board will ensure financial accountability by reviewing monthly financial statements and contracting independent financial services for oversight. Annual audits will inform budget decisions aligned with the school's revenue and goals.



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## 10. Educational Plan

## **10.1. Instructional Program**

Q124.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



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Bettis Academy presents a meticulously designed instructional program poised to empower students with the essential skills and knowledge imperative for navigating real-world scenarios successfully. Our instructional methodologies revolve around a fusion of experiential learning, project-based pedagogy, and collaborative endeavors. These methods are poised to foster an environment where students actively immerse themselves in the curriculum, thereby nurturing critical thinking, problem-solving abilities, and effective communication skills.

Central to our educational approach is a steadfast commitment to adhering to curriculum standards, ensuring a comprehensive and standardized educational framework. Assessments, intricately aligned with these standards, transcend mere evaluation metrics to become pivotal tools for gauging individual student proficiency levels. These assessments will serve as guides as teachers tailor their instructional methods and for our school counselor to craft personalized academic plans for each student. Project-based learning will be integrated into our instructional model progressively, providing students with immersive experiences where they can apply their knowledge and skills to real-world challenges, fostering deeper understanding and engagement with the curriculum.

Project-based learning (PBL) emerges as a highly effective instructional model tailored to meet the diverse needs of economically disadvantaged students and multilingual learners. By grounding learning in real-world relevance, PBL offers a profound sense of connection to the material for economically disadvantaged students, making the educational experience more meaningful. Similarly, for multilingual learners, projects that resonate with their cultural backgrounds foster engagement and motivation. PBL's emphasis on hands-on, experiential learning is particularly beneficial for students grappling with traditional instructional methods or language barriers, allowing them to grasp concepts more deeply through active engagement. Moreover, collaborative group work within PBL cultivates crucial collaboration and communication skills, offering economically disadvantaged students and multilingual learners a platform to share ideas, solve problems, and learn from peers' perspectives. Through differentiated instruction, PBL ensures scaffolding and support are provided to meet the diverse needs of all students, including economically disadvantaged students and multilingual learners. As students take ownership of their learning through project design and topic selection, they experience empowerment and a sense of agency, fostering intrinsic motivation and investment in their education. In essence, PBL emerges as a powerful instructional approach that addresses the academic, linguistic, and socio-emotional needs of economically disadvantaged students and multilingual learners, equipping them with the tools and confidence to succeed in their educational journey.

Our assessment philosophy is firmly grounded in the concept of mastery instead of memorization. Assessments, including Mclass, Dibles, IXL, and NC PAT will be utilized to foster a holistic cycle of reteaching, redirection, and retesting. This offers students ample opportunities to attain mastery of the curriculum. Standardized testing such as EOG and EOGs will also serve as strategic guides for

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fine-tuning instructional practices, not just for student evaluation. With PBL being a key instructional method, student learning will also be assessed through thoroughly crafted content and presentation rubrics. By embracing this approach to assessments, BA aims to instill a relentless pursuit of continual improvement and a growth mindset within our student body.

Where students in traditional settings can easily become passive spectators due to larger class sizes and less personalized instruction, Bettis Academy will foster an environment where every student assumes responsibility for their own learning journey. Supported by a framework of staff norms and expectations and enrichment/seminar courses BA will refer to as F.I.R.E., our school community will operate cohesively, ensuring that each student receives the necessary support and guidance to thrive academically.

At the heart of our instructional program lies a commitment to preparing students for global competitiveness, be it through pursuing higher education, securing employment, or embarking on a career in the military. This highlights our "keeping the end in mind" philosophy, recognizing the pivotal role primary education plays in setting the foundation for future academic success and pursuits.

| Q125.Will the prop | osed charter schoo | ol serve a single-sex | student population? |
|--------------------|--------------------|-----------------------|---------------------|
| O Yes              |                    |                       |                     |

No

Q129.Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



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The Bettis Academy learning environment will be centered around North Carolina's 'Portrait of a Graduate' initiative. The Portrait acknowledges "that student academic success matters, but so does a student's ability to adapt, collaborate, communicate, think critically, show empathy, learn, and take personal responsibility all matter in students' personal development." https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate (https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate)

The Portrait also strives to ensure that students are well-equipped for the broadest range of postsecondary opportunities, whether a student chooses college, career, or military after graduating high school.

Accordingly, the basic learning environment at Bettis Academy is designed to cater to the unique developmental needs of each grade span. For elementary school, our approach involves creating a vibrant and interactive classroom-based setting. Classrooms will be nurturing spaces, fostering creativity and a love for learning. A teacher assistant will be assigned to grades K-2 to meet them where they are and support their growth. For upper grades, project-based learning will be steadily introduced so students can actively engage in learning and apply the curriculum to relatable concepts. BA will prioritize small class sizes, coinciding with state recommendations of a maximum of 20 students per 1 teacher (20:1). This will ensure personalized attention, allowing teachers to focus on individualized instruction and address the diverse learning styles of these students.

In the middle school, our learning environment continues to evolve to meet the transitional needs of students. Classrooms will be structured to encourage collaboration, critical thinking, and independent exploration through progressive project-based learning methods. Seminar courses known as F.I.R.E. will be tailored to promote the skills outlined in 'The Portrait', and provide tutoring, and encourage relationship building throughout this integral transition. The class sizes remain small (15:1 ratio) and are conducive to fostering meaningful teacher-student relationships. It will also provide a supportive atmosphere for academic and personal growth.

As students progress to high school at Bettis Academy, they will continue to learn via classroom-based and project-based learning as well as through our signature FIRE seminar course. Class sizes will remain smaller than average with a 15:1 student-to-teacher ratio. At this level, the seminar course will focus on personalized academic and career advising to support students as they plan for their futures. This transition will also concentrate on extending the curriculum to their post-secondary goals. They will do so by participating in the Career and College Promise program as juniors and seniors. Students, with the assistance of our school counselor and dedicated staff, will strategically select CCP pathways and corresponding coursework with our community college partners. Students will engage in career-focused experiences that promote college and career readiness, increase confidence in their path after high school, and jumpstart post-secondary success.



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At all grade spans, the learning environment at Bettis Academy is structured to be dynamic, supportive, and conducive to holistic development. By combining project-based learning, and classroom-based instruction with interactive experiences and individualized advising, BA aims to create an educational journey that is both enriching and empowering for our students.

Q130.Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps.



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At Bettis Academy, our curriculum will be data-driven and intricately aligned to fulfill our mission and meet the guidelines set out in the North Carolina Accountability Model. The incorporation of dual enrollment and career-focused opportunities is a deliberate effort to cultivate a mindset that extends beyond the traditional classroom setting. By providing high school students with opportunities to participate in and excel in both high school and college courses, BA will prepare them for success in higher education and beyond.

Drawing inspiration from the successful instructional model of Chatham Charter School, BA has incorporated elements such as small class sizes and principles utilized by many early colleges across North Carolina. Chatham Charter's proven success provides a strong foundation for our instructional approach. The emphasis on small class sizes allows for more personalized attention, creating an environment where students can thrive academically and personally.

Our commitment to content mastery will be evident starting in kindergarten and extending throughout our students' academic journey at Bettis Academy. This alignment ensures a seamless and consistent approach to education, fostering a culture where mastery is not just an expectation but a guiding principle.

Our plan is strategically designed to drive academic improvement for all students by instilling a sense of ownership in their academic progress. BA believes in fostering engagement and a growth mindset, and this is achieved through practices such as the PBL method and Conscious Discipline. By empowering students to actively engage in their learning journey, BA aims to cultivate self-motivated individuals who are not only academically proficient but also equipped with essential life skills.

At Bettis Academy, our commitment to continuous improvement and accountability according to the North Carolina model will be evident with our use of various assessments. These will include MClass/Dibels, IXL, NC PAT, and Infinite Campus. These research-based assessments serve as crucial tools in fulfilling our mission and constructing an inclusive approach that improves the academic outcomes for all students. The data that is gathered through these methods will guide teachers and staff as BA crafts appropriate interventions, monitor student progress, and actively address the main sources of achievement disparities.

Research on the state's CCP program also indicates a positive correlation between dual enrollment and student success in both high school and college. Making this program the cornerstone of Bettis Academy and strategically preparing our students for it, BA will work to close the gaps in graduation rates, college credit attainment, and enrollment in post-secondary institutions within our student population, but especially for those who are underrepresented in these environments.

Q131.Describe the primary instructional strategies that the school will expect teachers



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to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve.



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Bettis Academy's teachers will be expected to understand and implement Conscious Discipline and Bloom's Updated Taxonomy concepts. Project-based learning strategies will be integrated into elementary school enrichment activities and will be a key component in secondary instruction as teachers are coached through the train-the-trainer method. This will be done through a combination of professional development, ongoing training, and collaborative learning opportunities for teachers and support staff. Professional development workshops will provide teachers with the theoretical knowledge and practical strategies needed to effectively implement these instructional approaches in their classrooms. Department leaders will be extensively trained and disseminate strategies to their colleagues. Additionally, mentorship programs and peer observations will offer teachers the chance to observe experienced educators model these concepts in action, providing valuable insights and guidance. Teachers will engage in reflective practices, continuously evaluating and refining their instructional methods to best meet the needs of their students. By embodying these concepts in their own teaching practices, educators will serve as role models for their students, demonstrating the importance of inquiry, social-emotional learning, and critical thinking in academic success. Through consistent modeling and reinforcement, teachers will create dynamic learning environments where students are actively engaged, feel supported, and empowered to achieve their full potential.

Ultimately, the project-based learning approach and Bloom's taxonomy complement each other, forming a cohesive framework. This framework provides a consistent structure that engages students in a meaningful way, while still adhering to academic standards. By integrating Conscious Discipline, BA will foster an atmosphere where teachers and students embrace and flourish using these educational models.

The implementation of project-based learning (PBL), Bloom's Updated Taxonomy, and Conscious Discipline at Bettis Academy holds great potential to support economically disadvantaged and Multilingual Learners (MLL) students. By integrating these educational approaches, BA aims to create a nurturing environment where all students can thrive academically and socio-emotionally. Through PBL, students will engage in interactive projects that address real-world challenges, and foster curiosity, critical thinking, and collaboration skills. This approach empowers students to take ownership of their learning and apply academic concepts in practical contexts, which is particularly beneficial for economically disadvantaged students who may lack exposure to experiences that rely on financial means. Furthermore, incorporating Bloom's Updated Taxonomy ensures that instruction is scaffolded to meet students' diverse needs, challenging them to think critically, analyze information, and engage in higher-order thinking tasks. Conscious Discipline then provides students with social-emotional learning tools to regulate their emotions, navigate social interactions, and develop positive relationships, creating a supportive environment conducive to learning. By integrating these strategies and frameworks, BA aims to create equitable learning opportunities that empower all students to succeed academically and thrive in the classroom and beyond.



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Additional details on our proposed instructional strategies and how they will applied across grade spans are detailed below.

| Key Elements of Project-<br>Based Learning   | Key Elements of<br>Bloom's Updated<br>Taxonomy   | Key Elements of<br>Conscious Discipline  |
|--|--|--|
| Real-world relevance - Projects are designed to address authentic, real-world problems or scenarios that are meaningful and applicable beyond the classroom.   | Remembering: Recall or recognize information, facts, terms, or concepts.                         | <b>Safety:</b> Creating a safe, nurturing environment conducive to learning.                       |
| Inquiry and investigation - PBL encourages students to ask questions, conduct research, and explore topics independently or collaboratively, fostering curiosity, critical thinking, and a deeper understanding of concepts. | Understanding: Grasp the meaning of information, interpret, and summarize key points.            | Connection: Building positive relationships among students and between students and teachers.      |
| Authentic tasks - Projects in PBL involve authentic tasks that mirror real-world scenarios, ensuring that students see the relevance of their learning in practical contexts.  | <b>Applying:</b> Use acquired knowledge, skills, or understanding in new situations or contexts. | Problem Solving: Teaching children self- regulation skills to manage emotions and solve conflicts. |



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| Collaboration - PBL often involves collaborative work, where students work together in teams to plan, execute, and present their projects, fostering communication, teamwork, and interpersonal skills.                                  | Analyzing: Break down information, and identify patterns, relationships, or connections among ideas.         | Responsibility: Cultivating accountability and empathy in students.                                 |
|--|--|---|
| Critical thinking - PBL challenges students to think critically, analyze information, evaluate evidence, and solve complex problems.   | <b>Evaluating:</b> Make judgments based on criteria and standards, and assess the quality or value of ideas. | Intention: Encouraging mindfulness and teaching children to act with intention.                     |
| Ownership and autonomy - Students have a degree of autonomy and ownership over their learning in PBL. They make decisions about the direction of their projects, manage their time, and take responsibility for their learning outcomes. | Creating: Generate original ideas, products, or solutions, design, construct, plan, or invent.               | Empowerment: Fostering independence and teaching children to take responsibility for their actions. |
| Reflection and feedback - PBL incorporates opportunities for students to reflect on their learning process, evaluate their progress, and receive feedback from peers and teachers.   |  | Reflection: Encouraging self- reflection and providing feedback to support growth.                  |



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| Integration of disciplines - Projects in PBL often integrate multiple disciplines or subject areas, allowing students to make connections between different areas of knowledge and see the relevance of their learning across disciplines.                 | Compassion: Cultivating empathy and understanding in the classroom community.                |
|--|--|
| Use of technology - PBL frequently incorporates the use of technology to support research, collaboration, presentation, and communication.   | Contribution: Promoting a sense of belonging and the value of contributing to the community. |
| Assessment for learning- Assessment in PBL focuses on both process and product. Students are assessed on their ability to engage in the project process, collaborate effectively, and demonstrate understanding through the final project or presentation. | Resilience: Teaching children skills to bounce back from challenges and setbacks.            |

| Grade Span | Project-Based<br>Learning (PBL) | Conscious<br>Discipline | Bloom's (2001)<br>Taxonomy |
|------------|---------------------------------|-------------------------|----------------------------|
|            |                                 |                         |                            |





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#### - Engages students in real-world, - Offers a hierarchy hands-on projects - Provides a of cognitive that are comprehensive processes ranging meaningful, social-emotional from lower-order fostering curiosity learning framework thinking skills to and intrinsic teaching selfhigher-order motivation. thinking skills. regulation, empathy, and - Enhances critical - Guides conflict-resolution thinking skills, differentiated skills. creativity, and instruction collaboration - Creates a safe and challenging abilities. students at various supportive environment where cognitive levels. - Projects can **Elementary** students feel integrate subjects - Activities scaffold valued and School like math, science, learning connected. language arts, and experiences social studies into - Equips students progressively, cohesive, with tools to promoting interdisciplinary intellectual growth. manage emotions experiences. and navigate social - Students engage interactions - Students develop in storytelling, effectively. problem-solving experiments, group skills and apply - Supports positive discussions, and academic concepts behavior and creative projects, practically for healthy aligning with deeper relationships. different levels of understanding and Bloom's Taxonomy. long-term retention.



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| High School | - Develops critical skills for college and career readiness Encourages autonomy and responsibility through meaningful projects Demonstrates mastery through presentations and exhibitions. | -Supports social- emotional well- being amidst academic pressures.  - Builds resilience and fosters empathy and accountability.  - Creates a positive learning environment for academic success. | - Guides rigorous learning experiences preparing students for college-level coursework and careers.  - Encourages activities such as inquiry-based labs, literary analysis essays, argumentative debates, and project-based research papers.  - Fosters metacognitive awareness and deep understanding of academic concepts. |
|-------------|--|--|--|
|-------------|--|--|--|

Q132.Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion.



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Conscious Discipline supports student readiness for transitions by fostering several key elements. It promotes social-emotional competence by teaching self-regulation, empathy, and relationship-building skills. It also helps students develop resilience and coping skills, enabling them to manage stress and adapt to new situations effectively. This approach prioritizes relationship building, fostering strong connections between students, teachers, and peers, which will be a hallmark of Bettis Academy. Furthermore, it supports the development of executive functioning skills, such as organization, time management, and task prioritization abilities. It also emphasizes involving families and community partners to provide additional resources and support, thereby creating a strong community network. These elements collectively ensure that students are equipped with the necessary skills and support systems to transition successfully between grades and grade spans.

The proposed instructional plan and graduation requirements are designed to prepare students effectively for transitions between grades and grade spans. Following Bloom's updated taxonomy, which emphasizes higher-order thinking and skill development, the plan ensures that students not only acquire content knowledge but also have opportunities to apply it independently. By gradually releasing responsibility from teachers, the plan aims to close achievement gaps, providing tailored support to students with diverse needs.

Collaboration amongst staff and consistency across our educational framework will be emphasized. Each grade level and each segment of learning will build upon prior knowledge and skills. This holistic approach ensures that students receive coherent and scaffolded instruction, facilitating their progression towards independent thinking and problem-solving abilities. Ultimately, by managing the facets of student achievement strategically, the plan aims to equip students with the necessary skills and readiness to navigate transitions successfully and thrive academically.



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# Q133.Describe in a brief narrative how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

With the school's college and career preparatory plan in mind, the academic calendar will follow a traditional schedule, aligning with the community college calendar. This alignment will enable our future eleventh and twelfth graders to effectively manage both high school and college courses. This calendar structure also considers the likelihood of siblings being in different grade levels, aiming to sync their calendars and minimize scheduling conflicts and transportation challenges for families.

Starting with grades K-6, coursework will be yearlong, while the calendar will be designed to accommodate semester-long coursework for high school students seamlessly. State assessments for elementary and middle school students will occur in May, whereas high school students will take these assessments and other final exams in mid-December and May. Ultimately, the entire school will conclude the academic year simultaneously. The proposed calendar for 2026-2027 is included in the Appendix.

Q134.Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

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Bettis Academy's schedule was created to optimize instructional time while balancing physical activity, creative expression, and social interaction throughout the day. The day begins with the 'Bettis Smart Start' which will last from 7:30-8:00 am. This time is put in place to create a routine that enhances productivity in the morning. Staggered dismissal ensures a smooth and organized end to the day that accounts for student safety and traffic flow. Dismissal times are listed below:

2:45 - kindergarten

2:50 - 1st grade

2:55 - 2nd grade

3:00 - 4th grade

3:05 - 3rd

3:10 - 5th grade

Math, Literacy, Science, and Social Studies periods are strategically placed to sustain student focus and minimize cognitive overload. In total, the school day is 6.5 hours and there is a minimum of six (6) instructional hours for grades 1st-6th and a total of 260 instructional minutes for kindergarten. At least 240 minutes are dedicated to core subjects, while the remaining time is dedicated to electives and enrichment. Those electives, Physical Education (PE), Music, Art, and World Language, are incorporated on a rotating basis throughout the week to promote physicality, creativity, critical thinking, and cultural awareness. F.I.R.E. Enrichment courses will also be included in Bettis Academy's daily schedule. F.I.R.E. means:

F: Facilitate - Academic Growth

I: Interact - Model communication skills

R: Reinforce - Core subject matter

E: Empathize - Model emotional intelligence

It will be led by designated staff and serve a dual role that allows time for remediation, but will also provide students with opportunities to explore diverse topics beyond the traditional curriculum, enhance their social-emotional skills, and be introduced to PBL concepts. Lunch breaks offer students time to refuel, recharge, and foster social interaction.

In middle school, the daily schedule is designed to provide a balanced and comprehensive learning experience. There will be five periods in total, four for core subjects and one for an elective. Each period will last 70 minutes with the exception of third period, which will be extended to include at least 30 minutes for lunch and F.I.R.E. This is designed to provide time within the day for academic



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skill development and support. All courses will be yearlong. The schedule allows for five-minute transitions between classes. Students will be dismissed at 3:15 to align with our staggered dismissal time.

For high school, BA will implement a block scheduling system, with classes lasting 90 minutes each. This extended class time allows for in-depth exploration of subjects, fostering a deeper understanding and facilitating meaningful discussions.

When constructed our high school will be on a 90-minute block schedule with four (4) courses each semester. With our calendar's structure, it will exceed the 1,025 instructional hour minimum as mandated by the state.

A detailed, visual representation of our schedule is included in the Appendix.

Q135.Describe a typical day for a teacher and a student in the school's first year of operation.



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Before the first bell rings, Bettis Academy teachers arrive 30 minutes before students to prepare for the day's lessons. The school doors open for students at 7:25 am where they are greeted by staff and an inviting atmosphere that blends routine with an excitement for learning each day.

Teachers and students take the first 30 minutes of the school day to listen to the morning announcements and the signal to begin the 'Bettis Smart Start'. This concept, inspired by Conscious Discipline, activates the executive functioning in each impressionable brain and prepares them for a day of learning. Our elementary teachers transition seamlessly into guiding students through the day's standards for math, social studies, reading, and science with a set time for physical education, music, art, world language, and F.I.R.E. Enrichment. The latter is where the Academy's coveted F.I.R.E. tokens can be earned. The listed electives will be thirty minutes and will give teachers at least an hour for planning and collaboration within the school day.

A staggered lunch and recess period will fall in the middle of the school day to refuel our students' bodies and brains for the rest of the day. During this time, teachers are encouraged to mingle with students, fostering rapport rather than simply monitoring.

In core classes, our middle school students will analyze texts and hone their writing skills, explore different cultures, and civilizations, and learn about the natural world as BA prepares them to be global citizens. They will be challenged to problem-solve and think critically as they create both individual and group projects that showcase their new knowledge. Teachers will be actively facilitating discussions to help generate ideas and further cultivate the learning process. There will be 70-minute blocks for all subjects to properly balance the day. Third period will be an extended period with time set aside for the second most important meal of the day, lunch.

During their elective period, middle school students immerse themselves in subjects of personal interest, whether art, music, or physical education, each fostering creativity and skill development. They will also engage in a grade-appropriate FIRE seminar that will promote college and career readiness, time management, organizational, and study skills.

The final dismissal bell sounds at 3:05 for our elementary students and at 3:15 for middle school, signaling the end of the school day. Teachers will walk outside to assist with carpool and ensure students safely board their buses and cars during dismissal.

As the day concludes, both teachers and students reflect on the day's achievements and look forward to what tomorrow will bring. For educators, it is a sense of fulfillment in guiding young minds; for students, it's the excitement of new discoveries and the bonds forged with their peers.

Q136.Will this proposed school include a high school?



Yes

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O No

# Q137.High School Graduation and Post Secondary Readiness Describe how the proposed charter school will meet the Future-Ready Core requirements.

Bettis Academy's educational plan ensures students are challenged academically and feel prepared for their futures. The high school curriculum is meticulously designed to align with the Future-Ready Core high school graduation requirements, with a focus on completing the majority of those requirements by the end of the tenth-grade year. This will allow students to maximize the number of college courses they can complete before graduating from high school.

The structured curriculum will guide students through each grade level, ensuring a comprehensive education. BA's dedicated core teachers will deliver instruction in their subject areas to provide students with a solid foundation of knowledge and skills. In addition to core subjects, teachers can also offer elective courses within their disciplines to expand the school's educational opportunities and cater to students' diverse interests.

Q138.Provide details on how the students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered.

Bettis Academy's core courses will primarily be taught at the honors level to offer a challenging and enriching educational experience that further prepares our students for their college coursework. Students in grades 9-12 will earn one credit for each course completed during the academic semester. Additional GPA points will be awarded for college courses equivalent to at least three college credit hours. Grade point averages are calculated according to state requirements on a 4.0 scale, with honors courses receiving an additional weight of 0.5 and college courses receiving an additional weight of 1 point.

Bettis Academy's high school transcripts will provide detailed information on completed courses, including electives in the arts, physical education, world languages, NJROTC, and Career and Technical Education. The latter two would depend on student interest and funding availability. Students will also have the opportunity to complete elective courses through the NC Virtual Public School (NCVPS) during grades 10-12. College coursework will also be used to meet core and elective graduation requirements according to NCDPI's dual credit allowance for CCP.

Q139.Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).



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Bettis Academy's entire curriculum is intricately designed to emphasize both college and career readiness. By leveraging the college transfer pathway of the Career and College Promise (CCP) program, students can enroll in multiple courses that will further their post-secondary pursuits while still in high school. For example, upperclassmen will have the opportunity to substitute ENG 111, 112, and 241 or 242 for high school English IV, significantly reducing the need for additional English courses in college. Moreover, students can earn dual credit for community college courses that are at least three credits, thereby fulfilling high school elective requirements.

Career and Technical Education courses taken through the community college can lead to professional credentials, providing graduates not only with practical experience but also with added advantages when applying for trade schools and employment opportunities. With a diverse mix of high school courses, including those offered by the NC Virtual Public School, as well as elective offerings across various subject areas, and a wide range of community college courses, all graduates are positioned for post-secondary success.

Additionally, graduates enrolling in the military can attain higher ranks for college-level courses taken during high school, further demonstrating the value of our comprehensive educational approach.

Q140.Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

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At Bettis Academy, the student services team will play a crucial role in supporting students' academic and personal development. Comprised of a school counselor, a social worker, and a college and career counselor, if funding permits, this team will collaborate to identify students at risk of not meeting graduation requirements. By analyzing academic data, attendance records, and behavioral assessments, they will pinpoint those in need of support. Teachers will also play a crucial role in identifying students by communicating with the team about low grades and excessive absences.

Once identified, the team will develop personalized support plans that integrate academic assistance, emotional counseling, and social support through Multi-Tiered System of Support (MTSS) strategies. This approach ensures individual challenges are addressed comprehensively. At this level, the seminar course, F.I.R.E., will serve as a time for remediation, advising, and mentoring for students who need targeted support. Regular progress monitoring will guide adjustments to the plans, ensuring their effectiveness.

Involving administrators and parents will strengthen the support network. The team will conduct home visits, when necessary, to make informed decisions and address outside barriers impacting a student's learning. Moreover, the team will serve as student advocates to secure additional resources and coordinate referrals for external services as needed.

Through this comprehensive approach, the student services team will aim to create an inclusive and supportive environment. This not only enhances the likelihood of graduation but will also foster a culture of holistic wellness within the school community.

Q141.Attach Appendix C: 9-12 Core Content Electives Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Bettis Academy has adapted its course guide from its mentor school, Chatham Charter School. Modifications have been made to only include courses that reflect BA's mission, vision, and budget projections.

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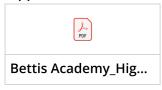
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## **Applicant Evidence:**



Uploaded on 4/25/2024

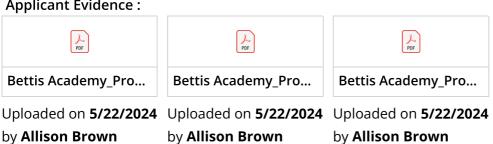
by Allison Brown

Q142.Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve). One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 5** 

### **Applicant Evidence:**



Q143.Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

# **Applicant Evidence:**



Uploaded on 4/18/2024

by Allison Brown

Q144.Attach Appendix E: Daily and Weekly Schedule Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

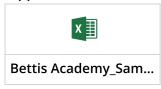
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# **Applicant Evidence:**



Uploaded on **4/25/2024** by **Allison Brown** 

# 10.2. Special Populations and "At-Risk" Students

Q145.Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.



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At Bettis Academy, the Multi-Tiered System of Support (MTSS) will be the cornerstone used to meet the needs of students who are performing below grade level. The goal of MTSS is to provide a continuum of support that can effectively meet the diverse needs of all students, ensuring that they have access to the instruction and resources necessary to succeed academically, socially, and behaviorally. By employing a multi-tiered approach, BA will strive to identify and address students' needs early on and reduce the likelihood of academic failure. The MTSS framework will encompass three tiers, each tailored to address varying levels of need and ensure that every student receives the appropriate level of support to succeed academically.

In Tier 1, or universal support, all students benefit from high-quality instruction and a positive learning environment within the general education curriculum. The goal is to provide preventive and proactive interventions that meet the needs of the majority of students, setting a strong foundation for academic success.

For students requiring additional support, Tier 2, or targeted support, offers specialized interventions such as small-group instruction and supplemental materials. These interventions are designed to target specific skill deficits and provide additional support to help students make progress toward grade-level expectations.

In Tier 3, or intensive support, BA will provide highly individualized interventions for students with the most significant needs. This may include one-on-one instruction, specialized programs, and intensive behavioral support. BA's aim is to address specific needs and prevent academic failure by providing personalized support that meets students where they are in their learning journey. BA's MTSS interventions will be implemented across all grade levels.

Grade span-specific interventions at each Tier are below.

| Level      | Tier 1: Universal<br>Supports  | Tier 2: Targeted Supports  | Tier 3: Intensive<br>Supports  |
|------------|--|--|--|
| Elementary | - High-quality<br>classroom<br>instruction                                     | - Small-group instruction<br>for students struggling with<br>reading and/or math | - Individualized tutoring<br>sessions for students with<br>significant learning gaps |
|            | - Positive behavior<br>support systems<br>(Conscious<br>Discipline principles) | - Social skills groups for<br>students with behavior<br>challenges               | - Behavioral intervention<br>plans for students with<br>persistent behavior issues   |



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|        | - Regular progress<br>monitoring and<br>assessment  | - Additional time and<br>support for Multilingual<br>Learners        | - Comprehensive evaluations and assessments to identify specific learning disabilities         |
|--------|---|--|--|
|        | - Early literacy and<br>numeracy<br>interventions   | - Supplemental reading/<br>math programs                             | - Specialized programs for<br>students with severe<br>learning or behavioral<br>needs          |
| Middle | - Differentiated<br>instruction to meet<br>diverse learning<br>needs                          | - Structured literacy<br>interventions for struggling<br>readers     | - Intensive math intervention program for students below grade level                           |
|        | - Advisory periods<br>(F.I.R.E.) for<br>academic support<br>and social-<br>emotional learning | - Peer tutoring for students<br>struggling in specific<br>subjects   | - Functional behavior<br>assessments and behavior<br>intervention plans                        |
|        | - School-wide<br>positive behavior<br>interventions and<br>supports                           | - Check-in/check-out<br>systems for students with<br>behavior issues | - Individualized education<br>plans (IEPs) for students<br>with disabilities                   |
|        | - Regular data<br>review meetings to<br>monitor student<br>progress                           | - Behavior contracts or individualized behavior plans                | - Collaborative problem-<br>solving teams involving<br>teachers, parents, and<br>support staff |



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| High | - College and career<br>readiness programs<br>and activities        | - Study skills seminars for students with organizational issues                  | - Extended learning opportunities, such as after-school tutoring or summer programs |
|------|---|--|---|
|      | - Honors and<br>college-level (CCP)<br>coursework                   | - Academic support classes<br>(F.I.R.E.) for students<br>needing additional help | - Mentoring programs<br>matching at-risk students<br>with supportive adults         |
|      | - Academic and career counseling                                    | - Test-taking strategies and<br>support for standardized<br>tests                | - Wraparound services involving community agencies to address comprehensive needs   |
|      | - Transition planning<br>for post-secondary<br>education or careers | - Credit recovery options<br>for students falling behind                         | - Intensive case<br>management for students<br>with complex needs                   |

The MTSS team, composed of administrators, teachers, parents, instructional leaders, and counselors, will play a crucial role in assessing and addressing students' needs through a data-based framework. They will collaborate to develop Student Success Plans (SSPs), which will document current levels of performance on assessments and guide ongoing progress monitoring. This is to ensure that interventions are effectively meeting student needs.

Teachers will receive training in MTSS interventions and have to access research-based materials in reading, writing, and mathematics. Teachers will be supported by the MTSS team to select interventions and implement them with fidelity.

Through this approach, Bettis Academy is committed to ensuring that every student, regardless of their starting point, has the opportunity to thrive academically and reach their full potential.

Q146.Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, MLs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe

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# the school's pre-opening plan to prepare for special populations.

Two founding board members have extensive experience working with special populations. Collectively, they have over 27 years of experience in school counseling and classroom teaching. Their roles included direct engagement with diverse groups, such as students with disabilities, students with 504 Plans, Multilingual Learners (MLLs), gifted students, and those at risk of dropping out.

They have collaborated extensively with a range of professionals, including special education teachers, AIG teachers, and other educational professionals, as well as parents, guardians, and family support networks. This collaboration has enabled them to draft appropriate 504 accommodation plans, tailor classroom lessons, and apply individualized interventions to meet the diverse learning needs of students. They also led initiatives such as the Multi-Tier System of Support team to collaborate with teachers and assist students facing academic difficulties.

Active participation in school-based teams has been a consistent aspect of their work and has sharpened their ability to develop strategies aimed at ensuring student success. Their familiarity with state and federal regulations governing special education, including IEPs and 504 Plans, has been instrumental in advocating for and securing essential resources to support diverse student needs.

At the community college level, they ensured students were connected to disability services, promoted self-advocacy skills, and facilitated appropriate accommodations throughout the semester.

Overall, the collective experience and commitment of these founding board members ensure that Bettis Academy is well-prepared to support and meet the needs of special populations when it begins to welcome students.

Q147.Explain how the instructional plan and curriculum will meet the needs of Multilingual Learners (ML), including the following:

- 1. Methods for identifying ML students (and avoiding misidentification).
- 2. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ML students.
- 3. Plans for monitoring and evaluating the progress and success of ML students, including exiting students from ML services.
- 4. Means for providing qualified staffing for ML students.



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Bettis Academy's educational philosophy emphasizes a holistic approach and that will extend to ML students as it utilizes comprehensive assessments, identify any underlying factors, and ensure an accurate identification of needs. To identify ML students and avoid misidentification, Bettis Academy will follow the guidelines outlined by the State Board of Education. Those guidelines will include the following:

Step 1: Conduct a Home Language Survey (HLS)

Step 2: Conduct a Parent Interview and Records Review

Step 3: Record the HLS in PowerSchool (soon to be Infinite Campus)

Step 4: Test for EL Identification (WIDA Screener)

Step 5: Create Records in PowerSchool (soon to be Infinite Campus)

Step 6: Parental/Family Caregiver Notification

https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-cours e-study/english-language-development/ml-identification-data (https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/english-language-development/ml-identification-data)

All students who enroll will be required to complete a home language survey as part of BA's enrollment procedures. If a family indicates that their home language is different than English, BA's ML specialist will coordinate a family conference to gather more information. If not included in the cumulative records, the WIDA Screener will be administered within thirty calendar days to ensure proper placement. If scores are available, they will be used to determine placement and support. All records will be updated and stored in BA's student information system, Infinite Campus. Tools like Infinite Campus are capable of tracking progress for former and current ML students, which will be valuable in the process. If funds are available, BA will also consider utilizing ELLevation to provide another layer of support. This platform would offer more differentiation suggestions, individualized instructional plans, goal-setting based on data, progress dashboards, accommodation recommendations, and Title III parent letters in 28 languages to engage parents effectively and notify them of the assessment results.

A designated school team, consisting of the ML specialist, administration, regular education teachers, and the student services team, will collaborate and provide guidance when a student's performance is in question. BA's ML specialist will serve as the primary lead and will actively engage in professional development opportunities offered by the NCDPI ML/Title III Team to stay informed about best practices and resources. The ML specialist will also be responsible for program development, monitoring effectiveness, and organizing relevant professional development for



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teachers.

Continuous support for teachers will enable effective differentiation of instruction, meeting ML students at their current academic and English proficiency levels while upholding rigor to foster English language proficiency and participation in advanced programs like CCP. BA will ensure that resources such as the NC ELD resource hub, and other relevant materials are readily available to aid teachers in lesson planning, differentiated instruction, and further professional development. The ML specialist will also collaborate with classroom teachers to blend inclusive and separate instruction options. These efforts will ensure teacher preparedness, increase effectiveness, and meet the diverse needs of BA's multilingual learners.

Bettis Academy will employ two primary strategies based on the level of support needed: ESL pullout and a content-based program. These approaches encompass structured immersion, sheltered English, and Specially Designed Academic Instruction in English (SDAIE). All these aim to teach English language learners both English and academic content. Teachers will also employ diverse strategies like gestures, visual aids, and simplified English to facilitate content accessibility.

Thoughtful class scheduling and adapting F.I.R.E. enrichment periods will be crucial in setting ML students up for success. English development opportunities such as peer mentoring, tutoring, and creating conversational settings that are less academically focused will be in place to promote language proficiency.

BA knows that monitoring ML student progress throughout the school year ensures equitable access, appropriate support systems, and necessary adjustments for expected gains in English acquisition. Accordingly, the team at Bettis Academy will form individualized learning plans for each student to integrate grade-level content throughout the school day and foster a positive outlook on students' capabilities. Staff will receive training in data collection and analysis to support this process. Additionally, the WIDA ACCESS test will be administered annually to assess progress.

Recognizing the significance of family engagement, BA will actively maintain open communication channels with families. Efforts will include providing resources for homework assistance and encouraging adult family members with limited English proficiency to utilize external programs such as the English as a Second Language program at the area's local community colleges. This systemic approach ensures that ML students receive the necessary support systems, both within and outside the classroom, for their academic progress and language proficiency.

Before exiting students from ML status monitoring will last for at least two years. This is to prevent premature exit, address any academic deficits resulting from ML participation, and ensure meaningful participation in standard instruction comparable to their peers.

Q148.Explain how the school will identify and meet the needs of gifted students,



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# including the following:

- 1. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
- 2. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Bettis Academy will implement a comprehensive approach to identifying and meeting the needs of gifted students, rooted in the principle of teaching all students as if they have a 'gifted' designation and provide scaffolding as needed.

BA will seek qualified staffing to support the growth of BA's gifted students. BA will also offer professional development opportunities for educators to enhance their understanding of gifted education principles and best practices, ensuring a cohesive and effective approach to meeting this population's needs. To enhance the abilities of gifted students, the school will employ differentiated instruction tailored to students' individual learning styles and abilities, enrichment activities such as advanced coursework through the CCP program, project-based learning, and opportunities for independent study.

BA will implement a strategic plan for monitoring and evaluating the progress and success of gifted students. This will involve an ongoing evaluation of students' academic performance through standardized testing data, teacher observations, and research-based assessments. Progress will be tracked longitudinally to ensure continuous growth and development. Furthermore, BA will establish regular communication channels with parents/guardians to update them on their child's progress and to solicit feedback.

# 10.3. 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 education teachers pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.

Q149.Identification and Records Explain how you will identify students who are



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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.

Bettis Academy will first identify students eligible for special education services by requesting and reviewing academic records from their previous schools. This will allow staff to gather pertinent information on past evaluations, Individualized Education Programs (IEPs), Section 504 plans, and other relevant documentation. BA's Multi-Tiered System of Support (MTSS) team will collaborate to proactively identify students who may require special education services or accommodations under Section 504. We will encourage parents to communicate any concerns they have regarding their child's educational needs, valuing and considering their input in the identification process. If further evaluation is deemed necessary, parents will be informed, and their consent will be obtained before proceeding with additional testing. Assessments will be conducted based on the presented concerns. These could include, but are not limited to: academic progress, behavior, psychological well-being, adaptive behavior, speech, and/or vision. Following these assessments, the MTSS team will analyze the results to determine the level of support required for each student. Additionally, if a parent requests testing, an Individualized Education Program (IEP) evaluation will be initiated within 90 days of the request, ensuring timely support and accommodations for all students in need.

Q150.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. Include how the school will avoid misidentification of special education students.



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To fulfill the federal 'Child Find' mandate, Bettis Academy has established a systematic approach to identify students and prevent misidentification. First, BA will prioritize awareness and outreach by ensuring all staff members are well-versed in their responsibilities under the mandate. Training sessions will be conducted to educate staff on recognizing signs of disabilities and the identification process. We will also disseminate information to parents about accessing special education services.

Second, BA will employ early screening and referral protocols to identify those at risk for disabilities or need additional support. Teachers and staff can refer students showing potential signs of disabilities to BA's student services staff or special education teachers to initiate an evaluation.

Upon referral, the evaluation and assessment phase will begin in a timely manner. A comprehensive evaluation will be conducted to assess cognitive abilities, academic achievement, speech and language, motor skills, social-emotional functioning, and adaptive behavior. Parental input will be integral throughout this process, and informed consent will be obtained before completing an evaluation.

Following an evaluation, if eligibility for special education services is determined, BA will proceed with Individualized Education Program (IEP) development in collaboration with the student's parents. The IEP will outline present levels of performance, annual goals, services, accommodations, and modifications to support the student's learning. Ongoing monitoring and reviews will ensure the IEP's effectiveness.

To prevent misidentification, BA will ensure the evaluation process is thorough and considers cultural and linguistic diversity. Professional development opportunities for staff will enhance their understanding of diverse learning needs and culturally responsive practices. Regular data reviews will identify any patterns of overrepresentation, allowing for corrective action as needed. Through these steps, BA will strive to meet the needs of all students while upholding the integrity of the special education identification process.

Q151.Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:

- 1. Requesting Records from previous schools
- 2. Record Confidentiality (on-site)
- 3. Record Compliance (on-site)



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To ensure proper management of records for students with disabilities and 504 accommodation plans, Bettis Academy will have a standardized protocol. Upon enrollment, BA staff will promptly request records from previous schools, sending formal requests specifying the need for the student's special education or 504 accommodation plan records. To maintain confidentiality BA's staff will protect electronic records by using encryption or password protection.

Regarding on-site record management, BA will designate a space that will serve as secure and confidential storage. Designated staff will be responsible for managing and safeguarding records, ensuring access is restricted to authorized personnel only. Again, electronic records will be secured with passwords to prevent unauthorized access.

In terms of compliance, BA will conduct regular audits to ensure records are complete and up-to-date. BA's MTSS team will serve to oversee this compliance and utilize standardized forms and templates to maintain consistency. Staff members will receive training on record-keeping procedures and FERPA regulations to uphold confidentiality and compliance. Additionally, policies will be reviewed and updated regularly to reflect any changes in state regulations or best practices. Through these measures, BA prioritizes the proper management of records for students with disabilities and 504 accommodation plans.

Q152.Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.



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Bettis Academy will implement various strategies and support systems to meet the needs of students with varying disabilities. First, BA will prioritize differentiated instruction within the general education classroom to accommodate diverse learning needs effectively. Collaborative teaching will be fostered between general education and special education teachers to provide cohesive support to students. Individualized Education Plans (IEPs) will be developed and implemented, tailored to each student's unique needs, goals, and accommodations.

For more targeted support, pull-out will be offered in smaller groups and individualized settings to address specific learning goals and build student confidence with classroom material. Co-teaching models will be implemented to seamlessly integrate support within the general education classroom. This will also promote inclusion and collaboration. Universal Design for Learning (UDL) principles will be applied to instructional design, ensuring accessibility for all students, regardless of abilities.

Continuous professional development will be provided for teachers to enhance their skills in meeting diverse learning needs effectively. Data-driven decision-making will guide instructional planning. BA will use data to adjust strategies and ensure meaningful academic and social growth for all students. By incorporating these strategies and support systems, Bettis Academy will strive to create an inclusive environment where students with disabilities receive the support they need to thrive academically and socially within the least restrictive environment possible.

Q153.Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?



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To ensure a full continuum of services for students with disabilities and facilitate their access to the general education curriculum, Bettis Academy will implement a multifaceted approach. Specific accommodations and modifications will be provided based on the severity of each student's disability. The necessary classroom spaces will be allocated for "pull-out" and self-contained instruction to cater to individual needs. Embracing an inclusion model, most students will be served in the general education setting, allowing them to participate alongside their non-disabled peers. In these inclusive classes, an Exceptional Children's teacher will co-teach the curriculum with the regular education teacher, providing support for all students. These methodologies are aimed at guaranteeing that students with disabilities receive a free and appropriate public education (FAPE) in the least restrictive environment. Professional development opportunities will be offered to teachers and staff, as needed, to equip them with the skills to effectively meet the diverse needs of students with disabilities. Additionally, dedicated student services staff will be tasked with identifying and addressing concerns throughout the school, considering various academic, mental, social, and emotional influences to provide targeted interventions for improvement. Bettis Academy will also engage occupational therapists, physical therapists, and speech pathologists on an asneeded basis. Furthermore, when eleventh and twelfth graders enroll in community college courses, Bettis Academy will collaborate with the appropriate community college staff to ensure seamless support for students receiving Exceptional Children services, thus facilitating their transition and success in higher education settings.

# Q154.Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

To ensure students with disabilities receive a Free and Appropriate Public Education (FAPE) per state policies, Bettis Academy will provide a full continuum of services tailored to meet the needs of enrolled students. Decisions regarding the educational needs of these students will be made collaboratively by a dedicated team. For students with an Individualized Education Program (IEP), this team will include the student (if appropriate), parents, exceptional children (EC) providers, general education teachers, and administration. For students with a 504 plan, a team of at least three individuals familiar with the student, knowledgeable about their disability, and informed about instructional aids/accommodations will collaborate on decision-making. BA's EC staff will play a crucial role in identifying students, conducting evaluations and assessments, updating plans, and maintaining regular communication with students, parents/guardians, general education teachers, administration, and external personnel. This will ensure that student's needs are addressed at the highest level possible and that BA is providing a FAPE that meets the individual needs and fosters the academic success of students with disabilities.

Q155.Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents, and relevant staff.



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Bettis Academy's exceptional children's teachers will serve as case managers for each student with an IEP. They will communicate goals to stakeholders and ensure all accommodations and modifications are applied. These teachers will also collect formative assessment data and other pertinent information regarding the student's academic progress. School administration will provide the necessary resources and facilities to support both regular education and special education teachers in fulfilling their responsibilities. Parents will receive quarterly report cards outlining progress towards IEP goals as well as intermediate communication throughout the year, as deemed necessary by EC staff.

Exceptional Children teachers will meet with general education teachers of students with IEPs to review accommodations, answer questions, and monitor compliance during classroom inclusion. They will also coordinate with general education teachers to administer tests in the most appropriate setting.

BA's IEP team will meet annually and as needed to review and discuss the effectiveness of goals and accommodations. Middle and high school students will be strongly encouraged to attend these meetings to advocate for themselves. Through this collaborative and proactive approach, Bettis Academy ensures that the implementation of IEPs is closely monitored, reported, and tailored to meet the individual needs of each student, fostering their academic success and growth.

# Q156.Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

To have qualified and adequate staffing, Bettis Academy's annual school budget will prepared and tailored to reflect anticipated needs based on the school's EC headcount and individual student needs. Additionally, the budget has and will consistently consider the need for one-on-one teacher assistants or other staff, who will collaborate with regular education teachers to provide appropriate support in classes and execute "pull out" and small group instruction as required. Services from occupational therapists, physical therapists, and speech pathologists will be contracted on an asneeded basis. These professionals will not only provide evaluations but also participate in IEP teams to develop appropriate accommodations and goals for student development. Ultimately, this plan aims to hire qualified staff and create an inclusive and supportive environment conducive to the academic and personal growth of BA's special needs population.

#### **10.4. Student Performance Standards**

Q157.Describe the student performance standards for the school as a whole.



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Bettis Academy will maintain high standards and expectations for students as we strive to fulfill our mission. BA's commitment to excellence will be evident as the school seeks to have student proficiency rates that consistently surpass state and local averages in reading, math, and science. At the high school level, BA will set ambitious targets for performance on standardized tests such as English II, Math I, and Biology EOCs, also aiming to surpass district and state averages. Continuous monitoring of ACT scores and other college readiness metrics will support BA in tracking progress and tailoring support accordingly. By utilizing various diagnostic tools, BA will strive to have a significant portion of students who consistently achieve at or above grade level.

For students who may fall below grade level, BA's Multi-Tiered System of Supports(MTSS) team will provide targeted interventions to address their needs. Collaboration between teachers and administration ensures thorough analysis of assessment data, facilitating instructional improvements and targeted remediation where necessary.

Aligned with state performance standards and Project-Based Learning (PBL) objectives, BA's curriculum will emphasize mastery of key concepts essential for college and career readiness. Students will also need to demonstrate mastery of grade-level content for promotion and graduation. Quarterly reports to students and parents offer transparent insights into each student's progress, highlighting areas of achievement and areas for growth.

With its college and career preparatory focus, BA will foster a nurturing environment, from kindergarten all the way to high school graduation, that prepares students accordingly. BA recognizes the importance of seamless transitions between grade levels and will prioritize building strong foundational skills that pave the way for continued success. By setting high expectations and providing the necessary support to meet those expectations, BA will empower our students to readily face challenges, realize their full potential, and prepare for their post-secondary endeavors.

Q158.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.



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At Bettis Academy, we will incorporate third-party assessment tools such as mClass, iReady, Star Reading and Math, and CASE 21 will be incorporated to enhance instructional strategies, refine our curriculum, and cater to the diverse needs of students.

These assessment tools offer a comprehensive overview of students' academic proficiency and growth across various subjects and skills. For instance, mClass provides detailed insights into reading proficiency, iReady offers personalized learning paths in math and reading, while CASE 21 evaluates students' performance in core subjects aligned with state standards.

Upon analyzing the data generated by these assessments, Bettis Academy's staff can identify individual student strengths and areas needing improvement. This information will help teachers tailor instruction to suit the unique learning styles and pace of each student, fostering a more inclusive and effective learning environment.

Moreover, aggregated data from these assessments allows Bettis Academy to discern patterns and trends at the classroom, grade, and school-wide levels. By scrutinizing these trends, educators can pinpoint curriculum gaps, instructional strategies that yield the highest success rates, and areas where additional support may be required.

Bettis Academy will utilize a data-driven approach to curriculum refinement, leveraging insights from these assessments to continuously adapt and enhance teaching materials, methodologies, and learning objectives. For instance, if a significant number of students struggle with a particular concept as indicated by the assessment data, educators can collaborate to modify instructional approaches or introduce supplementary resources to address these challenges effectively.

Furthermore, regular analysis of assessment data enables Bettis Academy to track student progress longitudinally, providing a holistic view of academic growth over time. This longitudinal data informs strategic decision-making regarding curriculum pacing, intervention strategies, and the allocation of resources to maximize student success.

In essence, the utilization of these assessment tools at Bettis Academy not only facilitates informed instructional practices but also fosters a culture of continuous improvement. By harnessing the power of data, educators can tailor instruction, refine curriculum, and ultimately optimize learning outcomes for the benefit of all students.

Q159.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.



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Students are required to achieve satisfactory levels of performance in reading, writing, mathematics, and science at each grade level. These performance standards serve as indicators for identifying students in need of remediation and potential retention. Promotion decisions will not be based on age, previous retentions, or other non-academic factors. Various assessment methods, including grade-level assessments and teacher evaluations, will be used to assess student performance. Teacher assessments may consider factors such as observations, classroom assessments, and current grades.

In cases where a student is at risk of retention, teachers, parents, BA's school counselor, and administrators will collaborate to develop an appropriate intervention plan to prevent retention. End-of-year (EOY) and end-of-course (EOC) state assessments in reading, math, and science will provide additional evidence for evaluating student performance. Third-grade students failing the end-of-grade reading assessment are subject to additional requirements under the state's Read to Achieve law.

For grades 6-8, promotion to high school requires achieving a grade of "D" or higher in English language arts (ELA), math, science, and social studies. Students failing a subject in grades 6 and 7 may have the opportunity to participate in course recovery. In grades 9-12, a grade of "D" or higher is required to earn credit in each class. Students failing a course needed for graduation will be required to retake the course in a classroom setting. Course completion via NCVPS may be considered, but only if deemed necessary by administration or a designee.

For students with special needs, promotion will be guided by a holistic assessment approach that includes individualized education plans (IEPs) for students, assessment data, and classroom evidence gathered throughout the school year. Regular education teachers, EC teachers, and administration will collaborate to evaluate students' readiness for progression. For students following Extended Content Standards (ECS), promotion will be determined by their mastery of specific goals as assessed by EC teachers. Promotion for students in an inclusion setting will be based on their achievement of grade-level standards with accommodations and modifications as outlined in their IEPs. Unless on an alternative curriculum as outlined in the student's Individualized Education Program (IEP), special education students will adhere to the same promotion and retention policies as general education students.

Promotion criteria will be communicated to parents through the distribution of the parent/student handbook at the beginning of the school year. Parents will receive report cards four times a year. Assessment scores will also be shared with parents. Parents will have access to their child's grades through progress reports, report cards, and Infinite Campus, and are encouraged to schedule conferences and maintain regular communication with teachers, student services personnel, and administration.

At the first indication of a student being below grade level and at risk for retention, the teacher and



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designated staff will develop a Student Success Plan (SSP). The SSP will require the signature of the student's parents or guardians. The plan will be updated in writing regularly, with the student's progress being communicated more frequently in both formal and informal manners. The final decision regarding promotion or retention will lie with the lead administrator.

### High school promotion is outlined below:

| Grade | Promotion Criteria   | Credits |
|-------|--|---------|
| 9     | English I; two credits in the areas of mathematics, social studies, or science; and three additional credits                       | 6       |
| 10    | English II; one credit in mathematics; one credit in social studies; one credit in science; and two additional credits             | 12      |
| 11    | English III; enrollment in a program which, if successfully accomplished, will result in the completion of graduation requirements | 18      |

### **High School Graduation Requirements**

Bettis Academy's Board of Directors will require all students to successfully complete a combination of 26-course units (22 state-mandated, plus 4 locally-mandated) in order to graduate from high school. The students shall also complete cardiopulmonary resuscitation (CPR) instruction as mandated by the State Board of Education. http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf (http://www.ncpublicschools.org/docs/curriculum/home/graduationrequirements.pdf)

Bettis Academy's high school promotion and graduation requirements were formulated to align with the local LEA.

Q160.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 students at risk of dropping out.



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Students must complete a total of twenty-six course units to fulfill high school graduation requirements. These units include twenty-two state-mandated credits and four locally mandated credits. Oversight of students' academic progress will be conducted by the school counselor through regular transcript checks to ensure adherence to the required course sequence. In instances where a student falls behind, the option to enroll in a course through the North Carolina Virtual Public School may be available, with a preference for face-to-face instruction. Decisions regarding instructional format will be made by the administration or a designee on a case-by-case basis.

To ensure all students receive adequate support, collaborative efforts among teachers, support staff, and administrators will be prioritized, particularly for students and families at risk of dropout. Any obstacles hindering a student's path to graduation will be carefully considered, with interventions and support recommended by student services staff. BA's Multi-Tiered System of Support (MTSS) program will be utilized to address the needs of students who are falling behind or are deemed at risk of not meeting graduation criteria.

Students identified as at-risk will be required to meet the minimum requirements. However, tailored individual interventions within the MTSS framework will be implemented to provide targeted support. Additionally, the F.I.R.E. seminar course will be incorporated into the daily schedule to offer academic assistance, facilitate independent study projects, and assist students in credit recovery.

Overall, Bettis Academy's exit standards for graduating all students emphasize mastery of essential knowledge and skills. Targeted interventions, individualized support within the MTSS framework, and active participation in BA's F.I.R.E. seminar will be in place to ensure at-risk students successfully progress toward graduation.

# 10.5. School Culture and Discipline

Q161.Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.



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Bettis Academy's culture will coincide with the State's Portrait of a Graduate, which acknowledges a student's educational experience should encompass academic rigor and a range of transferable skills and mindsets. Accordingly, BA will prioritize holistic well-being to build its culture. The goal is for BA to feel like a community within the community. Relationship building in and outside of our school setting will be key to this initiative. Academically, there will be a culture of excellence with appropriate support to meet that standard. Students will be actively engaged in their learning process and take ownership of education as our staff helps guide them along the way.

Through our 'Best of Bettis' programming, BA will highlight both staff and student achievements and those who exemplify the character traits we want our students to display. BA's F.I.R.E. seminar will focus on social-emotional learning, academic support, and career development throughout our students' entire academic journey.

Bettis Academy's school colors were selected with a purpose that also promotes a positive environment. Light blue is a symbol of peace and tranquility. When students walk into the building, BA wants them to feel welcomed, safe, and at home. Our accent colors, black and gold signify the success, strength, and power that students can and will achieve through education. Our selected mascot, the Blazers, shows that together, BA is ready and willing to blaze its own path and will support our students in doing the same. BA will highlight our ideal character traits using the mascot as an acronym and set the expectations for our students from day 1.

- 1. Bravery: Encouraging BA's BLAZERS to be brave in facing challenges, trying new things, and standing up for what is right.
- 2. Leadership: Fostering leadership skills among BA's BLAZERS, empowering them to take initiative, guide others, and make positive contributions to their school community.
- 3. Ambition: Instilling a sense of ambition and drive in BA's BLAZERS, motivating them to set goals, work hard, and strive for excellence in their academic and personal pursuits.
- 4. Zeal: Cultivating enthusiasm, energy, and passion for learning and life among BA's BLAZERS, inspiring students to approach every opportunity with excitement and positivity.
- 5. Empathy: Promoting empathy and compassion towards others, encouraging BA's BLAZERS to understand and support their peers, and contribute to a caring and inclusive school environment.
- 6. Resilience: Developing resilience in BA's BLAZERS, teaching them to bounce back from setbacks, adapt to change, and persevere in the face of challenges.
- 7. Service: Encouraging BA's BLAZERS to engage in acts of service, showing kindness, and making a positive impact on their community.

Encouraging students to embody the "BLAZERS" spirit will help them become well-rounded individuals who are prepared to succeed academically, socially, and emotionally.

Q162.Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for



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# acculturating students who enter the school mid-year.

Creating a vibrant and enduring school culture at Bettis Academy (BA) involves meticulous planning and engagement from all stakeholders. Prior to the school's opening, the administration will craft clear themes and visual aids to effectively communicate the foundational values and traditions of the school. These themes serve as guiding principles that will shape the BA's ethos over time. Tours, led by enthusiastic school ambassadors, will offer incoming families a firsthand experience of the environment and the values that BA exudes. Pre-opening meetings and celebratory events such as open houses and ribbon-cutting ceremonies not only mark important milestones but also serve as opportunities to reinforce the collective responsibility of all stakeholders in building a positive school culture. As the inaugural day approaches, significant attention is devoted to instilling these values in every aspect of school life, ensuring that they permeate through interactions, activities, and curriculum.

Additionally, the 'Bettis Smart Start', inspired by Conscious Discipline, serves as a framework for creating a nurturing and supportive environment where students feel valued and empowered. This approach emphasizes the importance of social-emotional learning, conflict resolution, and building positive relationships within the school community. Through Conscious Discipline practices, students will learn to regulate their emotions, resolve conflicts peacefully, and develop empathy and understanding towards others. By integrating the Bettis Smart Start with the BLAZERS ethos, Bettis Academy ensures that every student receives the support and guidance needed to thrive academically and personally, contributing to the development of a resilient and inclusive school culture.

Q163.Provide a brief narrative that delineates 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. 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 regard 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.



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Bettis Academy will implement various practices to promote effective discipline. To start, clear communication regarding student behavior will be emphasized, ensuring that students understand the standards from day one. BA will distribute the code of conduct to all students, which will also be readily available on the school website. This code will be reviewed on the first day of school to ensure that all students comprehend it thoroughly. To further reinforce positive behavior and cultivate a respectful school culture, conscious discipline strategies will be implemented throughout the school. Conscious Discipline will serve as the cornerstone of BA's approach to social-emotional learning and classroom management. Through Conscious Discipline, BA will prioritize teaching self-regulation, empathy, and problem-solving skills, fostering an environment where students feel supported and valued. By teaching students to recognize and regulate their emotions, emphasizing connectedness, and social skill development, Conscious Discipline creates a safe and supportive school environment where students feel empowered to manage their behavior effectively.

In terms of offenses that may result in suspension or expulsion, BA will maintain a preliminary list categorized based on severity and recurrence. Examples of such offenses may include physical violence or threats of harm to others, possession or distribution of illegal substances, chronic disruption of the learning environment, or continued defiance of authority.

Bettis Academy is committed to upholding the rights of students with disabilities. It will strictly adhere to all federal and state laws regarding discipline, including those protections afforded under IDEA and 504 legislation. If a violation results in a suspension that exceeds 10 days or if a student with disabilities is suspended more than 10 days throughout the school year, a Manifestation Determination hearing will be required.

Bettis Academy will establish policies and procedures to ensure that due process rights are upheld for all students facing disciplinary actions. In cases of short-term suspensions, students will be provided with an informal hearing to respond to any accusations. However, in situations where a student's presence poses a direct and immediate threat to safety or significantly disrupts the learning environment, the principal may impose a short-term suspension without a hearing. For long-term suspensions, the board will conduct formal hearings following state law, ensuring procedural due process rights are maintained. The lead administrator will also notify the student's parent of the long-term suspension recommendation. These measures aim to balance the necessity of maintaining a safe and conducive learning environment with the rights of all students involved.

# **Applicant Evidence:**



Bettis Academy\_Pro...

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# 10.6. Certify

Q164. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

# Q165.Explanation (optional):

Bettis Academy was extensively mentored by and collaborated with Chatham Charter School (CCS) and its central services team during this process. Accordingly, some components of BA's application were adopted from CCS as well as their sister school, Central Carolina Academy.

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# 11. Governance and Capacity

# 11.1. School Governing Body

Q166.Organization Street Address (if you have one)

• On the Organization Information page, you already provided the mailing address.

N/A

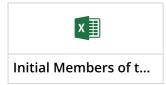
# 11.2. Governance

The private nonprofit corporation or municipality 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.

Q167.Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 3

# Resources



# **Applicant Evidence:**



Uploaded on 4/25/2024

by Allison Brown

Q168.Describe 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



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lead administrator.



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The governance structure of Bettis Academy is designed to ensure effective oversight, leadership, and management of the school's operations. At its core, the governing board plays a pivotal role in setting the strategic direction, overseeing finances, and ensuring compliance with regulations while upholding the school's mission. Each member of the board has specific functions, primary duties, roles, and responsibilities that contribute to the overall functioning of the school.

Board members at Bettis Academy are entrusted with the responsibility of upholding the institution's bylaws, policies, and founding principles. They actively participate in decision-making processes, manage finances, adopt and manage school policies, advocate for the academy, and conduct annual reviews of the lead administrator. This multifaceted role demands their attendance at monthly board meetings, thorough preparation, and informed participation in meeting discussions.

The board chairman serves as a central figure and provides overall leadership to the Board of Directors. This individual presides over board meetings and ensures they are efficient and effective. The chairman represents Bettis Academy and advocates for its interests and needs to stakeholders within the community. They also oversee the work of board members, seeing to it that consistent progress toward the academy's goals is made. Additionally, they may take a leading role in the annual review process of the lead administrator.

Assisting the chairman in their leadership duties, the vice chairman stands ready to assume responsibilities in their absence. They lead and support board committees, contribute to initiatives, and aid in the academy's ongoing progress and development. They may also support the chair in the lead administrator's annual review.

The secretary plays a crucial role in maintaining official records of board meetings, including minutes and bylaws. They facilitate communication between the board and the community, promoting transparency and the effective dissemination of information. Additionally, the secretary ensures that board documents and materials are organized and accessible to all board members. They may assist in documenting the lead administrator's performance review and maintain accurate records for future reference.

Monitoring Bettis Academy's financial health falls under the role of the treasurer. They will ensure that the school operates within its budget. This individual will be responsible for meticulously reviewing all financial reports and the annual budget to foster transparency and accountability in financial matters. The treasurer may collaborate on fundraising efforts and grant applications, seeking to enhance the academy's financial sustainability. In the context of lead administrator supervision, they may provide valuable financial insights during the performance review process.

The recruitment, hiring, and supervision of the lead administrator are collective responsibilities of the board. This process involves establishing selection criteria, conducting interviews, negotiating



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contracts, and providing ongoing performance evaluations. The lead administrator reports directly to the board and works closely with them to implement policies, achieve academic and financial goals, and provide guidance and resources that support the school's day-to-day operations. The overall goal is to ensure all these aspects align with Bettis Academy's mission and vision. A charter school's success heavily depends on a business-oriented board that connects the school's operations with its mission and hires a capable lead administrator.

In essence, the governance structure of Bettis Academy ensures that the institution operates effectively, maintains financial sustainability, and provides quality education to its students. The diverse roles and responsibilities of the board members contribute to a cohesive and well-functioning leadership team, fostering an environment conducive to academic excellence and growth.

# Q169.Describe the size, current and desired composition, powers, and duties of the governing board.

Currently, the board of directors consists of five individuals. In the future, the board may consist of no less than five, but no more than nine members who have varying expertise that meet the needs of the school. Accordingly, BA's board would seek out parents, community members, and professionals with backgrounds in education, law, financial services, and other fields if deemed an asset to the board. Ideally, all board members will reside or are actively involved in the local community. Board members will be responsible for creating the board's bylaws, Bettis Academy's rules, and regulations, coordinating and supporting fundraising efforts, and ultimately running the business of the school. This will allow administrators to focus on the day-to-day activities of the school.

Q170.Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.



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The founding board of Bettis Academy possesses a range of expertise essential for realizing the school's vision. With 19 years of classroom experience at both the elementary and middle school levels, one member specializes in crafting innovative curricula and effective instructional approaches. Another board member, leveraging eight years of service as a CCP advisor, instructor, and school counselor, brings invaluable insights into student support services, staff management, budgeting, and operational oversight, as well as curriculum development expertise.

BA's board also has members experienced in managing million-dollar budgets for educational institutions, a background in banking and bookkeeping, and extensive experience with business management. With these skills, the board will ensure it has a meticulous strategic plan and operations will be efficient. The board further benefits from the dynamic perspective of a member versed in marketing and computer science. This expertise has already helped BA with integrating the technology needed to engage our targeted community.

Having a government official with a strong military background and experience as a town commissioner further strengthens BA's board. Their leadership, community involvement, and political skills ensure effective governance and will bolster engagement with Bettis Academy's stakeholders.

Collectively, each individual's skillset is primed to guide Bettis Academy toward excellence in education, leadership, administration, curriculum innovation, financial stewardship, community outreach, and performance evaluation.

Q171.Explain how this governance structure and composition will help ensure that

- 1. The school will be an educational and operational success;
- 2. The board will evaluate the success of the school and school leader; and
- 3. There will be active and effective representation of key stakeholders, including parents.



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The proposed governance structure for Bettis Academy, transitioning from a five-member to a potentially nine-member Board of Directors, offers a diverse array of individuals including parents, community members, and professionals with backgrounds in education, law, financial services, and other fields if deemed an asset to the board. This diversity will ensure a broad perspective on school affairs. With an emphasis on local community involvement, and members ideally residing in the local area, the Board maintains a strong connection to the community it serves. This expanded Board will shoulder responsibilities such as creating bylaws, supporting fundraising, and overseeing the school's business aspects, thereby allowing administrators to focus on day-to-day operations. Aligned with Bettis Academy's mission of providing an innovative and rigorous education to underserved students, the Board will evaluate the school's success based on metrics tied to this mission, ensuring accountability and progress. Importantly, the inclusion of parents and community members on the Board guarantees active representation of key stakeholders, fostering transparency and collaboration between the school and its community, and ultimately contributing to the school's educational and operational success.

To ensure the success of the school and its governance structure, Bettis Academy will follow the following:

- 1. **Educational and Operational Success:** The governance structure consists of a diverse and knowledgeable board including individuals with expertise in education, finance, administration, and relevant fields. Having such a diverse composition ensures that the board can effectively oversee both the educational and operational aspects of the school. For instance, educators on the board can provide insights into effective teaching methods, while individuals with financial expertise can ensure the school's budget is managed effectively. Additionally, the board will establish clear goals and objectives for the school and regularly monitor progress towards these goals, providing the necessary support and resources to achieve them.
- 2. **Evaluation of School Success and Leadership:** The board will establish performance metrics and key performance indicators to assess the success of the school and its leadership. These metrics can include academic achievement, student retention rates, teacher satisfaction, financial stability, and community engagement, among others. Regular evaluations would be conducted to measure progress against these metrics, and the board will provide feedback and support to the school leader based on the evaluation results. This ensures accountability and continuous improvement in both the school's performance and the leadership's effectiveness.
- 3. **Representation of Key Stakeholders, Including Parents:** Bettis Academy's structure will include representatives from key stakeholder groups, including parents and the broader community. Parent representation is particularly important as they are directly impacted by the school's decisions and policies. Having parent representation ensures that their perspectives, concerns, and priorities are taken into account during decision-making processes. Additionally, the board will actively seek input from stakeholders through various forms of engagement to ensure their voices are heard and considered in governance decisions.

Overall, a well-designed governance structure with diverse expertise, clear accountability measures,



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and active stakeholder representation is essential for the success and effective governance of the academy.

Q172.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?

The founding board members of Bettis Academy were recruited by the board chairman, primarily through grassroots efforts within the community. Potential candidates engaged in informal meetings during which they shared their education, professional work, and volunteer experience, as well as their philosophy surrounding education to gauge their fit for the board. The board ultimately sought individuals within the local area whose expertise lay in education, law, financial services, real estate, and/or community relationship building. This selection criteria ensured a diverse range of skills and perspectives necessary for effective governance and strategic decision-making.

In the event of a vacancy on the board, the process for recruiting and adding new members will be based on Bettis Academy's established bylaws. Vacancies on the Board of Directors will be filled through appointment by a majority vote of the remaining directors. The individual selected to fill a vacancy will serve as a director until the completion of the unexpired term. The board chairman, in collaboration with the remaining board members, will initiate a search for suitable candidates within the community. This process may involve outreach efforts, interviews, and assessments of qualifications.

The timeline for recruiting and adding new members will depend on various factors, including the urgency of filling the vacancy and the availability of qualified candidates. However, the board will likely aim to complete the recruitment process within a reasonable timeframe to ensure continuity in governance and maintain the effectiveness of the board's operations.

Q173.Describe the group's ties to and/or knowledge of the target community.



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The founding board members of Bettis Academy have deep-rooted ties to the Wake County community, with the majority residing in the town of Zebulon. This close connection ensures that the board is intimately familiar with the needs, challenges, and opportunities present within the local community.

One prominent figure within the board is our Vice Chairman, who has served as a Town Commissioner for the past two and a half years and has provided a unique vantage point that has proven advantageous in shaping the framework of Bettis Academy.

Collectively, the board's involvement in various non-profit organizations such as the Boys and Girls Club, Rotary Club, and the Town of Zebulon Parks and Recreation Department, has provided invaluable insight into the community's dynamics and the needs of its residents.

Additionally, board members are actively engaged with local elementary, middle, and high schools, as well as local churches that play a vital role in supporting families and students within the community. This multifaceted involvement ensures that the board remains closely connected to the educational, social, and cultural fabric of the community.

Moreover, the inclusion of parents within the board who have children ranging from toddlers to high schoolers underscores a personal investment in providing life-changing opportunities not only for their own children but for the entire community. This firsthand experience enriches the board's understanding of the diverse needs and aspirations of families within the target community.

Overall, the board's extensive ties to and knowledge of the target community serve as a cornerstone in guiding Bettis Academy's mission and initiatives, ensuring that they are responsive and relevant to the needs of the community they serve.

# Q174.Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

Bettis Academy's board will convene no less than eight times per fiscal year, as mandated by state requirements. There will be monthly meetings, as stipulated in the school's bylaws. These will be held with the dates, times, and locations communicated through the school website. Additional meetings will be scheduled as deemed necessary by the board, with public notification provided at least 48 hours in advance. While these meetings will generally be open to the public, the Board retains the right to call executive sessions during any meeting to discuss matters deemed inappropriate for public dissemination due to confidentiality rules or other reasons. The strategic board calendar will adhere to these guidelines, ensuring regular and transparent governance in alignment with established bylaws.

Q175. What kinds of orientation or training will new board members receive, and what



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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.

Bettis Academy is implementing an orientation and training plan designed to equip both new and existing board members with the necessary tools for effective governance. The plan includes specific topics and participation requirements to ensure thorough understanding and engagement.

New board member orientation sessions will occur within one month of joining the board, covering essential topics such as Bettis Academy's history, mission, and governance structure, as well as fiduciary responsibilities, strategic planning processes, and parliamentary procedure. Participation requirements for new members include attendance at orientation sessions, completion of assigned readings, and active involvement in the board's mentorship program.

For existing board members, ongoing professional development will be provided through annual sessions, supplemented by additional opportunities as needed. These sessions will delve into advanced governance principles, financial management, strategic planning, leadership development, and parliamentary procedure, among other topics. Mandatory attendance, active engagement, and participation in the mentorship program are required for existing members to ensure continuous growth and knowledge sharing.

External resources, such as a facilitator from Chatham Charter School, may be utilized to provide tailored training sessions addressing specific board needs. The facilitator will adapt sessions based on board priorities and availability, offering expertise to enhance the effectiveness of the training program.

Bettis Academy will also incorporate annual training sessions with legal counsel to review bylaws and stay updated on legislative changes. These sessions will ensure that board members are well-informed about any updates or modifications to organizational bylaws and are aware of any legislative changes that may impact the academy's operations. Training with our selected auditor will also be arranged to ensure the board members are aware of their fiduciary responsibilities. Participation in these sessions will be mandatory for all board members to maintain compliance and uphold the highest standards of governance.

Overall, by implementing this orientation and training plan, Bettis Academy aims to empower its board members with the knowledge, skills, and resources needed to contribute to the organization's long-term success and fulfill their roles effectively.

Q176.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



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# will take to avoid any actual conflicts and to mitigate perceived conflicts.

Bettis Academy's ethical standards regarding conflicts of interest are precise, aiming to ensure transparency, accountability, and integrity in its governance and operations. The bylaws explicitly prohibit any member of the Board of Directors or its committees from deriving personal profit or gain, directly or indirectly, from their involvement with the Academy. It requires disclosure of any personal interests in matters pending before the board. Individuals with affiliations with client organizations or vendors of Bettis Academy must disclose these relationships and refrain from participating in decisions affecting those organizations to prevent bias. Moreover, members are prohibited from soliciting clients for personal gain during their affiliation. All directors must sign the conflict of interest statement annually, ensuring ongoing awareness and accountability. The board will carefully review existing relationships and implement measures such as recusal, full board approval for conflicted decisions, and regular policy reviews to effectively mitigate conflicts. These measures ensure that Bettis Academy upholds its integrity and makes decisions in the best interests of its mission and stakeholders.

Q177.Explain the decision-making processes the board will use to develop school policies.



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The decision-making process for developing school policies at Bettis Academy revolves around a student-centered approach and alignment with the institution's mission and vision. Board members prioritize the best interests of the students while ensuring that decisions are in line with the overarching goals of the school. This commitment to student welfare forms the foundation of policy development.

To draft comprehensive policies, the board will consider a wide range of perspectives from various stakeholders. This inclusive approach allows for a holistic understanding of the issues at hand and ensures that policies reflect the diverse needs of the school community. Additionally, thorough data collection, including policy precedents and legal guidelines will inform the decision-making process, providing a factual basis for policy development.

Legal review by the board's counsel will ensure that proposed policies comply with relevant laws and regulations. This step is crucial for safeguarding the legality and effectiveness of the policies enacted by the board. Furthermore, policies undergo a structured review process within board meetings, where they receive a first reading and discussion.

Open forum discussions provide opportunities for board members, key staff, and stakeholders to contribute their insights and perspectives. This transparent dialogue fosters collaboration and ensures that policies are informed by a broad range of expertise and experience. Closed sessions may be employed when necessary to address sensitive issues while adhering to legislative requirements.

The ultimate goal of the decision-making process is to achieve consensus among board members. Through thorough discussion and deliberation, the board seeks to reach a full agreement on proposed policies. However, in cases where consensus cannot be reached, decisions are made by a majority vote, ensuring progress and forward momentum.

Once policies are approved by vote, they are implemented according to the timeline outlined by the board. This ensures that policies are put into action in a timely manner, addressing the needs of the school community effectively. Additionally, board members will commit to supporting all policy decisions, even in cases of dissent, to present a unified front to the school community.

In instances where consensus cannot be reached on specific policy changes or additions, topics are tabled for further consideration. This will allow for additional information to be presented in future meetings and facilitate an informed decision-making process that ensures that policies are thoroughly vetted before implementation.

Q178.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.

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Bettis Academy relies on several key committees to advance its mission and support its initiatives. Our Public Relations Committee takes charge of managing the academy's image, reputation, and communication with the public, stakeholders, and the media. They also cultivate community relationships and maintain a positive public image through social media promotion. The Fundraising Committee plays a pivotal role in securing financial resources through campaigns, events, grant writing, and partnerships to ensure the academy's sustainability. Lastly, the Advisory Committee offers strategic guidance to the board and lead administrator and provides insights into community needs. Under this system, all three committees report to and are supervised by the Board of Directors. The board's Treasurer will supervise the Fundraising Committee, the Vice-Chairman oversees the Advisory Committee, and the Secretary manages the Public Relations Committee to provide specific oversight for each entity.

# Q179.Discuss the school's grievance process for parents and staff members.

The board shall establish policies outlining procedures for addressing parent grievances, which will be available in the student handbook and online under the board of directors' information. Both staff and parent grievances will follow the same hierarchy. Initially, parents should address their concerns to the teacher or staff member involved. If reconciliation is not achieved, the immediate supervisor will be notified and become involved. If the issue remains unresolved, parents must document their grievance in writing and submit it to the lead administrator. If the lead administrator cannot resolve the matter, the board of directors will be notified, and a meeting will be scheduled for the issue to be heard. If the grievance involves the lead administrator and remains unresolved, the board will investigate and respond promptly to all parties involved, potentially seeking legal counsel, if needed, to ensure a fair and equitable resolution. Ultimately, the board of directors holds final authority over grievance matters.

# Q180.Attach as Appendix G Organizational Chart

• 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).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 5** 



**NC Public Charters** 



# **Applicant Evidence:**



Bettis Academy\_Org...

Uploaded on 4/25/2024

by Allison Brown

# Q181.Attach as Appendix H Charter School Board Member Information Form and Resume

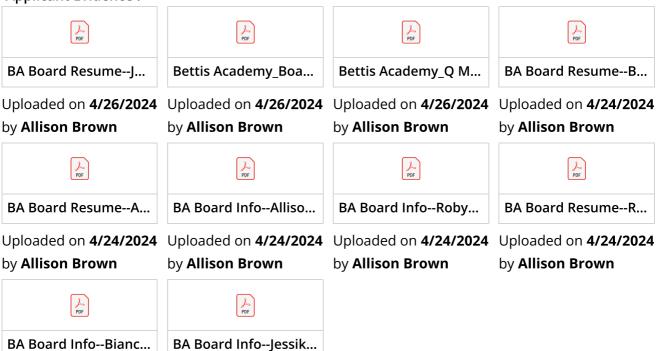
- A **one-page** resume from each founding board member and responses to the questions found on the Charter School Board Member Form
  - ☑ Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

#### Resources



2024 Charter School ...

# **Applicant Evidence:**



by Allison Brown

Uploaded on 4/24/2024 Uploaded on 4/24/2024

by Allison Brown

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# **Q182.Attach Appendix I For Each Board Member**

- 1. Charter School Board Member Background Certification Statement and
- 2. Completed Background Check

PLEASE NOTE: A background check that does not meet the following requirements will be deemed incomplete and could jeopardize the submission status of your application.

- Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- Background check must include any additional aliases that have been used by the individual.
- Background check must include a completed county level check for any county returned in the Social Security Trace.
- Background check must include a completed nationwide check.
  - ✓ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30
    Total Files Count: 50

# Resources

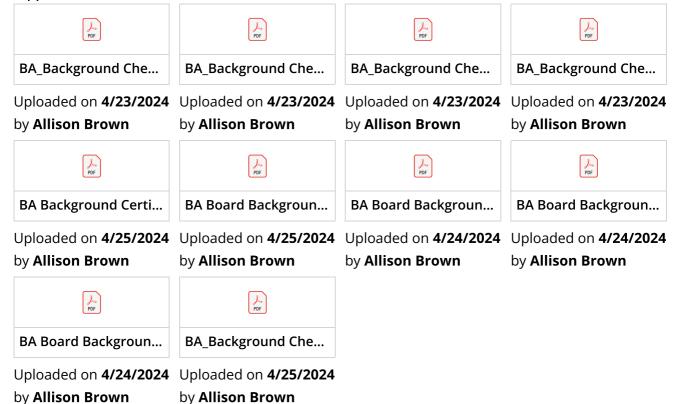




# **NC Public Charters**



# **Applicant Evidence:**



Q183.Attach as Appendix J Proposed By-Laws of the Nonprofit Organization or Municipality 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.

☑ Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count:** 3

# **Applicant Evidence:**



Bettis Academy\_Byla...

Uploaded on 4/19/2024

by Allison Brown

# Q184.Attach Appendix K Articles of Incorporation or Municipal Charter

- If the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.
- If the applicant is a municipality, attach a copy of the municipal charter.



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Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 5** 

# **Applicant Evidence:**



Uploaded on **5/16/2024** 

by Allison Brown

# 11.3. Staffing Plans, Hiring, and Management

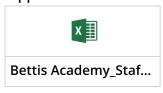
Q185.Projected Staff Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

☑ Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

# Resources



# **Applicant Evidence:**



Uploaded on 4/25/2024

by Allison Brown

Q186.Staffing Plans, Hiring, and Management Explain the board's strategy for recruiting and retaining high-performing teachers.



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Creating a strategy for recruiting and retaining high-performing teachers will be crucial for Bettis Academy's success. To begin this process, the board will assess BA's current and future staffing needs. They will identify the qualities and qualifications required for high performance in teaching roles, aligning these criteria with Bettis Academy's educational goals and values. Subsequently, the board will focus on crafting attractive job offerings that highlight Bettis Academy's commitment to education excellence, career growth opportunities, competitive salaries, benefits packages, and a supportive work environment. Leveraging various channels such as job fairs, online job portals, educational networks, and social media platforms, the board will actively seek out qualified candidates who meet the school's prescribed criteria for high-performing teachers. The board may also collaborate with universities and educational organizations to reach potential candidates. A thorough screening process will be implemented to evaluate candidates based on their qualifications, experience, teaching philosophy, and alignment with Bettis Academy's values. This process may include multiple rounds of interviews, teaching demonstrations, reference checks, and background screenings. Once a lead administrator is selected they will be responsible for overseeing this hiring process while the board of directors will ultimately evaluate and approve any new hires.

With retaining staff, BA recognizes the importance of ongoing professional development. BA will allocate resources and create opportunities for teachers to enhance their skills, pursue advanced degrees or certifications, attend workshops and conferences, and participate in collaborative learning communities. Moreover, the board will foster a supportive work environment where teachers feel valued, respected, and empowered to excel in their roles. This will include providing regular feedback and recognition, opportunities for leadership roles, and addressing any concerns or challenges teachers may face. BA wants to demonstrate a commitment to continuous improvement. Accordingly, the board will maintain open and transparent communication channels with teachers and administrators, keeping them informed about institutional developments, policies, and opportunities for input. They will also encourage feedback from teachers regarding their experiences, concerns, and suggestions for improvement. The board will implement a system for recognizing and rewarding high-performing teachers for their contributions to the school's success. This may include awards, promotion opportunities, and other forms of recognition that acknowledge excellence in teaching and encourage continued dedication and commitment.

By implementing these strategies, the board will effectively recruit and retain high-performing teachers who will play a vital role in advancing Bettis Academy's educational mission and achieving excellence in student outcomes.



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Q187.If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader.

Bettis Academy has not yet identified its lead administrator.

The ideal candidate for the lead administrator role would be a highly experienced and qualified individual with a proven track record in school administration and educational leadership. This individual should possess a Master's degree in education, educational leadership, or a related field as well as a minimum of five years of experience in school administration or other education-related fields. Essential to the role is professional licensure in North Carolina to ensure compliance with state regulations and effective representation of the school to external stakeholders.

Moreover, the candidate must demonstrate expertise in overseeing all aspects of school operations, including academic programs, budget management, staff supervision, and community relations, while also showing a capacity to develop strategic plans and goals in alignment with the school's mission. A deep understanding of instructional practices, curriculum development, and assessment strategies, coupled with a strong desire for equity, diversity, and inclusion, will also be essential for effective charter school leadership. The candidate should embody a collaborative and inclusive leadership style, and a commitment to fostering relationships with staff, students, families, and the community.

The recruiting and selection process for hiring the lead administrator will be thorough, with criteria focusing on qualifications, experience, and alignment with the school's mission. The board at Bettis Academy will develop a detailed job description outlining the qualifications, responsibilities, and expectations for the Lead Administrator position. Upon BA's approval, a timeline will be established to cover key recruitment milestones, including advertising the position, conducting interviews, and making a hiring decision. Recruitment strategies will mirror those used for hiring teachers. The board of directors will serve as the selection committee and will review applications, conduct interviews, and assess candidates against established criteria. Each candidate will be evaluated based on their qualifications, experience, leadership style, vision for the school, and alignment with Bettis Academy's mission and values. By adhering to a rigorous recruiting and selection process, the board aims to identify a candidate capable of leading the proposed charter school to fulfill its mission and objectives.



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Q188.If the school leader has been identified, attach the school leader's one-page resume as Appendix O.

Upload Required File Type: pdf, excel, word, text Max File Size: 30 Total Files Count: 5

Q189.Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.

The relationship between Bettis Academy employees and the school's board of directors is one of collaborative governance, where the board provides oversight, guidance, and strategic direction while fostering a supportive and inclusive environment for all staff members. The board sets overarching policies and goals related to employment, ensuring compliance with legal requirements and alignment with the school's mission and values. While delegating day-to-day management to the lead administrator, the board remains actively engaged in personnel matters, seeking input from stakeholders and holding leadership accountable for achieving personnel-related objectives. The lead administrator will report directly to the board, as the staff will report directly to the lead administrator.

Through transparent communication, professional development opportunities, and fair grievance procedures, the board will demonstrate its commitment to empowering employees, nurturing a culture of excellence, and ultimately advancing Bettis Academy's educational mission for the benefit of students and the broader community.

Q190.Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.



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Bettis Academy is deeply committed to fostering an inclusive and diverse learning environment where every student and staff member feels not just welcomed, but truly valued and empowered to thrive. This dedication is evident in the procedures followed throughout the hiring and dismissal processes.

Bettis Academy's commitment will begin with its recruitment efforts. The board, in collaboration with the principal/head of school, conducts a thorough assessment of staffing needs based on various factors such as student enrollment trends and curriculum requirements. Job openings are then strategically posted both internally and externally, utilizing educational job boards, professional networks, social media platforms, and the school's website to attract a wide pool of qualified candidates. Additionally, the board may engage recruitment agencies or participate in job fairs to further broaden their reach.

Once applications are received, a designated hiring committee meticulously reviews each one, assessing qualifications, experiences, and alignment with the school's values and mission. Shortlisted candidates are then invited for a series of interviews, which may include multiple rounds with different stakeholders such as board members, administrators, and existing staff members. For positions involving teaching or instructional support, candidates are further invited to the campus for a tour and additional discussions with faculty members.

Throughout this process, reference checks are conducted to verify candidates' qualifications, employment history, and character. Moreover, criminal background checks are performed to ensure the safety and well-being of the school community. These comprehensive screening measures not only uphold the school's commitment to providing a safe environment but also ensure the quality and integrity of its workforce.

Upon selecting a candidate, the board extends a formal offer of employment, outlining terms and conditions. It's important to note that this offer does not bind the candidate to a fixed employment term, as both parties retain the right to terminate the employment "at will" with appropriate notice periods.

Similarly, the dismissal procedures are equally thorough and fair. Performance evaluations are conducted regularly to provide feedback and support for staff development. In cases where performance issues arise, a progressive discipline approach is followed, including informal counseling, written warnings, and performance improvement plans. Throughout this process, employees are afforded due process rights, including the opportunity to respond to allegations and appeal decisions.

In instances where remedial measures prove ineffective, the board may make the difficult decision to terminate employment following appropriate consultation with legal counsel. Exit interviews are conducted with departing employees to gather feedback and ensure a smooth transition for all



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parties involved.

By adhering to these detailed procedures, Bettis Academy effectively manages its workforce while upholding its commitment to providing a safe, supportive, and high-performing educational environment for students and staff alike.

# Q191.Outline the school's proposed salary range and employment benefits for all levels of employment.

Bettis Academy will provide competitive salaries and benefits packages to attract and retain high-quality faculty and staff. Benefits for full-time employees will include health insurance, life insurance, and a 401K retirement plan with a 6% employer match after year one. Supplemental benefits such as vision, dental, short and long-term disability, and additional life insurance will also be offered to employees. The proposed salary ranges for key positions are attached.

# **Applicant Evidence:**



Uploaded on **4/25/2024** by **Allison Brown** 

# Q192.Provide the procedures for handling employee grievances and/or termination.

The board will establish and publish policies governing employee grievances and termination procedures, which will be accessible online and referenced in the staff handbook. The board expects reconciliation between all involved employees in case of grievances. If reconciliation fails, the immediate supervisor will be notified and will intervene. If the supervisor cannot resolve the dispute, employees will submit written grievances to the lead administrator. If unresolved, the matter will be brought to the board, with a scheduled hearing. If the grievance involves the lead administrator and remains unresolved, the board will investigate and respond promptly, potentially seeking legal counsel for resolution. The board holds final authority in grievance matters. Termination of employment will be at the discretion of the lead administrator, based on poor performance, policy violations, or actions detrimental to the school's mission. Employees may request board investigation of terminations, with the board having final termination approval authority.

Q193.Identify any positions that will have dual responsibilities and the funding source for each position.



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At the time of this application, Bettis Academy does not have any positions with dual responsibilities.

# Q194.Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students.

To ensure adequate staffing for the expected special needs population and to offer ample support for multilingual learners (MLL) and gifted students, Bettis Academy has crafted a strategic recruitment plan. For the special needs population, BA will recruit specialized staff, including special education teachers, paraprofessionals, therapists, and support staff with expertise in serving diverse special needs. These professionals will be hired based on their qualifications and experience in addressing the needs of students with disabilities, learning differences, and other exceptionalities. Additionally, BA will implement a thorough needs assessment to determine the anticipated special needs population, informing the recruitment process and ensuring that staffing levels align with student needs.

Similarly, for EL learners, Bettis Academy will recruit a qualified Multilingual Specialist, ESL teachers, bilingual educators, and support staff with expertise in language acquisition and culturally responsive teaching practices. These professionals will be selected based on their proficiency in English language instruction and their ability to create inclusive learning environments that honor students' linguistic and cultural backgrounds. The recruitment process will prioritize candidates who demonstrate a commitment to facilitating English language proficiency and academic achievement for MLLs.

For gifted students, BA will recruit educators who are experienced in providing differentiated instruction, enrichment opportunities, and accelerated learning experiences. These professionals will be selected based on their ability to identify and nurture the unique talents and abilities of gifted students. Additionally, Bettis Academy will offer specialized programs, including Career and College Promise, enrichment activities, and extracurricular opportunities tailored to the interests and abilities of gifted students, attracting staff who are passionate about talent development and academic excellence.

By focusing on targeted recruitment strategies, Bettis Academy aims to ensure that qualified staff are available to meet the diverse needs of students, including those with special needs, ML learners, and gifted students. These efforts will contribute to the creation of an inclusive and supportive learning environment where all students have the opportunity to thrive academically, socially, and emotionally.

Q195.Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of



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directors and effectively perform the job function(s).



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Below are the roles, responsibilities, and qualifications needed for each position at Bettis Academy.

| Role               | Responsibilities   | Education/Licenses<br>Required  |
|--------------------|--|---|
| Lead Administrator | -Oversees all aspects of the school's operations, including academic programs, budget management, staff supervision, and community relations.  -Develops strategic plans and goals in alignment with the school's mission Ensures compliance with state and federal regulations.  -Represents the school to external stakeholders. | - Master's degree in education, educational leadership, or related field.  -Minimum of five years of experience in school administration or other education-related field.  -Professional licensure in North Carolina |





| Dean of Curriculum and<br>Instruction | -Leads the development, implementation, and evaluation of the school's curriculum and instructional programsCollaborates with teachers to ensure alignment with state standards and best practices.  -Provides professional development and support for educators.  -Evaluates teachers based on state standards  -Analyzes student data to inform instructional decisions and improve student outcomes. | <ul> <li>- Master's degree in education, curriculum and instruction, or related field.</li> <li>- Professional licensure in North Carolina.</li> <li>- Previous teaching experience required; administrative experience preferred.</li> </ul> |
|---------------------------------------|--|---|
|---------------------------------------|--|---|





| Dean of Students and Operations              | -Manages student discipline procedures, ensuring a safe and positive school climate.  -Coordinates student support services and interventions.  -Collaborates with teachers, counselors, and parents to address student behavior and social-emotional needs.  -Oversees operational aspects such as facilities management, transportation, and safety protocols to ensure smooth daily operations of the school. | <ul> <li>Master's degree in education, counseling, social work, or related field.</li> <li>Professional licensure in North Carolina.</li> <li>Previous experience in school administration, student services, or counseling preferred.</li> </ul> |
|--|--|---|
| Clerical Staff (Administrative<br>Assistant) | -Provides administrative support to the school, including answering phones, managing records, coordinating schedules, and assisting with enrollment and student records.  -Supports staff with clerical tasks and maintains office supplies and equipment.   | <ul> <li>- High school diploma or equivalent.</li> <li>- Previous experience in office administration or customer service preferred.</li> </ul>   |





| Business Manager | -Manages the financial operations of the school, including budgeting, accounting, payroll, purchasing, and financial reporting.  -Develops and monitors the school budget in accordance with state regulations.  -Prepares financial statements and reports for stakeholders.  -Coordinates with external auditors and vendors.  -Coordinates teacher licensing and ensures compliance with licensing requirements | <ul> <li>Bachelor's degree in accounting, finance, business administration, or related field.</li> <li>Previous experience in financial management or accounting role preferred.</li> </ul> |
|------------------|--|---|
|------------------|--|---|





| Core Teachers | -Designs and delivers instruction in core academic subjects, including mathematics, science, language arts, and social studies.  -Develops lesson plans and instructional materials aligned with state standards and curriculum objectives.  -Implements varied instructional strategies to engage students and meet diverse learning needs Assesses student progress and adjusts instruction accordingly.  -Collaborates with colleagues and parents to support student success. | - Bachelor's degree in education or content area.  - Currently hold a professional educator's license in North Carolina  -Be able to attain a North Carolina professional educator's license within two years. |
|---------------|---|--|
|---------------|---|--|







| Elective/Specials Teachers    | -Instructs students in specialized subjects such as art, music, physical education, technology, or foreign languages.  -Develops and implements engaging curriculum and activities.  -Integrates cross-curricular connections and promotes creativity and expression.  -Collaborates with colleagues to support a well-rounded education for all students.                      | - Bachelor's degree in education or content area Currently hold a professional educator's license in North Carolina -Be able to attain a North Carolina professional educator's license within two years.                       |
|-------------------------------|---|---|
| Exceptional Children Teachers | -Provides specialized instruction to students with disabilities, ensuring access to the curriculum and individualized support.  -Develops and implements Individualized Education Programs (IEPs) and accommodations.  -Collaborates with general education teachers and support staff to address student needs.  -Monitors student progress and adjusts instruction as needed. | <ul> <li>Bachelor's degree in special education or related field.</li> <li>Special Education license in North Carolina</li> <li>Be able to attain a North Carolina professional educator's license within two years.</li> </ul> |





| Teacher Assistant | -Assists teachers in delivering instruction and supporting student learning in the classroomProvides one-on-one or small group instruction to reinforce concepts.  -Helps with classroom management and organization.  | <ul> <li>- High school diploma or equivalent.</li> <li>- Completion of teacher assistant training program preferred.</li> </ul>                              |
|-------------------|--|--|
| School Counselor  | Provides academic, career, and personal counseling to students.  -Conducts individual and group counseling sessions to address social-emotional needs and support academic success.  -Assists with crisis intervention and referrals to community resources.  -Collaborates with educators and families to promote student well-being and success. | <ul> <li>- Master's degree in school counseling, counseling psychology, or related field.</li> <li>- School Counseling License in North Carolina.</li> </ul> |





| Social Worker | -Addresses social and emotional issues affecting students' learning and wellbeing.  -Conducts assessments and develops interventions to support students and families.  -Collaborates with school staff and community agencies to provide resources and services Advocates for students' | <ul> <li>Bachelor's degree in social work or related field.</li> <li>Master's of Social Work (MSW) preferred.</li> <li>Professional licensure in North Carolina.</li> </ul> |
|---------------|--|---|
|               | rights and access to education.  |   |





| College and Career Counselor | -Guides students through the college and career exploration and application process.  -Provides individual and group counseling on post-secondary options, financial aid, and career pathways.  -Organizes college fairs, visits, workshops, and internships.  -Collaborates with educators and families to support students' post-secondary goals.  -Maintains knowledge of college admissions requirements and scholarship opportunities. | - Master's degree in counseling, higher education, or related field School Counseling License in North Carolina preferred.                       |
|------------------------------|---|--|
| Nurse                        | -Provides healthcare services to students and staff, including first aid, medication administration, and health assessments.  -Responds to medical emergencies and maintains health records.  -Promotes health education and wellness initiatives within the school community.  | - Bachelor of Science in<br>Nursing (BSN) and/or<br>Registered Nurse (RN)<br>license in North Carolina.<br>- CPR and First Aid<br>certification. |



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| IT Specialist | -Provides technical support for computer hardware, software, and network systems within the school Assists with troubleshooting and resolving IT issues for students and staffInstalls and maintains technology equipment and peripherals. | - Associate's degree or<br>technical certification in<br>Information Technology or<br>related field. |
|---------------|--|--|
|---------------|--|--|

### 11.4. Staff Evaluations and Professional Development

Q196.Identify the positions responsible for maintaining teacher license requirements and professional development.

Bettis Academy will appoint a business/finance manager, as outlined in our five-year budget, to oversee teacher licensing requirements, professional development, and continuing education. This role will collaborate with teachers and administration to ensure compliance with licensing standards and facilitate prompt renewals.

Q197.Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. The plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.



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Bettis Academy's plan for mentoring, retaining, and evaluating staff aligns with its mission and educational program. It will also meet the teacher certification and licensure requirements mandated by state and federal law.

To ensure staff members are well-supported and aligned with the school's mission, Bettis Academy will implement a multi-faceted mentoring program. This program will involve clear communication of the school's mission and vision, facilitated by regular meetings, training sessions, and written materials. Additionally, school leaders will serve as role models, embodying the mission and values in their daily work, thus setting an example for all staff members. Individual goal setting will be a cornerstone of professional development, allowing educators to establish personalized goals aligned with both their own needs and the objectives of the school.

Regular feedback and evaluation will be provided to staff members, assessing their performance in relation to the school's mission and educational program. Peer mentoring and collaboration will be encouraged to foster a supportive environment, while opportunities for reflection will enable staff to continuously improve and grow. Training initiatives will include project-based learning approaches, Conscious Discipline techniques, and education on Bloom's Updated Taxonomy to enhance instructional strategies and promote higher-order thinking skills among students.

Retention efforts will be bolstered by competitive compensation and benefits packages, professional growth opportunities, and recognition of staff contributions. Collaborative decision-making processes will empower staff members to take ownership of their work, while a supportive leadership style and culture will foster open communication and mutual respect. Work-life balance will be promoted to ensure staff well-being and productivity.

In terms of evaluation, investing in resources and the infrastructure needed to support BA's staff will be a priority. Regular feedback and evaluation processes will be embedded in our processes to ensure alignment with the school's mission and goals. Professional growth plans, housed in EVAAS or a similar system, will be developed for each staff member, outlining goals and action steps for improvement. Budget allocations have been made for professional development, including funds earmarked for Project-Based Learning (PBL) training, ensuring compliance with certification and licensure requirements while enhancing staff skills and capabilities.

Bettis Academy is dedicated to meeting teacher certification and licensure requirements as mandated by state and federal laws, ensuring compliance, support, and professional development opportunities for its teaching staff. BA will strive to fill all teaching positions with individuals who are certified and possess valid teaching certificates or licenses issued by NCDPI. However, BA acknowledges that in the current climate, it may pose a challenge. Accordingly, BA will work to locate individuals who are receiving bachelor's degrees in the area in which they hope to teach. For example, an individual may have majored in political science but is interested in becoming a social studies teacher. Being open to hiring and providing the necessary resources for those interested in



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the field, but not currently certified will allow BA to avoid staff shortages and further develop a high-quality teaching staff. Moreover, BA will provide professional development to assist teachers in maintaining their certifications and licenses.

Collaborating with teacher preparation programs, Bettis Academy will recruit pre-service teachers and establish pathways to licensure, facilitating student teaching placements and internships. Additionally, BA will offer support and resources to teachers pursuing Residency Licensure, and Lateral Entry, and will implement mentorship programs to aid new teachers transitioning from Initial Professional License (IPL) to Continuing Professional License (CPL). BA will have designated staff that will ensure adherence to current NCDPI regulations regarding teacher certification and licensure. They will also regularly monitor for compliance updates. Furthermore, Bettis Academy will maintain accurate records of teacher statuses, endorsements, and professional development activities, implementing systems to track certification renewals and other requirements.

Q198.Describe the core components of the professional development plan and how these components will support the 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.



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The professional development plan for Bettis Academy embodies a hybrid approach tailored to meet the diverse needs of K-12 staff. All the while, it will remain aligned with BA's mission and educational program. At its core, the plan emphasizes several key elements, including Project Based Learning (PBL), Conscious Discipline, support for beginning teachers, strategies for diverse student populations, and cultivating optimal learning environments.

With Project Based Learning (PBL) as a central pillar, internal training sessions will be conducted using the train-the-trainer method, leveraging the expertise of in-house staff to disseminate knowledge effectively. Additionally, external professional development will be offered so staff can learn best practices from PBL experts. Opportunities will focus on curriculum design and integration to empower educators to structure interdisciplinary projects that promote higher-order thinking skills and authentic learning experiences. Assessment strategies will also be addressed, emphasizing the development of rubrics, performance tasks, and formative assessment techniques tailored to PBL environments. Differentiation strategies will also be emphasized, ensuring that instruction meets the diverse needs of students while maintaining rigor and engagement. Future training will also cover classroom management techniques rooted in Conscious Discipline principles, fostering a nurturing environment conducive to social-emotional learning (SEL) alongside academic growth. Educators will receive guidance on leveraging digital tools to facilitate research, collaboration, and documentation of their efforts, as BA prioritizes technology integration.

For beginning teachers, a comprehensive training program will be implemented, featuring internal mentorship programs guided by experienced staff members. This will also be supplemented by external workshops.

By incorporating these components into the professional development plan, Bettis School aims to equip its staff with the necessary skills, knowledge, and resources to foster a dynamic and inclusive learning environment that caters to the needs of all students.

Q199.Provide a schedule and explanation of professional development that will take place prior to the 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.

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The orientation schedule for Bettis Academy is designed to prepare teachers for the unique aspects of the curriculum and instructional methods at the school. It will be held during BA's required teacher workdays in August and will be led by administration. Some sessions may facilitated by other staff members based on the topic. BA's proposed orientation schedule is as follows:

### Orientation - Day 1:

- 1. Introductions and Icebreakers: Building a sense of community and teamwork among the Board of Directors and staff.
- 2. Mission/Vision/State of the School Address: Communicating the overarching goals and direction of Bettis Academy.
- 3. WE are Bettis Culture and Expectations: Establishing the school's culture and expectations for both students and staff.
- 4. What is Conscious Discipline and Why It's Important?: Educating teachers on the principles and importance of Conscious Discipline, is a key aspect of the school's approach to behavior management and social-emotional learning.
- 5. What is F.I.R.E.? Implementation Expectations: Introducing teachers to F.I.R.E. (possibly an acronym for a teaching methodology or approach) and discussing expectations for its implementation.
- 6. Teacher Schedules and Professional Responsibilities: Providing clarity on teacher schedules and their professional duties.
- 7. Facilities Tour: Familiarizing teachers with the physical layout of the school and its facilities.
- 8. Planning/Classroom Setup: Practical session on organizing and setting up classrooms for the upcoming academic year.

### Orientation - Day 2:

- 1. Human Resources, Facility Operations, and Office Procedures: Addressing administrative procedures and protocols related to HR, facilities, and office operations.
- 2. PBL and Bloom's Taxonomy Bettis Academy's Take: Exploring the school's approach to Project-Based Learning (PBL) and how it aligns with Bloom's Taxonomy which is another key concept at BA.
- 3. Begin with the End in Mind What's CCP?: Clarifying the concept of beginning with the end goal in mind and discussing the school's approach to Career and College Promise (CCP).
- 4. MTSS and EC Procedures: Providing information on the Multi-Tiered System of Support (MTSS) and procedures related to Exceptional Children (EC).
- 5. Teacher Evaluations and PDPs: Outlining the process of teacher evaluations and Professional Development Plans (PDPs).
- 6. Classroom Management and Curriculum: Equipping teachers with strategies for effective classroom management and an overview of the curriculum.
- 7. Meet Your Mentor Beginning Teacher Session: Pairing new teachers with mentors and providing guidance for beginning teachers.
- 8. Grade Level/Department Meetings: Allowing teachers to connect with colleagues within their grade level or department for collaboration and planning.



#### **NC Public Charters**



9. Planning/Classroom Setup: Additional time for teachers to finalize their classroom preparations.

Orientation - Day 3 (If needed)

1. Further Discussion: Addressing any topics that require additional discussion or couldn't be covered in the previous two days.

Overall, this induction period covers a wide range of essential topics, including pedagogy, curriculum, school culture, administrative procedures, and teacher support. It ensures that teachers are well-prepared to deliver the curriculum effectively and handle any challenges they may encounter in their roles at Bettis Academy.

BA will also consider disseminating portions of this information via online modules during the summer pending the resources to do so. Also, before the start of the school year, teachers will have the opportunity to collaborate with others or plan on their own in the school building as administration will be present well before these required workdays.

Q200.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.



#### **NC Public Charters**



Throughout the school year, Bettis School anticipates dedicating a substantial portion of workdays to professional development (PD), complemented by self-paced online PD opportunities when feasible. With required workdays earmarked for PD, teachers can expect approximately 45 hours of PD time over the course of 7 days. This allocation ensures a consistent commitment to enhancing pedagogical skills and staying abreast of best practices.

In addition to these dedicated PD days, the school's calendar, daily schedule, and staffing structure are designed to accommodate ongoing professional development without disrupting the regular instructional program. Teachers are allotted at least one hour of planning time each day, which can be utilized for PD preparation, reflection, or collaboration with colleagues.

The school's calendar strategically incorporates PD days at intervals that align with instructional needs and emerging priorities, allowing teachers to engage in focused, sustained professional learning experiences. These PD days are seamlessly integrated into the broader academic calendar, ensuring that they do not compromise instructional continuity or student learning outcomes.

Furthermore, the daily schedule provides flexibility for teachers to engage in ongoing PD activities, whether through self-paced online modules, collaborative planning sessions, or departmental meetings. By embedding professional development within the existing framework of the school day, Bettis Academy will foster a culture of continuous improvement and professional growth among its staff.

Overall, BA's approach to professional development reflects a commitment to maximizing teacher effectiveness and promoting a culture of lifelong learning. Through a combination of dedicated PD days, daily planning time, and flexible scheduling, Bettis Academy will ensure that its educators have the support and resources they need to excel in their roles and positively impact student achievement.

#### .

### 11.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining 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 115C-218.45 carefully.



#### **NC Public Charters**



Q201.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-218.45(e)).

While pending approval by the State Board of Education, the Bettis Academy marketing plan will continue to be active in the following months. Using an integrated marketing approach, Bettis Academy leadership will use many channels to reach potential students, parents, and community members. It is essential to note that this area of Zebulon, North Carolina, and its surrounding areas have a growing population that has created a need for more schools than ever.

Bettis Academy's marketing plan will consist of the following:

- Fully Integrated Website Strategy
- A fully integrated website will allow Bettis Academy to grow its potential list of students, partners, parents, and future families.
- The website will be able to collect emails and data for research, which will focus on forming solid relationships with leadership, future staff, and partners.
- Unpaid Media Marketing will be on our website to keep communities updated about the opening process and school events.
- Influencer Marketing Strategy
- Providing a non-compensated influencer marketing plan will allow those who genuinely care for their community to promote Bettis Academy authentically.
- This will reach a well-rounded racial, ethnic, and demographic composition of potential applicants.
- Influencers can be students or adults. This will expand the reach of a non-compensated marketing team and spread Bettis Academy's mission and vision.

To reach a wide variety of audiences, Bettis Academy will continue to make purposeful decisions about marketing channels and conduct careful research on communication trends, as part of early marketing.

Q202.Describe how parents and other members of the community will be informed about the school.



#### **NC Public Charters**



Parents and other community members will be informed through social media, dedicated influencers, the Bettis Academy website, and word of mouth in preparation for Bettis Academy. The board members will create talking points to garner support in Wake, Franklin, Johnston, and surrounding counties.

Messaging to parents and other community members will promote Bettis Academy's vision: A rigorous, real-life experience program that prepares students to be adaptable, critical thinkers, and collaborative citizens within their communities and the world.

Bettis Academy will continue expanding its marketing plan through media interviews, web and social media publicity, press releases, and additional interest meetings.

Q203.Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.



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Bettis Academy's Board of Directors will develop a plan to reach potential families with multilingual resources and materials. Listening to various communities and demographics is an essential element of recruitment. The leadership team and non-compensated influencers will remain active in publicizing the August 2026 school opening roadmap.

Hosting the following events and activities will assist with student recruitment:

- Present-Fall 2026:
- Panel Discussions with Potential Families (In-Person and Virtual)
- Panel Discussions with Potential Students (In-Person and Virtual)
- Panel Discussion with Potential Staff and Stakeholders in the Community (In- Person and Virtual)
- Attending Community Events
- Co-host events with Zebulon, such as Popsicles In The Park, Gill Street Community Cookout,
   student dinners at Zebulon's Boys and Girls Club, and Clothing Distributions
- Register for vendor fairs and other community events throughout the community.
- Events will continue at least until the first five years of the school opening and each additional year when new grades are added.
- Yearly (Starting August 2026)
- Families will meet BA Staff Members, administration, and other families.
- Meet and Greet Night

Once the Lead Administrator and Dean of Curriculum and Instruction have been identified, they will attend the above events and hold office hours to speak with potential families. Bettis Academy will offer in-person and virtual events where individuals can ask questions about the school, increasing BA's interest list. Families joining the interest list will be notified in Fall 2025 about the upcoming application cycle and requirements.

Bettis Academy will extend its reach by branching into areas that have elevated school and childcare interest. Examples include the large homeschool population of nearby Franklin and Johnston Counties and the influx of new homes building in Zebulon and Wendell, North Carolina. This is causing the neighborhood schools to reach their limits and other charter schools in the area to have enormous wait lists.

To meet our outreach goals, Bettis Academy will post and distribute resources online through social media, and email marketing will also be vital to reaching a broader audience. The resources will encourage families to join our interest lists and ask them to follow us on all social media platforms to stay current with the school's progress. Tracking engagement through social media and the Bettis Academy website traffic will provide data on the additional audiences BA is reaching. A member of the Board will keep our website and social media pages up-to-date and relevant.

Our Board will work on forging partnerships with community organizations that will benefit both organizations and BA students. We will connect with Zebulon Chambers of Commerce and host BA's



#### **NC Public Charters**



meet-and-greets at local businesses such as The Creative Cup and The Community Center.

### Benchmarks will include:

- Increase Interest list by 50% (by Fall of 2025)
- Have enough family/student interest for a lottery (Late Winter 2025, Spring 2026)
- If a waitlist is needed, verify and process additional applicants (Spring 2026)
- Withdrawals
- Families with siblings
- If a particular grade level has more seats open, we will focus on recruitment for that grade level(s) during each recruitment session and post more on social media platforms.
- The administration will track and document each level waitlist and update it as necessary (Ongoing)

Q204.Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students atrisk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.



#### **NC Public Charters**



According to the National Assessment of Educational Progress (NAEP), the State of North Carolina has 15.58% of students who identified as students with disabilities in Grade 4 and 12.21% of students who identified as English Learners, also in Grade 4. \*

Bettis Academy is committed to providing exceptional education to all students, no matter their educational or societal status. BA will create an inclusive environment by ensuring students are reached in their native language and by striving to offer resources such as lunch and transportation, which will be an important factor for economically disadvantaged families. Hiring enough bilingual staff and an ML specialist BA will seek to increase communication and trust between the school and students/ parents.

As mentioned in the recruitment plan, BA will be present at public events that will allow us to connect with families from all backgrounds. BA will canvass neighborhoods to meet with families and offer multilingual flyers. We will also have a table at the Zebulon Boys and Girls Club location to speak with families. Partnering with the local Headstarts, childcare facilities, and religious organizations in the community to talk with families about the school will also be a key initiative. Printouts (marketing material) will be provided in multiple languages. We will also strategically place lawn signs throughout neighborhoods and the town to increase visibility and awareness about the school. Lastly, to ensure all Multilingual Learners are being met, our website and social posts will be able to appear in the native languages users select through their profile and when visiting the website. This will increase knowledge about Bettis Academy.

\*https://www.nationsreportcard.gov/profiles/stateprofile/overview/NC?chort=1&sub=MAT&sj=NC&sfj=NP&st=MN&year=2022R3&cti=PgTab\_Demographics&tss=2022R3&fs=Grade&ts=Single%20Year&sg=Racee%2FEthnicity:%20White%20vs.%20Black&sgv=Difference

(https://www.nationsreportcard.gov/profiles/stateprofile/overview/NC?chort=1&sub=MAT&sj=NC&sfj=NP&st=MN&year=2022R3&cti=PgTab\_Demographics&tss=2022R3&fs=Grade&ts=Single%20Year&sg=Race%2FEthnicity:%20White%20vs.%20Black&sgv=Difference)

# Q205.What established community organizations would you target for marketing and recruitment?

Bettis Academy would connect with the Boys and Girls Club in Zebulon and Franklin, Zebulon Chamber of Commerce, Zebulon Community Center, local childcare facilities, Pre-K programs, Wake County Smart Start, Wake and Read, Faith-based organizations, Partnership for Children of Johnston County, and community groups on Facebook for our marketing and recruitment plan.

### 11.6. Parent and Community Involvement



#### **NC Public Charters**



# Q206.Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

Bettis Academy's Board and Administrators will stay active on social media platforms to update parents, community members, and potential students. BA's website will constantly be updated with the 'Bettis Bulletin', and will have a section of "Events" where interested families can get a "look ahead" and save the date for important deadlines. Also, the website will have links to the school calendar, policies, board members, and meeting dates.

BA will continue to hold information sessions and be involved in the community by attending local events. During these events, BA will advise individuals to add their email addresses to our listserv to receive announcements and newsletters. Upon opening the school, Bettis Academy will have a ribbon cutting and a tour of the facility/school where the community can meet the teachers and staff.

Q207.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.



#### **NC Public Charters**



Bettis Academy aims to create strong partnerships with the students and their families. With effective communication and a distinct, collaborative plan between the school and parents, BA will seek to increase involvement and improve student achievement.

Bettis Academy's plan includes the following:

- Parents can join school organizations like the Parent Teacher Association/ Organization (PTA/PTO)
- Parents can start other approved organizations on campus.
- Parents will be required to attend student-led conferences. In addition, BA will have Parent Involvement Hours. These hours can be fulfilled by:
- Volunteering at athletic events
- Volunteering in the cafeteria.
- Volunteering at student performances,
- Volunteering at conferences.
- Volunteering in their child's classroom
- Chaperoning their child's field trip(s).

Parents will be updated about upcoming events, parent involvement hours, and school organizations through the school's website, rapid communication methods, social media, and/or newsletters.

Ultimately, with this plan as a focal point, BA hopes that more parents will hear about the great things happening in the school and spread the word amongst one another.

Q208.If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.



#### **NC Public Charters**



At Bettis Academy, our commitment extends beyond classroom instruction. BA fully recognizes the invaluable role parents and the community play in shaping student success. To foster this collaboration, BA has developed a suite of programs aimed at empowering parents and engaging the community in our mission and vision.

Coordinating with any planned student orientations, BA will offer parent-focused seminars that cover various topics such as child development, academic support strategies, mental health awareness, and college readiness. By equipping parents with valuable knowledge and resources, BA aims to enhance their ability to support their child's holistic growth and academic journey.

Through community outreach initiatives, Bettis Academy will actively engage with local businesses, organizations, and leaders to foster partnerships that benefit our students and the broader community. This may include internship opportunities, guest speaker events, and collaborative projects that provide students with real-world experiences and connections beyond the classroom.

In addition to regular family nights and information sessions, BA will organize special family engagement events such as cultural celebrations, community service projects, family field days, and other parent-student bonding activities. These events serve to strengthen the bond between families, students, and the school community while showcasing student achievements and fostering a sense of belonging.

Through these programs, BA envisions a cooperative partnership between Bettis Academy, parents, and the community, where each stakeholder plays a vital role in nurturing students' academic excellence and personal growth. BA will also be fulfilling its mission of empowering every student to reach their full potential and become compassionate, competent, and conscientious global citizens.

# 11.7. Admissions Policy

Q209.Weighted Lottery Does your school plan to use a weighted lottery? The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

- 1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
- 2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the



# 2024 NC CHARTER APPLICATION NC Public Charters



municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C-218.45(c)).

- 3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.
  - Yes
  - No

Q213.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 withdrawals and transfers.



#### **NC Public Charters**



Bettis Academy shall be a tuition-free public school. Any child who is qualified under the laws of North Carolina for admission to a public school is qualified for admission to a charter school. To qualify to attend a North Carolina public school, a student must be a resident of North Carolina. County boundaries or school attendance areas do not affect charter school enrollment. BA does not limit admission to students based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, or ancestry. The number of students BA is allowed to accept each year is limited by the class size that is specified in the charter and the total number of students funded by the State of North Carolina.

Upon State Board of Education approval, Bettis Academy will have a 45-day open application period for the first year of operation. The window will begin the first Monday in December 2025 for the 2026-2027 school year. The opening date and length of the application period will be consistent each year. In the following years, the application period can be lengthened but not shortened. The application for the lottery and the forms to withdraw shall be placed on the school's website. If a person does not have access to a computer, he/she can receive assistance from the Lead Administrator or other designated staff member(s) to apply. To obtain admission to BA, potential students must go through the application process. No admission criteria will be used except the completed application.

During Year 1, BA will hold a lottery FAQ session with the purpose of informing parents about the school's program and the lottery process. In Year 2 and beyond, BA will offer school tours organized by designated staff for prospective families with the purpose of introducing them to the culture, administration, teachers, and staff.

The school will publicize the application period as well as the lottery date in compliance with state requirements. After year one, administration will designate a staff member to coordinate the lottery process. He/She will be the point of contact for interested families and will work closely with administration to schedule interest meetings prior to the application period closing.

A lottery will only be used if more students apply for admission than can be enrolled per grade level. BA will hire a third-party firm to administer a public lottery to ensure transparency in the lottery process. If a lottery is needed, the public drawing will take place approximately two weeks after the application process closes. Potential students do not have to be present to be accepted. The students in the lottery will be notified of their acceptance or placed on the waiting list by email. Prospective students will have ten business days to respond to their acceptance letter. After a student accepts, BA will then request the student's permanent records from his /her current school. Once put into Infinite Campus/PowerSchool, he/she will remain a BA student unless the student withdraws and until the receiving school requests student records. BA will transfer their records to the new school within seven business days of the request.

Preferences will be given to the following students as long as the preferred students do not



#### **NC Public Charters**



represent more than 15% of the school's total enrollment.

- 1. Students of employees of the school
- 2. Students of board members
- 3. Students with siblings already enrolled, as defined by state law to be "siblings", include any of the following who reside in the same household: half-siblings, step-siblings, and children residing in a family foster home. Siblings include those of students who have completed the highest grade level offered by the school.
- 4. Twins and/or other multiples: If one is admitted, the other will also be admitted even if the class is at capacity.
- 5. A student who was enrolled in the school within the two previous school years but left the school (i) to participate in an academic study abroad program or a competitive admission residential program or (ii) because of the vocational opportunities of the student's parent

The lottery drawing will determine the order of Bettis Academy's waiting list. Students who do not obtain a seat from the initial lottery drawing will remain on a waitlist based on grade level. After the lottery takes place and waitlists are established, individuals seeking to apply will be placed in line behind those who submitted their applications during the lottery period. There will not be a maximum number of students on the waiting list per grade level from the lottery. As families who are offered enrollment during the lottery decline, families will be contacted off of the waitlist via email or phone. Applicants who are accepted off the waitlist will have three business days from notification to accept or decline admission.

Those students who remain on the waitlist after all seats are filled must reapply during the next application period to be entered into the lottery for the following school year.

To ensure proper placement at BA, families may need to provide specific documentation, which will include a copy of the final report card and end-of-grade/end-of-course scores from the previous school year. This documentation should correspond to the grade level for which the student is applying and will not required prior to the lottery. Student services staff and administration will review applications and determine if grade readiness tests need to be administered to properly determine appropriate support interventions and resources at BA for each student. There is a possibility for an interview or roundtable discussion, including parent or guardian, student, and school representative(s). This is done after the lottery primarily for each grade level (elementary, middle, high) so they can ask questions and meet staff for the upcoming school year.

### 11.8. Certify

Q214. This subsection is entirely original and has not been copied, pasted, or otherwise



### **NC Public Charters**



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Yes

No

## Q215.Explanation (optional):

Bettis Academy was extensively mentored by and collaborated with Chatham Charter School (CCS) and its central services team during this process. Accordingly, some components of BA's application were adopted from CCS as well as their sister school, Central Carolina Academy.



**NC Public Charters** 



### 12. Operations

### 12.1. Transportation Plan

Q216.Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal. If you plan to provide transportation, include the following:

1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with

- 1. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
- 2. Describe how the school will transport students with special transportation needs and how that will impact your budget.
- 3. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services



#### **NC Public Charters**



Bettis Academy aims to ensure that no child is denied access to education due to lack of transportation. To achieve this, the school has devised a comprehensive transportation plan aligned with its mission, identified needs, targeted student population, and budget proposal.

1. Transportation Options, Oversight and Implementation Strategy:

Bettis Academy will operate its own transportation system initially, with the possibility of outsourcing or partnering with the local public transit system as the school and the town of Zebulon grow. The Dean of Students and Operations will oversee daily transportation operations. This includes scheduling, route planning, driver management, and compliance with safety regulations.

A thorough assessment of transportation needs will be conducted as part of the enrollment process to identify students requiring transportation assistance. Up to four centrally located pick-up points will be established based on the results of the needs assessment. This strategic placement ensures accessibility for all students while optimizing route efficiency. As Bettis Academy grows and additional funds become available, more buses will be purchased to accommodate increasing transportation demands.

2. Transportation for Students with Special Needs and Budgetary Assumptions:

One of the five buses purchased will be equipped to accommodate students with disabilities. This provision is already included in the budget, ensuring minimal impact. Bus drivers and substitute drivers with Commercial Driver's Licenses (CDLs) will be required to specialized training to cater to students with special transportation needs.

The budget includes funds for the purchase of five buses, with one dedicated to students with disabilities. Part-time bus drivers will be hired, and stipends will be allotted to staff members with CDLs who can serve as substitute drivers. The transportation plan is designed to maximize budget efficiency by utilizing existing resources and scaling up gradually as the school expands.

By implementing this transportation plan, Bettis Academy ensures equitable access to education for all students while maintaining fiscal responsibility and regulatory compliance.

3. Compliance with State and Federal Laws:

Bettis Academy is committed to complying with all state and federal laws and regulations pertaining to transportation services. Regular audits and inspections will be conducted to ensure compliance with safety standards, ADA regulations, and other legal requirements. This will also be the responsibility of our Dean of Students and Operations.

### 12.2. School Lunch Plan



#### **NC Public Charters**



Q217.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. If the school intends to participate in the National School Lunch Program, include the following components in the response:

- 1. How the school will comply with applicable local, state, and federal guidelines and regulations;
- 2. Any plans to meet the needs of low-income students; and
- 3. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

To ensure that no child at Bettis Academy lacks a daily meal, the school will implement a primary school lunch plan and will have alternatives that align with both the targeted student population and the school budget proposal. This proposed plan will adhere to local, state, and federal guidelines and regulations, particularly those outlined by the National School Lunch Program (NSLP).

Bettis Academy's primary plan is to participate in the National School Lunch Program (NSLP). Our proposed budget includes dedicated food and nutrition staff to ensure food safety, and consistency, and that all local and federal regulations are met. By participating in the NSLP, BA recognizes the importance of meeting the needs of low-income students and that is why the NSLP will be the school's main recourse. The lunch program will offer free and reduced-price meals to eligible students. BA will actively communicate the availability of free and reduced-price meals to families, ensuring that eligible students are aware of and encouraged to participate in the program.

Given our targeted population, BA will also seek to participate in the USDA School Breakfast Program, if funding and resources are available. Given the close proximity to multiple LEAs, Bettis Academy may orchestrate a partnership to streamline both the breakfast and lunch programs. This potential partnership would facilitate coordination, resource sharing, and adherence to local regulations. Bettis Academy would also consider partnering with local non-profits that provide meals or backpack buddies for students in need. This collaboration will supplement the school's efforts in ensuring all students have access to nutritious meals.

By implementing this comprehensive school lunch plan, Bettis Academy will ensure that all students have access to nutritious meals, comply with relevant guidelines and regulations, and effectively meet the needs of low-income students. Through partnerships with local entities and participation in federal programs like the NSLP and USDA School Breakfast Program, the school will create a supportive environment where every child can thrive.

### 12.3. Civil Liability and Insurance

#### **NC Public Charters**



The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

- 1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
- 2. General Liability: one million dollars (\$1,000,000) per occurrence;
- 3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
- 4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
- 5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
- 6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q218.Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 10

#### Resources



#### **Applicant Evidence:**



Uploaded on 4/26/2024

by Allison Brown

## **Q219.Attach Appendix L: Insurance Quotes**

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

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 5** 



#### **NC Public Charters**



### **Applicant Evidence:**



by Allison Brown by Allison Brown

### 12.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q220.We, the Board members 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. The Board Chair must sign this question.

Signature



### 12.5. Start-Up Plan

Q221.Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).



#### **NC Public Charters**



Upon approval by the State Board of Education, the launch of the Bettis Academy startup plan will commence. Leveraging the close collaboration with the central services team at Chatham Charter School and Central Carolina Academy, the Board of Directors will maintain ongoing consultation to meticulously prepare for all aspects of initiating a new school. Drawing upon the successful model of a veteran charter school, BA will mitigate several challenges typically encountered by newer schools. Nonetheless, Bettis Academy remains cognizant that despite the guidance received, hurdles in establishing a new school may arise.

Foreseen challenges encompass potential construction delays stemming from cost constraints, material availability, or adverse weather conditions. Furthermore, initial state funding is absent, necessitating a financially prudent approach. To address these issues, strategic architectural decisions will be made, such as constructing a multi-floored facility to optimize space utilization and minimize land requirements. Additionally, interim solutions like utilizing breakout classrooms until subsequent building phases are completed will be implemented.

Contingency plans include leasing mobile units should construction face delays, facilitated through BA's partnership with Performance Charter School Development. To secure startup capital, grant applications, and fundraising initiatives will be pursued, concurrently serving as promotional endeavors for the school. Corporate contributions will be solicited by the Fundraising Committee, which has convened to devise effective strategies.

Recruitment of both students and staff poses another challenge, albeit one for which intricate plans have been formulated based on successful precedents. Support from Chatham Charter School, Central Carolina Academy, Performance Charter School Development, the Office of Charter Schools, and the Ready to Open process ensures comprehensive assistance for Bettis Academy's Board in realizing its vision of a high-quality educational institution.

Prioritizing engagement with educationally disadvantaged students and their families is imperative, fostering understanding of the opportunities available at Bettis Academy. Establishing relationships built on mutual respect and trust will underpin these efforts, alongside engaging a diverse array of community and business stakeholders to garner support for the school's mission and vision.

Compensation for individuals involved in the startup plan, beyond BA administration, is not anticipated by the Board of Directors.

Detailed startup tasks, timelines, and responsible individuals will be clearly outlined, ensuring clarity and accountability throughout the establishment process.

Bettis Academy's Start-up Plan is as follows:

#### **NC Public Charters**



### January 2025- May 2025

- Begin Facility Acquisition Process
- Continue to Search and Apply for Grants
- Continue to Cultivate and Establish Donor & Community Partnerships
- Develop and Approve a Strategic Plan for Administrative Staff Recruitment and Hiring
- Develop and Approve a Strategic Plan for Staff Recruitment and Hiring
- Develop and Approve Job Descriptions
- Finalize and Approve Facility Construction Plan (or contingency plan if needed)

#### June 2025-December 2025

- Begin Interviews for Key Positions
- Continue to Search and Apply for Grants/Secure Donor Partnerships
- Establish and Approve Staff and School Leader(s) Evaluation Policies
- Establish and Approve Financial Policies and Internal Controls
- Develop and Approve Student and Employee Handbooks
- Develop and Approve Formal Policies for Confidential Records Maintenance
- Develop Beginning Teacher Support Plan
- Draft and Submit Licensure Renewal Plan
- Develop and Approve Exceptional Children Policies
- Establish and Approve Lottery and Admissions Policies
- Establish and Approve Child Nutrition Policies and Vendors
- Establish and Approve School Safety Plans and Policies that Meet the Requirements of the NC General Statutes
- Establish and Approve Academic Policies (Grading, Report Cards, Promotion, Retention, etc.)
- Formalize Student Records Request Form for Sending to LEAs
- Establish and Approve Transportation Plans with Proposed Routes
- Hold Informational Events for Student Recruitment
- Hire Lead Administrator, Dean of Curriculum and Instruction, and Dean of Students and Operations
- Finalize and Approve School Calendar
- Draft Professional Development Calendar
- Draft Daily Class Schedules

### January 2026-April 2026

- Continue to Search and Apply for Grants/Secure Donor Partnerships
- Develop, Approve, and Post All Employee Job Descriptions
- Finalize and Approve the Employee Agreement Form
- Develop and Approve a Budget for the 2025-2026 Year Based on Projected ADM
- Develop and Approve a Break-Even Budget for 2025-2026
- Establish or Identify and Approve Protocol for Employee Benefits Administration



#### **NC Public Charters**



- Identify and Approve Accounting Systems and Services
- Begin Interviews for Faculty and Staff Positions

### May 2026-July 2026

- Continue to Search and Apply for Grants
- Ensure Completion of All Required Facility and Site Inspections
- Obtain a Valid Education Certificate of Occupancy
- Obtain Certificate of Liability Insurance
- Begin Ordering Classroom, Office, and Other Materials and Supplies

Q222.Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.



### **NC Public Charters**



Bettis Academy's Board of Directors foresees various challenges that inherently may occur when starting a new school. Those challenges and how BA would address these are listed below.

| Challenges of Starting a New School  | Strategies for Addressing Challenges  |  |
|--|---|--|
| Securing suitable facilities, and addressing logistical issues related to transportation parking, & accessibility.   | -Conducting site visits  -Collaborating with developers, contractors, and other professionals to ensure that facilities meet the school's needs  -Leasing mobile units as a contingency plan for facilities |  |
| Recruitment & hiring staff members that are aligned with the school's mission, vision, & values.   | -Strategic recruitment and hiring process  -Targeted outreach to diverse candidate pools, leveraging professional networks & partnerships   |  |
| Selecting appropriate instructional materials, and ensuring all teachers are adequately trained and prepared to deliver the curriculum effectively.                      | -Providing training workshops, curriculum resources, and ongoing support from instructional coaches and mentorship.  *This will be done before and after BA is open to students.                            |  |
| Communicating effectively with stakeholders, addressing concerns or misconceptions, and fostering a sense of ownership and investment in the school's mission and goals. | -Hosting informational sessions  -Conducting outreach events  -Utilizing BA's advisory committee to solicit feedback and input.   |  |



#### **NC Public Charters**



Balancing the budget, maximizing revenue streams, and ensuring long-term financial sustainability.

- -Creating and implementing a strategic budgeting process
- -Establishing and meeting fundraising goals
- -Implementing financial controls and reporting mechanisms

### 12.6. 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.

Q223. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation.

Bettis Academy is currently working with Performance Charter School Development and TriProperties, a local Commercial Real Estate firm, to locate and secure a parcel of land to construct a facility. While locating a standing facility would be ideal, BA has yet to find a property that would meet its needs. Ultimately, BA's desire is to create a place that will optimize learning and provide ample space for extracurricular activities. Once approved, BA will formally pursue land acquisition. At the time of this application, a parcel of land has been located that if available upon Bettis Academy's approval, BA will seek to acquire 20-50 acres to accommodate our building plans. This plan will be completed in phases. The parcel does straddle both the Wake and Franklin County lines, which has influenced our budget projections, but it is in the town of Zebulon. Other land parcels, provided by TriProperties, are also viable options within Zebulon's township. The next steps in our process would be to conduct a comprehensive site assessment, negotiate funding terms for construction, and finalize the architectural design process. After site plans and required land development permits are approved, the Board will begin facility construction with a targeted completion date of spring 2026. This strategic plan allows ample time in June and July for facilitating all state fire marshal and health inspections and for Bettis Academy to receive a Certificate of Occupancy.



#### **NC Public Charters**



### **Applicant Evidence:**



**Bettis Academy Lett...** 

Uploaded on **4/26/2024** by **Allison Brown** 

Q224.Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

Bettis Academy's facility needs are meticulously tailored to accommodate its educational program and projected enrollment. In the short term, the primary building will house a minimum of 28 classrooms, designed to serve both elementary and middle school students, with dedicated spaces for P.E., art, and music instruction. BA will adhere to standard educational guidelines and allot 1,100 square feet, the average square footage per classroom, to ensure optimal learning environments. Additionally, common areas such as the main office/lobby, library, cafeteria, and conference room will provide essential spaces for administrative, academic, and communal activities. The overall square footage of this building will be between 25,000-35,000 square feet. If there are delays with this initial plan, BA will work with Performance Charter School Development to clear the purchased land and lease mobile classroom units until the facility is complete.

As part of the long-term plan, an additional facility will be constructed to accommodate the school's growth. This second building, anticipated for Year 4, will feature 24 classrooms, serving both middle and high school students, along with specialized rooms for NJROTC, art, music, computer, and science labs. This building will add an additional 20,000-30,000 square feet to Bettis Academy's facility. Common areas, including offices, cafeteria, and conference room, will be proportionally sized to accommodate the expanded student body and faculty.

Amenities such as an auditorium and a full-sized gymnasium will be phased in over time, aligning with the availability of funding. The budget estimate reflects a careful consideration of construction costs, square footage requirements, and the specific needs of Bettis Academy's educational program. By adhering to industry standards and accounting for both short-term and long-term growth, the budget estimate is reasonable and ensures that the school's facilities adequately support its mission, vision, and anticipated growth.

Q225.Describe school facility needs, including: science labs, art room, computer labs,



#### **NC Public Charters**



library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, workroom/copy room, supplies/storage, teacher workrooms, and other spaces.

Our facility expansion plan will include two buildings designed to accommodate Bettis Academy's annual growth. The first building will feature the main office/lobby and a minimum of 28 classrooms tailored to meet the needs of our elementary and middle school students, as well as our staffing requirements. These classrooms will include dedicated spaces for P.E., art, and music instruction. Additionally, subject to budgetary constraints, BA will aim to include a recreational gymnasium. Upon the middle school's transition to BA's secondary facility, five classrooms will be repurposed into breakout spaces. Moreover, the building will house 11 offices strategically located throughout, alongside two teacher workrooms furnished with essential equipment like copiers and supplies, one on each floor. It will also accommodate a dedicated library area, a cafeteria, and a conference room.

The second building, slated for Year 4, will offer 24 classrooms, incorporating four breakout rooms, and specialized facilities such as a NJROTC room, art room, music room, computer lab, and science lab, catering to both middle and high school students. In addition to classrooms, the building will feature eight offices, a cafeteria, a teacher workroom, and a conference room. As funding permits, amenities like an auditorium and a full-sized gymnasium will be introduced to support a range of sports activities including basketball, volleyball, track, and cheerleading.

Q226.What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location.

The cost per square foot for the proposed facility is approximately \$65. Our commercial real estate developers arrived at this figure by comparing the costs of educational facilities they have recently built and are in the process of building in the Raleigh-Durham area. BA understands that commercial spaces typically command higher costs due to location, amenities, and customization options, while educational spaces may have different cost structures based on specific requirements and regulations. Once BA is approved further analysis will be completed with the assistance of our developers and their architectural team to finalize required amenities and customizable features. Current market costs will also be analyzed and aligned within the proposed budget to provide an appropriate, yet affordable facility that is feasible in our area of choice.

Q227. 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.



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In the event that the identified facility is not ready by the time Bettis Academy is set to open, the board will pursue alternative options to ensure that the school can commence operations smoothly. As an immediate solution to accommodate our facility needs, Bettis Academy will lease or purchase mobile units from Performance Charter School Development or another appropriate vendor. These mobile units will include classroom spaces as well as additional units designated for office space.

To efficiently organize the student population, Bettis Academy will place students in approximately three 8-classroom units based on grade level. This approach will ensure a cohesive learning environment while maximizing the use of available resources. While elective courses will remain unaffected by the temporary setup, physical education classes will be creatively adapted. PE activities will be planned for outdoor spaces, allowing for a combination of outdoor physical activity and in-class instruction to fulfill curriculum requirements.

While the temporary mobile units may limit the availability of certain facilities, such as the library, breakout rooms, cafeteria, and conference room spaces, instructional activities will not be significantly impacted. Alternate arrangements and scheduling adjustments will be made to ensure that essential instructional needs are met effectively. As the school transitions to its permanent facility, these temporary limitations will be mitigated, and the full range of programs and amenities will be gradually introduced to support Bettis Academy's educational mission and objectives.

Q228.Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

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Bettis Academy's Board of Directors benefits from the diverse real estate expertise of multiple members. One member, with a background in residential real estate and training in commercial, brings invaluable insights into negotiations and communications essential for fostering partnerships. Their strategic planning skills ensure extreme attention to detail during BA's property research. They consistently share their knowledge of contracts, permits, and current market data. This member excels in establishing fair market values and navigating legal documentation intricacies as well. They have been and will continue to be a key resource that connects BA with other professional service providers needed in real estate transactions.

Another member, proficient in both commercial and residential real estate transactions, increases the board's capabilities with comprehensive knowledge spanning both sectors. Their expertise will contribute to informed decision-making in acquisitions and the renovation process when BA reaches that stage. Their experience in commercial transactions complements the residential aspect, ensuring a holistic view of facility acquisition and management. With a keen understanding of market dynamics and regulatory frameworks, this member plays a vital role in mitigating risks and maximizing opportunities in real estate ventures.

By leveraging the collective expertise of these members, BA's board demonstrates its capacity and experience in facilities acquisition and management. From strategic planning and negotiation to regulatory compliance and stakeholder communication, their combined skill sets ensure effective leadership in navigating the complexities of BA's real estate endeavors.

### 12.7. Certify

Q229.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

Yes

No

## Q230.Explanation (optional):

Bettis Academy was extensively mentored by and collaborated with Chatham Charter School (CCS) and its central services team during this process. Accordingly, some components of BA's application were adopted from CCS as well as their sister school, Central Carolina Academy.



**NC Public Charters** 



#### **NC Public Charters**



### 13. Financial Plan

### 13.1. Charter School Budget

All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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.

**Q231.If applicable, attach as Appendix M: Revenue Assurances.** Assurances are needed to confirm the commitment of any additional sources of revenue.

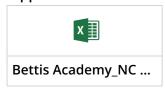
N/A

Q232.Attach as Appendix N: Proposed Budget for Year 1 through Year 5 Click here to a ccess and download the Budget Template. (https://www.dpi.nc.gov/2024-budget-template/download?attachment)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30

**Total Files Count: 5** 

### **Applicant Evidence:**



Uploaded on 4/26/2024

by Allison Brown

### 13.2. Budget Narrative



#### **NC Public Charters**



Please include additional information that explains the assumptions used in the 5-year budget.

### Q233. How was the student enrollment number projected?

Student enrollment was projected in collaboration with our financial management partner, Acadia NorthStar LLC. Given that Zebulon spans four different counties and our ideal site extends across Wake and Franklin counties while still being within the town of Zebulon, projected numbers were evenly allocated from these two counties. The remaining percentage was attributed to Johnston County, which is the third most represented county in the town. While BA does anticipate students from Nash County, the fourth county located in Zebulon, the budget template only allowed for three LEAs to be represented.

# Q234.Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

The demand for Bettis Academy is set to surge in tandem with the projected population growth outlined by the Town of Zebulon. As the town anticipates substantial increases in its population over the next few decades, with estimates reaching 12,781 by 2025, 20,531 by 2030, and a staggering 56,011 by 2050, the need for quality education options becomes increasingly imperative. Bettis Academy's appeal lies in its multifaceted approach to serving the community. Through inclusive community engagement efforts, the school will foster a sense of belonging and unity, resonating with families seeking a supportive educational environment. Furthermore, Bettis Academy's responsiveness to local growth and needs will ensure that it remains agile in adapting its programs and resources to accommodate the evolving demographics. Strategic partnerships with local businesses, government agencies, and non-profit organizations will enrich the educational experience and bolster the school's visibility within the community. This commitment to excellence, coupled with a transparent approach to governance and communication, will solidify Bettis Academy's position as a trusted educational institution poised to meet the demand for quality education in the rapidly expanding town of Zebulon.

### Q235.Provide the break-even point of student enrollment.

In its first year, Bettis Academy's break-even point is 406 students. However, the academy is flexible and ready to adjust expenses if enrollment falls below projections.

Q236.Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.



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Bettis Academy will apply for multiple of grants varying in award amount to meet financial needs if revenues are not what the board anticipates. Specifically, BA will apply for the U.S. Department of Education's Expanding Opportunity Through Quality Charter Schools Program (CSP) – Developer Grants for the Opening of New Charter Schools program if it is offered in the upcoming year. BA's Board of Directors and Fundraising Committee will also craft a formal campaign to generate community and corporate donations to further BA's mission.

Q237.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. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

At the time of this submission, Bettis Academy does not have additional funding sources. However, the intent is to seek grants, including the Expanding Opportunity Through Quality Charter Schools Program (CSP) – Developer Grants for the Opening of New Charter Schools program, which is through the U.S. Department of Education. As mentioned previously, our Board of Directors and Fundraising Committee at BA will also develop a formal campaign aimed at soliciting community and corporate donations to advance our mission.

#### Q238.Provide the student to teacher ratio that the budget is built on.

Bettis Academy's student-to-teacher ratio and corresponding staffing and budgetary needs were selected to align with the recommendations listed in Chapter 115C General Statutes. Accordingly, BA's ratio is a maximum of 20 students per 1 teacher (20:1). Bettis Academy will not exceed this ratio with our designated cohort size. The student-to-teacher ratio in our middle and high school grade levels will be less than this guideline, with a 15:1 ratio.

Q239.Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully.

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The founding board of Bettis Academy possesses a diverse range of financial expertise crucial for the successful implementation of its financial plans. Members bring extensive experience in managing million-dollar budgets for educational institutions, backgrounds in banking and bookkeeping, and extensive business management skills. Additionally, one member has overseen educational budgets at the high school level and has completed coursework in K-12 principalship, which included intensive training in budget management. Collectively, their financial acumen and strategic planning skills will ensure responsible resource allocation and the effective implementation of Bettis Academy's financial plan.

Q240.Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.

Bettis Academy's budget has taken into account the potential needs of students with disabilities. We have included special needs transportation and our facility will be built to meet all ADA guidelines.

Q241.If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

Bettis Academy intends to outsource financial management duties to assist with budgeting, payroll, and other financial needs. A review of financial firms with a proven track record of assisting charter schools in their early stages was conducted. This led to the Board of Directors discussing these options and ultimately choosing which firm would be the best fit for BA and its immediate and impending needs. Acadia NorthStar LLC was ultimately selected.

Q242.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.

Bettis Academy plans to seek outside custodial services and EC instructional support such as occupational or speech therapists. BA will use the same criteria and process to select an appropriate company. The selection of contractors and large purchases will be determined by the Board of Directors via a vote after research has been conducted and multiple options are presented.

Q243.Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.



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Our proposed budget considers Bettis Academy's mission to provide a rigorous curriculum and ensure students are able to excel within its educational program. The budget artfully plans for the staff needed to offer a variety of courses, particularly as BA grows into our high school. It also aligns our holistic educational approach with designating funds for teachers and staff that will support students, engage families, and propel BA's mission forward. It also accounts for the professional development needed to prepare our staff for our proposed educational model. The inclusion of buses, bus drivers, and food and nutrition staff considers that meals and transportation could be a barrier for our targeted population. BA desires to prevent it from hindering our students and their families. The budget also prioritizes BA's facilities needs but ensures it is reasonable so that staffing, educational materials, transportation, and food and nutrition are the highest priority as BA prepares to open.

## Q244.What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Bettis Academy will aim to maintain a general fund balance of 5%, on average, over the first five years. BA will do this to prioritize financial security and allocate funds to enhance resources and instructional support for students. To achieve this, BA will implement a strategic budget that emphasizes conservative spending practices, and align expenses with BA's goal of longevity and financial health. Conservative financial projections will be used to provide insights and adjust spending strategies as needed.

## Q245.Provide a description of proposed financing structure. Include financing of facilities, other asset financing, and leases.

Bettis Academy is collaborating with Performance Charter School Development to secure financing and locate a suitable property or parcel of land to develop our facilities. Performance Charter School Development is anticipated to finance the construction of the academy's facilities, including land acquisition, site development, and outfitting. This financing may be structured in phases to align with our planned construction timeline. Additionally, Performance may assist in financing other essential assets such as furniture, technology, and transportation if necessary to begin operations. Lease agreements may be considered for certain assets including mobile classroom units if there are construction delays or if building a facility for year one is no longer cost-effective.

Q246.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.



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At the time of this application, Bettis Academy does not have assets it will receive from other sources. However, BA will seek donations and financial support from grants, and community and corporate donors for future expenses.

#### **13.3. Financial Compliance**

Q247. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate record keeping?

To ensure internal controls are thorough and effective, Bettis Academy will implement a series of procedures designed to guide our business manager and designated staff in their financial operations. Segregation of duties will be a fundamental principle, ensuring that no single individual maintains control over all aspects of a transaction, thus minimizing the risk of errors or fraudulent activities. Asset safeguarding measures will be rigorously enforced, encompassing both physical and financial assets through the implementation of security protocols and regular inventory checks. Additionally, meticulous record-keeping practices will be upheld to capture all financial transactions in detail, adhering to the highest accounting standards.

To ensure further accountability and transparency, several specific measures will be implemented. All checks will require multiple signatures, expenditures will be recorded using designated accounting software, at least two individuals will review deposits before submission, purchases will preferably be made through purchase orders, and monthly financial reviews will be conducted with the Board Treasurer. BA's financial management partners will also be asked to create comprehensive financial reports to share at the monthly board meetings, ensuring thorough examination and oversight by the board of directors. Through these comprehensive measures, Bettis Academy will establish a framework that upholds integrity and accountability in its financial management practices.

Q248.Provide any known or possible related party transactions (relationship, description of transaction, and estimated dollars involved).

Currently, there are no known related party transactions.

Q249.Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number, and fax number. If a firm has yet to be identified, please list the firms the board has investigated.



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Bettis Academy intends to contract with Sharpe-Patel, CPA for its annual audit. The requested contact information is below.

Sharpe-Patel, CPA

5510 Six Forks Road - Suite 280, Raleigh, NC 27609

919-961-7496 (phone)

#### **Applicant Evidence:**



Uploaded on 4/24/2024

by Allison Brown

#### 13.4. Certify

Q250.I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
- No

#### **Q251.Explanation (optional):**

Bettis Academy was extensively mentored by and collaborated with Chatham Charter School (CCS) and its central services team during this process. Accordingly, some components of BA's application were adopted from CCS as well as their sister school, Central Carolina Academy.



#### **NC Public Charters**



#### 14. Other Forms

Q252.Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

#### **Applicant Comments:**

Bettis Academy's board of directors did not formally meet with the individuals/organizations to review the documents listed on the signature certification form. This was due to financial constraints. However, following thorough research and consultations with other operating charter schools regarding reputable attorneys, auditors, and financial management firms, the board has identified and intends to engage these professionals upon the approval of BA's application. If funding becomes available before BA's approval, the Board will schedule the recommended training sessions and review all governance documents with the appropriate professionals.

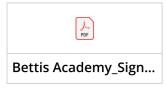
The Board also plans to arrange a training session with our mentor school, Chatham Charter School (CCS). This training will be with CCS's Board and central office staff. It will take place before approval to ensure that BA's board is well-versed in these essential governance matters, as several of BA's documents and practices are adopted from CCS's educational structure.

Please note that Bettis Academy's Board of Directors has reviewed and adapted these essential documents before submission.

#### Resources



#### **Applicant Evidence:**



Uploaded on **4/25/2024** by **Allison Brown** 



**NC Public Charters** 





**NC Public Charters** 



#### 15. Third-party Application Preparation

Q253. Was this application prepared with the assistance of a third-party person or group?

| $\bigcirc$ | Yes   |
|------------|-------|
|            | 1 0 0 |

No

#### **NC Public Charters**



#### 16. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **April 26, 2024, at 5:00 pm EDT** for Fast Track and Accelerated applications, and **April 26, 2024, at 5:00 pm EDT** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash nor credit cards are accepted.

Q256.\*Application Note: The applicant must mail the certified check or money order along with the Application Fee Payment Form (see the resources to download Payment Form) before or on the due date of April 26, 2024, at 5:00 pm EDT.

Payments should be made payable to the North Carolina Department of Public Instruction: North Carolina Department of Public Instruction Office of Charter Schools 6307 Mail Service Center Raleigh, NC 27699-6307

✓ I understand





2024 Payment Form....



#### **NC Public Charters**



#### 17. Signature page

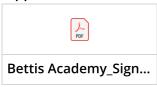
Q257.Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

☑ Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

#### Resources



#### **Applicant Evidence:**



Uploaded on 4/26/2024

by Allison Brown

Q258.Board chair, please digitally sign your application here. Signature

**Applicant Comments:** 

A letter from Bettis Academy's selected attorney has been attached.



**NC Public Charters** 



#### Applicant Evidence :



Bettis Academy\_Lexi...

Uploaded on **4/26/2024** 

by **Allison Brown** 

| Final Status  Reject | O Approve |
|----------------------|-----------|
| Approver Con         | nments    |

Powered by **Contract** Edlusion

6/26/2024

| Academic<br>School Year | r    | Grade Levels | Total Projected<br>Student Enrollment |
|-------------------------|------|--------------|---------------------------------------|
| Year 1                  | K-6  |              | 420                                   |
| Year 2                  | K-7  |              | 480                                   |
| Year 3                  | K-8  |              | 540                                   |
| Year 4                  | K-9  |              | 600                                   |
| Year 5                  | K-10 |              | 660                                   |

| Ethnicity/Race                         | # of Students | Percentage (%) |
|--|---------------|----------------|
| American Indian or<br>Alaska Native    | 2             | 0%             |
| Asian                                  | 13            | 2%             |
| Black or African<br>American           | 259           | 33%            |
| Hispanic                               | 226           | 29%            |
| Native HI or Pacific<br>Islander       | 1             | 0%             |
| Two or More Races                      | 44            | 6%             |
| White                                  | 230           | 30%            |
| EDS Subgroups                          |               | 0%             |
| Economically<br>Disadvantaged Students | 283           | 54%            |
| Students with<br>Disabilities          | 106           | 20%            |
| English Language<br>Learners           | 127           | 24%            |
| Students Experiencing<br>Homelessness  | 4             | 1%             |

## BETTIS ACADEMY 2026-2027

### **Academic Calendar**

| July 2026 |    |    |    |    |    |    |  |  |
|-----------|----|----|----|----|----|----|--|--|
| Su        | Мо | Tu | We | Th | Fr | Sa |  |  |
|           |    |    | 1  | 2  | 3  | 4  |  |  |
| 5         | 6  | 7  | 8  | 9  | 10 | 11 |  |  |
| 12        | 13 | 14 | 15 | 16 | 17 | 18 |  |  |
| 19        | 20 | 21 | 22 | 23 | 24 | 25 |  |  |
| 26        | 27 | 28 | 29 | 30 | 31 |    |  |  |
|           |    |    |    |    |    |    |  |  |

|    | August 2026 |    |    |    |    |    |  |  |  |  |
|----|-------------|----|----|----|----|----|--|--|--|--|
| Su | Мо          | Tu | We | Th | Fr | Sa |  |  |  |  |
|    |             |    |    |    |    | 1  |  |  |  |  |
| 2  | 3           | 4  | 5  | 6  | 7  | 8  |  |  |  |  |
| 9  | 10          | 11 | 12 | 13 | 14 | 15 |  |  |  |  |
| 16 | 17          | 18 | 19 | 20 | 21 | 22 |  |  |  |  |
| 23 | 24          | 25 | 26 | 27 | 28 | 29 |  |  |  |  |
| 30 | 31          |    |    |    |    |    |  |  |  |  |

| September 2026 |    |    |    |    |    |    |  |  |  |
|----------------|----|----|----|----|----|----|--|--|--|
| Su             | Мо | Tu | We | Th | Fr | Sa |  |  |  |
|                |    | 1  | 2  | 3  | 4  | 5  |  |  |  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |  |  |  |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |  |  |  |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |  |  |  |
| 27             | 28 | 29 | 30 |    |    |    |  |  |  |
|                |    |    |    |    |    |    |  |  |  |

| October 2026 |    |    |    |    |    |    |
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| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |
|              |    |    |    |    |    |    |

| November 2026 |    |    |    |    |    |    |  |  |
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| Su            | Мо | Tu | We | Th | Fr | Sa |  |  |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |  |  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |  |  |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |  |  |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |  |  |
| 29            | 30 |    |    |    |    |    |  |  |
|               |    |    |    |    |    |    |  |  |

|    | December 2026    |    |    |    |    |    |  |  |  |
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| Su | u Mo Tu We Th Fr |    |    |    |    |    |  |  |  |
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| 6  | 7                | 8  | 9  | 10 | 11 | 12 |  |  |  |
| 13 | 14               | 15 | 16 | 17 | 18 | 19 |  |  |  |
| 20 | 21               | 22 | 23 | 24 | 25 | 26 |  |  |  |
| 27 | 28               | 29 | 30 | 31 |    |    |  |  |  |
|    |                  |    |    |    |    |    |  |  |  |

| January 2027 |    |    |    |    |    |    |  |  |  |
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| 10           | 11 | 12 | 13 | 14 | 15 | 16 |  |  |  |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |  |  |  |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |  |  |  |
| 31           |    |    |    |    |    |    |  |  |  |

|    | February 2027 |    |    |    |    |    |    |  |
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| 14 |               | 15 | 16 | 17 | 18 | 19 | 20 |  |
| 21 |               | 22 | 23 | 24 | 25 | 26 | 27 |  |
| 28 |               |    |    |    |    |    |    |  |
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| March 2027 |    |    |    |    |    |    |
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| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 | 31 |    |    |    |
|            |    |    |    |    |    |    |

|    | April 2027 |    |    |    |    |    |
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| 11 | 12         | 13 | 14 | 15 | 16 | 17 |
| 18 | 19         | 20 | 21 | 22 | 23 | 24 |
| 25 | 26         | 27 | 28 | 29 | 30 |    |
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| May 2027 |    |    |    |    |    |    |
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| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
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|   | 13 | 14 | 15  | 16   | 17  | 18 | 19 |
|   | 20 | 21 | 22  | 23   | 24  | 25 | 26 |
|   | 27 | 28 | 29  | 30   |     |    |    |
| Ι |    |    |     |      |     |    |    |

<u>Legend</u>

| Teacher workday                  | First day of school |
|----------------------------------|---------------------|
| Holiday - no school for students | Last day of school  |

| July 31     | Optional Teacher Workday | October 8      | Optional Teacher   | December 21-31 | Winter Break             | January 18  | M.L.K. Jr. Day  | May 17-18 | Last Day of School       |
|-------------|--------------------------|----------------|--------------------|----------------|--------------------------|-------------|-----------------|-----------|--------------------------|
| August 3-6  | Required Teacher Workday | October 9      | Fall Break         | January 1      | New Year's Day           | February 15 | Presidents' Day | May 17-18 | Required Teacher Workday |
| August 7    | First Day of School      | November 11    | Veterans Day       | January 4      | Required Teacher Workday | March 22-29 | Spring Break    | May 19    | Optional Teacher Workday |
| September 7 | Labor Day                | November 23-27 | Thanksgiving Break | January 5*     | Students Return          | May 10-14*  | EOG/EOC Testing |           |                          |

## State of North Carolina Department of the Secretary of State

## ARTICLES OF INCORPORATION NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

| 1.   | The name of the nonprofit corporation is:  Bettis Academy  |               |
|------|--|---------------|
| 2. 🔽 | (Check only if applicable.) The corporation is a charitable or religious corporation as de §55A-1-40(4). | fined in NCGS |
| 3.   | The name of the initial registered agent is:  Quentin Miles  |               |
| 4.   | The street address and county of the initial registered agent's office of the corporation is:            |               |
|      | Number and Street: 615 Stratford Drive   |               |
|      | City: Zebulon State: NC Zip Code: 27597 County: Wake   |               |
|      | The mailing address if different from the street address of the initial registered agent's o             | ffice is:     |
|      | Number and Street or PO Box: PO Box 485  |               |
|      | City: Zebulon State: NC Zip Code: 27597-0485 County: W   | /ake          |
| 5.   | The name and address of each incorporator is as follows:   |               |
|      | Name Address   |               |
|      | Quentin Miles 615 Stratford Drive Zebulon NC, 27597-2213   | United States |
|      |  |               |
|      |  |               |
|      |  |               |
| 6.   | (Check either "a" or "b" below.)   |               |
|      | a. The corporation will have members.  |               |
|      | b. The corporation will not have members.  |               |
| 7.   | Attached are provisions regarding the distribution of the corporation's assets upon its                  | dissolution.  |
| 8.   | Attached are provisions regarding the limitation of activities of the corporation.                       |               |

|        | The street address and county of the principal office of the corporation is:  Principal Office Telephone Number: (919) 480-8279 |   |                                       |  |  |  |  |  |
|--------|---|---|---------------------------------------|--|--|--|--|--|
|        | Timelpai Office Telephone Number.   |   |                                       |  |  |  |  |  |
|        | Number and Street: 615 Stratford  |   |                                       |  |  |  |  |  |
|        | City: Zebulon State:  | <u>VC</u> Zip Code: <u>27597-2213</u> County:   | Wake                                  |  |  |  |  |  |
|        | The mailing address if different from   | om the street address of the principal o  | ffice is:                             |  |  |  |  |  |
|        | Number and Street or PO Box: PC   | Box 485   |                                       |  |  |  |  |  |
|        | City: Zebulon State: N  | IC Zip Code: 27597-0485 County:   | Wake                                  |  |  |  |  |  |
| 11.    | Principal Office Email Address:   | Privacy Redaction   |                                       |  |  |  |  |  |
|        |   |   |                                       |  |  |  |  |  |
| 12.    | ( <b>Optional):</b> Listing of Officers (See in Name  | nstructions for why this is important) Address  | Title                                 |  |  |  |  |  |
|        | Quentin Miles   | 615 Stratford Drive Zebulon NC, 27597-2213 United States  | President                             |  |  |  |  |  |
|        | Evelyn Hall   | 405 Stagecoach Rd Warrenton NC, 27589-8707 United States  | Treasurer                             |  |  |  |  |  |
| 14.    | when a document is filed. The e-m on why this service is being offered.  These articles will be effective upo                   | s e-mail address: Privalenal remail the business automatically at the provided will not be viewable on the please see the instructions for this does not filing, unless a future time and/or data | e website. For more informati cument. |  |  |  |  |  |
| is the | 30th day of November ,2023  |   | D                                     |  |  |  |  |  |
|        |   | •   | Business Entity Name                  |  |  |  |  |  |
|        |   |   | uentin Miles ure of Incorporator      |  |  |  |  |  |
|        |   | Signati   | are of fileorporator                  |  |  |  |  |  |
|        |   | Quentin Miles Inc   | corporator                            |  |  |  |  |  |

| Purpose of Corporation The corporation is organized for the following purpose(s): (check all that apply):  |
|--|
| □ Religious □ Charitable ☑ Educational □ Testing for public safety □ Scientific □ Literary □ Fostering national or international amateur sports competitions, and/or □ Prevention of cruelty to children or animals. |

#### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

#### (Continued) Additional Officers/Officials - Bettis Academy

Evelyn Hall - Treasurer Signature: Evelyn Hall

Address: 405 Stagecoach Rd Warrenton NC, 27589-8707 United States

Kendra Arnold - Secretary Signature: Kendra Arnold

Address: 375 Thomas Arnold Road Zebulon NC, 27597-6081 United States

#### **Bylaws of Bettis Academy**

#### **ARTICLE I: NAME**

The name of the organization shall be Bettis Academy (hereinafter referred to as the "Charter School" or "School").

#### **ARTICLE II: PURPOSE**

The sole and exclusive purpose of the School shall be to establish and conduct a charter School, for the instruction of children in Wake County, North Carolina and its surrounding counties.

#### **ARTICLE III: MEMBERSHIP**

Bettis Academy will be a non-membership corporation.

#### **ARTICLE IV: BOARD OF DIRECTORS**

#### Section 1

The business, property, and affairs of this corporation shall be managed by a Board of Directors composed of no fewer than five (5) persons and no more than nine (9) persons. The board of directors of the Charter School shall decide matters related to the operation of the School, including budgeting, curriculum, and operating procedures. Each director shall hold office for the term for which he/she is elected until his successor is elected and qualified.

#### Section 2

At the first annual meeting of the members, the members of the Board of Directors shall be divided into three classes as close to equal in number as possible. The members of the first class shall hold office for a term of one year; the members of the second class shall hold office for a term of two years; the members of the third class shall hold office for a term of three years. At all annual elections, directors shall be elected by the members for a term of three years to succeed the directors whose terms then expire; provided that, nothing herein shall be constructed to prevent the election of a director to succeed himself. The areas of consideration to add board members are, but not limited to, geographical, related experience, diversity and any attributes to build the Bettis Academy board capabilities.

#### Section 3

Vacancies on the Board of Directors shall be filled by appointment made by a majority vote of the remaining directors. Each person so elected to fill a vacancy shall remain a director until he/she has served the unexpired term.

#### Section 4

The Board of Directors shall elect a Chairman, a vice-Chairman, a secretary, and a treasurer.

#### Section 5

The Board of Directors shall have power to appoint such other officers and staff members as the Board may deem necessary for the transaction of the business of the corporation.

#### Section 6

Any officer or staff member may be removed by a majority vote of the Board of Directors whenever in the judgment of the Board the business interest and objectives of the School will be served thereby.

#### Section 7

The Board shall have power to fill a vacancy in any office.

#### Section 8

The Board of Directors shall have power to appoint, by resolution, an Executive Committee composed of three or more directors who, to the extent provided in such resolution, shall have and exercise the authority of the Board of Directors in the management of the business of the corporation between meetings of the board.

#### Section 9

The Board of Directors may create committees for any purpose, and the Chairman of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than two members, except that any advisory committee of the Board shall comprise not fewer than five members.

#### Section 10

The Board shall have the following standing committees: Advisory Committee, chaired by the Vice Chairman, Fundraising Committee, chaired by the Treasurer, and Public Relations Committee, chaired by the Secretary. Additional members of these Committees will be appointed by the Chairman of the Board.

#### Section 11

The directors, officers, and committees are volunteer positions. The members of the governing board of the nonprofit shall receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board. Compensation for faculty and staff members is approved annually by the Board.

#### Section 12

The Board of Directors of the School shall be committed to observing the North Carolina Open Meetings Laws. Regular meetings of the Board of Directors shall be held monthly during the School year at such date and time as the Board of Directors may determine. The Board of Directors shall meet at least the minimum eight times during the fiscal year as required by the State of North Carolina. Said meetings shall be open to the public; however, the Board of Directors shall have the right to call an executive session during any meeting for the purpose of discussing corporation affairs inappropriate to disseminate among the public because of confidentiality rules or otherwise.

#### Section 13

Special meetings of the Board of Directors may be held from time to time upon the call of the Chairman in accordance with North Carolina open meetings notification requirements.

#### Section 14

All physical or virtual meetings of the Board of Directors and notice thereof shall be e-mailed to each member of the Board not less than three days prior to such meeting. Notice of such meeting may be waived in writing by any member of the Board, and the failure of any member of the Board to receive such notice shall not invalidate any action taken at such meeting. All notices shall be authorized by the Chairman or by the Secretary of the corporation.

#### Section 15

Not less than 50% of the members of the Board shall constitute a quorum at any regular or special meeting. A majority vote of the Directors present at any meeting attended by a quorum shall determine any questions presented to the Board at such meeting, unless otherwise specifically provided in these bylaws.

#### Section 16

The Chairman of the Corporation shall be the Chairman of the Board of Directors and shall preside at meetings, and the Secretary of the Corporation shall be the Secretary of the Board of Directors. In the absence of the Secretary, the presiding officer shall designate a person who shall act as Secretary of the meetings.

#### Section 17

Directors of the Board of Directors shall represent a general geographical cross section of the catchment area of the student body of the School. The board of directors of the nonprofit corporation operating the charter School may have members who reside outside the State. However, the State Board of education may require by policy that a majority of the board of directors and all officers of the board of directors reside within the State. Attendance of members of the Board of Directors at monthly meetings is therefore considered essential. Any member of the Board who is absent from three (3) consecutive meetings or fifty (50%) of the total monthly meetings in any one fiscal year shall be automatically terminated as a Board member unless unusual circumstances regarding the absences are accepted by the Board. A terminated Board member requesting re-admittance shall submit such a request for re-admittance to the Board who shall vote whether to accept or reject this request. In case of termination, the terminated member and the remaining members of the Board shall be informed of the automatic removal by the Secretary.

#### **ARTICLE V - OFFICERS**

#### Section 1

The officers of the corporation shall be the Chairman, Vice-Chairman, Secretary, and Treasurer. The officers shall be elected by the Board of Directors at the meeting of the Board held in May and shall hold the office for one (1) year until their successors are duly elected and qualified. Any vacancy occurring in any office by death, resignation, or otherwise, shall be filled for the remainder of the unexpired term or such officer by the Board of Directors. The newly elected officers will take office in June.

#### Section 2

The Chairman shall be a member of and Chairman of the Board of Directors. The duties of the Chairman shall include the duty to preside over all meetings of the members of the corporation and all meetings of the Board of Directors, exercise general supervision over the affairs of the corporation, and report thereon to the meetings of the directors and to the meetings of the members of the corporation. The Chairman shall perform such other duties and exercise such other authority as may be assigned to him/her by the Board. The Chairman may appoint special committees, either standing or time limited, with approval by a majority of the voting members of the Board of Directors.

#### Section 3

The Vice Chairman shall be a member of and Vice-Chairman of the Board of Directors. He/she shall perform the duties of the Chairman in the absence of the Chairman and shall perform such other duties as the Board of Directors may from time to time assign to him/her.

#### Section 4

The Secretary shall be a member of the Board of Directors. It shall be the duty of the Secretary to prepare and give notice of all meetings of the Board of Directors and of the members of the corporation, to keep minutes of all such

meetings, to sign all instruments required by law to be signed by the Secretary, to control the records of the corporation, and to perform such other duties as may be improved upon him/her by Board of Directors.

#### Section 5

The Treasurer shall be a member of the Board of Directors. It shall be the duty of the Treasurer to sign all instruments required by law to be signed by the Treasurer. To maintain control over the money and securities of the corporation and to perform such other duties as may be imposed upon him/her by the Board of Directors for the faithful performance of his/her duties.

#### **ARTICLE VI - EXECUTION OF INSTRUMENTS**

#### Section 1

As stated in Section 19 of the Charter Agreement, no indebtedness of any kind incurred or created by the public Charter School shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the public Charter School shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. The nonprofit shall clearly indicate to vendors and other entities and individuals that the obligations of the nonprofit under agreement or contract are solely the responsibility of the nonprofit and are not the responsibility of the State Board of Education or the State.

#### Section 2

All checks, drafts, and orders for payment of money shall be signed in the name of the corporation and shall be countersigned by such officers or agents as the Board of Directors shall from time to time designate for that purpose.

#### Section 3

When the execution of any contract, conveyance, or other instrument has been authorized without specification of the executing officers, the chairman, or any vice-chairman and the secretary may execute the same in the name and behalf of this corporation and may affix the corporate seal thereto. The Board of Directors shall have power to designate the officers and agents who shall have authority to execute any instrument on behalf of this corporation.

#### ARTICLE VII - POWER OF THE BOARD TO BORROW MONEY

The Board of Directors shall have full power and authority to borrow money whenever in the discretion of the Board the exercise of said power is required in the general interest of this corporation, and in such case, the Board of Directors may authorize the proper officers of this corporation to make, execute, and deliver in the name and on behalf of this corporation such notes, bond, and other evidence of indebtedness as said Board shall deem proper, and said Board shall have full power to mortgage the property of this corporation, or any part thereof, as security for such indebtedness, and no action on the part of the membership of this corporation shall be requisite to the validity of any such note, bond, evidence of indebtedness or mortgage. No indebtedness of any kind incurred or created by the charter school shall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions shall be included on all contracts entered into by the Board of directors with any party in conjunction with the School.

#### ARTICLE VIII - CONFLICT OF INTEREST AND NEPOTISM

#### Section 1

A Director having a conflict of interest or a conflict of responsibility on any matter involving the Corporation and any other business or person shall refrain from voting on such matters. No director or officer shall use his or her position as a director or officer of the Corporation for his or her own direct or indirect financial gain. All directors will complete and sign a conflict of interest statement annually.

#### Section 2

- (a) The requirements of Chapter 55A of the General Statutes related to conflicts of interest.
- (b) A requirement that before any immediate family, as defined in G.S. 115C-12.2, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ the immediate family of any member of the board of directors or a charter school employee with supervisory authority.
- (c) A requirement that a person shall not be disqualified from serving as a member of a charter School's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the School's conflict of interest policy established as provided in this subsection and applicable law.

#### **ARTICLE IX – NON-PROFIT NATURE**

#### Section 1

No officer, member, or employee of this organization, or any other individual, shall now or hereafter, receive or be entitled to any part of the net earnings of this corporation, or to any portion of the funds contributed to it.

#### **ARTICLE X - DISSOLUTION OF THE CHARTER SCHOOL**

#### Section 1

In the event of a voluntary or involuntary dissolution of the charter school, the funds reserved for closure proceedings shall be used to pay wages owed to charter school employees. Other expenses shall be paid from the remaining the School balance in the funds reserved for closure proceedings. The School has chosen not to participate in the North Carolina State Retirement System or the insurance program. Upon dissolution of a charter School, all net assets of the charter school purchased with public funds shall be deemed the property of the local school administrative unit in which the charter school is located. (2014-100, s. 8.34(b); 2014-101, s. 7;

#### Section 2

A committee will be formed to facilitate the closure. The committee will develop a detailed protocol for families which will include the School's status as it relates to closure, the timeline, and any plans to appeal. It will include the School's plan to support families with reassignment in the event an appeal is unsuccessful, including dates and times of information sessions and contact information for a Board member and/or administrator who will field questions.

#### **ARTICLE XI - NON-PROFIT NATURE**

#### Section 1

No officer, member, or employee of this organization, or any other individual, shall now or hereafter, receive or be entitled to any part of the net earnings of this corporation, or to any portion of the funds contributed to it.

#### Section 2

Upon the dissolution of this organization for any cause, the properties then in the possession of this organization, shall be turned over to the Local Education Agency.

#### **ARTICLE XII - STATEMENT OF NONDISCRIMINATION**

#### Section 1

The School admits students of any race, national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. It does not discriminate on the School is of race, color, gender, national or ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other school-administered programs.

#### **ARTICLE XIII - FISCAL YEAR AND FINANCIAL RECORDS**

#### Section 1

The fiscal year of the corporation shall begin on the first day of July and terminate on the thirtieth day of June each calendar year.

#### Section 2

All books, documents, and records of or relating to the funds, properties, contracts, and business affairs of the corporation shall be kept in its principal office except when actually in use elsewhere in the proper performance of the business of the corporation or in connection with the annual audit required by the following Section 3.

#### Section 3

As soon as practical after the close of each fiscal year, the Chairman shall cause the books of the corporation to be audited by a certified public accountant who is not an officer, directors, or employee of the corporation. The Chairman shall cause the report of such audit to be presented to the Board of Directors of the corporation at the next regular meeting following the receipt by the Chairman of such report.

The outgoing Chairman and Treasurer of the corporation shall cause a written operating budget of the corporation for the coming fiscal year to be prepared for submission of the Board of Directors for consideration and approval at the regular May meeting of the Board of Directors. The budget submitted, and any amendments to the budget, shall be the Schools based upon reasonably projected revenues and expenditures.

#### **ARTICLE XIV - INDEMNIFICATION**

#### Section 1

To the extent permitted by law, and in accord with applicable statutory requirements, the School may indemnify or agree to indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the School by reason of the fact that he is or was a director, officer, employee or agent of the School, or is or was serving at the request of the School as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint-venture, trust or other enterprise, against expenses (including attorney's fees), judgments, fines and amounts paid in settlements actually and reasonably incurred by him in connection with such action, suit or proceeding if he acted in good faith and in a manner he

reasonably believed to be in or not opposed to the best interests of the School, and with respect to any criminal action or proceeding, had not reasonable cause to believe his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the School, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Any indemnifications under this Article, unless ordered by a court, shall be made by the School only as authorized in the specific case upon a determination that indemnification of the director, officer, employee or agent is proper in the circumstances because he has met the applicable standard of conduct set forth in this Section.

The indemnification provided by this Article shall be not deemed exclusive of any other rights to which those seeking indemnification may be entitled under the Articles of Incorporation or any provisions of these bylaws or any agreement, vote of members or disinterested directors, or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

The School shall have the power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the School, or is or was serving at the request of the School as a director, officer, employee or agent of another corporation, domestic or foreign, nonprofit or for-profit, partnership, joint-venture, trust or their enterprise, against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the School would have the power to indemnify him against such liability under the provisions of this Article.

#### **ARTICLE XV - CORPORATE SEAL**

The Board of Directors shall provide a suitable corporate seal showing the names of this corporation and the words "incorporated 20\_North Carolina", or other words indicative of the State of its incorporation, and said seal, when obtained, shall be impressed in the margin of the minute boo containing this article of the bylaws.

#### **ARTICLE XVI – AMENDMENTS**

#### Section 1

Any section of these bylaws must be amended at any regular or special meeting of the members of the corporation, provided that the notice of said meeting shall state that one of the purposes of the meeting is to consider and vote on an amendment of the corporation's bylaws and shall set forth over the School both the existing language sought to be changed and the language to be inserted. The amendment or amendments to be considered shall be submitted in writing to the members of the Board of Directors in advance of any such meeting at which any amendment is to be considered and shall be approved by a majority of a quorum of members of Directors present.

#### Section 2

Any amendments to the bylaws will not be implemented until approved by the NC Department of Public Instruction Office of Charter Schools and the North Carolina State Board of Education.

## Bettis Academy Conflict of Interest Statement

No member of the Board of Directors or any of its Committees shall derive any personal profit or gain, directly or indirectly, by reasons of his or her participation with Bettis Academy. Each individual shall disclose to the organization any personal interest, in which he or she may have in any matter pending before the organization, and shall refrain from participation in any decision of such matter.

Any member of the Board, any Committee or Staff who is an officer, board member, a committee member or staff member of a client organization or vendor of Bettis Academy shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or board action specifically directed to the agency he or she shall not participate in the decision affecting the agency and the decision must be made and or ratified by the full board.

Any member of the Board, any Committee, Staff, and certain Consultants shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation.

At this time, I am a **Board Member**, a **Committee Member**, or an **Employee** of the following organization(s):

|                 | Bettis Academy  |
|-----------------|---|
| Other Organiz   | ations:   |
| Now this is to  | certify that I except as described below, am not now nor at any time during the past year have been   |
| suppli          | icipant directly or indirectly, in any manner, agreement, investment, or other activity with any vendo<br>er, or other party; doing business doing business with <b>Bettis Academy</b> which has resulted or could<br>in personal benefit to me.                |
| -               | pient, directly, or indirectly of any salary payments, loans, gifts of any kind, free services, discounts, is from or on behalf of any persons or organization engaged in any transaction with <b>Bettis Academy</b> .  |
| and of the inte | is to statements one (1) or two (2) above are stated below with the full description of the transaction erest, whether direct or indirect, which I have or have not had during the past year, in the persons or having transactions with <b>Bettis Academy.</b> |
| Signature:      |   |
| Printed Name    | ŧ   |

#### Community and Parent Support Survey Bettis Academy

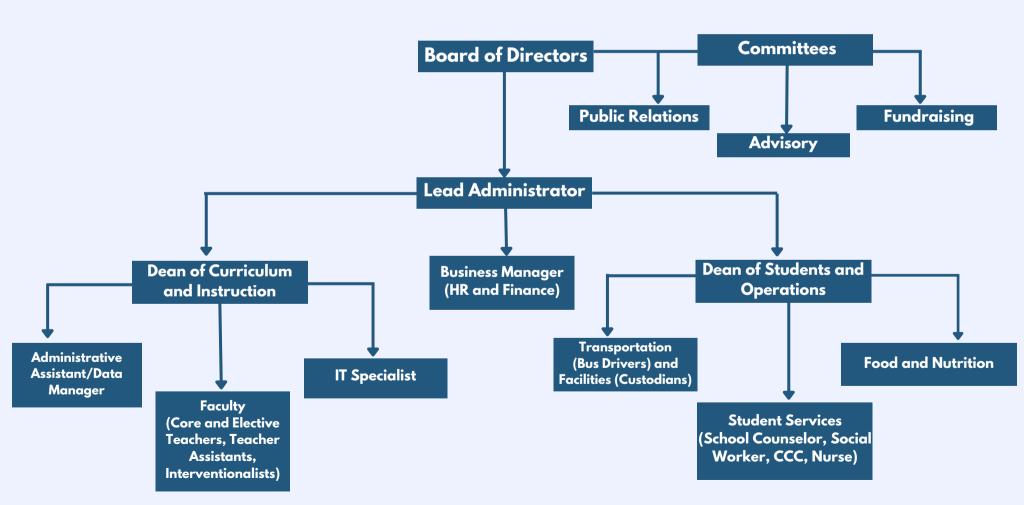
#### SURVEY QUESTIONS

| 1.   | Do you think the community could benefit from having an additional charter school option in the area?  |
|------|--|
|      | YesNo  |
| 2.   | Which grade configuration would best meet your family's and/or the community's needs? K-126 <sup>th</sup> -12 <sup>th</sup> 9 <sup>th</sup> -12 <sup>th</sup>  |
| 3.   | Are you interested in having your child attend a middle and high school that utilizes a college and career readiness curriculum, allowing students to earn college credits while in high school? YesNo |
| 4.   | Would you be interested in this type of academic and career readiness program if it also offers extensive extracurricular activities including middle and high school athletics? No                    |
| 5.   | Which county do you currently reside in?   |
| 6.   | If you are interested in this type of school, what general location in the Eastern Wake County area would you prefer? (Please rank them in order from 1-6, with 1 being your most preferred location.) |
|      | Hwy 64 towards Bunn  |
|      | Hwy 64BUS towards Wendell  |
|      | Hwy 264 towards Raleigh  |
|      | Hwy 264 towards Middlesex/Johnston County  |
|      | Hwy 96/Zebulon Rd towards Wake Forest/Rolesville   |
|      | Downtown Zebulon area  |
|      | tional: For more information and updates about Bettis Academy, please provide your contact rmation below.  |
| Full | name:  |
| Ema  | ail Address  |



## Bettis Academy Organizational Chart











PLEASE JOIN US

## Introductory Meeting

Come discuss a new educational opportunity in the East Wake Community

September 16, 2023 10:30 AM



Zebulon Town Hall 1003 N Arendell Ave. Zebulon, NC 27497







## **INTEREST MEETING**

JANUARY 25, 2024 5:30 PM

ZEBULON TOWN HALL 1003 N ARENDELL AVENUE ZEBULON, NC 27597

#### **SCAN TO REGISTER**

REGISTRATION ENCOURAGED.



\*A PROPOSED CHARTER SCHOOL\*

# BETTIS PAR PAR

## REUNIÓN DE INTÉRÉS

25 DE ENERO DEL 2024 5:30 PM

> ZEBULON TOWN HALL 1003 N ARENDELL AVENUE ZEBULON, NC 27597

## ESCANEA PARA REGISTRARTE

SE RECOMIENDA REGISTRARSE..

\*PROPUESTA DE ESCUELA\*

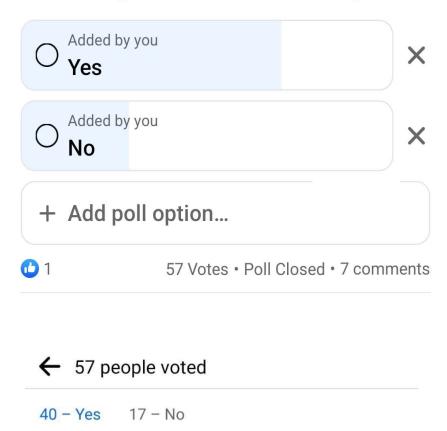


#### **Zebulon Community Information**

Dec 19, 2023 · 😂

I'm a school counselor and the Founder of Bettis Academy. We're conducting research to find a permanent home and would love your input.

Do you think this community could benefit from having another charter school option?

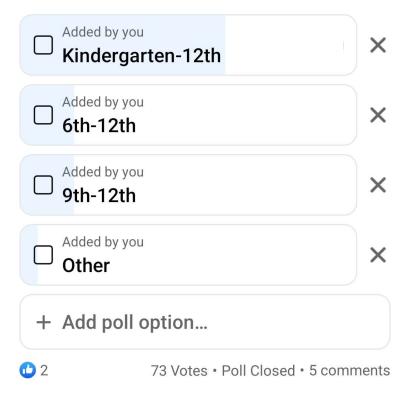


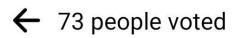
#### **Zebulon Community Information**

· Dec 21, 2023 · 😂

Hello again! W Thank you for responding to my poll about charter school options in the area.

As a follow-up question, which grade levels do you think the community would need? Pick all that apply.





45 - Kindergarten-12th 12 - 6th-12th 12 - 9th-12th 4 - Other

#### Allison L. Brown Founder/Executive Director

#### **CONTACT US**

919-480-8279

BettisAcademyNC@gmail.com





Want a new and unique educational experience for your middle or high school student?

SCAN to let us know!



April 19, 2024

Bettis Academy Wilmington, North Carolina

To Management and the Board of Directors:

This letter is regarding your charter application process with the State of North Carolina. If the School is approved, we intend to provide a proposal for the School's annual audit and tax services and if accepted by the Board and management, we will engage the School for such services for the first year the audit and tax return is required.

Sincerely,

Sharpe Patel PLLC

### Allison L. Brown

### Bettis Academy Board of Directors, Chairman

### Contact

5100 Tomasita Court Raleigh, NC 27616 803.645.6807

brownal417@gmail.com

### Education

### University of North Carolina at Greensboro

M.S., Ed.S. in Counseling and Educational Development Emphasis-School Counseling&Guidance

### **University of South Carolina**

B.A. in Experimental Psychology Minor in Counselor Education

### Licenses/Certifications

NC Professional School Counselor National Certified Counselor (NCC) NC Insurance Producer City of Raleigh Planning Academy

### Key Skills

Educational Leadership
Program Development
Curriculum Development
Organizational Management
Strategic Planning
Collaborative Communication

### Objective

As the Chairman of Bettis Academy, I serve as the visionary leader guiding our board in realizing our mission. Collaborating with fellow members, I'm dedicated to fostering equitable education and a thriving learning community. Leveraging my skills in educational governance and strategic planning, I strive to enhance student success through Bettis Academy's innovative vision.

### Professional Experience

### School Counselor and Educator (2015-2022, 2023-present)

- Experienced in implementing research-based methods to address student academic and personal-social needs, with a strong background in counseling and applied theories.
- Adept at building effective communication and rapport with students, parents, and key stakeholders.
- Highly skilled in organizing and managing diverse academic, college and career-based programs, including Multi-Tier System of Support (MTSS) and the Career and College Promise program.
- Demonstrated leadership capabilities by consistently undertaking administrative duties, including staff supervision, policy development and implementation.
- Contributed to instructional and curriculum development at the high school and community college levels.
- Served as a liaison to promote and establish academic pathways tailored to local school communities.
- Proven commitment to ensuring student success and preparedness for post-secondary opportunities.
- Advanced educational knowledge through mentorship from esteemed educators, administrators, and superintendents, while also providing guidance to developing counselors.

### Medicare and Employee Benefits Counselor (2022-2023)

- Leveraged exceptional communication and interpersonal skills to advocate on behalf of clients.
- Highly skilled at explaining complex information to diverse audiences.
- Further developed strong analytical and problem-solving abilities.

### Board and Committee Experience

### Faculty and Staff Counsel, Vance-Granville Community College

• Led the Policy and Procedure committee to improve internal policies and optimize employee retention, student access, and achievement.

### Family and Community Engagement Committee, Wake Forest High School

• Worked to actively engage parents and promote school involvement.

### Community Involvement

- Rotary Club of Zebulon Member
- Eastern Wake Community Connection Volunteer
- Zebulon Elementary School Volunteer
- Boys and Girls Club of Zebulon Volunteer
- Bread for Life of America Volunteer



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for

questionnaire. Where narrative responses are required, brief responses are sufficient. As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this

common mission, purposes, and obligations at the earliest stage of school development. of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance

| Name of charter school | School II  |
|------------------------|------------|
| Bettis Academy         | iformation |

| Board Member's Information | 's Information  |
|----------------------------|---|
| Board Members              | Full name: Robyn Ashe   |
|                            | Home Address: PO Box 628, Wendell, NC 27591   |
|                            | Business Name & Address: Agent/Broker with Keller Williams Realty Platinum, 1005 Vandora Springs Rd, Garner, NC 27529 |
|                            | Telephone No.: 919-741-9319   |
|                            | E-mail address: robynatbettis@gmail.com   |

| Board Member Application  | r Application  |
|---|--|
| Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation? | No: □ Yes: ⊠   |
| Educational History   | NC Central University, Durham, NC<br>MA in School Counseling, 2015   |
|   | East Carolina University, Greenville, NC<br>MA in Education, 2003  |
|   | East Carolina University, Greenville, NC BS in Elementary Education, 2001  |
| Employment History  | Self-Employed, Real Estate Agent/Broker, 2021-present  |
|   | East Wake Academy, Zebulon, NC Teacher (4th & 5th grades), 2016-2021   |
|   | Wake County Public Schools, Cary, NC Teacher (2nd grade), 2003-2015  |
| How were you recruited to join this Board of Directors?   | I met Allison Brown while she was in a community sharing about the proposed charter school and gathering interest for a school in eastern Wake County. After sharing my experience and interest in serving, I was invited to an interest meeting to learn more and to decide if I would like to move forward with serving. |
| Why do you wish to serve on the board of the proposed charter school?   | As a former educator, I am still deeply concerned about and am interested in fostering equitable education opportunities. After learning more about the inspiration behind Bettis Academy as it relates to underscend populations, the historical realities of the lack of   |
|   | accessibility to education and resources, this opportunity became personal in that I have had opportunities that many of my family   |

|  | members and ancestors did not. With my experience and knowledge, I have a nuanced understanding of challenges faced by underserved students, along with effective strategies to address these challenges. Lastly, as a resident of eastern Wake county for over 20 years, I have a desire to see these opportunities contribute to the success of my community. It is apparent that my experience aligns with the mission of Bettis Academy.   |
|--|--|
| What is your understanding of the appropriate role of a public charter school board member?  | Develop and abide by the bylaws, board policies, be familiar with the founding principles; draft Articles of Incorporation, charter application, policies & procedures; attend all Board meetings, review agenda items, & complete pre-meeting tasks; participate as an officer and/or on Board committees; help in running the business of the Board, enforce policies, make major financial decisions; be an advocate of the school using unified messaging  |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member. | My teaching experience includes both Wake County Public School System as well as at a charter school in eastern Wake County. During my time at the charter school, I attended and stayed abreast of meeting details.   |
| Describe the specific knowledge and experience that you would bring to the board.  | Skills utilized in careers for planning & organization, leveraging of negotiation & communication skills to facilitate partnerships and collaborations; financial acumen from managing real estate transactions, leadership to effectively lead and collaborate with fellow Board members. Experience as an educator enables me to contribute to curriculum development, pedagogical strategies, and student support initiatives. My passion for fostering a nurturing learning environment drives my commitment to advancing the school's mission and empowering students to succeed. |

| What is your understanding of the school's mission and guiding beliefs?  | The mission of Bettis Academy will be to educate underserved students in eastern Wake County, by providing a small learning community, an innovative and academically rigorous curriculum, and hands-on, real-life experiences. Guiding principles: Commitment, Communication, & Collaboration. Student engagement, family involvement, community partnerships, and forming a dedicated staff will be the focal points as the school is established. |
|--|--|
| What is your understanding of the school's proposed educational program? | Starting year one, students in grades K-6 will be served and by year seven, students in grades K-12 will be served. Students will be prepared to be adaptable, critical thinkers and collaborative citizens within their communities and world. They will be able to define post-secondary success for themselves. All students will participate in NC's Career and College Promise program.   |
| What do you believe to be the characteristics of a successful school?    | Competent and visionary leadership, high expectations for student achievement and behavior, quality teaching and learning, positive school climate, active involvement and collaboration with parents & community, effective curriculum and assessment, adequate resources, data-driven decision making, and ongoing professional development opportunities  |
| How will you know that the school is succeeding (or not) in its mission? | Revisit the mission often and identify areas of success and improvement, examine student achievement data, track student growth over time; administer school climate surveys to parents, staff, & students; monitor attendance rates, track post-secondary success, assess levels of parent & community engagement, employee feedback, benchmarking against similar schools/standards, continuous improvement processes                              |

| How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?  | What specific steps will the charter school board need to take to ensure that the school is successful?  | How will you know at the end of five years if the school is successful?   | How will you know if the school is successful at the end of the first year of operation?   | Describe the role that the board will play in the school's operation.  |
|--|--|---|--|--|
| First, gather factual information to substantiate my concerns about the unethical actions. Review board policies to understand the procedures for addressing these concerns. If possible, address concerns privately with board member(s) involved, seeking to understand their perspective while emphasizing the importance of acting in the best interest of the school. If addressing privately does not resolve the concerts, discuss the matter with the board chair/board leadership. If necessary, have added to an agenda for an upcoming board meeting where a discussion will be facilitated. Follow next steps as appropriately determined. | Develop a clear mission and vision, select strong leadership, establish comprehensive policies & procedures; monitor the school's budget, financial performance and resource allocation; set goals and monitor progress; provide oversight and support for the development and implementation of rigorous and engaging curriculum, instruction, & assessment; monitor compliance; and plan for continuous improvement. | Many of the indicators being evaluated following the end of the first year would be the same, however additional considerations would include: academic growth and achievement trends, retention rates, promotion rates, financial stability, enrollment trends, community perceptions and support, organizational effectiveness, mission alignment, stakeholder engagement & partnerships, and goal achievement. | Evaluation of various factors and indicators will provide a comprehensive understanding of the school's performance and identify areas of strength, areas for improvement, and priorities for future growth and development. | Set the school's mission, vision, & core values; develop and adopt policies to guide the operation of the school and ensure compliance; financial oversight and management, fundraising and resource development, adopt & utilize long-term goals, focus on critical data that will inform the board on long-term goals, develop a strategic calendar; recruit, orient, and cultivate for the future; listen to understand, vote based on core values, community engagement and advocacy, and legal and ethical oversight. |

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every respect. I, Robyn Ash., certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Beth's Academy. Charter School is true and correct in

### **Board Member's Signature**

Signature Royn ale

Date 04-16-2024

below outlining the disciplinary action and the license validity. \*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

| School In              | formation      |
|------------------------|----------------|
| Name of charter school | Bettis Academy |

| Board Member  | r's Information                                      |
|---------------|--|
| Board Members | Full name: Allison Lashea Brown                      |
|               | Home Address: 5100 Tomasita Court, Raleigh, NC 27616 |
|               | Business Name & Address:                             |
|               | Telephone No.: 803-645-6807                          |
|               | E-mail address: brownal417@gmailocm                  |

| Board Member  | er Application   |
|---|--|
| Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation? | No: X Yes:   |
| Educational History   | University of North Carolina at Greensboro, Class of 2015 M.S., Ed.S - Counseling and Educational Development Emphasis - School Counseling and Guidance University of South Carolina, Class of 2013 B.A Experimental Psychology Minor - Counselor Education  |
| Employment History  | College Liaison, Central Carolina Academy October 2023-Present  Medicare Benefits Advisor, Allstate July 2023-October 2023  Benefits Counselor, Cornerstone Employee Benefits July 2022-July 2023  School Counselor, Wake Forest High School August 2021-June 2022  Early College Liaison   CCP Advisor   Instructor, Vance-Granville Community College Nov. 2019-June 2021  School Counselor, Franklin County Early College High School August 2015-November 2019 |
| How were you recruited to join this Board of Directors?   | I am the Board Chairman and initiated the process of creating Bettis Academy.  |
| Why do you wish to serve on the board of the proposed charter school?   | I wish to be on the Bettis Academy's board to help bring the vision to life. I believe there is a gap in educational offerings in our selected area and our students deserve another option that can and will change their lives if they take advantage of it. To make Bettis Academy the environment that students and families need, it will take very strategic   |

| How were you recruited to join this Board of Directors?  | I was not recruited. I initiated the process of creating Bettis Academy.   |
|--|--|
| Why do you wish to serve on the board of the proposed charter school?  | I wish to be on the Bettis Academy's board to help bring the vision to life. I believe there is a gap in educational offerings in our selected area and our students deserve another option that can and will change their lives if they take advantage of it. To make Bettis Academy the environment that students and families need, it will take very strategic planning. I want to use my expertise to make this school the best it can possibly be and ultimately, meet the needs of the community.   |
| What is your understanding of the appropriate role of a public charter school board member?  | My understanding is that the board as a whole and each member will advocate, fundraise, and ultimately run the business of the charter school. We will work in the best interest of Bettis Academy and ensure its longevity by monitoring its financial health, ensuring annual benchmarks are met, and ensuring the mission is fulfilled.   |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member. | I do not have previous board experience but do have extensive experience with various areas of school operations. This includes operations management, budget management, staff supervision, curriculum development, engaging key stakeholders, and a host of other aspects.   |
| Describe the specific knowledge and experience that you would bring to the board.  | I have over eight years of educational experience that has given me the opportunity to serve in several different capacities. With my professional and internship experiences, my knowledge extends through all grade levels (K-12). I have been a school counselor, which served in an administrative capacity, a CCP advisor, early college and charter school college liaison, and community college instructor. These roles have given me extensive knowledge on facility operations, building data-driven educational programs, curriculum development, effective instructional methods, creating a positive culture in new school settings, supervising, and supporting staff, as well as building rapport with students, families, and the local community. I am also a recent graduate of the City of Raleigh's Planning Academy, which gave me the unique opportunity to learn more about the planning and development process in the area and how to navigate the woes of construction in today's economy. I will bring all this knowledge to the board as we build Bettis Academy into a successful charter school that prioritizes its students and provides an exceptional education to all who enroll. |

| School Mission and Program_  |  |
|--|--|
| What is your understanding of the school's mission and guiding beliefs?  | Bettis Academy's mission is to educate the underserved population in east Wake County and its surrounding area. BA will strive to provide opportunities for growth to our students and guide them as they pave their own road to success. Bettis Academy's founding principles are commitment, communication, and collaboration. Accordingly, BA will prioritize student engagement, family involvement, community partnerships, and forming a dedicated staff as we lay our foundation. |
| What is your understanding of the school's proposed educational program? | Bettis Academy will be a K-12 institution that begins with the end in mind. The ultimate goal is for students to participate in the Career and College Promise Program to jumpstart their post-secondary endeavors. The curriculum will also include project-based learning and conscious discipline will greatly influence the school's culture.  |
| What do you believe to be the characteristics of a successful school?    | I believe the characteristics of a successful school are community involvement, adaptability, quality staff, and a culture of collaboration and communication. The priority should always be the success and future of its students. A successful school is strategic with its planning and utilizes the most effective methods to position itself for longevity.  |
| How will you know that the school is succeeding (or not) in its mission? | I will know the school is succeeding when we meet several key goals These include enrollment projections, financial stability and a surplus of funds, teacher satisfaction, student and family engagement, and the school meeting overall academic achievement benchmarks and closing the achievement gaps that are currently present. If BA is not meeting one or more these goals, then we will not be fulfilling our mission.   |

| Governance_ |  |  |
|-------------|--|--|
|             | The Board will run the business of Bettis Academy allowing administrators to focus on the day-to-day management of the school. It's central priority is to provide the means for instructional support that maximizes student success. |  |

| How will you know if the school is successful at the end of the first year of operation?  | We will know Bettis Academy is successful in its first year if we manage the budget appropriately, meet financial expectations and our proposed enrollment projections. Students, parents, and staff feeling safe, engaged, and feeling that this is a collaborative effort is also an indication. If we can put effective processes in place, create a positive school culture, get a baseline of academic data that we can utilize in the next academic year, all while increasing student achievement in any key metric, I believe the first year will be deemed a success. |
|---|--|
| How will you know at the end of five years of the schools is successful?  | We will know Bettis Academy is successful if we meet the proposed goals set out in our charter. Those will include meeting the set financial, educational, and enrollment goals.   |
| What specific steps will the charter school board need to take to ensure that the school is successful?   | Be actively engaged in meetings and within the community to advocate for the school. Be knowledgeable and have the information and data to make informed business decisions for the school.  |
| How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? | The concern would be brought to the entire board of directors to be addressed in a closed session. The board's bylaws would dictate any actions thereafter.  |

| Certification   |
|---|
| I, <u>Allison L Brown</u> , certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for <u>Bettis Academy</u> Charter School is true and correct in every respect. |

| Board Member's Signature |                |  |
|--------------------------|----------------|--|
| Signature 2 M            | Date 4-23-2024 |  |

<sup>\*</sup>If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

### Robyn Ashe

Bettis Academy–Board of Directors, Secretary

### Contact.

### Objective

PO Box 628 Wendell, NC 27591 919.741.9319 robynatbettis@gmail.com As a former educator deeply committed to equitable education, I bring extensive experience and skills to the Board. My background equips me with a nuanced understanding of challenges faced by underserved students and effective strategies to address them, aligning seamlessly with Bettis Academy's mission.

### Education | Professional Experience

NC Central University MA in School Counseling

Durham, NC 2015

East Carolina University Greenville, NC MA in Education 2003

East Carolina University Greenville, NC BS in Elementary Education 2001

### Key Skills

Strategic Planning Governance and Compliance Leadership Financial Management Collaboration & Communication Advocacy Complex Problem-Solving Community Engagement

- State of NC Real Estate Broker (2021-present): Experienced real estate agent adept at facilitating property transactions through negotiation and communication. Applies strategic planning skills to aid Bettis' growth strategies. Possesses financial acumen for budget oversight and resource allocation, ensuring fiscal responsibility.
- Educator (2003-2021): Planned, designed, and executed lesson plans according to standards; communicated regularly with parents; created & maintained a differentiated learning environment; collaborated with peers for best practices; evaluated assessment data to inform next steps; led students to become global students; served in several leadership roles.

### Board and Committee Experience

- Worked collaboratively to draft relevant documentation including the charter application, policies and procedures
- Participated in meetings & assisted with running the business of the Board
- Advocated through communication with stakeholders
- Collaborated on fundraising efforts

### Community Involvement

- Product of Grace Women's Retreat Coordinator: skills refined in budget management, contract negotiation, marketing, strategic planning, stakeholder engagement, organizational oversight, & event coordination.
- Summer Camp-Counselor, Director, Teacher, & Administrative Assistant: versatile skills in leadership, instruction, collaboration, oversight of program logistics, and organizational management.



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

| School Information     |                |  |
|------------------------|----------------|--|
| Name of charter school | Bettis Academy |  |

| Board Member's Information |   |
|----------------------------|---|
| Board Members              | Full name: Bianca Mays                          |
|                            | Home Address: 105 Belgium Pl, Zebulon, NC 27597 |
|                            | Business Name & Address:                        |
|                            | Telephone No.: 910-228-7610                     |
|                            | E-mail address: Biancammays@gmail.com           |

| Board Member Application   |   |  |
|--|---|--|
| Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?  | No: X Yes: □  |  |
| Educational History  | East Carolina University, December 2019 Bachelor of Science Business Administration, Management   |  |
| Employment History   | Strategic Utilities, Bookkeeper, Current First Citizens Bank, Senior Sales and Service Rep, Oct 2021 - Dec 2 Northridge Express, Freight Hauler, Jun 2020 - July 2021 Nighttrain Express, Independent Contractor, Jan 2019 - Jun 2020 First National Bank, Teller III, Jul 2014 - Oct 2018 RDU Courtyard by Marriott, Night Auditor, Sept 2012 - Nov 2018 |  |
| How were you recruited to join this Board of Directors?  | Contacted by Allison Brown  |  |
| Why do you wish to serve on the board of the proposed charter school?  | I believe this school wants to help elevate young minds grow and prepare them life outside of school.   |  |
| What is your understanding of the appropriate role of a public charter school board member?  | A board member represents the organization in the community, while also working with other board members to ensure that the organization is operationally sound.  |  |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member. | I will be an effective board member because I am detailed oriented, team player, observant, and want to contribute to the community the school will serve. I enjoy elevating children and seeing them thrive.   |  |
| Describe the specific knowledge and experience that you would bring to the board.  | I work well with others and know how to make connections with people. I have years of experience in finance, banking, and auditing.   |  |

| School Mission and Program_  |  |  |
|--|--|--|
| What is your understanding of the school's mission and guiding beliefs?  | To ensure that children from a young age get an education that will elevate their standards of life.   |  |
| What is your understanding of the school's proposed educational program? | K-6 with the potential to evolve to K-12.  |  |
| What do you believe to be the characteristics of a successful school?    | A successful school has effective leadership, quality teachers that provide quality learning, students have a space to learn and grow, a strong curriculum, a safe environment, and a positive opinion from the community it serves. |  |
| How will you know that the school is succeeding (or not) in its mission? | School test scores are in range. Teachers and students are learning and thriving from the curriculum that is being taught.   |  |

| Governance_  |   |  |
|--|---|--|
| Describe the role that the board will play in the school's operation.                    | Make decisions related to school matters such as budgeting, operations, and curriculum.             |  |
| How will you know if the school is successful at the end of the first year of operation? | Positive feedback from students, teachers, and community.   |  |
| How will you know at the end of five years of the schools is successful?                 | Positive feedback from students, teachers, and community. Also, more students attending the school. |  |

What specific steps will the charter school board need to take to ensure that the school is successful?

Develop a board of directors to execute job duties. Find grants for funding. Determine location of school. Develop inner-workings of school needs. Raise public awareness of the school. Enroll students. Work continuously throughout the school year to meet school expectations.

How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would share my concerns with appropriate leadership.

| Certification   |                               |                                       |
|---|-------------------------------|---------------------------------------|
| I,, certify to the best of my knowled                               | dge and ability that the info | mation I am providing to the North    |
| Carolina State Board of Education as a prospective board member for | Bettis Acedemy                | Charter School is true and correct in |
| every respect.  |                               |                                       |

|                 | Board Member's Signature |  |
|-----------------|--------------------------|--|
| Signature Ima ( | Date 4/16/24             |  |

<sup>\*</sup>If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.



Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

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The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

| School Information     |                |
|------------------------|----------------|
| Name of charter school | Bettis Academy |

| Board Member's Information                |  |  |  |  |
|---|--|--|--|--|
| Board Members Full name: Jessika O. Hinds |  |  |  |  |
|   | Home Address: 604 Birchhead Drive, Zebulon, NC 27597 |  |  |  |
|   | Business Name & Address:                             |  |  |  |
|   | Telephone No.: 414-510-1191                          |  |  |  |
|   | E-mail address: jessiesconsulting.us@gmail.com       |  |  |  |

| Board Member Application   |   |  |  |  |  |
|--|---|--|--|--|--|
| Have you previously served on a board of a school district, another charter school, a non-public school, or any non-profit corporation?  | No: □ Yes: □  |  |  |  |  |
| Educational History  | Cardinal Stritch University- MEd, 2011<br>Lakeland University- BA, 2009   |  |  |  |  |
| Employment History   | Self-Employed (Jessie's Consulting), 2005-Present Carmen Schools of Science and Technology, 2018-2021 University of Wisconsin-Madison, 2015-2018 Milwaukee Area Technical College, 2014-2018              |  |  |  |  |
| How were you recruited to join this Board of Directors?  | Attended a town hall meeting about the school, followed by a meeting with CEO- Allison Brown.   |  |  |  |  |
| Why do you wish to serve on the board of the proposed charter school?  | Bettis Academy Mission and Values align with what I believe and I'd like a prestigious charter school to open in Zebulon, NC to serve more students and my children.                                      |  |  |  |  |
| What is your understanding of the appropriate role of a public charter school board member?  | To aid and assist with the growth and development of the school operations, administration, and finances. To also be a voice for the community, staff, and parents.                                       |  |  |  |  |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member. | I was an HOA Board Member in 2023-2024, I also served on the School of Health Sciences Board at Milwaukee Area Technical College for four years.  |  |  |  |  |
| Describe the specific knowledge and experience that you would bring to the board.  | I'll like to bring my previous education board experience, my technology and education background experience as well. Knowing the roles within a board is essential, being up to date with technology and |  |  |  |  |

| knowing what's going on in the social media world is crucial with |
|---|
| recruitment and marketing.  |

| School Mission and Program   |   |  |  |  |
|--|---|--|--|--|
| What is your understanding of the school's mission and guiding beliefs?  | To prepare the underserved students in the Zebulon and Franklin North Carolina Area. By providing hands-on real life examples so they're prepared for the real world.   |  |  |  |
| What is your understanding of the school's proposed educational program? | To start as a K-6 level institution with growth to K-12 all levels will focus on college and career preparedness and project based learning.  |  |  |  |
| What do you believe to be the characteristics of a successful school?    | Having great leadership, A strong and diverse board, Open communication between board, school and parents. Listening to the community on what they're looking for in a school and offering a variety of courses to attract and retain a diverse pool of students. |  |  |  |
| How will you know that the school is succeeding (or not) in its mission? | By data and surveys.  |  |  |  |

| Governance   |   |  |  |  |  |
|--|---|--|--|--|--|
| Describe the role that the board will play in the school's operation.                    | The Board will play a significant part by hiring the correct individuals to maintain the functionality of the school, meet goals (finance, enrollment, quarterly, yearly, etc), being inline with finances, and meeting student enrollment.   |  |  |  |  |
| How will you know if the school is successful at the end of the first year of operation? | Reviewing our stakeholders (parents, donors/community partners, staff, and student) feedback and reviewing data comparing it to our benchmark goals for the year. The budget will also let us know if it was a success within the first year. |  |  |  |  |

| How will you know at the end of five years if the school is successful?   | Comparing data to our benchmarks and looking at financials. Student data would be strong, as we hope to have a graduating class soon. Knowing if students are passing courses will determine if our curriculum is inline with our student body.  |
|---|--|
| What specific steps will the charter school board need to take to ensure that the school is successful?   | Being very involved with stakeholders, being present on campus, and working with the administrator and the staff. Also, over recruiting (marketing) and talking about the school, this will help with potential families for the upcoming years. |
| How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? | I will speak with the board President and ask for a meeting, during the meeting share my concerns and if required vote on the next outcome or if any action is required.   |

### Certification

I, <u>Jessika Hinds</u>, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for <u>Bettis Academy</u> Charter School is true and correct in every respect.

|           | Board Member's Signature |
|-----------|--------------------------|
| Signature | Date April 22, 2024      |

\*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.





### Charter School Board Member Background Check Form

Board Member Background Check

Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters:

- 1) Background check must include a <u>Social Security Trace</u> (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed <u>county level check for any county returned in the Social Security Trace.</u>
- 4) Background check must include a completed nationwide check.

| Certification Statement:  |
|---|
| Note: To be completed individually by <u>each</u> proposed founding charter school board member. Form must be signed by hand.   |
| If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach separate sheet listing the year of the charge, the charge, the verdict, and the final disposition. |
| I, Wiles, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.   |
| Signature d. liles Date 4-22-24   |
| I,, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.   |
| Signature Date  |



### Charter School Board Member Background Check Form

| Board Member Background Check   |  |  |  |  |
|---|--|--|--|--|
| Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters:  |  |  |  |  |
| 1) Background check must include a <u>Social Security Trace</u> (which scans his/her SSN and lists every county/state of residence where that SSN has been used).                                     |  |  |  |  |
| 2) Background check must include any <u>additional aliases</u> that have been used by the individual.   |  |  |  |  |
| 3) Background check must include a completed county level check for any county returned in the Social Security Trace.   |  |  |  |  |
| 4) Background check must include a completed <u>nationwide check.</u>   |  |  |  |  |
|   |  |  |  |  |
| Certification Statement:  |  |  |  |  |
| Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.  |  |  |  |  |
| If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the verdict, and the final disposition. |  |  |  |  |
| I, Bianca Mays certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.  |  |  |  |  |
| Signature <u>Harro</u> Date <u>4/16/24</u>  |  |  |  |  |

### Bianca Mays

Bettis Academy Board Member, Treasurer

### Contact

105 Belgium Pl Zebulon, NC 27597 910-228-7610 Biancammays@gmail.com

### Education

East Carolina University Greenville, NC BA in Business Administration, Management

### Licenses / Certifications

Developing Perspectives for Emerging Leadership

Professional Commercial Drivers License

### **Key Skills**

Money Management Transportation Planning Project Management Communication Problem-solving

### Objective

 Seeking to enhance my career that aligns with skills obtained from my bachelor's degree in Business Management and work-related experience such as leadership, time management, money management, and team work. As a board member, I will use these skills to help ensure that Bettis Academy is operationally sound and support the overall mission of the school.

### Professional Experience

- Served as a liaison between customers and sales partners which generated a \$100,000.00 wealth investment.
- Selected by upper management to attend First Citizens Bank Developing Perspectives for Emerging Leaders due to showcasing leadership such as willingness to help others, ability to complete tasks efficiently, implement process improvement techniques, and excelling in quarterly sales goals.
- Recovered \$76,000 potential loss by auditing job spreadsheets for errors
- Reviewed production maps to reconcile subcontractor work for weekly payroll calculations

### Board and Committee Experience

- Developed and used training material for new hires to ensure cohesiveness and understanding of job responsibilities
- Reviewed business and personal bank statements and helped customers strategize to build credit
- Selected to review new training program for areas of strength and areas of opportunity
- Acquired new businesses by assessing their financial needs and goals and helped expand their cash flow operations.

### Community Involvement

Participated in local Easter egg hunt while promoting bank services for First National Bank

Assisted with hosting Garner Chamber of Commerce monthly breakfast networking event at First National Bank Garner Branch



# Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

charge, the charge, the verdict, and the final disposition. If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the

| Cianature | I,  | Signature Rau | I, Robyn Ashe   |
|-----------|---|---------------|---|
| Date      | certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation. | Date 04.22.24 | , certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation. |

| Board Member Name Allison Brown Quentin Miles | Board Title Chairman Vice-Chairman | Phone Number<br>803-645-6807<br>703-598-4150 | Email Address<br>brownal417@gmail.com<br>quentin.o.miles@gmail.com | <u>County of Residence</u><br>Wake<br>Wake | <u>Current Occupation</u> College Liaison Commissioner - Town of Zebulon | Past or Present Professional Licenses Held  NC Professional School Counselor   | Any disciplinary action taken against any of these professional licenses? |
|---|------------------------------------|--|--|--|--|--|---|
| Robyn Ashe                                    | Secretary                          | 919-741-9319                                 | robynatbettis@gmail.com  | Wake                                       | Real Estate Agent  | NC Professional Educator - Elementary Education (K-6)<br>NC Master's Level Licensure Reading Education (K-12)<br>NC Professional School Counselor<br>NC Real Estate Broker's License | No  |
| Bianca Mayes<br>Jessika Hinds                 | Treasurer<br>Member                | 910-228-7610<br>414-510-1191                 | biancammays@gmail.com<br>jessiesconsulting@gmail.com               | Johnston<br>Wake                           | Bookkeeper<br>Chief Technology Officer (CTO)                             |  |   |

| <u>Position</u>   | Year 0 | <u>Year 1</u> |
|---|--------|---------------|
| Principal/School Leader                                 |        | 1             |
| Dean(s)   |        | 2             |
| Core Classroom Teachers                                 |        | 22            |
| Specialized Classroom Teachers (e.g. special education, |        |               |
| ELL, foreign language, etc.)                            |        | 6             |
| Student Support Positions (e.g. social workers,         |        |               |
| psychologists, etc.) - School Counselor, College and    |        |               |
| Career Counselor, Nurse)                                |        | 1.5           |
| Specialized School Staff - IT, Transportation           |        | 5.5           |
| Teaching Aides or Assistants                            |        | 3.5           |
| School Operations Support Staff - Business Manager,     |        |               |
| Food and Nutrition, Custodians                          |        | 8.5           |

| Year 2 | Year 3 | Year 4 | Year 5 |     |
|--------|--------|--------|--------|-----|
|        | 1      | 1      | 1      | 1   |
|        | 2      | 2      | 2      | 2   |
|        | 26     | 30     | 34     | 38  |
|        | 9      | 12     | 14     | 17  |
|        | 2.5    | 2.5    | 3.5    | 3.5 |
|        | 5.5    | 7      | 7      | 7   |
|        | 4      | 4      | 4      | 4   |
|        | 9      | 10     | 10     | 10  |

| Position   | Minimum Yearly<br>Salary | Average Yearly<br>Salary | Maximum Yearly<br>Salary |
|--|--------------------------|--------------------------|--------------------------|
| Lead Administrator   | \$80,000                 | \$85,000                 | \$90,000                 |
| Dean of Curriculum and   | \$70,000                 | \$75,000                 | \$80,000                 |
| Instruction  |                          |                          |                          |
| Dean of Students and   | \$70,000                 | \$75,000                 | \$80,000                 |
| Operations   |                          |                          |                          |
| Office Staff   | \$35,000                 | \$45,000                 | \$55,000                 |
| Business Manager   | \$50,000                 | \$55,000                 | \$60,000                 |
| Core Teachers  | \$40,000                 | \$50,000                 | \$60,000                 |
| Elective/Specials Teachers   | \$30,000                 | \$40,000                 | \$50,000                 |
| EC Teachers  | \$40,000                 | \$50,000                 | \$60,000                 |
| Multilingual Specialist  | \$35,000                 | \$42,500                 | \$50,000                 |
| Teacher Assistant  | \$25,000                 | \$30,000                 | \$35,000                 |
| Student Support Staff<br>(School Counselor, Social<br>Worker, College and Career<br>Counselor) | \$50,000                 | \$60,000                 | \$70,000                 |

|               |                     |                     |                     |                     |                     | INSTRUCTIONAL |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------|
| KINDERGARTEN  |                     |                     |                     |                     |                     | TIME          |
|               | MONDAY              | TUESDAY             | WEDNESDAY           | THURSDAY            | FRIDAY              |               |
| 7:30 - 8:00   | Bettis Smart Start  |               |
| 8:00-9:40     | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 100           |
| 9:40 - 10:10  | PLAYTIME            | PLAYTIME            | PLAYTIME            | PLAYTIME            | PLAYTIME            | 30            |
| 10:15 - 11:05 | MATH                | MATH                | MATH                | MATH                | MATH                | 50            |
| 11:10-11:40   | Lunch               | Lunch               | Lunch               | Lunch               | Lunch               |               |
| 11:45- 1:00   | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 80            |
|               | SOCIAL STUDIES      |               |
| 1:00 - 2:10   | CENTERS             | CENTERS             | CENTERS             | CENTERS             | CENTERS             | 70            |
| 2:15 - 2:45   | SPECIALS / F.I.R.E. | 30            |
| 2:45-2:50     | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           |               |
|               |                     |                     |                     |                     |                     | 360           |

| INSTRUCTIONAL |                     |                     |                     |                     |                     |               |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------|
| TIME          |                     |                     |                     |                     |                     | FIRST GRADE   |
|               | FRIDAY              | THURSDAY            | WEDNESDAY           | TUESDAY             | MONDAY              |               |
|               | Bettis Smart Start  | 7:30 - 8:00   |
| 75            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 3:00 - 9:15   |
| 60            | SPECIALS / F.I.R.E. | 9:15 - 10:15  |
| 35            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 10:20-10:55   |
|               | Lunch               | Lunch               | Lunch               | Lunch               | Lunch               | 11:00 - 11:30 |
| 100           | MATH                | MATH                | MATH                | MATH                | MATH                | 11:30 - 1:10  |
| 70            | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 1:10-2:20     |
|               | SOCIAL STUDIES      |               |
| 30            | CENTERS             | CENTERS             | CENTERS             | CENTERS             | CENTERS             | 2:20- 2:50    |
|               | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | 2:50-2:55     |
| 370           |                     |                     |                     |                     |                     |               |

| SECOND GRADE  |                     |                     |                     |                     |                     | INSTRUCTIONAL<br>TIME |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
| SECOND GRADE  | MONDAY              | TUESDAY             | WEDNESDAY           | THURSDAY            | FRIDAY              | THVIE                 |
|               | WONDAT              | TOESDAT             | WEDINESDAT          | IIICKSDAT           | TRIDAT              |                       |
| 7:55 - 8:00   | Bettis Smart Start  |                       |
| 8:00-10:00    | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 120                   |
| 10:00 - 10:30 | CENTERS             | CENTERS             | CENTERS             | CENTERS             | CENTERS             | 30                    |
| 10:30-11:15   | МАТН                | МАТН                | МАТН                | МАТН                | МАТН                | 45                    |
| 11:15-11:45   | LUNCH               | LUNCH               | LUNCH               | LUNCH               | LUNCH               |                       |
| 11:50-12:50   | SPECIALS / F.I.R.E. | 60                    |
| 12:55-1:55    | МАТН                | МАТН                | МАТН                | МАТН                | MATH                | 60                    |
| 1:55-2:55     | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 60                    |
|               | SOCIAL STUDIES      |                       |
| 2:55-3:00     | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           |                       |
|               |                     |                     |                     |                     |                     | 375                   |

| THIRD GRADE |                     |                     |                     |                     |                     | INSTRUCTIONAL<br>TIME |
|-------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
|             | MONDAY              | TUESDAY             | WEDNESDAY           | THURSDAY            | FRIDAY              |                       |
| 7:30 - 8:00 | Bettis Smart Start  |                       |
| 8:00-9:45   | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 105                   |
| 9:50-10:20  | PLAYTIME            | PLAYTIME            | PLAYTIME            | PLAYTIME            | PLAYTIME            | 30                    |
| 10:25-11:05 | МАТН                | МАТН                | МАТН                | МАТН                | МАТН                | 40                    |
| 11:10-11:40 | SPECIALS / F.I.R.E. | 30                    |
| 11:40-12:10 | LUNCH               | LUNCH               | LUNCH               | LUNCH               | LUNCH               |                       |
| 12:15-1:20  | МАТН                | MATH                | МАТН                | МАТН                | МАТН                | 65                    |
| 1:20-3:05   | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 105                   |
|             | SOCIAL STUDIES      |                       |
| 3:05-3:10   | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           |                       |
|             |                     |                     |                     |                     |                     | 375                   |

|               |                     |                     |                     |                     |                     | INSTRUCTIONAL |
|---------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------|
| FOURTH GRADE  |                     |                     |                     |                     |                     | TIME          |
|               | MONDAY              | TUESDAY             | WEDNESDAY           | THURSDAY            | FRIDAY              |               |
| 7:30 - 8:00   | Bettis Smart Start  |               |
| 8:00 - 8:30   | SPECIALS            | SPECIALS            | SPECIALS            | SPECIALS            | SPECIALS            | 30            |
| 8:35 - 10:15  | МАТН                | МАТН                | МАТН                | MATH                | МАТН                | 100           |
|               | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            |               |
| 10:15 - 11:55 | МАТН                | МАТН                | MATH                | MATH                | MATH                | 100           |
|               | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            |               |
| 12:00 - 12:30 | LUNCH               | LUNCH               | LUNCH               | LUNCH               | LUNCH               |               |
| 12:35 - 1:25  | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 50            |
|               | SOCIAL STUDIES      |               |
| 1:30 - 2:00   | SPECIALS / F.I.R.E. | 30            |
| 2:05 - 2:55   | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 50            |
|               | SOCIAL STUDIES      |               |
| 3:00-3:05     | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           |               |
|               |                     |                     |                     |                     |                     | 360           |

| FIFTH GRADE  |                     |                     |                     |                     |                     | INSTRUCTIONAL<br>TIME |
|--------------|---------------------|---------------------|---------------------|---------------------|---------------------|-----------------------|
|              | MONDAY              | TUESDAY             | WEDNESDAY           | THURSDAY            | FRIDAY              |                       |
| 7:30 - 8:00  | Bettis Smart Start  |                       |
| 8:00-9:45    | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 105                   |
|              | MATH                | MATH                | МАТН                | МАТН                | МАТН                |                       |
| 9:50-10:40   | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 50                    |
|              | SOCIAL STUDIES      |                       |
| 10:45-11:15  | SPECIALS            | SPECIALS            | SPECIALS            | SPECIALS            | SPECIALS            | 30                    |
| 11:20-12:10  | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | SCIENCE             | 50                    |
|              | SOCIAL STUDIES      |                       |
| 12:10-12:40  | Lunch               | Lunch               | Lunch               | Lunch               | Lunch               |                       |
| 12:45 - 1:15 | SPECIALS / F.I.R.E. | 30                    |
| 1:20-3:10    | LITERACY            | LITERACY            | LITERACY            | LITERACY            | LITERACY            | 100                   |
|              | МАТН                | MATH                | МАТН                | МАТН                | МАТН                |                       |
| 3:10-3:15    | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | DISMISSAL           | 365                   |

| Music              | Monday     | Tuesday    | Thursday   | Friday      |
|--------------------|------------|------------|------------|-------------|
| 9:50 -10:20 (1st)  | 1-A        | 1-B        |            | 1-C         |
| 11:10-11:40 (3rd)  | 3-A        |            | 3-В        | <b>3-</b> C |
| 11:50-12:20 (2nd)  | 2-A        | 2-B        |            | <b>2-</b> C |
| 10 12 1 12 (20)    | <b>-</b> . | - 5        | <b>.</b> . |             |
| 12:45 - 1:15 (5th) | 5-A        | 5-B        | <b>5-C</b> |             |
| 1:30 - 2:00 (4th)  |            | <b>4-B</b> | 4-A        | <b>4-C</b>  |
| 2:15 - 2:45 (K)    | K-A        | K-B        | K-C        |             |

| Art                | Tuesday     | Wednesday | Thursday   | Friday |
|--------------------|-------------|-----------|------------|--------|
| 9:50 -10:20 (1st)  | 1-C         | 1-A       |            | 1-B    |
| 44 40 44 40 (2 1)  |             |           | • ~        |        |
| 11:10-11:40 (3rd)  |             | 3-A       | <b>3-C</b> | 3-B    |
| 11:50-12:20 (2nd)  | <b>2-</b> C |           | 2-A        | 2-B    |
|                    |             |           |            |        |
| 12:45 - 1:15 (5th) | <b>5-</b> C |           | 5-A        | 5-B    |
| 1:30 - 2:00 (4th)  | 4-C         | 4-A       |            | 4-B    |
| 2:15 - 2:45 (K)    | K-C         | K-A       | K-B        |        |

| <i>P.E.</i>       | Monday | Tuesday | Wednesday | Thursday    | Friday      |
|-------------------|--------|---------|-----------|-------------|-------------|
| 8:00-8:30 (4th)   | 4-C    |         | 4-A       |             | 4-B         |
| 9:15 -9:45 (1st)  | 1-A    | 1-B     |           | 1-C         |             |
| 9:50-10:20 (3rd)  | 3-C    | 3-B     | 3-A       |             |             |
| 11:50-12:20 (2nd) |        | 2-B     |           | 2-A         | <b>2-</b> C |
| 10:45-11:15 (5th) |        | 5-B     | 5-A       | <b>5-</b> C |             |
| 2:15 - 2:45 (K)   | K-B    |         | K-C       | K-A         |             |

| World Language<br>9:50 -10:20 (1st)     | Monday<br>1-C | Wednesday<br>1-B | Thursday | Friday<br>1-A |  |
|---|---------------|------------------|----------|---------------|--|
| 11:10-11:40 (3rd)                       | <b>3-</b> C   | 3-В              |          | 3-A           |  |
| 11:50-12:20 (2nd)                       | 2-C           |                  | 2-B      | 2-A           |  |
| 12:45 - 1:15 (5th)<br>1:30 - 2:00 (4th) | 5-B           | 4-B              | 4-C      | 5-C<br>4-A    |  |

| F.I.R.E.           | Monday               | Tuesday              | Wednesday                   | Thursday<br>1-A, 1-B, 1-C |
|--------------------|----------------------|----------------------|-----------------------------|---------------------------|
| 9:50 -10:20 (1st)  | 1-B                  | 1-A<br>3-A, 3-B, 3-C | 1-C                         | (Remediation)             |
| 11:10-11:40 (3rd)  | 3-B                  | (Remediation)        | 3-C<br>2-A, 2-B, 2-C        | 3-A                       |
| 11:50-12:20 (2nd)  | 2-B                  | 2-A                  | (Remediation) 5-A, 5-B, 5-C | <b>2-</b> C               |
| 12:45 - 1:15 (5th) | 5-C<br>4-A, 4-B, 4-C |                      | (Remediation)               | 5-B                       |
| 1:30 - 2:00 (4th)  | (Remediation)        | <b>4-A</b>           | <b>4-C</b>                  | 4-B                       |
| 2:15 - 2:45 (K)    | K-B                  | K-A                  | K-C                         |                           |

Friday

5-A

K-A, K-B, K-C (Remediation)

| Middle School      |                     |
|--------------------|---------------------|
|                    | <b>7.</b> 20 . 0.00 |
| Bettis Smart Start | 7:30 - 8:00         |
| First Period       | 8:00-9:10           |
| Second Period      | 9:15-10:25          |
| Third Period       | 10:30-12:45         |
| Lunch/F.I.R.E.     | 10.30-12.43         |
| Fourth Period      | 12:50-2:00          |
| Fifth Period       | 2:05-3:15           |
| Dismissal          | 3:15                |

| High School        |             |
|--------------------|-------------|
|                    |             |
| Bettis Smart Start | 8:00- 8:30  |
| First Period       | 8:30-10:00  |
| Second Period      | 10:05-11:35 |
| Lunch/F.I.R.E.     | 11:40-12:20 |
| Third Period       | 12:25-1:55  |
| Fourth Period      | 2:00-3:30   |
| Dismissal          | 3:30        |

# **Bettis Academy High School Course Descriptions**

- Students earn 1 unit of credit for each core and elective course.
- All core subject courses use the NC Common Core State Standards.
- Honors courses demand mastery of more challenging content and skills at an accelerated pace. Honors courses are weighted + 0.5 in the calculation of GPA.
- Previous performance and teacher recommendation will be considered in course selections.

# **English Department**

HONORS ENGLISH I Grade Level: 9
Credit: 1 Prerequisite: None

Honors English I provides a deeper study of literary genres (novels, short stories, poetry, drama, literary nonfiction). The broad scope of literature and the depth at which students study literary genres create the opportunity for independent study and advanced analysis.

HONORS ENGLISH II

Credit: 1

Grade Level: 10

Prerequisite: English I

Honors English II is designed to give an understanding and appreciation of world literature and cultures, from early mythology to the contemporary era, through the mastery of Reading Literature, Reading Informational Texts, Writing, Language, and Speaking/Listening standards. Students will regularly practice and be assessed on all standards, and consistently work towards mastery of these standards for the English II End of Course exam.

# HONORS ENGLISH III

Credit: 1

Grade Level: 11
Prerequisite: English II

Honors English III will guide students in becoming critical and responsive readers of American texts, while deepening their understanding of how written language functions rhetorically. This course will help students understand that formal conventions of English language in its many written and spoken dialects are historically, culturally, and socially produced, and that the use of these conventions may intentionally or unintentionally contribute to the effectiveness of a piece of writing in a particular rhetorical context.

# HONORS ENGLISH IV

Credit: 1

Grade Level: 12

Prerequisite: English III

Honors English IV examines the development of British literature from its inception to modern times. Students trace the development of the language in line with the culture and across the historical events that shaped the country's path to its current state. A mixture of genres of fictional literature (including a play by William Shakespeare) and poetry join with important writings that influenced America's most seminal documents.

# **CREATIVE WRITING I**

Credit: 1

Grade Level: 9, 10, 11, 12 Prerequisite: None

Focuses on a study of various forms and genres of prose and poetry, which will serve as models through analysis, application, and imitation. Composition exercises will reflect an understanding of studied forms and an application of creative techniques. The course of study emphasizes awareness of the author's choices about language and structure.

JOURNALISM I Grade Level: 9, 10, 11, 12

Credit: 1 Prerequisite: None

Students will conduct interviews and photography sessions, as they design the yearbook for the school. Additionally, this class will emphasize the practical application of writing, editing, and design skills. Collaboration in this course is key, as students must work with one another in the class along with the student body as a whole to meet all required deadlines.

JOURNALISM II

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Journalism I

Students must have completed Journalism I and should be highly motivated learners. This class will focus on leadership skills as students will be given positions of responsibility and lead teams of their peers. Students in this class will also focus on independent project learning with the goal of pursuing creativity and personal interests in both yearbook creation and journalism study.

# HONORS JOURNALISM III

Credit: 1 Prerequisite: Journalism II

Students must have completed Journalism II and should be highly motivated learners. This class will focus on leadership and heavy design skills as students will be given positions of responsibility and lead teams of their peers, while also becoming the primary editors in chief of the yearbook. Students in this class will also focus on independent project learning with the goal of pursuing creativity and personal interests in both yearbook creation and journalism study.

Grade Level: 11, 12

Grade Level: 12

# HONORS JOURNALISM IV

Credit: 1 Prerequisite: Journalism III

Students must have completed Journalism III and should be highly motivated learners. This class will focus on leadership and heavy design skills as students will be the editors and lead teams of their peers, while also becoming the primary editors in chief of the yearbook. Students will lead all class discussions, design lessons, writing lessons, and photography lessons. Students in this class will also focus on independent project learning with the goal of pursuing creativity and personal interests in both yearbook creation and journalism study.

# Math Department

HONORS NC MATH 1 Grade Level: 9
Credit: 1 Prerequisite: None

Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics and modeling (implemented throughout). These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties using equations, and interpreting categorical and quantitative data.

HONORS NC MATH 2 Grade Level: 9, 10

Credit: 1 Prerequisite: Honors Math 1

NC Math 2 continues a progression of the standards established in NC Math 1. In addition to these standards, NC Math 2 includes: polynomials, congruence and similarity of figures, right triangle trigonometry, transformation geometry, and usage of geometric reasoning to prove theorems. NC Math 2 will extend the work of middle school probability to develop an understanding of conditional probability, including rules of probability to determine probabilities of compound events. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

# **HONORS NC MATH 3**

Credit: 1 Prerequisite: Honors Math 2

Grade Level: 10

Grade Level: 10, 11

Grade Level: 9

NC Math 3 progresses from the standards studied in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 extends its focus to more complex functions such as: logarithmic, rational, polynomial, absolute value, piecewise, and an Introduction to trigonometric functions. The geometry focus of NC Math 3 will be circles and to continue the study of triangles from NC Math 2; geometric modeling will be used to connect analytic geometry, algebra, functions, and geometric measurement to modeling. The use of sample data to represent population will be the main focus of the statistics topics. Emphasis will be placed on higher-order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach.

HONORS NC MATH 4 Grade Level: 10, 11

Credit: 1 Prerequisite: Honors Math 3

NC Math 4 continues the study of algebra and trigonometry from NC Math 1 - 3. In addition to these topics, the course will focus on functions and statistical thinking. NC Math 4 will include new topics such as vectors, matrices, and complex numbers. This course qualifies as a fourth math required for admission to schools in the UNC system.

HONORS PRE-CALCULUS

Credit: 1 Prerequisite: Honors Math 3

An honors level study of major topics from advanced algebra, trigonometry, analytic geometry, matrices and vectors. Introductory calculus is also presented in preparation for calculus. This course qualifies as a fourth math required for admission to schools in the UNC system.

# **Science Department**

# HONORS EARTH/ENVIRONMENTAL SCIENCE

Credit: 1 Prerequisite: None

The Honors Earth/Environmental science curriculum provides an in-depth study on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability and the cycles that circulate energy and material through the earth system. Learners will study natural systems and how humans interact with and impact those systems.

HONORS BIOLOGY
Credit: 1
Prerequisite: None

The Honors Biology course encourages students to continue their investigations and deepen student understanding of the biological sciences began in grades K-8. Major topics of study include the cell, the molecular basis of heredity, biological

evolution, interdependence of organisms, matter, energy, organization of living systems and the behavior of organisms.

HONORS CHEMISTRY

Grade Level: 10, 11

Credit: 1 Prerequisite: Math I
Co-requisite: Math II

Chemistry is the study of the composition and properties of matter. Laboratory experiences and demonstrations are an important part of the course. Topics include structure of atoms, composition and properties of matter, chemical reactions, solutions, acids and bases, and interactions between energy and matter.

FORENSIC SCIENCE I Grade Level: 9, 10, 11, 12

Credit: 1 Prerequisite: None

Forensic Science is a course rich in exploration and lab investigation, which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. Topics include crime scene investigation and evidence

collection, hair analysis, fingerprinting, criminal profiling, blood spatter and case studies. The class features guest experts from law enforcement and the medical field to enrich the experience.

FORENSIC SCIENCE II Grade Level: 10, 11, 12

Credit: 1 Prerequisite: Forensic Science I

Co-Requisite: Biology

Grade Level: 10, 11

Students will expand their knowledge of chemistry, biology, physics, earth science, math, and psychology, as well as associate this knowledge with real-life applications. This course builds on concepts introduced in Forensic Science I, and introduces additional topics, such as DNA analysis, odontology, casts and impressions, toxicology, forensic anthropology and case studies. Following the same instructional design as Forensic Science I, scientific concepts are balanced with hands-on classroom and lab activities, and expert guest speakers. Students who wish to receive honors credit for this class are required to complete an additional section of honors-level questions on each chapter assessment, and design and lead a lesson with guidance from the teacher.

# **Social Studies Department**

# HONORS WORLD HISTORY

Grade Level: 9 Credit: 1 Prerequisite: None

World History is designed to be a historical study of societies, nations, economies events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of: power and authority; change and continuity; human-environment interaction; globalization; cultural diffusion; and individual and group identity. The extended content standards for this course seeks to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand.

# HONORS FOUNDING PRINCIPLES OF THE UNITED STATES AND NC: CIVIC LITERACY

Credit: 1 Grade Level: 10, 11 Prerequisite: None

The standards and objectives in the Founding Principles of the United States of America and North Carolina: Civic Literacy course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

# HONORS AMERICAN HISTORY

Prerequisite: None Credit: 1

The standards and objectives in the American History course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry, behavioral sciences, civics and government, economics, geography, and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

# HONORS ECONOMICS & PERSONAL FINANCE

Grade Level: 11, 12 Credit: 1 Prerequisite: None

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. The course aims to further explore economics, personal finance,

income, education, money management, critical consumerism, and financial planning. It covers various topics such as macroeconomics, microeconomics, monetary and fiscal policies, the function of financial institutions, investment prospects, retirement plans, and consumer protection laws.

# **Health and Physical Education**

# HEALTH AND PHYSICAL EDUCATION

Grade Level: 9 Credit: 1 Prerequisite: None

Includes equal time for health and physical education. Health emphasizes personal and community lifelong issues such as nutrition, substance abuse, mental health, individual decision-making and interpersonal skill development. Physical education includes refining basic skills learned in grades 7 and 8, participation in fitness activities and assessments, a variety of individual and team sports, and recreational activities.

# NJROTC/HEALTHFUL LIVING I

Credit: 1

Grade Level: 9, 10 Prerequisite: None

This course covers both Naval Science and Healthful Living. In Naval Science, students learn about leadership, naval ships, organization, maritime geography, and naval history up to 1860. They also study oceanography, basic seamanship, and first aid. The physical education portion focuses on fitness, personal fitness, and individual and team sports skills. Health topics include self-assessment, nutrition, weight management, substance abuse, and conflict resolution. To earn Healthful Living credit, students must pass both this course and NJROTC/Healthful Living II.

# NJROTC/HEALTHFUL LIVING II

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: NJROTC/Healthful Living I

A continuation of NJROTC/Health Living I, this course covers leadership in NJROTC, naval orientation, planning, citizenship, naval history from 1860 to 1945, naval ships and weapons, navigation, small boat seamanship, and survival training. Physical education includes fitness testing, personal fitness, team sports, aerobics, and outdoor education. Health topics cover self-assessment, nutrition, weight management, substance abuse, and stress management. Completion of both NJROTC/Healthful Living I and II is required for Healthful Living credit.

TEAM SPORTS I Grade Level: 10, 11, 12

Prerequisite: Health and Physical Ed. Credit: 1

This course is structured to integrate and enhance general personal fitness with active participation in various team sports, including basketball, soccer, flag football, volleyball, and softball. The instructional weeks are evenly allocated for these activities. The curriculum covers the historical context, rules, and terminology of each sport, with a strong focus on skill refinement, officiating, strategic approaches to gameplay, and fostering leadership qualities.

**TEAM SPORTS II** Grade Level: 10, 11, 12 Credit: 1 Prerequisite: Team Sports I

This course is structured to foster a deeper understanding, application, and demonstration of advanced personal fitness and team sport skills. For a general overview of the activities offered in this elective, please refer to Team Sports I.

# **World Languages Department:**

FRENCH I Grade Level: 9, 10 Credit: 1 Prerequisite: None This course develops the fundamental skills of listening, speaking, reading, and writing in the French language. Students learn basic grammatical structures and vocabulary involving daily life. It includes an introduction to the cultural background of France and the Francophone world. The integration of other disciplines is ongoing throughout the course. A proficiency exam will be given at the end of the course.

FRENCH II

Credit: 1

Grade Level: 9, 10

Prerequisite: French I

This course continues to stress listening and speaking skills with increased emphasis on reading and writing. A major goal for students is to communicate their ideas in an oral/written format. Students will learn to communicate in everyday situations through dialogues, oral presentations, projects and group activities.

HONORS FRENCH III

Credit: 1

Prerequisite: French I, II

Students will study advanced grammar and communication skills (oral and written). Cultural studies include the art, literature, geography, and customs of French-speaking countries.

**HONORS FRENCH IV** 

Credit: 1

Grade Level: 10, 11, 12 Prerequisite: FRENCH I, II, III

Students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students continue to read about and study the history and culture of France, read significant works of literature in French, and respond orally or in writing to these works.

SPANISH I
Credit: 1
Grade Level: 9, 10
Prerequisite: None

This course is intended for the beginning Spanish language student. Spanish I is designed to give students a balanced exposure to all four language skills with some elements of culture. The content focuses on the students' lives (physical and personality traits, likes and dislikes) and experiences and includes exposure to everyday customs and lifestyles (family, home, school life, leisure activities, foods, numbers, means of transportation). Grammar is integrated throughout the course and is selected according to the language. Students will understand uncomplicated speech when listening and simple texts when reading. Students will begin to speak and write in the target language.

SPANISH II
Credit: 1

Grade Level: 9, 10
Prerequisite: Spanish I

Spanish II is designed for students to continue their study of Spanish by further expanding their knowledge of key vocabulary topics and grammar concepts. Students not only begin to comprehend listening and reading passages more fully, but they also start to express themselves more meaningfully in both speaking and writing. Each unit consists of a new vocabulary themes and grammar concepts, reading and listening comprehension activities, speaking, and writing activities, multimedia cultural presentations, and interactive activities and practices which reinforce vocabulary and grammar. Singing along with songs is designed to aid in pronunciation and fluency. Students also collaborate with partners and the whole group in interactive games and activities.

HONORS SPANISH III

Credit: 1

Grade Level: 10, 11, 12

Prerequisite: Spanish I, II

This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context; read and interpret authentic materials; narrate and describe in a series of sentences, groups of related sentences, and short cohesive passages in present, past, and future time; and compose messages, announcements, personal notes, and advertisements. Major emphasis is placed on developing the ability to

communicate fluently with accurate pronunciation/intonation and sentence structure, in a variety of authentic contexts. Emphasis is also placed on fostering an appreciation of the culture of Spanish-speaking countries through the study of history, literature, art, etc.

HONORS SPANISH IV Grade Level: 10, 11, 12 Credit: 1 Prerequisite: Spanish I, II, III

A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. However, the course will also take students on a fascinating cultural journey as they experience the language's rich traditions and superstitions. Through exploring the past, students come to understand the importance of community, family, and personal relationships. Students are immersed in culture—movement, art, music, literature and short plays, history, school activities, career possibilities, etc.

# **Arts Education Department**

# **BEGINNING VISUAL ARTS (ART I)**

Credit: 1 Prerequisite: None

Basic introduction to principles, materials, and history of art. Provides experiences in drawing, design, color, painting, graphics, sculpture, ceramics, textiles, crafts and art appreciation.

Grade Level: 9, 10, 11, 12

Grade Level: 9, 10, 11, 12

Grade Level: 12

# INTERMEDIATE VISUAL ARTS (ART II)

Credit: 1 Prerequisite: Art I

Presents a variety of art media emphasizing extensive study of media and technical problems. Form drawing, composition, and one- and two-point perspective as a basis for painting, sculpture and crafts along with use of color theory will be addressed.

# ADVANCED VISUAL ARTS (ART III)

Grade Level: 10, 11, 12 Credit: 1 Prerequisite: ART II

Designed for highly motivated students with previous art experience. Specialized to meet individual needs of students pursuing an art-related career. Emphasis on composition, drawing and painting skills; continued study of crafts and sculpture. Students will begin portfolio development.

# HONORS VISUAL ARTS (ARTS IV)

Grade Level: 11, 12 Credit: 1 Prerequisite: Art III

Designed for highly motivated art students with previous art experience. Students will follow the advanced art standards as outlined in the art portion of the NC Arts Honors Standards. The course will involve a more advanced study of art processes, media, history, development and written expression. Students will be able to discuss and explain the making of art products and the reasons why people create. Independent research in a variety of off campus art venues will be required.

# HONORS ART SPECIALIZATION

Credit: 1 Prerequisites: ART IV

Designed for highly motivated, independent art students with 4 levels of previous art experience. High school students will have the option of studying an individual arts discipline as an area of interest, or specializing or completing a concentration in studies to prepare them for further education and/ or a career in art. A final portfolio presentation and gallery showing is required.

**DIGITAL DESIGN I** 

Grade Level: 10, 11, 12 Credit: 1 Prerequisites: None

Digital Design I is an introductory level course that teaches the fundamental concepts and tools used by digital artists across various creative fields such as graphic design, film, and game design. Students engage with professional creative software packages to create both 2D and 3D digital graphics as well as audio/video media. Adobe CC Suite and digital 3D Modeling with 3DS Max are utilized to equip students with essential skills for the future.

# **Business and Marketing Department**

**MARKETING** Grade Level: 9, 10, 11, 12 Credit: 1 Prerequisites: None

Learn the marketing process from start to finish, from product design to consumer sales. Develop basic knowledge, skills and attitudes that prepare students to enter the field of marketing. An emphasis is placed on marketing and business foundations, economics, sales, advertising and promotion, and human resources. Skills in communications, math and psychology are reinforced in this course. Students will create a and present a marketing plan at the end of the semester.

# **ENTREPRENEURSHIP I**

Credit:1

Grade Level: 9, 10, 11, 12 Prerequisite: Marketing

In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies, and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements.

# SPORTS AND ENTERTAINMENT MARKETING

Credit: 1

Grade Level: 9, 10, 11, 12 Prerequisite: Marketing

Acquire transferable knowledge and skills among related industries for planning sports, entertainment, and event marketing. Topics included are branding, licensing, and naming rights; business foundations; concessions and on-site merchandising; economic foundations; human relations; and safety and security. Mathematics and social studies are reinforced.

# Bettis Academy Proposed Discipline Offenses

**Minor Infractions:** Minor infractions are breaches of the school's code of conduct that are considered disruptive to the school environment, but do not pose significant harm to individuals or the school community.

- Potential Consequences:
  - Verbal warning from teacher or staff member.
  - Written warning or reminder of school rules.
  - Loss of privileges such as recess or extracurricular activities.
  - Parental notification.
  - After-school detention up to 3 days after repeated offenses.
  - In-school suspension up to 3 days after repeated offenses.
  - Out-of-school suspension up to 3 days for repeated offenses.

**Moderate Infractions**: Moderate infractions involve behavior that is more serious in nature but does not reach the level of severe misconduct. These infractions cause significant disruptions to the school environment and/or impact the well-being of others.

- Potential Consequences:
  - Parent-teacher conference.
  - After-school detention up to 5 days.
  - In-school suspension up to 5 days.
  - Out-of-school suspension up to 5 days.

**Critical Infractions**: Critical infractions are serious breaches of the school's code of conduct that significantly disrupt the learning environment, jeopardize the safety of individuals, or violate legal or ethical standards.

- Potential Consequences:
  - After-school detention up to 10 days.
  - In-school suspension up to 10 days.
  - Out-of-school suspension up to 10 days.
  - Immediate suspension pending investigation.
  - Involvement of law enforcement if necessary.
  - Mandatory counseling or intervention programs.
  - Long-term suspension or expulsion from the school.
  - Legal consequences based on the severity of the offense.

Note: The following list provides examples of infractions. Not all possible infractions are listed. Administration reserves the right to address any violation of the school's code of conduct, including those not explicitly listed here, and determine the severity level of the fraction and appropriate consequences based on the specific circumstances of each case.

\*All code of conduct violations and corresponding consequences are made at administrative discretion.\*

| Category 1: Moderate Severity  | Category 2: High Severity  | Category 3: Critical Severity  |
|--|--|--|
|  |  |  |
| Behavior   | Physical Altercations  | Banned or Illegal Substances   |
| Disruptive behavior: Actions that disturb the learning environment, such as talking out of turn, being consistently off-task, or causing distractions in the classroom.  | Fighting: Engaging in physical altercations with other students, which may involve hitting, pushing, or other physical violence.                 | Possession: Having drugs or alcohol in one's possession.  Use: Consuming drugs or alcohol.   |
| Defiance: Open resistance or refusal to follow authority figures or school rules. Disrespect towards authority figures: Acting in a disrespectful manner towards teachers, administrators, or other staff members. | Roughhousing: Engaging in rowdy or playful physical activity that may escalate into violence or cause injury.                                    | <b>Distribution:</b> Sharing or selling drugs or alcohol to others.  |
| Use of profanity or vulgar language: Swearing or using offensive language. Disobeying school rules or directives: Ignoring or violating rules and instructions provided by the school.                             |  |  |
| Attendance and Tardiness   | Property Damage or Theft   | Safety and Security  |
| Unauthorized absences and tardies: Missing school without permission or arriving late to school or class consistently  | Vandalism: Deliberate destruction or damage of school property or personal belongings.   | Bringing weapons: Carrying firearms, knives, or other dangerous objects onto school property.  |
| without a valid reason.  | Theft: Taking something that does not belong to you without permission.  | Threatening behavior: Making verbal or written threats to har others or disrupt the school environment.  |
| Dress Code Violations  | Academic Misconduct  | Weapons  |
| Violating school dress code policies: Wearing clothing that does not comply with the school's dress code, such as inappropriate slogans or revealing attire.   | Cheating: Deceiving or misleading in order to gain an unfair advantage in academic work.  Plagiarism: Using someone else's work or ideas without | Possession of a weapon: Bringing firearms, knives, or other weapons onto school property, which poses a seriou safety risk to students and sta |
| stogans of reveating attire.   | giving proper credit.  |  |

|   | altering documents to  | Physically attacking someone  |
|---|--|---|
|   | misrepresent academic  | with the intent to cause serious  |
|   | performance, attendance or   | harm or using a weapon to   |
|   | other school related matters.  | injure another person.  |
|   |  |   |
| Technology Misuse   | Physical or Verbal   | Bomb threat or hoax   |
|   | Harassment   |   |
| Unauthorized use of   | Threats:   | Bomb threat: Threatening to   |
| electronic devices:   | Expressing intent to harm or   | detonate explosives or falsely  |
| Using phones, tablets, or   | cause distress to others.  | claiming that a bomb is present   |
| computers in ways that are not  |  | on school premises, which can   |
| permitted by school rules, such   |  | cause panic and disruption.   |
| as during class time or for non-  |  | ·   |
| educational purposes.   | Aggressive behavior:   |   |
| o and o and o and o and o and o   | Acting in a hostile or   |   |
| Cyberbullying:  | confrontational manner   |   |
| Bullying or harassment that   | towards others.  |   |
| takes place online or through   |  |   |
| digital communication   |  |   |
| channels.   |  |   |
| onumious.   |  |   |
| Disruptive Activities   | Threats or Aggressive  | Explosion or Attempted  |
| Distuptive Activities   | Behavior   | Arson   |
| Organizing or participating in  | Threatening behavior:  | <b>Arson</b> : Attempting to set off  |
|   | _  |   |
| unauthorized gatherings or  | Making verbal or written threats   | explosives or intentionally   |
| unauthorized gatherings or protests:  | Making verbal or written threats to harm others or disrupt the   | explosives or intentionally starting fires with the aim of  |
| protests:   | to harm others or disrupt the  | starting fires with the aim of  |
| <b>protests:</b> Planning or joining events or  |  | •   |
| protests: Planning or joining events or demonstrations without  | to harm others or disrupt the school environment.  | starting fires with the aim of  |
| protests: Planning or joining events or demonstrations without permission from school   | to harm others or disrupt the school environment.  Inciting violence:  | starting fires with the aim of  |
| protests: Planning or joining events or demonstrations without  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking   | starting fires with the aim of  |
| protests: Planning or joining events or demonstrations without permission from school   | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive  | starting fires with the aim of  |
| protests: Planning or joining events or demonstrations without permission from school   | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking   | starting fires with the aim of  |
| protests: Planning or joining events or demonstrations without permission from school authorities.  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.   | starting fires with the aim of causing harm or destruction.   |
| protests: Planning or joining events or demonstrations without permission from school   | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive  | starting fires with the aim of causing harm or destruction.  Breaking and Entering  |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence   | starting fires with the aim of causing harm or destruction.  Breaking and Entering School Property  |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence:   | starting fires with the aim of causing harm or destruction.  Breaking and Entering School Property Breaking and Entering: Illegally   |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance,  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others,  | starting fires with the aim of causing harm or destruction.  Breaking and Entering School Property Breaking and Entering: Illegally entering school premises                                    |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through  | starting fires with the aim of causing harm or destruction.  Breaking and Entering School Property  Breaking and Entering: Illegally entering school premises without permission, often with    |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance,  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through actions such as hitting,                                 | Breaking and Entering School Property Breaking and Entering: Illegally entering school premises without permission, often with the intent to commit theft,                                      |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance,  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through  | starting fires with the aim of causing harm or destruction.  Breaking and Entering School Property  Breaking and Entering: Illegally entering school premises without permission, often with    |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance,  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through actions such as hitting,                                 | Breaking and Entering School Property Breaking and Entering: Illegally entering school premises without permission, often with the intent to commit theft,                                      |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance,  | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through actions such as hitting,                                 | Breaking and Entering School Property Breaking and Entering: Illegally entering school premises without permission, often with the intent to commit theft,                                      |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance, which is illegal for minors.  Inciting and Instigating | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through actions such as hitting, punching, or kicking.  Bullying | Breaking and Entering School Property Breaking and Entering: Illegally entering school premises without permission, often with the intent to commit theft, vandalism, or other crimes.  Robbery |
| Planning or joining events or demonstrations without permission from school authorities.  Gambling  Betting: Wagering money or valuables on games of chance, which is illegal for minors.                           | to harm others or disrupt the school environment.  Inciting violence: Encouraging or provoking others to engage in aggressive or harmful behavior.  Violence  Physical Violence: Causing bodily harm to others, resulting in injury through actions such as hitting, punching, or kicking.           | Breaking and Entering School Property Breaking and Entering: Illegally entering school premises without permission, often with the intent to commit theft, vandalism, or other crimes.          |

| Inciting and Instigating  | Bullying   | Robbery  |
|---|--|--|
| Instigation: Encouraging or provoking others to engage in disruptive behavior, such as starting fights or causing disturbances. | Bullying: Harassing, intimidating, or tormenting others repeatedly, often with the intent to cause harm or distress. | Robbery: Taking property from<br>someone else by force or threat<br>of force, which is a serious<br>criminal offense |
|   |  |  |
| Theft or damage to property   | Cyberbullying  | Gang Activity  |

| Theft or damage: Stealing or vandalizing school or personal property, which can include items such as textbooks, supplies, or electronic devices.               | Cyberbullying: Bullying or harassment that occurs through digital communication platforms, such as social media, email, or text messages.   | Gang Activity: Involvement in organized groups engaging in criminal behavior, violence, territorialism, recruitment, drug trafficking, and promotion of gang culture and symbols. |
|---|---|---|
| Possession of or sharing of pornographic material   | Sexual Contact with Consent   | Sexual Contact without Consent  |
| Possession or Sharing: Possessing or distributing explicit content, including images or videos of a sexual nature.  | Consensual sexual contact: Engaging in sexual activity on school property with the consent of all parties involved.   | Nonconsensual Sexual Contact: Engaging in sexual activity without the consent of all parties involved, which can include sexual harassment, assault, or rape.                     |
|   |   |   |
| Unauthorized possession or use of medications or foreign substances  Unauthorized possession or use:  Holding or using medications without proper authorization | Unwanted and/or inappropriate personal contact Inappropriate touching: Making unwanted advances or engaging in inappropriate physical contact with others                         |   |
| from school authorities, which can include prescription drugs or over-the-counter medication.   | without their consent.  Inappropriate verbal communication:  Making unwanted verbal advances or engaging in inappropriate verbal communication with others without their consent. |   |
|   |   |   |
|   | Hazing Hazing: Subjecting newcomers to abusive or humiliating rituals or activities as part of an initiation process  |   |

| Suggested Pacing | Math 3 Honors - Semester Pacing Guide                            |
|------------------|--|
|                  | *Standards highlighted in red indicate "power" standards for EOC |
|                  | testing  |
| 12 Days          | Unit 1 - Functions & Their Inverses                              |
| 22 2 3 4 5       | SINCE FUNCTIONS OF THOSE INVOICES                                |
|                  | Class Policies & Procedures, Review of Basic Functions           |
|                  | Key features of Functions/Evaluating Functions                   |
|                  | Calcina Q Comphine Abanduta Value Facetions Q Instruction also   |
|                  | Solving & Graphing Absolute Value Equations & Inequalities, also |
|                  | include graphing systems of different functions (use DESMOS)     |
|                  | Applications of Absolute Value Equations & Inequalities          |
|                  | Evaluating & Graphing Piecewise Functions                        |
|                  | Applications of Piecewise Functions                              |
|                  | Review & Quiz  |
|                  |  |
|                  | Exploring Inverse Functions/tables and graphs                    |
|                  | Review   |
|                  | Unit 1 - Assessment  |
| 42 Davis         | Unit 2. Bahmanial Frantiana                                      |
| 13 Days          | Unit 2 - Polynomial Functions                                    |
|                  | Introduction to Polynomial Functions(focus on cubics)            |
|                  | Key Features of Graphs of Polynomial Functions/Operations with   |
|                  | Polynomials (add, subtract, multiply)                            |
|                  | Division of Polynomials(Long & Synthetic)/Remainder Theorem      |
|                  | Review & Quiz  |
|                  | Zeros of Polynomial Functions/Fundamental Theorem of Algebra     |
|                  | Solving Polynomials (Real and Imaginary)                         |
|                  | Writing & Building Polynomials                                   |
|                  | Manager and halossissus/Contagns of Fountings                    |
|                  | More on end behaviors/Systems of Equations                       |
|                  | Review Unit 2 - Assessment                                       |
|                  | Office 2 - Assessment  |
| 9 Days           | Unit 3 - Rational Functions                                      |
| 3 Days           | Offic 5 - Rational Functions                                     |
|                  | Graphing and Key Features of Rational Functions                  |
|                  | Simplifying Rational Expressions/Review factoring                |
|                  | Multiply& Divide Rational Expressions                            |
|                  | Review & Quiz  |
|                  | Adding and Subtracting Rational Expressions                      |
|                  | Writing and Solving Rational Equations                           |
|                  | Review   |
|                  |  |
|                  | Unit 4 - Assessment  |
|                  |  |
| Testing Window   | Chack in 2.0 #1  |
| resung window    | Check-in 2.0 #1  |
| 1E days          | Units 4 and 5 Goometry   |
| 15 days          | Units 4 and 5 - Geometry   |
|                  | Equations of Circles   |

|                           | Standard form of a circle (completing the square)   |
|---------------------------|---|
|                           | Practice with circles & Quiz  |
|                           | Volume of prisms, cylinders, pyramids, cones, and spheres   |
| *Focus on density /volume | Applications with density based on area & volume  |
|                           | Cross-sections, 2D Rotations, & Review  |
|                           | Math 2 Geometry Review (parallel lines, triangle congruence,  |
|                           | similarity, line segment and angle properties   |
|                           | Parallelograms and Quadrilaterals   |
|                           | Review & Quiz   |
|                           | Tangents of a circle  |
|                           | Converting Radians/Degrees  |
|                           | Arc Length and Area of a Sector (Degrees & Radians)   |
|                           | Review  |
|                           | Unit 5 - Assessment   |
|                           | Olit 5 - Assessment   |
| 10 Days                   | Unit 6 - Trigonometric Functions  |
| 10 Days                   | More on radians   |
|                           | Right Triangle Trig (SOHCAHTOA), Special Right Triangles  |
|                           | Introduction to the Unit Circle   |
|                           | Unit Circle   |
|                           | Understanding Sine & Cosine using tables and graphs   |
|                           | Quiz & More graphing  |
|                           | Modeling and Applications of Trig Functions   |
|                           | Review  |
|                           |   |
|                           | Unit 6 - Assessment   |
|                           |   |
| Testing Window:           | Check-in 2.0 #2   |
|                           |   |
|                           |   |
| 11 Days                   | Unit 7 - Exponential & Logarithmic Functions  |
|                           | Creating & Interpreting Exponential Functions   |
|                           | Graphing Exponential Functions  |
|                           | Intro to Logarithms (as inverses)/Solving Exponential Equations   |
|                           | Solving Exponential & Log Equations   |
|                           | Review, Practice & Quiz   |
|                           | Graphing Logs & Real World Applications   |
|                           | Review  |
|                           | Unit 3 - Assessment   |
| 2 2 Dove                  | Hait O Chatistics   |
| 2 - 3 Days                | Unit 8 - Statistics  Collecting Data  |
|                           |   |
|                           |   |
|                           | Populations & Samples   |
|                           | Populations & Samples  Designing Surveys, Experiments, and Observational Studies  |
|                           | Populations & Samples  Designing Surveys, Experiments, and Observational Studies Estimating Sample Proportions, Reading & analyzing statistical reports                 |
|                           | Populations & Samples Designing Surveys, Experiments, and Observational Studies   |
|                           | Populations & Samples  Designing Surveys, Experiments, and Observational Studies Estimating Sample Proportions, Reading & analyzing statistical reports                 |
|                           | Populations & Samples  Designing Surveys, Experiments, and Observational Studies  Estimating Sample Proportions, Reading & analyzing statistical reports  Review & Quiz |
|                           | Populations & Samples  Designing Surveys, Experiments, and Observational Studies  Estimating Sample Proportions, Reading & analyzing statistical reports                |

# The English Language Arts Common Core State Standards and LETRS® Content

Louisa C. Moats, Ed.D.

| CCSS Domain            | Content Knowledge for Tea  | achers of Re            | Content Knowledge for Teachers of Reading, Writing, anc Language  | Key Applications   |
|------------------------|--|-------------------------|---|--|
|                        | Major Topics   | <i>LETRS</i><br>Module* | Subtopics, Module Content   | (What We Want Teachers to Do)  |
| Reading<br>Foundations | Why Learning to Read is Difficult                                      | F, 1                    | National and local data; origins of alphabetic writing; oral and written language; simulation of learning to read   | Anticipate that the majority need to be<br>taught how to read over several years   |
|                        | How the Brain Learns to Read   | F, 1                    | Eye movement technology; fMRI<br>studies; the Simple View; 4-part<br>processing system  | Expect a distribution of individual differences<br>and be prepared for different<br>subtypes/causes for reading difficulties   |
|                        | (Advanced) Definition of Dyslexia<br>and Types of Reading Disabilities | 1, 8                    | Most common reading disorder;<br>contrast with comprehension-based<br>difficulties  | Recognize the symptoms of dyslexia; support explicit, code-based instruction for students with deficits  |
|                        | How We Become Fluent Readers   | F, 1, 5                 | Reading rope; the meaning of oral reading fluency data  | Expect that fluency results from many sub-<br>components; be prepared to assess the<br>contribution of each "strand"   |
|                        | Stages and Processes of Fluent<br>Word Recognition                     | 1, 5, 7, 10             | Lexical Quality Hypothesis of Perfetti;<br>Ehri's phases; why "three cueing<br>systems" model needs changing  | Select and use a well-designed, explicit, cumulative code-emphasis instructional program   |
|                        | Phonological Processing and<br>Phoneme Awareness                       | F, EC, 2                | Areas of phonological processing (Scarborough and Brady); the role of PA in reading and spelling; why the phoneme is elusive; the speech sound system of English, including consonant and vowel features; comparison to Spanish | Recognize evidence for phonological weaknesses in students; emphasize articulation and the distinctive features of phonemes in instruction; use the phoneme charts to interpret and correct student errors |

<sup>\*</sup>Key Abbreviations: F = *LETRS* Foundations, An Introduction to Language and Literacy;

EC = LETRS for Early Childhood Educators; Numbers 1-11 correlate to Core LETRS Modules

| CCSS Domain                                 | Content Knowledge for Teache  | achers of Re            | rs of Reading, Writing, and Language  | Key Applications   |
|---|---|-------------------------|---|--|
|   | Major Topics  | <i>LETRS</i><br>Module* | Subtopics, Module Content   | (what we want leachers to Do)  |
| Reading<br>Foundations,<br><i>continued</i> | Teaching Phoneme Awareness  | F, 2, EC                | Progression of PA development;<br>programs, principles, and techniques<br>of instruction  | Implement the principles of research-based instruction of PA and explain the relationship between PA and other literacy components   |
|   | (Advanced) Phonological<br>Influences on Speech Perception,<br>Production, and Spelling | 2                       | Allophonic variation as represented in<br>students' spellings   | Recognize, interpret, and respond constructively to phonologically driven speech, reading, and spelling errors   |
|   | (Advanced) Phonological Working<br>Memory   | 2, 9                    | Relationship of PWM to reading, speaking, listening, and writing  | Scaffold tasks to accommodate weaknesses in PWM  |
|   | Alphabetic Knowledge and<br>Concepts of Print   | F, EC, 1, 3, 7          | Orthographic processing and its links to language; how "concepts of print" are usually measured in screenings; importance of letter knowledge | Assess and teach letter recognition, letter formation, and alphabetic order; Teach print awareness as necessary  |
|   | Organization of English<br>Orthography  | 3, 7, 10                | 5 levels/principles of orthographic<br>representation   | Expect that any English word can be explained by virtue of its history, phonemegrapheme relationships, positions and sequences of sounds, orthographic rules, and morphology |
|   | Etymology—Word Origin<br>and History  | 3, 10                   | English spelling represents Anglo-Saxon, French, Latin, Greek, and other language influences.   | Identify or investigate the origin of words in an appropriate resource such as the OED; make educated guess on basis of sound, spelling, and meaning                         |

EC = LETRS for Early Childhood Educators; Numbers 1–11 correlate to Core LETRS Modules \*Key Abbreviations: F = LETRS Foundations, An Introduction to Language and Literacy;

| CCSS Domain                          | Content Knowledge for Teacher      | achers of Re            | s of Reading, Writing, anc Language  | Key Applications  |
|--------------------------------------|------------------------------------|-------------------------|--|---|
|                                      | Major Topics                       | <i>LETRS</i><br>Module* | Subtopics, Module Content  | (What We Want leachers to Do)   |
| Reading<br>Foundations,<br>continued | Phoneme-Grapheme<br>Correspondence | F, 3, 7                 | Definition of "grapheme"—letter or letter combination, representing a phoneme;  Knowledge of predictable consonant and vowel correspondences in English; Scope and sequence of explicit instruction;  Principles of phonics and spelling instruction | Use sound-symbol cards to instruct; Use a phoneme-grapheme mapping technique to teach the code; Teach systematic sound blending; Teach to accurate, automatic application of decoding in connected text; Use decodable text for practice; Integrate spelling and reading instruction; use pattern-emphasis spelling program |
|                                      | Position-Based Spelling Patterns   | 3, 10                   | Recognize and explain patterns such<br>as soft c and g; c, k, -ck; -ge, -dge; -ch,-<br>tch; the FLOSS rule; oi/oy; ai/ay   | Use word sorts to familiarize students with patterns  |
|                                      | Six Syllable Types in English      | 3, 10                   | Identify, classify, assemble, and<br>deconstruct multisyllabic words   | Include explicit teaching of syllable patterns<br>in reading and spelling instruction   |
|                                      | Morphology                         | 1, 3, 10                | Identify common Anglo-Saxon, Latin, and Greek morphemes in English words; Distinguish syllables and morphemes; Understand the progression of difficulty (inflectional vs. derivational morphemes, etc.)  | Directly and systematically teach inflectional and derivational morphology; link to word meaning (vocabulary), spelling, and word recognition   |

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| CCSS Domain   | Content Knowledge for Teache         | achers of Re            | rs of Reading, Writing, anc Language  | Key Applications   |
|---|--------------------------------------|-------------------------|---|--|
|   | Major Topics                         | <i>LETRS</i><br>Module* | Subtopics, Module Content   | (What We Want leachers to Do)  |
| Reading<br>Foundations,<br>continued  | Attaining Fluency                    | F, 1, 5                 | Define fluency as sufficient speed to support comprehension); automaticity; Interpret oral reading fluency norms; Explain how (and when) ORF predicts passage comprehension; Explain how fluency develops   | View fluency as characteristic of skilled performance; Identify for whom, when, why, and for how long to use direct fluency-building techniques; Employ a range of techniques to build fluency when appropriate for selected students  |
| Comprehension<br>of Literary and<br>Informational<br>Text (Anchor<br>Standards) | Models of Comprehension<br>Processes | 6, 11                   | The RAND model (text, reader, task, context); Cain and Oakhill (surface, text base, mental model); Levels of language model: word, phrase, sentence, inter-sentence, paragraph, discourse, inter-text connections; Process vs. product; Characteristics of poor comprehenders | Expect that many variables contribute to comprehension or the lack thereof; anticipate multiple ways in which text, task, and context can be varied to enable comprehension; use the framework of surface comprehension, comprehension of the text base, and construction of a mental model to describe comprehension problems |
|   | Text Organization and Genre          | F, 6, 11                | Definition and description of "text complexity"; identification of uses and formats of major genres   | Select and use appropriate graphic organizers for each genre; teach text structure explicitly; determine the approximate difficulty and complexity of texts using established guidelines   |

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| CCSS Domain  | Content Knowledge for Teacher                       | achers of Re            | s of Reading, Writing, anc Language  | Key Applications  |
|--|---|-------------------------|--|---|
|  | Major Topics  | <i>LETRS</i><br>Module* | Subtopics, Module Content  | (What We Want leachers to Do)   |
| Comprehension of Literary and Informational Text (Anchor Standards), continued | Ask and Answer Questions                            | F, 6, 11                | Question forms; connections between grammar, syntax, and answers to questions  | Formulate queries at critical junctures in text; show explicitly where students should look for answers to specific types of questions  |
|  | Reading for Key Ideas and Details                   | F, 6, 11                | Establishing a purpose and goal for reading; enabling gap-filling and bridging inferences; building schemas, background information, and mental models; strategies for MI location | Set a context (background) for reading; explicitly distinguish main idea and detail using techniques such as guided highlighting; mediate inference-making during reading through queries at key junctures in text; use explicit techniques to support retelling, summarization, and evaluation |
|  | Interpret Words and Phrases                         | F, 4, 6, 11             | Word relationships (semantics);<br>figurative language; direct and indirect<br>vocabulary instruction  | Anticipate challenging language; use routine for explicit instruction of important word meanings; emphasize relationships among words   |
|  | Integrate Knowledge and Ideas                       | F, 4, 6, 11             | Identify cohesive devices in text, including reference and substitution; meaning and role of logical connectors  | Explicitly identify in text those words that link ideas within and across texts   |
| Language   | Oral Language and Written<br>Language Relationships | F, EC, 1, 4             | Oral and written language differ;<br>Oral language is learned much earlier<br>and more easily than written   | Continuously and consciously foster oral language development through direct and indirect methods   |
|  | Vocabulary Development and Instruction              | F, EC, 4                | The "vocabulary gap"; relationship to other aspects of language including reading comprehension and writing  | Directly teach key words in depth; use a direct and explicit routine for introducing new words  |

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**Email** 

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ZEBULON, NC 27597-2213

noemail@aol.com

Date prepared: 04/25/2024

Annual payroll

**Annual sales** 

**Number of employees** 

\$2,085,000

Agent JJ1465 \$0

Agent address and phone

GLENN LEWIS INSURANCE AGY

INC

48

PO BOX 1155

ZEBULON, NC 27597 (866) 605-3947

Agency email address

glenn@glennlewisinsurance.com

Agency website

http://www.glennlewisinsurance.com

**Quote Summary** 

Product Proposed effective dates

GLENN LEWIS INSURANCE AGY INC

**Premium** 

Workers' Compensation

04/30/2024 - 04/30/2025

\$1,745.00

Total premium for quote:

\$1,745.00

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ERIE® insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Co., Erie Insurance Property & Casualty Co., Flagship City Insurance Co. and Erie Family Life Insurance Co. (Erie, PA) or Erie Insurance Co. of New York (Rochester, NY). Go to erieinsurance.com for company licensure and product details.

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# the right business insurance matters



# One Agent. One Company. One Easy Choice.

# The ERIE Difference

No matter what policy or suite of products you choose, every ERIE® business policy includes:

- A local, knowledgeable agent ready to answer all of your questions
- Customized coverage specific to your business
- Award-winning, local claims service
- Specially trained and dedicated support team for risk management and loss control
- Convenient payment plan options

### Insurance that Fits

- · Business Auto Insurance
- Business Data Breach Coverage
- · Business Property and Liability Coverage
- Business Umbrella
- Commercial and Contract Bonds
- Crime, Theft and Fraud Insurance
- Employment Practices Liability
- Group Life Insurance
- Key Person Life Insurance and Business Continuation
- Professional Liability
- · Workers' Compensation

### Your Risks, Our Solutions

The ERIE Custom Collection® is a specially designed suite of products and services specific to your

industry. Here are the current ERIE Custom Collection programs:

- Auto Services
- · Breweries, Wineries and Distilleries
- Contractors
- Manufacturers
- Offices and Professional Services
- Restaurants
- Retail
- Technology
- Vet/Pet Care
- · Wholesaler-Distributors

### Get to Know ERIE

ERIE's ranked fourth largest in business insurance based on market share in the 12 states and District of Columbia where we do business.\* We're a top-ranked, regional insurer with more than 12,000 licensed agents, who are business owners just like you. Erie Insurance is rated A+ Superior by A.M. Best Company\*\* and has the financial protection you and your business need. Visit our awards and ranking page found at erieinsurance.com/awards.

With ERIE on your side, you can rest easy knowing your business is secure. Contact me to learn more about an ERIE® business policy that fits your unique needs.

\*ERIE's ranking is based on average commercial lines premium from A.M. Best 2017 data. Combined commercial lines premium includes commercial multi-peril, workers' compensation and commercial auto.
\*\*A.M. Best Company is a global credit-rating agency with a focus on the insurance industry. ERIE\* insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Company, Erie Insurance Property & Casualty Company, Flagship City Insurance Company and Erie Family Life Insurance Company (home offices: Erie, Pennsylvania) or Erie Insurance Company of New York (home office: Rochester, New York). Not all companies are licensed or operate in all states. Not all products and coverages are offered in all states. Policy issuance is subject to eligibility criteria. Go to erieinsurance.com for company licensure and territory information. Insurance products are subject to terms, conditions and exclusions not described in this flyer. The policy contains the specific details of the coverages, terms, conditions, and exclusions.



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Auto • Home • Business • Life



# **Workers' Compensation Business Quotation**

**New Business Quotation** 

Quote provided by

Erie Insurance Company of New York

120 Corporate Woods, Suite 150, Rochester, New York 14623

erieinsurance.com

Prospective Named Insured and mailing address

BETTIS ACADEMY 615 STRATFORD DR ZEBULON, NC 27597-2213

2EB0E011, 110 27 007-22 10

Business (803) 645-6807

Billing option

Phone

Agent

JJ5116 GLENN LEWIS INSURANCE AGY INC

Agency email address

glenn@glennlewisinsurance.com

Proposed effective date of policy

04/30/2024 - 04/30/2025

**Prospective Named Insured's operations** 

School

Legal entity

Limited Liability Company

Agent address and phone

PO BOX 1155 ZEBULON, NC 27597 (866) 605-3947

Agency website

http://www.glennlewisinsurance.com

# **Basic Information**

**Employers liability limit** 

Bodily injury by accident
Bodily injury by disease
Bodily injury by disease
Bodily injury by disease
Bodily injury by disease
\$100,000 Each employee

Risk identification number

WC\_QUOTE 10/23 Page 1 of 5



# Prospective Named Insured BETTIS ACADEMY

Quote number 002173096 Proposed effective date of policy 04/30/2024 - 04/30/2025

**Total Quote Premium** 

ERIE Agent

JJ5116
GLENN LEWIS INSURANCE AGY
INC
(866) 605-3947

\$1,745.00

| State | Code | Classification                                       | Premium Basis Total<br>Estimated Annual<br>Remuneration | Rate per \$100<br>Remuneration | Estimated<br>Annual<br>Premium |
|-------|------|--|---|--------------------------------|--------------------------------|
| NC    | 8810 | Clerical office employees noc                        | \$2,085,000   | 0.06                           | \$1,251                        |
|       | 9898 | Experience Modification Factor                       |   | 1                              | \$0                            |
|       | 0900 | Expense Constant                                     |   |                                | \$160                          |
|       | 9740 | Terrorism  |   | 0.006                          | \$125                          |
|       | 9741 | Catastrophe (Other Than Certified Acts of Terrorism) |   | 0.01                           | \$209                          |
|       |      | Total for North Carolina                             |   |                                | \$1,745.00                     |

This quotation is an estimate of premium based on the information provided by you. This quotation is valid for a period of sixty(60) days from the date the quotation was prepared. This quotation is subject to change, as a result of, but not limited to, additional or inaccurate information, occurrence of losses or a rate change. No coverage is provided by this quotation and it is not an insurance policy. Coverage is not in effect until coverage is bound by an ERIE Agent or ERIE. For specific terms, exclusions and limitations of coverage, refer to the final policy declarations and coverage forms.

Any change to the Municipal Tax Rate, or the Kentucky State Insurance Surcharge rate, may affect your total premium.

Thank you for considering Erie Insurance.

ERIE® insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Co., Erie Insurance Property & Casualty Co., Flagship City Insurance Co. and Erie Family Life Insurance Co. (Erie, PA) or Erie Insurance Co. of New York (Rochester, NY). Go to <a href="mailto:erieinsurance.com">erieinsurance.com</a> for company licensure and product details.

WC\_QUOTE 10/23 Page 2 of 5

# PREMIUM INSTALLMENT OPTIONS

Plan A - Annual

Total premium for plan A - \$1,745.00

Plan B\* - 1/3 down, 1/3 30 days, 1/3 60 days

Total premium for plan B - \$1,745.00 \$581.78 Due 05/30/2024 \$581.61 Due 05/30/2024 \$581.61 Due 06/30/2024

### Plan C\* - Quarter-Quarter-Half

| Total premium for plan C - | \$1,745.00     |
|----------------------------|----------------|
| \$436.25                   | Due 05/30/2024 |
| \$436.25                   | Due 05/30/2024 |
| \$872.50                   | Due 10/30/2024 |

# Plan D\* – Quarterly

| Total premium for plan D - | \$1,745.00     |
|----------------------------|----------------|
| \$436.25                   | Due 05/30/2024 |
| \$436.25                   | Due 07/30/2024 |
| \$436.25                   | Due 10/30/2024 |
| \$436.25                   | Due 01/30/2025 |

### Plan E\* - 9 Month

| i idii L o Montii          |                |
|----------------------------|----------------|
| Total premium for plan E - | \$1,745.00     |
| \$194.04                   | Due 05/30/2024 |
| \$193.87                   | Due 05/30/2024 |
| \$193.87                   | Due 06/30/2024 |
| \$193.87                   | Due 07/30/2024 |
| \$193.87                   | Due 08/30/2024 |
| \$193.87                   | Due 09/30/2024 |
| \$193.87                   | Due 10/30/2024 |
| \$193.87                   | Due 11/30/2024 |
| \$193.87                   | Due 12/30/2024 |

# Plan G – ERIExpresspay – 12 Month

(Only available for automatic payments)

| Total premium for plan G - | \$1,745.00     |
|----------------------------|----------------|
| \$145.36                   | Due 05/30/2024 |
| \$146.04                   | Due 05/30/2024 |
| \$145.36                   | Due 06/30/2024 |
| \$145.36                   | Due 07/30/2024 |
| \$145.36                   | Due 08/30/2024 |
| \$145.36                   | Due 09/30/2024 |
| \$145.36                   | Due 10/30/2024 |
| \$145.36                   | Due 11/30/2024 |
| \$145.36                   | Due 12/30/2024 |
| \$145.36                   | Due 01/30/2025 |
| \$145.36                   | Due 02/28/2025 |
| \$145.36                   | Due 03/30/2025 |
|                            |                |

ERIE PaySense – Allows you to pay Workers' Comp premiums by automatic debit based on your payroll cycle. Restrictions apply; please discuss this option with your agent.

<sup>\*</sup>The installment amount displayed excludes the installment service charge, which will be added at the time the invoice is mailed. Installment service charges do not apply when enrolled in automatic payments.

# POLICYHOLDER DISCLOSURE NOTICE WORKERS COMPENSATION AND EMPLOYERS LIABILITY (NORTH CAROLINA)

### TERRORISM INSURANCE COVERAGE

Our Workers Compensation and Employers Liability Policy covers losses caused by terrorism, subject to all terms, limits, exclusions and conditions of coverage in the policy, including its endorsements. In accordance with the requirements of the federal Terrorism Risk Insurance Act as amended in 2021 ("the Act"), we are providing you with notice disclosing the premium attributable to coverage for certified acts of terrorism as defined in the Act. We are also providing you with notice regarding federal participation in payment of terrorism losses and notice regarding the cap that limits federal and insurer liability for losses from certified acts of terrorism under the terms of the Act.

# DEFINITION OF CERTIFIED ACTS OF TERRORISM

Under the Terrorism Risk Insurance Act, as amended in 2007, the definition of act of terrorism changed. Under Section 102(1) of the Act, the term "act of terrorism" means any act that is certified by the Secretary of the Treasury --- in concurrence with the Secretary of State, and the Attorney General of the United States --- to be an act of terrorism; to be a violent act or an act that is dangerous to human life, property, or infrastructure; to have resulted in damage within the United States, or outside the United States in the case of certain air carriers or vessels or the premises of a United States mission; and to have been committed by an individual or individuals as part of an effort to coerce the civilian population of the United States or to influence the policy or affect the conduct of the United States Government by coercion.

# TERRORISM PREMIUM (CERTIFIED ACTS)

Company

The premium that is attributable to coverage for insured losses resulting from certified acts of terrorism is shown below and does not include any charges for the portion of losses covered by the United States government under the Act:

Rate per \$100 of Remuneration

| Erie Insurance Exchange            | .007 |
|------------------------------------|------|
| Erie Insurance Company             | .008 |
| Flagship City Insurance Company    | .006 |
| Erie Insurance Company of New York | .005 |

# FEDERAL PARTICIPATION IN PAYMENT OF TERRORISM LOSSES and LIMITATION OF INSURER AND FEDERAL LIABILITY

Insured losses resulting from an act of terrorism certified under the Terrorism Risk Insurance Act, as amended, would be partially reimbursed by the United States Government. If the aggregate industry insured losses exceeds \$200,000,000 (\$200 million) in a calendar year, the United States Government will pay 80% of our insured terrorism losses that exceed our insurer deductible. The insurer deductible means, an amount equal to 20% of our direct earned premiums, over the calendar year immediately preceding the year in which the insured loss occurs.

However, the United States Government will not make any payment under the Act for any portion of insured losses resulting from terrorist acts certified under the Act that exceeds \$100,000,000,000 (\$100 billion) in a Program Year (January 1 through December 31).

The Act limits our liability to you under the Workers Compensation and Employers Liability Policy. If aggregate insured losses exceed \$100,000,000,000 (\$100 billion) in a Program Year (January 1 through December 31), and we have met our insurer deductible, we are not liable for the payment of any portion of the amount of insured losses that exceeds \$100,000,000,000 (\$100 billion), and for aggregate insured losses up to \$100,000,000,000 (\$100 billion), we will pay only a pro rata share of insured losses as determined by the Secretary of the Treasury.



Home Office • 100 Erie Insurance Place • Erie, Pennsylvania 16530 • 814.870.2000 Toll free 1,800,458,0811 • Fax 814.870.3126 • www.erieinsurance.com

# **Commercial Insurance Account Proposal**

**Customer and mailing address** 

BETTIS ACADEMY 615 STRATFORD DR

ZEBULON, NC 27597-2213

Contact

Business (803) 645-6807

**Email** 

noemail@aol.com

Date prepared: 04/25/2024

Annual payroll

\$2,085,000

\$0

**Annual sales** 

Number of employees

48

Agent JJ1465

GLENN LEWIS INSURANCE AGY INC

Agent address and phone

GLENN LEWIS INSURANCE AGY

INC

PO BOX 1155

ZEBULON, NC 27597 (866) 605-3947

Agency email address

glenn@glennlewisinsurance.com

Agency website

http://www.glennlewisinsurance.com

**Quote Summary** 

**Product** 

ErieSecure Business™

**Proposed effective dates** 

04/30/2024 - 04/30/2025

**Premium** 

\$28,454.00 \$25,722.00 with pay

plan discount

Total premium for quote:

\$28,454.00

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# the right business insurance matters



# One Agent. One Company. One Easy Choice.

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- A local, knowledgeable agent ready to answer all of your questions
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- Award-winning, local claims service
- Specially trained and dedicated support team for risk management and loss control
- Convenient payment plan options

### Insurance that Fits

- · Business Auto Insurance
- Business Data Breach Coverage
- · Business Property and Liability Coverage
- Business Umbrella
- Commercial and Contract Bonds
- Crime, Theft and Fraud Insurance
- Employment Practices Liability
- Group Life Insurance
- Key Person Life Insurance and Business Continuation
- Professional Liability
- · Workers' Compensation

### Your Risks, Our Solutions

The ERIE Custom Collection® is a specially designed suite of products and services specific to your

industry. Here are the current ERIE Custom Collection programs:

- Auto Services
- · Breweries, Wineries and Distilleries
- Contractors
- Manufacturers
- Offices and Professional Services
- Restaurants
- Retail
- Technology
- Vet/Pet Care
- · Wholesaler-Distributors

### Get to Know ERIE

ERIE's ranked fourth largest in business insurance based on market share in the 12 states and District of Columbia where we do business.\* We're a top-ranked, regional insurer with more than 12,000 licensed agents, who are business owners just like you. Erie Insurance is rated A+ Superior by A.M. Best Company\*\* and has the financial protection you and your business need. Visit our awards and ranking page found at erieinsurance.com/awards.

With ERIE on your side, you can rest easy knowing your business is secure. Contact me to learn more about an ERIE® business policy that fits your unique needs.

\*ERIE's ranking is based on average commercial lines premium from A.M. Best 2017 data. Combined commercial lines premium includes commercial multi-peril, workers' compensation and commercial auto.
\*\*A.M. Best Company is a global credit-rating agency with a focus on the insurance industry. ERIE\* insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Company, Erie Insurance Property & Casualty Company, Flagship City Insurance Company and Erie Family Life Insurance Company (home offices: Erie, Pennsylvania) or Erie Insurance Company of New York (home office: Rochester, New York). Not all companies are licensed or operate in all states. Not all products and coverages are offered in all states. Policy issuance is subject to eligibility criteria. Go to erieinsurance.com for company licensure and territory information. Insurance products are subject to terms, conditions and exclusions not described in this flyer. The policy contains the specific details of the coverages, terms, conditions, and exclusions.



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### ErieSecure Business™ Quotation

**New Business Quotation** 

Quote provided by

### **Erie Insurance Company**

100 Erie Insurance Place Erie, PA 16530 erieinsurance.com

Proposed effective date of policy

04/30/2024 - 04/30/2025

**Prospective Named Insured and mailing address** 

BETTIS ACADEMY 615 STRATFORD DR ZEBULON, NC 27597-2213 **Prospective Named Insured's operations** 

**SCHOOL** 

Phone

Business (803) 645-6807

Legal entity

Limited Liability Company

Billing option

Agent
JJ5116 GLENN LEWIS INSURANCE AGY INC

Agent address and phone

PO BOX 1155 ZEBULON, NC 27597 (866) 605-3947

Agency email address

glenn@glennlewisinsurance.com

Agency website

http://www.glennlewisinsurance.com

ESB\_QUOTE 10/19 Page 1 of 7



### Prospective Named Insured BETTIS ACADEMY

Quote number 002173033

Proposed effective date of policy

04/30/2024 - 04/30/2025

ERIE Agent

JJ5116

GLENN LEWIS INSURANCE AGY

INC

(866) 605-3947

### **Property Protection**

Risk information for Location 1 - Building 1

Address: 615 STRATFORD DR Windstorm/Hail: Property deductible City/State: ZEBULON, NC Insured interest: Building owner

Zip code:27597Building construction:FrameCounty:WAKEYear built:2024Sprinkler:0%Annual sales/revenue:\$50,000

Sprinkler type: N/A
Property deductible\*: \$1,000

Production or process machinery

deductible: \$1,000

Production or process machinery

deductible - Income protection: 1x day

Class code(s): 47476 School - private - elementary, kindergarten, or junior high

\*Property deductible applies unless otherwise indicated below.

Location 1 - Building 1 summary

Coverage Deductible Limit

Property coverage part

Building: Comprehensive perils,100% coinsurance, Replacement cost \$12,000,000 Business personal property: Comprehensive perils,100% coinsurance, Replacement \$350,000

cost

Income protection Actual loss sustained

Period of indemnity - 12 months

Protective safeguard condition: Central station fire alarm system Protective safeguard condition: Automatic extinguishing system

Liability Protection

Commercial general liability coverage

Coverage Deductible Limit

Bodily injury and property damage \$1,000,000 Each occurrence
Personal and advertising injury \$1,000,000 Any one person or

organization

Medical expense payments \$10,000 Any one person

Damage to premises rented to you – Fire legal liability \$1,000,000 Any one premises

General aggregate \$2,000,000
Products – Completed operations aggregate \$2,000,000
Non-owned and hired automobile liability Included

Non-owned and hired automobile liability Included
Damage to customers autos - Legal liability \$200 Included

 Loc
 Bldg
 State
 Class code
 Exposure base
 Amount

 1
 1
 47476 School - private - elementary, kindergarten, or junior high
 Students
 25

Policy Optional Coverages and Exclusions Coverage

Abuse and sexual molestation \$1,000,000 Each claim/ Retroactive date: 04/30/2024 \$2,000,000 Aggregate

Colleges or schools (Limited form)

ESB\_QUOTE 10/19 Page 2 of 7

Deductible

Limit



### Prospective Named Insured BETTIS ACADEMY

Quote number 002173033

Proposed effective date of policy 04/30/2024 - 04/30/2025 ERIE Agent

JJ5116

GLENN LEWIS INSURANCE AGY

INC

(866) 605-3947

| Dalian Ontional Community of European Community               |                        |                             |
|---|------------------------|-----------------------------|
| Policy Optional Coverages and Exclusions (continued) Coverage | Deductible             | Limit                       |
| Cyber suite   | \$1,000 Per occurrence | \$50,000 Aggregate          |
| Cyber extortion   |                        | \$10,000                    |
| Misdirected payment fraud                                     |                        | \$10,000                    |
| Computer fraud  |                        | \$10,000                    |
| Telecommunications fraud                                      |                        | \$10,000                    |
| Data breach response expenses                                 |                        | Included                    |
| Public relations  |                        | \$10,000 Per occurrence     |
| Reputational harm   |                        | \$10,000 Per occurrence     |
| Computer attack   |                        | Included                    |
| Public relations  |                        | \$10,000 Per occurrence     |
| Reward payments   |                        | Included                    |
| Reward payments sublimit per policy period                    |                        | \$25,000 Per occurrence     |
| Privacy incident liability                                    |                        | Included                    |
| Privacy incident defense                                      |                        |                             |
| Privacy incident liability                                    |                        |                             |
| Network security liability                                    |                        | Included                    |
| Network security defense                                      |                        |                             |
| Network security liability                                    |                        |                             |
| Electronic media liability                                    |                        | Included                    |
| Electronic media defense                                      |                        |                             |
| Electronic media liability                                    |                        |                             |
| Identity recovery – Owners and employees                      |                        | \$25,000                    |
| Professional liability – Teachers                             |                        | \$1,000,000 Each occurrence |
| Number of teachers: 22  |                        |                             |

Exclusion - Perfluoroalkyl and Polyfluoroalkyl Substances (PFAS)

Abuse or molestation exclusion

Exclusion – Athletic or sports participants

Description of operation(s): school sportss

Exclusion - Corporal punishment

Exclusion - Data breach response expenses

Exclusion – Injury to volunteer firefighters

Exclusion - Law enforcement activities

ESB\_QUOTE 10/19 Page 3 of 7



### Prospective Named Insured

BETTIS ACADEMY

Quote number 002173033

Proposed effective date of policy 04/30/2024 - 04/30/2025 ERIE Agent

JJ5116 GLENN LEWIS INSURANCE AGY

INC (866) 605-3947

### Extensions and additional coverages

### Extensions and additional coverages - Not additional limit:

| Coverage   | Deductible | Limit                            | Premium  |
|--|------------|----------------------------------|----------|
| Additional insured - Lessor of leased equipment                |            |                                  | Included |
| Additional insured - Managers or owners of buildings           |            |                                  | Included |
| Additional insured - Mortgagee, assignee, or receiver          |            |                                  | Included |
| Building ordinance or law - Income protection                  |            | Income protection limit          | Included |
| Building ordinance or law - Undamaged part of the building*    |            | Bldg limit                       | Included |
| Collapse*  |            | Bldg limit                       | Included |
| Damage to customers autos                                      | \$200      | · ·                              | Included |
| Equipment breakdown - Ammonia contamination*                   |            | \$25,000                         | Included |
| Equipment breakdown - Electronic data restoration*             |            | \$50,000                         | Included |
| Equipment breakdown - Expediting expenses*                     |            | \$25,000                         | Included |
| Equipment breakdown - Hazardous substances*                    |            | \$25,000                         | Included |
| Equipment breakdown - Off-premises equipment breakdown*        |            | \$25,000                         | Included |
| Equipment breakdown - Off-premises utility properties failure* |            | \$25,000                         | Included |
| Equipment breakdown - Public relations*                        |            | \$5,000                          | Included |
| Equipment breakdown - Refrigerated Property                    |            | Business personal property limit | Included |
| Equipment breakdown - Temperature change                       |            | Business personal property limit | Included |
| Fences, walks, unattached outbuildings, tennis courts, and     |            | \$25,000                         | Included |
| inground swimming pools*                                       |            |                                  |          |
| Fire legal liability   |            |                                  | Included |
| Fungus, wet rot, dry rot and bacteria (not available in NY)*   |            | \$25,000                         | Included |
| Host liquor liability  |            |                                  | Included |
| Incidental medical malpractice                                 |            |                                  | Included |
| Lawns*   |            | \$2,500 per loss                 | Included |
| Merchandise in shipment*                                       |            | Business personal property limit | Included |
| Moving clause*   |            | Business personal property limit | Included |
| Municipal supervisors  |            |                                  | Included |
| Non-owned and hired automobile liability                       |            |                                  | Included |
| Non-owned watercraft (under 51 feet in length)                 |            |                                  | Included |
| Primary and non-contributory insurance                         |            |                                  | Included |
| Refrigerated property*   |            | Business personal property limit | Included |
| Temperature change*  |            | Business personal property limit | Included |
| Trees, shrubs, and plants*                                     |            | \$1,000 Ea./\$10,000 per loss    | Included |
| Volunteer workers - Medical payments                           |            |                                  | Included |
| Waiver of subrogation  |            |                                  | Included |

### Extensions and additional coverages - Additional limit:

| Coverage  | Deductible | Limit                          | Premium  |
|---|------------|--------------------------------|----------|
| Accounts receivable*                                      | \$200      | \$25,000                       | Included |
| Arson and theft reward (not available in NY)*             | \$0        | \$10,000                       | Included |
| Attorney's fees   |            | \$250                          | Included |
| Building ordinance or law-Increased cost of construction* |            | \$25,000                       | Included |
| Check, credit, debit card forgery or alteration*          | \$200      | \$5,000                        | Included |
| Collapse - Sinkhole fill-in expenses*                     |            | \$20,000                       | Included |
| Counterfeit money*  | \$100      | \$1,000 per workday            | Included |
| Debris removal*   |            | 5% of Bldg & Business personal | Included |
|   |            | property + \$25,000            |          |
| Demolition cost   |            | \$25,000                       | Included |
| Electronic data processing equipment - Computer virus*    |            | \$15,000                       | Included |

ESB\_QUOTE 10/19



### Prospective Named Insured BETTIS ACADEMY

Quote number 002173033

Proposed effective date of policy 04/30/2024 - 04/30/2025 ERIE Agent
JJ5116
GLENN LEWIS INSURANCE AGY

INC (866) 605-3947

### Extensions and additional coverages - Additional limit (continued) :

| Coverage  | Deductible     | Limit                                | Premium  |
|---|----------------|--------------------------------------|----------|
| Electronic data reproduction - Expenses for reproduction or replace | ement*         | \$25,000                             | Included |
| Employee dishonesty*  | \$200          | \$10,000                             | Included |
| Expenses for loss adjustment*                                       | \$0            | \$5,000                              | Included |
| Expenses for security*  | \$0            | \$2,500                              | Included |
| Fine arts*  |                | \$25,000                             | Included |
| Fire department service charge*                                     | \$0            | All reasonable Charges               | Included |
| Fire extinguisher recharge*   | \$0            | All reasonable Charges               | Included |
| Heating and air conditioning equipment*                             |                | \$20,000                             | Included |
| Income protection- Computer operations*                             | \$0            | \$25,000                             | Included |
| Income protection for dependent properties*                         | \$0            | \$25,000                             | Included |
| Income protection - Off-premises utility properties failure*        | 24 Hour        | \$25,000                             | Included |
|   | waiting period |                                      |          |
| Key replacement*  | \$200          | \$5,000                              | Included |
| Laptop computers off-premises*                                      | \$200          | \$10,000                             | Included |
| Money and securities*   | \$500          | \$10,000                             | Included |
| Motor truck cargo   |                | \$25,000                             | Included |
| Motor truck cargo - Tools & equipment*                              |                | \$1,000                              | Included |
| Newly acquired or constructed property - Buildings*                 |                | 50% of Building (up to \$500,000)    | Included |
| Newly acquired property - Business personal property*               |                | 25% of Business personal property    | Included |
|   |                | (up to \$250,000)                    |          |
| Newly acquired property - Income protection*                        |                | One month's actual loss of business  | Included |
|   |                | income (up to \$250,000)             |          |
| Non-owned detached trailers*  | \$200          | \$5,000                              | Included |
| Peak season*  |                | 25% of Business personal property    | Included |
| Personal articles*  | \$200          | \$10,000                             | Included |
| Pollutants clean up and removal*                                    |                | \$25,000                             | Included |
| Property in danger*   |                | Business personal property limit (up | Included |
|   |                | to 45 days)                          |          |
| Temporarily off-premises - Business personal property and PPO*      |                | \$25,000                             | Included |
| Temporarily off-premises - Sales samples*                           |                | \$5,000                              | Included |
| Transportation*   |                | \$25,000                             | Included |
| Valuable papers & records*  | \$200          | \$25,000                             | Included |
|   |                |                                      |          |

<sup>\*</sup> Coverage applies if building and/or business personal property exists. See "Property coverage part" for details.

ESB\_QUOTE 10/19 Page 5 of 7



### Prospective Named Insured BETTIS ACADEMY

Quote number 002173033 Proposed effective date of policy 04/30/2024 - 04/30/2025 ERIE Agent
JJ5116
GLENN LEWIS INSURANCE AGY
INC
(866) 605-3947

### ErieSecure Business™ Quotation

### **Quote Premium Summary**

| Coverage  | Annual premium             |
|---|----------------------------|
| Property Coverage Building(s):  | \$22,920                   |
| Business personal property: Income protection: Equipment breakdown - Including TechAdvantage: | \$1,015<br>\$28<br>\$2,097 |
| Property optional coverages: General Liability Coverage:                                      | \$779<br>\$89              |
| Liability optional coverages:   | \$1,526                    |
| Total net premium: Final premium:   | \$28,454<br>\$28,454.00    |

This quotation is an estimate of premium based on the information provided by you. This quotation is valid for a period of sixty (60) days from the date the quotation was prepared. This quotation is subject to change, as a result of, but not limited to, additional or inaccurate information, occurrence of losses or a rate change. No coverage is provided by this quotation and it is not an insurance policy. Coverage is not in effect until coverage is bound by an ERIE agent or ERIE. For specific terms, exclusions and limitations of coverage, refer to the final policy declarations and coverage forms.

Any change to the Municipal Tax Rate, or the Kentucky State Insurance Surcharge rate, may affect your total premium.

Thank you for considering Erie Insurance.

ERIE® insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Co., Erie Insurance Property & Casualty Co., Flagship City Insurance Co. and Erie Family Life Insurance Co. (Erie, PA) or Erie Insurance Co. of New York (Rochester, NY). Go to <a href="mailto:eriensurance.com">erieinsurance.com</a> for company licensure and product details.

ESB\_QUOTE 10/19 Page 6 of 7

### PREMIUM INSTALLMENT OPTIONS

| Plan A – Annual               |                | Plan J* – 10 Month                                       | l maliaiaa)                   |
|-------------------------------|----------------|--|-------------------------------|
| \$25,722.00                   | Total premium  | (Only valid on account billed                            |                               |
| Plan C* – Quarter-Quarter-H   | •              | Total premium for plan J -<br>\$2,845.40                 | \$28,454.00<br>Due 05/30/2024 |
| Total premium for plan C -    | \$28,454.00    | \$2,845.40   | Due 05/30/2024                |
| \$7,113.50                    | Due 05/30/2024 | \$2,845.40   | Due 06/30/2024                |
| \$7,113.50                    | Due 05/30/2024 | \$2,845.40   | Due 07/30/2024                |
| \$14,227.00                   | Due 10/30/2024 | \$2,845.40   | Due 08/30/2024                |
| Plan D* – Quarterly           |                | \$2,845.40   | Due 09/30/2024                |
| Total premium for plan D -    | \$28,454.00    | \$2,845.40   | Due 10/30/2024                |
| \$7,113.50                    | Due 05/30/2024 | \$2,845.40   | Due 11/30/2024                |
| \$7,113.50                    | Due 07/30/2024 | \$2,845.40   | Due 12/30/2024                |
| \$7,113.50                    | Due 10/30/2024 | \$2,845.40   | Due 01/30/2025                |
| \$7,113.50                    | Due 01/30/2025 | Plan K* – 11 Month                                       |                               |
| Plan E* – 9 Month             |                | (Only valid on account billed                            | policies)                     |
| Total premium for plan E -    | \$28,454.00    | Total premium for plan K -                               | \$28,454.00                   |
| \$3,161.56                    | Due 05/30/2024 | \$2,586.73   | Due 05/30/2024                |
| \$3,161.52                    | Due 05/30/2024 | \$2,586.70   | Due 05/30/2024                |
| \$3,161.56                    | Due 06/30/2024 | \$2,586.73   | Due 06/30/2024                |
| \$3,161.56                    | Due 07/30/2024 | \$2,586.73   | Due 07/30/2024                |
| \$3,161.56                    | Due 08/30/2024 | \$2,586.73   | Due 08/30/2024                |
| \$3,161.56                    | Due 09/30/2024 | \$2,586.73   | Due 09/30/2024                |
| \$3,161.56                    | Due 10/30/2024 | \$2,586.73   | Due 10/30/2024                |
| \$3,161.56                    | Due 11/30/2024 | \$2,586.73   | Due 11/30/2024                |
| \$3,161.56                    | Due 12/30/2024 | \$2,586.73   | Due 12/30/2024                |
| Plan H* – Semi-Annual         |                | \$2,586.73   | Due 01/30/2025                |
| (Only valid on account billed | 1 policies)    | \$2,586.73   | Due 02/28/2025                |
| Total premium for plan H -    | \$28,454.00    | Plan L* – 12 Month                                       | l ==li=i==\                   |
| \$14,227.00                   | Due 05/30/2024 | (Only valid on account billed                            |                               |
| \$14,227.00                   | Due 10/30/2024 | Total premium for plan L -<br>\$2,371.17                 | \$28,454.00<br>Due 05/30/2024 |
| Plan G – ERIExpresspay – 1    | 12 Month       | \$2,371.13   | Due 05/30/2024                |
| (Only available for automatic |                | \$2,371.17   | Due 06/30/2024                |
| Total premium for plan G -    |                | \$2,371.17   | Due 07/30/2024                |
| \$2,371.17                    | Due 05/30/2024 | \$2,371.17   | Due 08/30/2024                |
| \$2,371.13                    | Due 05/30/2024 | \$2,371.17   | Due 09/30/2024                |
| \$2,371.17                    | Due 06/30/2024 | \$2,371.17   | Due 10/30/2024                |
| \$2,371.17                    | Due 07/30/2024 | \$2,371.17   | Due 11/30/2024                |
| \$2,371.17                    | Due 08/30/2024 | \$2,371.17   | Due 12/30/2024                |
| \$2,371.17                    | Due 09/30/2024 | \$2,371.17   | Due 01/30/2025                |
| \$2,371.17                    | Due 10/30/2024 | \$2,371.17   | Due 02/28/2025                |
| \$2,371.17                    | Due 11/30/2024 | \$2,371.17   | Due 03/30/2025                |
| \$2,371.17                    | Due 12/30/2024 |  |                               |
| \$2,371.17                    | Due 01/30/2025 | Plan M – Annual Escrow<br>(Only valid on single billed p | olicies)                      |
| \$2,371.17                    | Due 02/28/2025 | \$28,454.00  | Due 05/30/2024                |
| \$2,371.17                    | Due 03/30/2025 |  |                               |

<sup>\*</sup>The installment amount displayed excludes the installment service charge, which will be added at the time the invoice is mailed. Installment service charges do not apply when enrolled in automatic payments.

### DISCLOSURE NOTICE PURSUANT TO TERRORISM RISK INSURANCE ACT

#### **SCHEDULE**

| <b>Terrorism Premium (Certified Acts) \$ 4</b> – This is the portion of your annual premium attributable to coverage for terrorism (Certified Acts) under the ErieSecure Business policy (\$4.00 per policy issued). |
|--|
| Additional Information, if any, concerning the terrorism premium:  |
|  |
| SCHEDULE – PART II (Refer to Paragraph B. in this endorsement)   |
| Federal share of Terrorism Losses 80%  |
|  |
|  |
|  |

#### A. Disclosure of Premium

In accordance with the federal Terrorism Risk Insurance Act, we are required to provide you with a notice disclosing the portion of your premium, if any, attributable to coverage for terrorist acts certified under the Terrorism Risk Insurance Act. The portion of your premium attributable to such coverage is shown in the Schedule above.

### B. Disclosure of Federal Participation In Payment Of Terrorism Losses

The United States Government, Department of the Treasury, will pay a share of terrorism losses insured under the federal program. The federal share equals a percentage (as shown in Part II of the Schedule of this endorsement) of that portion of the amount of such insured losses that exceeds the applicable insurer retention. However, if aggregate insured losses at-

tributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year, the Treasury shall not make any payment for any portion of the amount of such losses that exceeds \$100 billion.

### C. Cap On Insurer Participation In Payment Of Terrorism Losses

If aggregate insured losses attributable to terrorist acts certified under the Terrorism Risk Insurance Act exceed \$100 billion in a calendar year, and we have met our insurer deductible under the Terrorism Risk Insurance Act, we shall not be liable for the payment of any portion of the amount of such losses that exceeds \$100 billion, and in such case insured losses up to that amount are subject to pro rata allocation in accordance with procedures established by the Secretary of the Treasury.

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### cyber suite

ErieSecure Business®



In order to provide you with superior cyber protection, ERIE® offers Cyber Suite coverage. Cyber Suite includes the following coverages:

| Cyber Suite First Party Coverages |  |  |
|-----------------------------------|--|--|
| Data Breach Response Expenses     | A first party coverage designed to provide the insured with the resources to respond to a breach of personal information.  |  |
| Computer Attack                   | Computer Attack is a first party coverage designed to respond to a computer attack that damages the insured's data and systems.  |  |
| Cyber Extortion                   | Cyber Extortion is a first party coverage designed to help an insured respond to an extortion threat.  |  |
| Misdirected Payment Fraud         | A first party coverage designed to respond to a situation where the insured or the insured's bank has been deceived into sending money to a fraudulent destination.  |  |
| Computer Fraud                    | A first party coverage designed to respond to a situation where an unauthorized party gains access to the insured's computer system and uses that access to enter or alter data, causing money to be sent to a fraudulent destination. |  |
| Telecommunications Fraud          | A first party coverage designed to provide payments owed to a telephone service provider due to a computer attack.   |  |

| Cyber Suite Third Party Coverages |  |  |
|-----------------------------------|--|--|
| Privacy Incident Liability        | A third party coverage designed to provide defense and settlement costs within the Limit in the event of a suit related to a breach of personal information.   |  |
| Network Security Liability        | A third party coverage designed to provide defense and settlement costs within the Limit in the event of a suit alleging that a system security failure on the part of the insured caused damage to a third party. |  |
| Electronic Media Liability        | A third party coverage designed to provide defense and settlement costs within the Limit in the event of a suit alleging that information displayed by the insured on a website caused damage to a third party.    |  |

In addition to Cyber Suite, ERIE offers two Identity Recovery coverage options for additional premium:

- · Identity Recovery Owners; and
- Identity Recovery Owners and Employees

ERIE recommends selecting one of these in conjunction with Cyber Suite to round out your cyber protection.

ERIE\* insurance products and services are provided by one or more of the following insurers: Erie Insurance Exchange, Erie Insurance Company, Erie Insurance Property & Casualty Company, Flagship City Insurance Company and Erie Family Life Insurance Company (home offices: Erie, Pennsylvania) or Erie Insurance Company of New York (home office: Rochester, New York). The companies within the Erie Insurance Group are not licensed to operate in all states. Go to erieinsurance.com for company licensure information.

The insurance products and rates, if applicable, described in this advertisement may be changed at any time. Eligibility will be determined at the time of application based upon applicable underwriting guidelines and rules in effect at that time. Not all products are offered in all states.

This advertisement is not an Insurance policy, endorsement, contract or offer of coverage. Insurance products are subject to terms, conditions and exclusions not described in this advertisement. The policy contains the specific details of the coverages, terms, conditions and exclusions. See policy or your ERIE agent for details.

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Home Office · 100 Erie Insurance Place · Erie, PA 16530 · 814.870.2000 · erieinsurance.com



Signature \_

# Charter School Board Member Background Check Form

| Board Member Background Check   |
|---|
| Each member of the founding board <u>must</u> submit a completed background check that meets the following parameters:  |
| 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN has been used).  |
| 2) Background check must include any additional aliases that have been used by the individual.  |
| 3) Background check must include a completed county level check for any county returned in the Social Security Trace.   |
| 4) Background check must include a completed <u>nationwide check.</u>   |
|   |
|   |
| Certification Statement:  |
| Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.  |
| If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the verdict, and the final disposition. |
| I, Jessiku Hinds, certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation.   |
| Signature   |
| I,, certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.   |

Date



### Charter School Board Member Background Check Form

### Board Member Background Check

| Each member of the founding board | must submit a completed background check that meets the following parameters: |
|-----------------------------------|---|
|                                   | research stand check that meets the following parameters:                     |

- 1) Background check must include a Social Security Trace (which scans his/her SSN and lists every county/state of residence where that SSN
- 2) Background check must include any additional aliases that have been used by the individual.
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.
- 4) Background check must include a completed nationwide check.

| Certi | fication | Statement |
|-------|----------|-----------|
| Ceru  | HEALIGH  | Signement |

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the

| charge, the charge, the verdict, | and the final disposition.  |
|----------------------------------|---|
| I, Allison L. Brown              | , certify that I have not been convicted of any misdemeanor or felony other than a minor traffic violation. |
| Signature M. L. L                | Date <u>4-23-2024</u>   |
| I,                               | , certify that I have been convicted of a misdemeanor or felony other than a minor traffic violation.       |
| Signature                        | Date  |
|                                  |   |



### **Charter School Required Signature Certification**

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third-party contracts with individuals or companies.

The selected Board Attorney that he/she has reviewed with the full Board of Directors,

|   |        | within the application, all the governance documents and liabilities associated with   |
|---|--------|--|
|   | being  | on the Board of a Non-Profit Corporation.  |
|   | 0      | Name of the Selected Board Attorney:   |
|   |        | David R. Hostetler, Esq.   |
|   | 0      | Date of Review:  |
|   |        | April 24, 2024   |
|   | 0      | Signature of Board Members Present (Add Signature Lines as Needed):  |
|   |        |  |
|   |        | · Rashie   |
|   |        | · au y   |
|   |        | · Duce   |
|   |        |  |
|   |        | · Prana Vex  |
|   |        | •  |
|   |        | The same of the sa |
| * | The se | elected Board Auditor that he/she has reviewed with the full Board of Directors, listed  |
|   |        | the application, all the items required for the annual audit and 990 preparations.   |
|   | 0      | Name of the Selected Board Auditor: Tay E. Sharpe CPA CFE  |
|   | 0      | Date of Review: April 24 2024  |
|   | 0      | Signature of Board Members Present (Add Signature Lines as Needed):  |
|   |        |  |
|   |        | · Rosho  |
|   |        | a p  |
|   |        | · Dules  |
|   |        |  |
|   |        | · Mana Ves   |
|   |        | 10 miles   |

| *  |   | ontracting with a CMO/EMO, that the selected management company has reviewed with         |
|----|---|---|
|    |   | full Board of Directors, listed within the application, all the items required and the    |
|    |   | ciated management contract and operations.  Name of the Contact for Selected EMO/CMO:     |
|    | • | Date of Review:   |
|    | ( | Signature of Board Members Present (Add Signature Lines as Needed):                       |
|    |   |   |
|    |   |   |
|    |   | •   |
|    |   | •   |
|    |   |   |
|    |   |   |
|    |   | ntracting with a financial management service provider that the selected financial        |
|    |   | ce provider has reviewed with the full Board of Directors, listed within the application, |
|    |   | e financial processes and services provided.  |
|    | C | Tunite of the Contact,  |
|    |   | Christy Mickolauson  Name of the Selected Financial Service Provider:                     |
|    | С |   |
|    | 0 | Acadia NorthStar, LLC Date of Review:   |
|    | Ü | April 24, 2024  |
|    | 0 | Signature of Board Members Present (Add Signature Lines as Needed):                       |
|    |   |   |
|    |   | • Rashe   |
|    |   |   |
|    |   | - Calles  |
|    |   |   |
|    |   | · flanades  |
|    |   |   |
|    |   | proposed Board of Directors, listed within the application, is contracting with a         |
|    |   | e provider to operate PowerSchool that the service provider has reviewed all of the       |
| 11 |   | ial processes and services provided.  Name of the Contact:                                |
|    | 0 | Name of the Contact:  |
|    | 0 | Name of the Selected PowerSchool Service Provider:  |
|    | 0 | Date of Review:   |
|    | 0 | Signature of Board Members Present (Add Signature Lines as Needed):                       |
|    |   |   |
|    |   |   |
|    |   |   |
|    |   |   |
|    |   | •   |
|    |   |   |

| I, <u>Allison</u> L. Brown<br>Member has reviewed and participated in the sele   | ection of the individuals and vendors attached to |  |
|--|---|--|
| this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as |   |  |
| Bettis AcademyChar   | rter School is true and correct in every respect. |  |
| Signature Dr. Z. R   |   |  |
| Date 4-24-2024   |   |  |

### NC 6th Grade Science Proposed Curriculum Outline

| Week  | Unit                                  | Topics  | Standards                               |
|-------|---------------------------------------|---|---|
| 1-4   | Earth Systems and Weather             | Earth's Atmosphere, Layers of the Atmosphere                        | - 6.E.1.1 - 6.E.1.2                     |
| 5-8   | Earth Systems and Weather             | Weather vs. Climate, Factors Affecting Weather                      | - 6.E.1.3 - 6.E.1.4 - 6.E.1.5 - 6.E.1.6 |
| 9-11  | Earth's Atmosphere and<br>Hydrosphere | Climate Zones, Climate Change, Human Impact on Climate              | - 6.E.1.7 - 6.E.1.8 - 6.E.1.9           |
| 12-14 | Earth's Atmosphere and<br>Hydrosphere | Earth's Water Cycle, Distribution of Water Resources,<br>Weathering | - 6.E.1.10 - 6.E.1.11 - 6.E.2.1         |
| 15-17 | Ecosystems                            | Components of Ecosystems, Interactions in Ecosystems                | - 6.L.2.1 - 6.L.2.2                     |
| 18-20 | Ecosystems                            | Energy Flow in Ecosystems, Food Chains and Food Webs                | - 6.L.2.3 - 6.L.2.4                     |
| 21-23 | Ecosystems                            | Biodiversity, Threats to Ecosystems                                 | - 6.L.2.5 - 6.L.2.6                     |

| 24-26 | Earth's Structure and Plate<br>Tectonics | Layers of the Earth, Plate Tectonics Theory      | - 6.E.2.5 - 6.E.2.6                                  |
|-------|--|--|--|
| 27-29 | Earth's Structure and Plate<br>Tectonics | Types of Plate Boundaries, Earthquakes           | - 6.E.2.7 - 6.E.2.8                                  |
| 30-32 | Earth's Structure and Plate<br>Tectonics | Volcanoes, Impact of Natural Disasters on Humans | - 6.E.2.9 - 6.E.2.10                                 |
| 33    | Energy and Energy Resources              | Forms of Energy, Energy Transformations          | - 6.P.3.1 - 6.P.3.2                                  |
| 34    | Final Review                             | Final review of all content.                     | - Review all standards covered throughout the course |

### **Area of Proposed Coverage**

Comprehensive General Liability

Officers and Directors/Errors and Omissions

**Property Insurance** 

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

**Total Cost** 

### **Proposed Amount of Coverage**

\$1,000,000.00/occurrence \$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00

### **Property Coverage**

| Building                     | \$22,920.00 |
|------------------------------|-------------|
| Business Personal Property   | \$1,015.00  |
| Income Protection            | \$28.00     |
| Equipment Breakdown          | \$2,097.00  |
| Property Optional Coverages  | \$779.00    |
| General Liability Coverage   | \$89.00     |
| Liability Optional Coverages | \$1,526.00  |
| Worker's Compensation        | \$1,745.00  |
| Total Net Premium            | \$30,199.00 |

Cost (Quote)



April 12, 2024

#### **VIA EMAIL:**

North Carolina Department of Public Instruction Office of Charter Schools 301 N. Wilmington Street Raleigh, NC 27601-2825

RE: Bettis Academy

To Whom It May Concern:

On behalf of Performance Charter School Development (Performance) and Hawkins Companies (100% owner of Performance), I am pleased to submit this letter of support to develop and finance facility improvements for Bettis Academy upon approval of their charter.

Performance is a full-service real estate development company with offices in Boise, Idaho and Scottsdale, Arizona. Performance and Hawkins Companies have completed about 300 projects across 28 states (including North Carolina) over the last 45 years. Performance supports high quality charter schools by providing financing and development services. Over the last six years, Performance invested over \$275 million into 22 different charter school facilities of similar nature and scope to the subject's.

Performance and Hawkins Companies hold Bettis Academy in the highest regard.

If you have any questions, please contact me at 480-459-0458.

Sincerely,

Jesse Shetlar

Jesse Shetlar President



919-442-8593 855-844-0698 (fax) 4711 Hope Valley Road, Suite 4F-512, Durham, NC 27707

www.Lex-is.com Services@Lex-is.com

*434-210-7474 (direct)* 

David R. Hostetler, Esq.

hos@Lex-is.com (direct)

April 22, 2024

Via Email: bettisacademync@gmail.com

Allison L. Brown
Bettis Academy
Founder/Executive Director

RE: Legal Services for Bettis Academy

Ms. Brown,

This is to confirm that Lexis Services will be available to assist you and your team, by providing legal counsel, policy and document services, and training as needed for the benefit of Bettis Academy, its board, and staff.

I have worked with charter school administrators such as you since the inception of the N.C. Charter Act in 1996. I look forward to working with you and your colleagues.

Sincerely yours,

**David Hostetler** 

### Jessika O. Bragg-Hinds

Bettis Academy, Board of Directors-Board Member

#### Contact

### 604 Birchhead Dr Zebulon, NC 27597 414-510-1191 jessiesconsulting.us@gmail.com

### Objective

opportunity.

Innovative learning solutions leader with 9 years' experience in education, and 15+ years in technology. Successful track record of managing learning communities, promoting and assessing educational needs for underserved student populations. Proven ability to research, analyze data, and leverage trends to promote programs and meet organizational goals. Committed to providing equitable education opportunities for all

Joining the Bettis Academy board will allow me to share technology and career readiness passion with future scholars. Bettis Academy mission and values are what the future generation needs and I'll like to be apart of this

### Education

# Cardinal Stritch University Milwaukee, Wisconsin MEd, Instructional Technology 2011

Lakeland University Sheboygan, Wisconsin BA, Computer Science 2009

### Key Skills

Adult Learning Facilitation
Curriculum design
Project Management
Research and Development
Community Relations

### Professional Experience

students across demographic strata.

#### Chief Technology Officer (2005- Present)

Set project goals, maintain project timelines, budgeting estimates and stakeholder status reports to meet goals according to client objectives. Increased client performance by 50% on computer technology and usage. Conduct risk assessments for projects. Create innovative design and marketing material for various platforms.

#### • Educator (2014-2018)

Served in multiple roles from Education Assistant to Assistant Director in the K-12 and Higher Education realm. Managed business relations, including new and existing partnerships, sponsors, and education providers. Increased placements for the student internship sites (Healthcare and Information Technology) by 100% and increased placements for student apprenticeships by 35%. Assisted Director with budgets and finances and provided budgetary reports. Ensured the accuracy of data tracking and accountability toward metrics by analyzing and reviewing data.



#### Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. Please include a one-page resume with this form and sign by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

## Name of charter school Bettis Academy

| Board Member's Information |  |
|----------------------------|--|
| Board Members              | Full name: Quentin O. Miles                          |
|                            | Home Address: 615 Stratford Drive, Zebulon, NC 27597 |
|                            | Business Name & Address:                             |
|                            | Telephone No.: 703-598-4150                          |
|                            | E-mail address: Quentin.o.miles@gmail.com            |

| charter school, a non-public school, or any non-profit corporation? | No: X Yes:  |
|---|---|
| Educational History   | Class of 1989 Zebulon High School, Zebulon, NC                              |
|   | Class of 1990 Marine Corps Recruit Depot, Parris Island, SC                 |
|   | Class of 1991 Marine Corps Engineer School, Camp Legeune, NC                |
| -   | Studied Business Administration at University of Hawaii and Shaw University |
|   |   |
| Employment History  | Town Commissioner, Town of Zebulon, NC, 2021-Present                        |
|   | Muddy Boots, Owner/Farmer, 2021-Present                                     |
|   | Seekers, Owner, 2013-Present  |
|   | Visual Information Specialist, Drug Enforcement Administration, 2007-2017   |
|   | Combat Engineer, United States Marine Corps, 1990-1996                      |
|   |   |
| How were you recruited to join this Board of Directors?             | I was recruited by the founder and current Board Chairman to serve on       |

**Board Member Application** 

Yes: □

I wish to serve on this Board for a myriad of reasons. I believe a well-rounded, consummate education is the cornerstone for a successful future and I believe

this should be made available to all, regardless of income, background, race, religion, ability, orientation, etc. I believe this school will complement existing

No: X

Have you previously served on a board of a school district, another

Why do you wish to serve on the board of the proposed charter

school?

|  | educational institutions in Eastern Wake County and will provide greater educational opportunities to more students.   |
|--|--|
| How were you recruited to join this Board of Directors?  | I was recruited by the founder and current Board Chairman to serve on the Board of Directors.  |
| Why do you wish to serve on the board of the proposed charter school?  | As a retired combat Marine, photographer, Town Commissioner, dad, grandfather, and uncle, serving on this Board will allow me to contribute my unique set of skills that will enhance the composition of the Board, the faculty, and the students.   |
| What is your understanding of the appropriate role of a public charter school board member?  | Generally speaking, the Board's initial role as a whole includes ensuring the launch of the endeavor stays on course. The first Board will be tasked with creating by-laws, setting goals, fundraising, promoting and upholding the decided upon mission, vision, and educational goals of the school.   |
|  | As a member of the Board, the individual member's role includes being committed to active involvement, transparency, communication, and to ensure the Board and the institution abide by all existing rules, regulations, laws, best practices, etc.  As the school grows and prospers, the roles of the Board as a whole and the individual member will evolve as well to include responsibilities such as the recruitment and vetting of new board members and continued assessments of goals set forth. |
| Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you can be an effective board member. | I currently serve as a Commissioner for the Town of Zebulon and was Mayor Pro Tem for 2 years. I also serve on the State Employee Credit Union Board, the Eastern Regional Center Board, and am a member of the Rotary Club of Zebulon, the American Legion, the Disabled American Veterans, the Veterans of Foreign Wars, and the Patriot Guard Riders.   |
| Describe the specific knowledge and experience that you would bring to the board.  | The combination of my life experiences has left me with valuable and unique skills that include understanding the importance of engaging in the art of synergistic, honest, respectful conversations that allow for the discussions of the perceived "tough" topics and how these are necessary  |

| in working towards a common goal and achieving the best results for the |
|---|
| whole.  |

| School Mission and Program   |  |  |
|--|--|--|
| What is your understanding of the school's mission and guiding beliefs?  | It is my understanding that this school will provide an experience that is unique, yet complements the existing educational institutions in eastern Wake County by filling in the gaps that are currently present. The mission is to provide more hands-on experiences that link their education to the real world.  |  |
| What is your understanding of the school's proposed educational program? | It is my understanding that this school will utilize the Career and College Promise program to promote career and college readiness.   |  |
| What do you believe to be the characteristics of a successful school?    | I believe a successful school is one in which the faculty, the students, and the parents/guardians are generally excited to engage in the education process and there is a sense of community. This excitement comes in many forms - from everyone working in concert with each other to the communication flowing openly to the needs of the students being met. These aspects cannot necessarily be measured but are just as important as the quantifiable characteristics of test scores, graduation rates, success of graduates, attrition in faculty and students, attendance rates, etc. |  |
| How will you know that the school is succeeding (or not) in its mission? | The Board will regularly evaluate the school based on the decided upon educational standards and criteria.   |  |

Governance

| Describe the role that the board will play in the school's operation. | The role the |
|---|--------------|

The role the Board plays in the school's operation is one of more oversight. This includes policy making, budgets concerns, fundraising, and ensuring the institution is staying on track and abiding by all applicable rules, regulations, and laws.

| How will you know if the school is successful at the end of the first year of operation?  | The simple answer is if the school is still open, the test scores meet the state standards, the school retains the vast majority of its students and faculty into the second year, I will consider year one a success.  |
|---|---|
| How will you know at the end of five years of the schools is successful?  | Building on the previous answer, each year would be evaluated on similar criteria as well as measured against the goals and projections the Board would set forth as a whole.   |
| What specific steps will the charter school board need to take to ensure that the school is successful?   | To ensure the school is set up to be successful, the Board must engage in a variety of actions, including being transparent, engaging in effective communication between all involved parties, setting realistic goals, objectives, and projections, following all applicable rules, guidelines, and laws, maintaining a high level of integrity, and being open to constant evaluating and course correcting.  |
| How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? | Generally speaking, it is difficult to answer this question in great detail as addressing any unethical action or action that was judged to be not in the best interest of the school would be contingent upon the details of the situation. Any action that may fall under these categories would need to be handled based on the merits of the accusations. Many times these issues can be simple misunderstandings that can be resolved with respectful, open communication. There may also be situations where a more comprehensive investigation would need to take place. |

|  | Certification                                    |  |  |
|--|--|--|--|
| I, <u>Quentin Miles</u> the North Carolina State Board true and correct in every respect | of Education as a prospective board member for _ | f my knowledge and ability that the inform  Bettis Academy | nation I am providing to Charter School is |

Signature / Miles

Date 4/26/2024

<sup>\*</sup>If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action and the license validity. Click or tap here to enter text.

#### QUENTIN O. MILES

### Quentin.O.Miles@gmail.com \* 703.598.4150

#### **WORK HISTORY**

| 2021-Present | Town of Zebulon                     | Commissioner                       |   | Zebulon, NC   |
|--------------|-------------------------------------|------------------------------------|---|---|
| 2021-Present | Muddy Boots                         | Owner/Farmer                       | Start-up, Launch 2022   | Wake County, NC   |
| 2013-Present | Seekers                             | Owner                              | Vintage goods & estate sales  | Wake County, NC;<br>Washington, DC;<br>Ravenna, OH  |
| 2007-2017    | Department of<br>Justice            | Visual Information<br>Specialist   | Maintain high security<br>clearance to visually<br>document & publish all<br>activities of Drug<br>Enforcement<br>Administration domestic &<br>abroad | Drug Enforcement<br>Administration<br>Headquarters,<br>Arlington, VA                      |
| 2001-2010    | M&M<br>Transportation               | Owner/Investor                     | Contract with medical facilities to transport patients to & from care   | Wake County, NC   |
| 1999-2001    | Training Support                    | Civilian<br>Photography<br>Manager | Train technicalities of military photography  | 173 <sup>rd</sup> & 22 <sup>nd</sup> Army<br>Support Group<br>Brigade, Vincenze,<br>Italy |
| 1998-1999    | 22 <sup>nd</sup> ASG Post<br>Office | Post Master                        | Oversee daily operations of on-base mail facility   | 173 <sup>rd</sup> & 22 <sup>nd</sup> Army<br>Support Group<br>Brigade, Vincenza,<br>Italy |
| 1997-Present | Quentin Miles<br>Photography        | Owner                              | Freelance photography   | Everywhere  |
| 1990-1996    | United States<br>Marine Corps       | Combat Engineer                    | Conduct reconnaissance,<br>tactical, & demolition<br>missions; design &<br>construct positions &<br>camps   | Desert Storm/Desert<br>Shield, Persian Gulf   |

#### CIVIC ORGANIZATIONS

American Legion Disabled Veterans of America Veterans of Foreign Wars Zebulon Rotary Club Zebulon Downtown Arts Council - Board Member Patriot Guard Riders 

### **NORTH CAROLINA Department of the Secretary of State**

### To all whom these presents shall come, Greetings:

I, ELAINE F. MARSHALL, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

#### ARTICLES OF INCORPORATION

**OF** 

### **BETTIS ACADEMY**

the original of which was filed in this office on the 1st day of December, 2023.





IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 1st day of December, 2023.

Elaine I Marshall

**Secretary of State** 

SOSID: 2748877
Date Filed: 12/1/2023 2:49:00 PM
Elaine F. Marshall
North Carolina Secretary of State
C2023 334 01142

### State of North Carolina Department of the Secretary of State

### ARTICLES OF INCORPORATION NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

| 1.                     | The name of the nonprofit corporation   | n is: Bettis Academy .  |  |  |  |
|------------------------|---|---|--|--|--|
| 2.                     | (Check only if applicable.) The corp §55A-1-40(4).  | oration is a charitable or religious corporation as defined in NCGS |  |  |  |
| 3.                     | The name of the initial registered age  | ent is: Quentin Miles .   |  |  |  |
| 4.                     | The street address and county of the i  | nitial registered agent's office of the corporation is:             |  |  |  |
|                        | Number and Street: 615 Stratford Drive  |   |  |  |  |
|                        | City: Zebulon State: N  | C Zip Code: 27597 County: Wake                                      |  |  |  |
|                        | The mailing address if different from   | the street address of the initial registered agent's office is:     |  |  |  |
|                        | Number and Street or PO Box:  | PO Box 485  |  |  |  |
|                        | City: Zebulon State: N  | C Zip Code: 27597-0485 County: Wake                                 |  |  |  |
| 5.                     | The name and address of each incorporator is as follows:                                  |   |  |  |  |
|                        | Name Address  |   |  |  |  |
|                        | Name  | Address   |  |  |  |
|                        | Name Quentin Miles  | Address 615 Stratford Drive Zebulon NC, 27597-2213 United States    |  |  |  |
|                        |   |   |  |  |  |
|                        |   |   |  |  |  |
|                        |   |   |  |  |  |
| 6.                     |   |   |  |  |  |
| 6.                     | Quentin Miles   | 615 Stratford Drive Zebulon NC, 27597-2213 United States            |  |  |  |
| 6.                     | Quentin Miles  (Check either "a" or "b" below.)   | 615 Stratford Drive Zebulon NC, 27597-2213 United States nembers.   |  |  |  |
| <ol> <li>7.</li> </ol> | Quentin Miles  (Check either "a" or "b" below.)  a. The corporation will have much below. | 615 Stratford Drive Zebulon NC, 27597-2213 United States nembers.   |  |  |  |

BUSINESS REGISTRATION DIVISION (Revised August, 2017)

P.O. BOX 29622

RALEIGH, NC 27626-0622 Form N-01

|                                   | The street address and county of the principal office of the corporation is:  Principal Office Telephone Number: (919) 480-8279 |  |   |
|-----------------------------------|---|--|---|
|                                   | Principal Office Telephone Numb   | ei   | J-0219  |
|                                   | Number and Street: 615 Stratford  | d Drive  |   |
|                                   | City: Zebulon State:  | NC Zip Code: 27597-2213 County:  | Wake  |
|                                   | The mailing address if different fr   | com the street address of the principal o  | ffice is:   |
|                                   | Number and Street or PO Box: PO   | O Box 485  |   |
|                                   | City: Zebulon State:  | NC Zip Code: 27597-0485 County:  | Wake  |
| 11.                               | Principal Office Email Address:   | Privacy Redaction  |   |
|                                   |   |  |   |
| 12.                               | (Optional): Listing of Officers (See Name   | instructions for why this is important) Address  | Title   |
|                                   | Quentin Miles   | 615 Stratford Drive Zebulon NC, 27597-2213 United States                                 | President   |
|                                   | Evelyn Hall   | 405 Stagecoach Rd Warrenton NC, 27589-8707 United States                                 | Treasurer   |
|                                   | (Optional): Please provide a busine<br>The Secretary of State's Office wi   | Il e-mail the business automatically at the nail provided will not be viewable on the    | e website. For more informati                         |
| 13.                               |   | d, please see the instructions for this do   | cument.   |
| <ul><li>13.</li><li>14.</li></ul> | on why this service is being offere   | d, please see the instructions for this do<br>on filing, unless a future time and/or dat |   |
| 14.                               | on why this service is being offere These articles will be effective upo  | on filing, unless a future time and/or dat   |   |
| 14.                               | on why this service is being offere   | on filing, unless a future time and/or dat   |   |
| 14.                               | on why this service is being offere These articles will be effective upo  | on filing, unless a future time and/or dat   | e is specified:                                       |
| 14.                               | on why this service is being offere These articles will be effective upo  | on filing, unless a future time and/or dat   | e is specified:  Business Entity Name                 |
| 14.                               | on why this service is being offere These articles will be effective upo  | on filing, unless a future time and/or dat   | Business Entity Name uentin Miles ure of Incorporator |

Form N-01

(Revised August, 2017)

| Purpose of Corporation   |
|--|
| The corporation is organized for the following purpose(s): (check all that apply): |
|  |
| Religious  |
| ☐ Charitable   |
| ✓ Educational  |
| ☐ Testing for public safety  |
| ☐ Scientific   |
| □Literary  |
| ☐ Fostering national or international amateur sports competitions, and/or          |
| ☐ Prevention of cruelty to children or animals.                                    |
|  |

#### The Dissolution Clause

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a Court of Competent Jurisdiction of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

#### The Limitation of Activities Clause

No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these Articles. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

### (Continued) Additional Officers/Officials - Bettis Academy

Evelyn Hall - Treasurer Signature: Evelyn Hall

Address: 405 Stagecoach Rd Warrenton NC, 27589-8707 United States

Kendra Arnold - Secretary Signature: Kendra Arnold

Address: 375 Thomas Arnold Road Zebulon NC, 27597-6081 United States

### NC 6th Grade Science Proposed Curriculum Outline

| Week  | Unit  | Lesson Topic                                     | Standard(s)          |
|-------|---|--|----------------------|
| 1-2   | Matter and its Interactions   | Structure of Matter                              | PS.6.1.1             |
| 3-4   | Matter and its Interactions   | Thermal Energy and Particle Motion               | PS.6.1.2             |
| 5     | Matter and its Interactions   | Physical Properties of Matter                    | PS.6.1.3             |
| 6     | Matter and its Interactions   | Review and Assessment                            | All PS.6.1 standards |
| 7-8   | Energy  | Heat Transfer: Convection, Radiation, Conduction | PS.6.2.1             |
| 9     | Energy  | Thermal Expansion and Contraction                | PS.6.2.2             |
| 10    | Energy  | Insulated vs. Non-insulated Materials            | PS.6.2.3             |
| 11    | Energy  | Conductors and Insulators                        | PS.6.2.4             |
| 12    | Energy  | Electrical Circuits                              | PS.6.2.5             |
| 13    | Energy  | Review and Assessment                            | All PS.6.2 standards |
| 14-15 | Waves and Their Applications in Technologies for Information Transfer | Properties of Waves                              | PS.6.3.1             |
| 16    | Waves and Their Applications in Technologies for Information Transfer | Electromagnetic Spectrum and Sight               | PS.6.3.2             |

| 17    | Waves and Their Applications in Technologies for Information Transfer | Sound Waves and Hearing                                      | PS.6.3.3             |
|-------|---|--|----------------------|
| 18    | Waves and Their Applications in Technologies for Information Transfer | Wave Behavior: Reflection, Absorption, Transmission          | PS.6.3.4             |
| 19    | Waves and Their Applications in Technologies for Information Transfer | Review and Assessment  | All PS.6.3 standards |
| 20-21 | From Molecules to Organisms- Structures and Processes                 | Photosynthesis, Respiration, and Transpiration               | LS.6.1.1             |
| 22    | From Molecules to Organisms- Structures and Processes                 | Vascular and Nonvascular Plants                              | LS.6.1.2             |
| 23    | From Molecules to Organisms- Structures and Processes                 | Plant Adaptations for Defense, Survival, and Reproduction    | LS.6.1.3             |
| 24    | From Molecules to Organisms- Structures and Processes                 | Review and Assessment  | All LS.6.1 standards |
| 25-26 | Ecosystems- Interactions, Energy, and Dynamics                        | Energy Flow in Ecosystems                                    | LS.6.2.1             |
| 27    | Ecosystems- Interactions, Energy, and Dynamics                        | Biotic and Abiotic Factors in Biomes                         | LS.6.2.2             |
| 28    | Ecosystems- Interactions, Energy, and Dynamics                        | Review and Assessment  | All LS.6.2 standards |
| 29-30 | Earth's Place in the Universe   | Earth/Moon/Sun System: Seasons, Tides, Moon Phases, Eclipses | ESS.6.1.1            |

| 31    | Earth's Place in the Universe       | Planets in the Solar System              | ESS.6.1.2                |
|-------|-------------------------------------|--|--------------------------|
| 32    | Earth's Place in the Universe       | Gravitational Forces in the Solar System | ESS.6.1.3                |
| 33    | Earth's Place in the Universe       | Space Exploration and the Universe       | ESS.6.1.4                |
| 34    | Earth's Place in the Universe       | Review and Assessment                    | All ESS.6.1<br>standards |
| 35-36 | Comprehensive Review and Final Exam |  |                          |

## NC 7th Grade Science Proposed Curriculum Outline

| Week  | Unit  | Lesson Topic                                    | Standard(s)          |
|-------|---|---|----------------------|
| 1-2   | Motion and Stability: Forces and Interactions         | Motion of Objects                               | PS.7.1.1             |
| 3-4   | Motion and Stability: Forces and Interactions         | Balanced and Unbalanced Forces                  | PS.7.1.2             |
| 5     | Motion and Stability: Forces and Interactions         | Graphical Data of Motion                        | PS.7.1.3             |
| 6     | Motion and Stability: Forces and Interactions         | Graphical Data for Constant and Variable Motion | PS.7.1.4             |
| 7     | Motion and Stability: Forces and Interactions         | Review and Assessment                           | All PS.7.1 standards |
| 8-9   | Energy  | Kinetic and Potential Energy                    | PS.7.2.1             |
| 10-11 | Energy  | Energy Transformation                           | PS.7.2.2             |
| 12-13 | Energy  | Energy Transfer in Mechanical Systems           | PS.7.2.3             |
| 14-15 | Energy  | Efficiency of Simple Machines                   | PS.7.2.4             |
| 16    | Energy  | Review and Assessment                           | All PS.7.2 standards |
| 17-18 | From Molecules to Organisms- Structures and Processes | Structures of Single-celled Organisms           | LS.7.1.1             |
| 19-20 | From Molecules to Organisms- Structures and Processes | Cell Structures and Functions                   | LS.7.1.2             |

| 21    | From Molecules to Organisms- Structures and Processes | Hierarchical Organization of Multicellular<br>Organisms   | LS.7.1.3                           |
|-------|---|---|------------------------------------|
| 22    | From Molecules to Organisms- Structures and Processes | Human Body Systems  | LS.7.1.4                           |
| 23    | From Molecules to Organisms- Structures and Processes | Review and Assessment                                     | All LS.7.1 standards               |
| 24-25 | Heredity- Inheritance and Variation of Traits         | Role of Genes on Chromosomes                              | LS.7.2.1                           |
| 26-27 | Heredity- Inheritance and Variation of Traits         | Asexual and Sexual Reproduction                           | LS.7.2.2                           |
| 28    | Heredity- Inheritance and Variation of Traits         | Patterns of Inheritance                                   | LS.7.2.3                           |
| 29    | Heredity- Inheritance and Variation of Traits         | Review and Assessment                                     | All LS.7.2 standards               |
| 30-31 | Earth's Systems                                       | Atmosphere Composition, Water Cycle, and Weather Patterns | ESS.7.1.1, ESS.7.1.2               |
| 32-33 | Earth's Systems                                       | Air Masses, Pressure Systems, and Weather Predictions     | ESS.7.1.3, ESS.7.1.4,<br>ESS.7.1.5 |
| 34    | Earth's Systems                                       | Review and Assessment                                     | All ESS.7.1 standards              |
| 35-36 | Comprehensive Review and Final Exam                   |   |                                    |

## NC 8th Grade Science Proposed Curriculum Outline

| Week  | Unit  | Lesson Topic   | Standard(s)             |  |
|-------|---|--|-------------------------|--|
| 1-2   | Matter and its Interactions                           | Classification of Matter   | PS.8.1.1                |  |
| 3-4   | Matter and its Interactions                           | Structure of Atoms   | PS.8.1.2                |  |
| 5     | Matter and its Interactions                           | Periodic Table and Element Properties                            | PS.8.1.3                |  |
| 6     | Matter and its Interactions                           | Physical and Chemical Changes                                    | PS.8.1.4                |  |
| 7     | Matter and its Interactions                           | Chemical Reactions and Conservation of Mass                      | PS.8.1.5                |  |
| 8     | Matter and its Interactions                           | Review and Assessment  | All PS.8.1<br>standards |  |
| 9-10  | From Molecules to Organisms- Structures and Processes | Characteristics of Disease Agents                                | LS.8.1.1                |  |
| 11    | From Molecules to Organisms- Structures and Processes | Epidemic vs. Pandemic  | LS.8.1.2                |  |
| 12    | From Molecules to Organisms- Structures and Processes | Review and Assessment  | All LS.8.1<br>standards |  |
| 13-14 | Ecosystems- Interactions, Energy, and Dynamics        | Biotic and Abiotic Factors, Relationships Among Organisms        | LS.8.2.1, LS.8.2.2      |  |
| 15-16 | Ecosystems- Interactions, Energy, and Dynamics        | Energy from Food, Energy Flow and Matter Cycling in Food<br>Webs | LS.8.2.3, LS.8.2.4      |  |

| 17    | Ecosystems- Interactions, Energy, and Dynamics | Review and Assessment  | All LS.8.2<br>standards  |
|-------|--|--|--------------------------|
| 18-19 | Biological Evolution- Unity and Diversity      | Evolutionary Relationships, Natural Selection  | LS.8.3.1, LS.8.3.2       |
| 20    | Biological Evolution- Unity and Diversity      | Review and Assessment  | All LS.8.3<br>standards  |
| 21-22 | Earth's Place in the Universe                  | Relative Age of Earth, Rocks, and Fossils; Earth's History from Rock and Fossil Evidence | ESS.8.1.1,<br>ESS.8.1.2  |
| 23    | Earth's Place in the Universe                  | Review and Assessment  | All ESS.8.1<br>standards |
| 24-25 | Earth's Systems                                | Structure of the Hydrosphere; Ocean Currents and Climate                                 | ESS.8.2.1,<br>ESS.8.2.2  |
| 26    | Earth's Systems                                | Review and Assessment  | All ESS.8.2<br>standards |
| 27    | Earth and Human Activity                       | Water Quality and Safety   | ESS.8.3.1                |
| 28    | Earth and Human Activity                       | Hydrosphere Monitoring and Stewardship   | ESS.8.3.2                |
| 29    | Earth and Human Activity                       | Review and Assessment  | All ESS.8.3<br>standards |
| 30-31 | Earth and Human Activity                       | Renewable and Nonrenewable Energy Sources;<br>Environmental Consequences of Energy Use   | ESS.8.4.1,<br>ESS.8.4.2  |
| 32    | Earth and Human Activity                       | Human Activities and Global Temperatures   | ESS.8.4.3                |

| 33    | Earth and Human Activity            | Long-term Implications of Energy Use | ESS.8.4.4                |
|-------|-------------------------------------|--------------------------------------|--------------------------|
| 34    | Earth and Human Activity            | Review and Final Assessment          | All ESS.8.4<br>standards |
| 35-36 | Comprehensive Review and Final Exam |                                      |                          |

# Kindergarten Math Proposed Curriculum Outline

| Qtr | Weeks | Lesson Topic(s)                  | Standard(s)              |
|-----|-------|----------------------------------|--------------------------|
| 1st | 1-2   | Introduction to Numbers 0-5      | K.CC.1, K.CC.2, K.CC.3   |
|     | 3-4   | Counting Objects                 | K.CC.4, K.CC.4a, K.CC.4b |
|     | 5-6   | Comparing Numbers 0-5            | K.CC.6, K.CC.7           |
|     | 7     | Review & Assessment              |                          |
|     | 8-9   | Numbers 6-10                     | K.CC.1, K.CC.2, K.CC.3   |
| 2nd | 10-11 | Understanding Addition           | K.OA.1                   |
|     | 12-13 | Understanding Subtraction        | K.OA.1                   |
|     | 14-15 | Addition & Subtraction within 10 | K.OA.2                   |
|     | 16    | Decomposing Numbers              | K.OA.3                   |
|     | 17    | Review & Assessment              |                          |
|     | 18    | Introduction to Teen Numbers     | K.NBT.1                  |
| 3rd | 19-21 | Exploring Teen Numbers           | K.NBT.1                  |
|     | 22-24 | Measurement and Data             | K.MD.1, K.MD.2           |
|     | 25    | Classifying Objects              | K.MD.3                   |
|     | 26    | Review and Assessment            |                          |
|     | 27-28 | Understanding Shapes             | K.G.1, K.G.2             |
|     | 29-30 | Analyzing and Comparing Shapes   | K.G.4                    |
| 4th | 31-32 | Composing Shapes                 | K.G.5, K.G.6             |

|  | 33-34 | Counting to 100             | K.CC.1 |
|--|-------|-----------------------------|--------|
|  | 35-36 | Review and Final Assessment |        |

# First Grade Math Proposed Curriculum Outline

| Qtr | Weeks | Lesson Topic(s)                        | Standard(s)  |
|-----|-------|--|--|
| 1st | 1-2   | Counting and Writing Numbers 0-<br>20  | 1.NBT.1: Count to 120, starting at any number less than 120. Read and write numerals and represent a number of objects with a written numeral.           |
|     | 3-4   | Understanding Place Value              | 1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones.  |
|     | 5-6   | Comparing Numbers                      | 1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <. |
|     | 7-8   | Addition within 10                     | 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  |
|     | 9     | Review and Assessment                  |  |
| 2nd | 10-11 | Subtraction within 10                  | 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  |
|     | 12-13 | Understanding Addition and Subtraction | 1.OA.1: Use addition and subtraction within 20 to solve word problems.   |
|     | 14-15 | Properties of Operations               | 1.OA.3: Apply properties of operations as strategies to add and subtract.  |
|     | 16    | Decomposing Numbers                    | 1.OA.5: Relate counting to addition and subtraction.   |
|     | 17-18 | Review and Assessment                  |  |
| 3rd | 19-21 | Addition and Subtraction within 20     | 1.OA.6: Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.  |

|     | 22-24 | Understanding the Equal Sign | 1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.   |
|-----|-------|------------------------------|--|
|     | 25-26 | Word Problems                | 1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.  |
|     | 27-28 | Measurement                  | 1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.  |
|     | 29    | Review and Assessment        |  |
| 4th | 30-31 | Telling Time                 | 1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.   |
|     | 32-33 | Representing Data            | 1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, etc. |
|     | 34-35 | Geometry                     | 1.G.1: Distinguish between defining attributes versus non-defining attributes; build and draw shapes to possess defining attributes.   |
|     | 36    | Review and Final Assessment  |  |

# Second Grade Math Proposed Curriculum Outline

| Qtr | Weeks | Lesson Topic(s)                         | Standard(s)   |
|-----|-------|---|---|
| 1st | 1-2   | Understanding Place Value               | 2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones.  |
|     | 3-4   | Counting and Writing<br>Numbers to 1000 | 2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.   |
|     | 5-6   | Comparing Numbers                       | 2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.    |
|     | 7-8   | Fluency with Addition and Subtraction   | 2.OA.2: Fluently add and subtract within 20 using mental strategies.  |
|     | 9     | Review and Assessment                   |   |
| 2nd | 10-11 | Addition within 100                     | 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. |
|     | 12-13 | Subtraction within 100                  | 2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and the relationship between addition and subtraction. |
|     | 14-15 | Understanding Word Problems             | 2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems.   |
|     | 16    | Even and Odd Numbers                    | 2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members.   |
|     | 17-18 | Review and Assessment                   |   |
| 3rd | 19-21 | Working with Arrays                     | 2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns   |

|     | 22-24 | Understanding Length        | 2.MD.1: Measure the length of an object by selecting and using appropriate tools.  |
|-----|-------|-----------------------------|--|
|     | 25-26 | Measuring Lengths           | 2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.   |
|     | 27-28 | Working with Time           | 2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.                      |
|     | 29    | Review and Assessment       |  |
| 4th | 30-31 | Understanding Money         | 2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies.                                       |
|     | 32-33 | Data Representation         | 2.MD.10: Draw a picture graph and a bar graph to represent a data set with up to four categories.                                |
|     | 34-35 | Shapes and Their Attributes | 2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. |
|     | 36    | Review and Final Assessment |  |

# Third Grade Math Proposed Curriculum Outline

| Qtr | Weeks | Lesson Topic(s)                     | Standard(s)  |  |
|-----|-------|-------------------------------------|--|--|
| 1st | 1-2   | Understanding Place Value           | 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.                      |  |
|     | 3-4   | Addition and Subtraction            | 3.NBT.2: Fluently add and subtract within 1000 using strategies.   |  |
|     | 5-6   | Multiplication Concepts             | 3.OA.1: Interpret products of whole numbers.   |  |
|     | 7-8   | Understanding Division              | 3.OA.2: Interpret whole-number quotients of whole numbers.   |  |
|     | 9     | Review and Assessment               |  |  |
| 2nd | 10-11 | Multiplication Strategies           | 3.OA.3: Use multiplication and division within 100 to solve word problems.                                   |  |
|     | 12-13 | Division Strategies                 | 3.OA.4: Determine the unknown whole number in a multiplication or division equation.                         |  |
|     | 14-15 | Understanding Properties            | 3.OA.5: Apply properties of operations as strategies to multiply and divide.                                 |  |
|     | 16    | Multiplication and Division Fluency | 3.OA.7: Fluently multiply and divide within 100.   |  |
|     | 17-18 | Review and Assessment               |  |  |
| 3rd | 19-21 | Understanding Fractions             | 3.NF.1: Understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts. |  |
|     | 22-23 | Comparing Fractions                 | 3.NF.3: Explain equivalence of fractions and compare fractions by reasoning about their size.                |  |
|     | 24-25 | Representing Fractions              | 3.NF.2: Understand a fraction as a number on the number line.  |  |
|     | 26-27 | Solving Problems with Fractions     | 3.NF.3: Develop understanding of fractions as numbers.   |  |
|     | 28    | Review and Assessment               |  |  |

| 4th | 29-20 | Understanding Area and Perimeter   | 3.MD.5: Recognize area as an attribute of plane figures.                            |
|-----|-------|------------------------------------|---|
|     | 31-32 | Solving Problems with Measurement  | 3.MD.2: Measure and estimate liquid volumes and masses of objects.                  |
|     | 33-34 | Representing and Interpreting Data | 3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set. |
|     | 35    | Understanding Geometry             | 3.G.1: Understand that shapes in different categories may share attributes.         |
|     | 36    | Review and Final Assessment        |   |

## Fourth Grade Math Proposed Curriculum Outline

| Qtr | Weeks | Lesson Topic(s)                          | Standard(s)   |  |
|-----|-------|--|---|--|
| 1st | 1-2   | Place Value and Rounding                 | 4.NBT.1: Recognize that in a multi-digit whole number, a digit represents ten times what it represents in the place to its right. |  |
|     | 3-4   | Multi-Digit Addition and Subtraction     | 4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.  |  |
|     | 5-6   | Multiplication Concepts                  | 4.OA.1: Interpret a multiplication equation as a comparison.  |  |
|     | 7-8   | Division Concepts                        | 4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.                       |  |
|     | 9     | Review and Assessment                    |   |  |
| 2nd | 10-11 | Multiplication Strategies                | 4.NBT.5: Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers.            |  |
|     | 12-13 | Division Strategies                      | 4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors.                       |  |
|     | 14-15 | Factors and Multiples                    | 4.OA.4: Find all factor pairs for a whole number in the range 1-100.  |  |
|     | 16    | Multiplication and Division Fluency      | 4.NBT.5, 4.NBT.6: Multiply and divide multi-digit numbers.  |  |
|     | 17    | Review and Assessment                    |   |  |
| 3rd | 18-20 | Fractions: Understanding and Equivalence | 4.NF.1: Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ ,                                      |  |
|     | 21-22 | Comparing Fractions                      | 4.NF.2: Compare two fractions with different numerators and different denominators.   |  |
|     | 23-24 | Adding and Subtracting Fractions         | 4.NF.3: Understand a fraction a/b with a > 1 as a sum of fractions 1/b.   |  |

|     | 25-26 | Multiplying Fractions by Whole<br>Numbers | 4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. |
|-----|-------|---|--|
|     | 27    | Review and Assessment                     |  |
| 4th | 28-29 | Understanding Decimals                    | 4.NF.6: Use decimal notation for fractions with denominators 10 or 100.                                      |
|     | 30-31 | Comparing Decimals                        | 4.NF.7: Compare two decimals to hundredths by reasoning about their size.                                    |
|     | 32-33 | Measurement and Conversion                | 4.MD.1: Know relative sizes of measurement units within one system.  |
|     | 34    | Understanding Geometry                    | 4.G.1: Draw points, lines, line segments, rays, angles, and identify these in two-dimensional figures.       |
|     | 35-36 | Review and Final Assessments              |  |

# Fifth Grade Math Proposed Curriculum Outline

| Qtr   | Weeks | Lesson Topic(s)                                      | Standard(s)   |  |
|---|-------|--|---|--|
| 1st   |       |  | 5.NBT.1: Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right.   |  |
|   | 3-4   | Multiplication and Division with Decimals            | 5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a number.      |  |
| 5-6 Adding, Subtracting, and M<br>Fractions |       | Adding, Subtracting, and Multiplying Fractions       | 5.NF.1: Add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.             |  |
|   | 7-8   | Division of Fractions and Decimal Operations         | 5.NBT.7: Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. |  |
|   | 9     | Review and Assessment                                |   |  |
| 2nd   | 10-11 | Understanding and Applying Operations with Fractions | 5.NF.2: Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.   |  |
|   | 12-13 | Fraction Multiplication and Division                 | 5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  |  |
|   | 14-15 | Understanding Volume                                 | 5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.  |  |
|   | 16    | Geometry: Understanding Shapes and Attributes        | 5.G.3: Understand that attributes belonging to a category of two-<br>dimensional figures also belong to all subcategories of that category.   |  |
|   | 17    | Review and Assessment                                |   |  |

| 3rd | 18-20 | Understanding the Coordinate Plane         | 5.G.1: Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. |
|-----|-------|--|---|
|     | 21-22 | Understanding Measurement Conversions      | 5.MD.1: Convert among different-sized standard measurement units within a given measurement system.   |
|     |       |  | 5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8).  |
|     | 25-26 | Understanding and Applying Volume Formulas | 5.MD.5: Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.   |
|     | 27    | Review and Assessment                      |   |
| 4th | 28-29 | Understanding Ratios and Rates             | 5.RP.1: Use equivalent fractions as a strategy to add and subtract commonly used fractions (e.g., $1/2 + 1/4 = 2/4$ , $2 1/4 - 1 1/8 = 1 1/16$ ).   |
|     | 30-31 | Solving Problems with Percentages          | 5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm.  |
|     | 32-33 | Algebraic Thinking: Patterns and Equations | 5.OA.3: Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.                                    |
|     | 34-36 | Review and Final Assessment                |   |

### Math 1 Honors - 9<sup>th</sup> Grade Proposed Curriculum Outline

| Week  | Unit      | Lesson Topic(s)  | Standard(s)   |
|-------|-----------|--|---|
| 1     | Number    | The Real Number System, Review and Assessment  | NC.M1.N-RN.2  |
| 2     | Algebra   | Properties of Exponents, Introduction to Algebra   | NC.M1.A-SSE.1a, NC.M1.A-SSE.1b  |
| 3     | Algebra   | Writing Expressions in Equivalent Forms to Solve Problems  | NC.M1.A-SSE.3   |
| 4     | Algebra   | Performing Arithmetic Operations on Polynomials, Review & Quiz   | NC.M1.A-APR.1, NC.M1.A-APR.3  |
| 5     | Algebra   | Creating Equations to Describe Numbers or Relationships  | NC.M1.A-CED.1, NC.M1.A-CED.2,<br>NC.M1.A-CED.3, NC.M1.A-CED.4   |
| 6     | Algebra   | Understanding Solving Equations as a Process of Reasoning  | NC.M1.A-REI.1, NC.M1.A-REI.3  |
| 7     | Algebra   | Solving Equations and Inequalities in One Variable, Solving Systems of Equations   | NC.M1.A-REI.4, NC.M1.A-REI.5,<br>NC.M1.A-REI.6, NC.M1.A-REI.10  |
| 8     | Algebra   | Representing and Solving Equations and Inequalities Graphically Unit Review & Assessment   | NC.M1.A-REI.11, NC.M1.A-REI.12  |
| 9-10  | Functions | Understanding the Concept of a Function and Using Function Notation, Interpreting Functions That Arise in Applications in Terms of a Context | NC.M1.F-IF.1, NC.M1.F-IF.2,<br>NC.M1.F-IF.3, NC.M1.F-IF.4,<br>NC.M1.F-IF.5, NC.M1.F-IF.6                      |
| 11-12 | Functions | Analyzing Functions Using Different Representations, Building Functions That Model Relationships Between Two Quantities                      | NC.M1.F-IF.7, NC.M1.F-IF.8a,<br>NC.M1.F-IF.8b, NC.M1.F-IF.9,<br>NC.M1.F-BF.1a, NC.M1.F-BF.1b,<br>NC.M1.F-BF.2 |

| 13    | Functions                          | Constructing and Comparing Linear and Exponential Models to Solve Problems Unit Review & Assessment                                 | NC.M1.F-LE.1, NC.M1.F-LE.3,<br>NC.M1.F-LE.5   |
|-------|------------------------------------|---|---|
| 14    | Geometry                           | Using Coordinates to Prove Simple Geometric Theorems Algebraically, Unit Review & Assessment  | NC.M1.G-GPE.4, NC.M1.G-GPE.5,<br>NC.M1.G-GPE.6  |
| 15-16 | Statistics and Probability         | Summarizing, Representing, and Interpreting Data on Single and Two Categorical and Quantitative Variables, Unit Review & Assessment | NC.M1.S-ID.1, NC.M1.S-ID.2,<br>NC.M1.S-ID.3, NC.M1.S-ID.6a,<br>NC.M1.S-ID.6b, NC.M1.S-ID.6c,<br>NC.M1.S-ID.7, NC.M1.S-ID.8,<br>NC.M1.S-ID.9 |
| 17    | Review & Final Exam<br>Preparation |   |   |
| 18    | Final Exam (EOC)                   |   |   |

### Math 2 Honors - 9<sup>th</sup>/10<sup>th</sup> Grade Proposed Curriculum Outline

| Week | Unit      | Lesson Topic(s)  | Standard(s)   |
|------|-----------|--|---|
| 1-2  | Number    | The Real Number System, Extending the Properties of Exponents to Rational Exponents  Using Properties of Rational and Irrational Numbers, Defining Complex Numbers, Unit Review & Assessment | NC.M2.N-RN.1, NC.M2.N-RN.2<br>NC.M2.N-RN.3, NC.M2.N-CN.1                        |
| 3    | Algebra   | Interpret the Structure of Expressions   | NC.M2.A-SSE.1a, NC.M2.A-SSE.1b  |
| 4    | Algebra   | Writing Expressions in Equivalent Forms to Solve Problems  | NC.M2.A-SSE.3   |
| 5    | Algebra   | Performing Arithmetic Operations on Polynomials  | NC.M2.A-APR.1   |
| 6-7  | Algebra   | Creating Equations to Describe Numbers or Relationships Understanding Solving Equations as a Process of Reasoning  | NC.M2.A-CED.1, NC.M2.A-CED.2,<br>NC.M2.A-CED.3, NC.M2.A-REI.1,<br>NC.M2.A-REI.2 |
| 8    | Algebra   | Solving Equations and Inequalities in One Variable  Solving Systems of Equations, Representing and Solving Equations and Inequalities Graphically, Unit Review & Assessment                  | NC.M2.A-REI.4a, NC.M2.A-REI.4b,<br>NC.M2.A-REI.7, NC.M2.A-REI.11                |
| 9    | Functions | Understanding the Concept of a Function and Using Function Notation  | NC.M2.F-IF.1, NC.M2.F-IF.2  |
| 10   | Functions | Interpreting Functions That Arise in Applications in Terms of a Context  | NC.M2.F-IF.4  |
| 11   | Functions | Analyzing Functions Using Different Representations  | NC.M2.F-IF.7, NC.M2.F-IF.8, NC.M2.F-IF.9  |

| 12    | Functions                          | Building Functions That Model Relationships Between Two Quantities  Building New Functions from Existing Functions  Unit Review & Assessment | NC.M2.F-BF.1, NC.M2.F-BF.3,<br>NC.M2.F-BF.1, NC.M2.F-BF.3   |
|-------|------------------------------------|--|---|
| 13-15 | Geometry                           | Experimenting with Transformations in the Plane, Understanding Congruence in Terms of Rigid Motions  | NC.M2.G-CO.2, NC.M2.G-CO.3,<br>NC.M2.G-CO.4, NC.M2.G-CO.5,<br>NC.M2.G-CO.6, NC.M2.G-CO.7,<br>NC.M2.G-CO.8 |
| 16    | Geometry                           | Proving Geometric Theorems, Understanding Similarity Transformations, Unit Review & Assessment   | NC.M2.G-CO.9, NC.M2.G-CO.10,<br>NC.M2.G-SRT.1a, b, c, d, NC.M2.G-<br>SRT.2a, b, NC.M2.G-SRT.3             |
| 17    | Review & Final Exam<br>Preparation |  |   |
| 18    | Final Exam                         |  |   |

### Math 3 Honors - 10<sup>th</sup> /11<sup>th</sup> Grade Proposed Curriculum Outline

| Week | Unit                       | Lesson Topic(s)  | Standard(s)   |
|------|----------------------------|--|---|
| 1    | Functions & Their Inverses | Class Policies & Procedures, Review of Basic Functions, Key Features of Functions/Evaluating Functions, Solving & Graphing Absolute Value Equations & Inequalities | NC.M3.F-IF.1, NC.M3.F-IF.2,<br>NC.M3.F-IF.4, NC.M3.A-CED.1,<br>NC.M3.A-REI.11   |
| 2    | Functions & Their Inverses | Graphing systems of different functions (use DESMOS), Applications of Absolute Value Equations & Inequalities, Evaluating & Graphing Piecewise Functions           | NC.M3.F-IF.7, NC.M3.A-CED.2,<br>NC.M3.A-REI.1, NC.M3.F-BF.1a,<br>NC.M3.F-BF.1b  |
| 3    | Functions & Their Inverses | Applications of Piecewise Functions, Review & Quiz, Exploring Inverse Functions  | NC.M3.F-IF.9, NC.M3.F-BF.4a,<br>NC.M3.F-BF.4b                                   |
| 4    | Functions & Their Inverses | Exploring Inverse Functions/tables and graphs Unit Review and Assessment   | NC.M3.F-BF.4c   |
| 5    | Polynomial Functions       | Introduction to Polynomial Functions (focus on cubics), Key Features of Graphs of Polynomial Functions, Operations with Polynomials (add, subtract, multiply)      | NC.M3.A-APR.3, NC.M3.F-IF.7,<br>NC.M3.A-APR.2, NC.M3.A-APR.6,<br>NC.M3.A-APR.7a |
| 6    | Polynomial Functions       | Division of Polynomials (Long & Synthetic)/Remainder Theorem, Review & Quiz  Zeros of Polynomial Functions/Fundamental Theorem of Algebra                          | NC.M3.A-APR.7b, NC.M3.A-<br>APR.3, NC.M3.N-CN.9                                 |
| 7-8  | Polynomial Functions       | Solving Polynomials (Real and Imaginary), Writing & Building Polynomials, More on End Behaviors/Systems of Equations, Unit Review and Assessment                   | NC.M3.N-CN.9, NC.M3.A-SSE.3c,<br>NC.M3.F-IF.7                                   |

| 9  | Rational Functions              | Graphing and Key Features of Rational Functions, Simplifying Rational Expressions/Review factoring, Multiply & Divide Rational Expressions                   | NC.M3.F-IF.7, NC.M3.A-APR.6,<br>NC.M3.A-APR.7a                               |
|----|---------------------------------|--|--|
| 10 | Rational Functions              | Adding and Subtracting Rational Expressions, Review and Quiz   | NC.M3.A-APR.7b   |
| 11 | Rational Functions              | Writing and Solving Rational Equations, Unit Review and Assessment   | NC.M3.A-CED.2  |
| 12 | Geometry                        | Equations of Circles, Standard form of a circle (completing the square), Practice with circles & Quiz  | NC.M3.G-GPE.1, NC.M3.G-<br>GPE.1, NC.M3.G-C.2, NC.M3.G-<br>C.5               |
| 13 | Geometry                        | Volume of prisms, cylinders, pyramids, cones, and spheres;<br>Applications with density based on area & volume, Cross-sections, 2D<br>Rotations              | NC.M3.G-GMD.3, NC.M3.G-MG.1,<br>NC.M3.G-GMD.4                                |
| 14 | Geometry                        | Math 2 Geometry Review (parallel lines, triangle congruence, similarity, line segment and angle properties  Parallelograms and Quadrilaterals, Review & Quiz | NC.M3.G-CO.10, NC.M3.G-CO.11<br>NC.M3.G-CO.14                                |
| 15 | Trigonometric Functions         | More on Radians, Right Triangle Trig (SOHCAHTOA), Special Right Triangles, Introduction to the Unit Circle   | NC.M3.F-TF.1, NC.M3.F-TF.5,<br>NC.M3.F-TF.2a, NC.M3.F-TF.2b                  |
| 16 | Trigonometric Functions         | Unit Circle, Understanding Sine & Cosine using tables and graphs, Modeling and Applications of Trig Functions, Unit Review & Assessment                      | NC.M3.F-TF.2a, NC.M3.F-TF.2b,<br>NC.M3.F-TF.5, NC.M3.F-LE.3,<br>NC.M3.F-LE.4 |
| 17 | Review & Final Exam Preparation |  |  |
| 18 | Final Exam (EOC)                |  |  |

### Math 4 Honors - 11<sup>th</sup>/12<sup>th</sup> Grade Proposed Curriculum Outline

| Week | Unit                          | Lesson Topic(s)   | Standard(s)   |
|------|-------------------------------|---|---|
| 1    | Number and Quantity           | Applying Properties and Operations with Complex Numbers                                 | NC.M4.N.1.1, NC.M4.N.1.2                                  |
| 2    | Number and Quantity           | Applying Properties and Operations with Matrices and Vectors Unit Review & Assessment   | NC.M4.N.2.1, NC.M4.N.2.2                                  |
| 3    | Algebra and Functions         | Applying Properties of Function Composition to Build New Functions                      | NC.M4.AF.1.1, NC.M4.AF.1.2                                |
| 4    | Algebra and Functions         | Applying Properties of Trigonometry to Solve Problems                                   | NC.M4.AF.2.1, NC.M4.AF.2.2,<br>NC.M4.AF.2.3               |
| 5-6  | Algebra and Functions         | Understanding the Properties and Key Features of Logarithmic Functions                  | NC.M4.AF.3.1, NC.M4.AF.3.2,<br>NC.M4.AF.3.3               |
| 7-8  | Algebra and Functions         | Understanding How to Model Functions with Regression Unit Review & Assessment           | NC.M4.AF.4.1, NC.M4.AF.4.2,<br>NC.M4.AF.5.1, NC.M4.AF.5.2 |
| 9    | Midterm Review and Assessment |   |   |
| 10   | Statistics and Probability    | Creating Statistical Investigations to Make Sense of Real-World Phenomena               | NC.M4.SP.1.1, NC.M4.SP.1.2,<br>NC.M4.SP.1.3, NC.M4.SP.1.4 |
| 11   | Statistics and Probability    | Applying Informal and Formal Statistical Inference to Make Sense of Real-World Contexts | NC.M4.SP.2.1, NC.M4.SP.2.2,<br>NC.M4.SP.2.3               |
| 12   | Statistics and Probability    | Applying Probability Distributions in Making Decisions in Uncertainty                   | NC.M4.SP.3.1, NC.M4.SP.3.2,<br>NC.M4.SP.3.3, NC.M4.SP.3.4 |

| 13    | Statistics and Probability        | Review and Application of Probability Distributions  | NC.M4.SP.3.1, NC.M4.SP.3.2,<br>NC.M4.SP.3.3, NC.M4.SP.3.4 |
|-------|-----------------------------------|--|---|
| 14-16 | Statistics and Probability        | Creating Statistical Investigations to Make Sense of Real-World Phenomena Unit Review & Assessment | NC.M4.SP.1.1, NC.M4.SP.1.2,<br>NC.M4.SP.1.3, NC.M4.SP.1.4 |
| 17    | Review and Final Exam Preparation |  |   |
| 18    | Final Exam                        |  |   |

### Precalculus Honors - 11<sup>th</sup>/12<sup>th</sup> Grade Proposed Curriculum Outline

| Week | Unit                    | Topic(s)  | Standard(s)  |
|------|-------------------------|---|--|
| 1    | Number and Quantity     | Applying Properties of Complex Numbers and the Complex Number<br>System   | PC.N.1.1, PC.N.1.2   |
| 2    | Number and Quantity     | Applying Properties and Operations with Matrices  Understanding Properties and Operations with Vectors  Unit Review and Assessment  | PC.N.2.1, PC.N.2.2, PC.N.2.3,<br>PC.N.2.4, PC.N.2.5, PC.N.3.1,<br>PC.N.3.2 |
| 3    | Algebra                 | Applying Properties of Solving Inequalities with Rational and Polynomial Expressions  | PC.A.1.1, PC.A.1.2   |
| 4    | Algebra                 | Applying Properties of Solving Equations Involving Exponential, Logarithmic, and Trigonometric Functions Unit Review and Assessment | PC.A.2.1, PC.A.2.2, PC.A.2.3,<br>PC.A.2.4                                  |
| 5    | Functions               | Understanding Key Features of Sine, Cosine, Tangent, Cotangent, Secant, and Cosecant Functions                                      | PC.F.1.1, PC.F.1.2, PC.F.1.3,<br>PC.F.1.4                                  |
| 6    | Functions               | Applying Properties of a Unit Circle to Determine Trigonometric Values  | PC.F.2.1, PC.F.2.2   |
| 7    | Functions               | Applying Properties of Trigonometry to Solve Problems Involving Triangles Partial Unit Review and Assessment                        | PC.F.3.1, PC.F.3.2, PC.F.3.3   |
| 8    | Review and Midterm Exam |   |  |

| 9-10  | Functions                       | Understanding the Relationship between Algebraic and Graphical<br>Representations of Exponential, Logarithmic, Rational, Power<br>Functions, and Conic Sections | PC.F.4.1, PC.F.4.2, PC.F.4.3,<br>PC.F.4.4, PC.F.4.5, PC.F.4.6,<br>PC.F.4.7, PC.F.4.8, PC.F.4.9 |
|-------|---------------------------------|---|--|
| 11-12 | Functions                       | Applying Properties of Function Composition to Build New Functions from Existing Functions  | PC.F.5.1, PC.F.5.2, PC.F.5.3,<br>PC.F.5.4, PC.F.5.5, PC.F.5.6,<br>PC.F.5.7                     |
| 13    | Functions                       | Applying Mathematical Reasoning to Build Recursive Functions and Solve Problems   | PC.F.6.1, PC.F.6.2   |
| 14    | Functions                       | Applying Mathematical Reasoning to Build Parametric Functions and Solve Problems  Partial Unit Review and Assessment  | PC.F.7.1, PC.F.7.2   |
| 15-16 | Statistics and Probability      | Creating Statistical Investigations to Make Sense of Real-World Phenomena Unit Review and Assessment  | PC.SP.1.1, PC.SP.1.2, PC.SP.1.3, PC.SP.1.4   |
| 17    | Review & Final Exam Preparation |   |  |
| 18    | Final Exam                      |   |  |

#### Personnel Budget: Expenditure Projections

| Budget Expenditure Projections                  |           |         | Year 1     |              |        |         | Year 2      |              |           |     | Year 3      |              |           | Year 4         |              |           | Year 5         |              |
|---|-----------|---------|------------|--------------|--------|---------|-------------|--------------|-----------|-----|-------------|--------------|-----------|----------------|--------------|-----------|----------------|--------------|
| Budget Experialitire Projections                | Number of | f Avera | ige Salary | Total Salary | Number | of Aver | rage Salary | Total Salary | Number of | Ave | rage Salary | Total Salary | Number of | Average Salary | Total Salary | Number of | Average Salary | Total Salary |
| Administrative & Support Personnel              |           |         |            |              |        |         |             |              |           |     |             |              |           |                |              |           |                |              |
| Lead Administrator                              | 1         | \$      | 85,000 \$  | 85,000       | 1      | \$      | 85,000      | \$ 85,000    | 1         | \$  | 85,000      | 85,000       | 1         | \$ 85,000      | 85,000       | 1         | \$ 85,000      | 85,000       |
| Business Manager                                | 0.5       | \$      | 55,000 \$  | 27,500       | 1      | \$      | 55,000      | \$ 55,000    | 1         | \$  | 55,000      |              | 1         | \$ 55,000      |              |           | \$ 55,000 \$   | 55,000       |
| Clerical (Administrative Assistant)             | 1         | \$      | 45,000 \$  | 45,000       | 1      | \$      | 45,000      | \$ 45,000    | 1         | \$  | 45,000      |              | 2         | \$ 45,000      |              | 2         | \$ 45,000 \$   | 90,000       |
| Food and Nutrition Staff                        | 1         | \$      | 26,000 \$  | 26,000       | 1      | \$      | 26,000      | \$ 26,000    | 1         | \$  | 26,000      | 26,000       | 2         | \$ 26,000      |              | 2         | \$ 26,000 \$   | 52,000       |
| Custodians                                      | 3         | \$      | 13,000 \$  | 39,000       | 3      | \$      | 13,000      | \$ 39,000    | 3         | \$  | 13,000      | 39,000       | 3         | \$ 13,000      | 39,000       | 3         | \$ 13,000 \$   | 39,000       |
| Transportation Staff                            | 5         | \$      | 11,000 \$  | 55,000       | 5      | \$      | 11,000      | \$ 55,000    | 6         | \$  | 11,000      | 66,000       | 6         | \$ 11,000      | 66,000       | 6         | \$ 11,000 \$   | 66,000       |
| IT Specialist                                   | 0.5       | \$      | 59,000 \$  | 29,500       | 0.5    | \$      | 59,000      | \$ 29,500    | 1         | \$  | 5,900       | 59,000       | 1         | \$ 59,000      | 59,000       | 1         | \$ 59,000      | 59,000       |
| School Counselor                                | 1         | \$      | 60,000 \$  | 60,000       | 1      | \$      | 62,000      | \$ 62,000    | 1         | \$  | 62,000      | 62,000       | 2         | \$ 62,000      | 124,000      | 2         | \$ 62,000      | 124,000      |
| Social Worker                                   |           |         | \$         | -            | 1      | \$      | 60,000      | \$ 60,000    | 1         | \$  | 60,000      | 60,000       | 1         | \$ 60,000      | 60,000       | 1         | \$ 60,000      | 60,000       |
| Dean of Curriculum and Instruction              | 1         | \$      | 75,000 \$  | 75,000       | 1      | \$      | 75,000      | \$ 75,000    | 1         | \$  | 75,000      | 75,000       | 1         | \$ 75,000      | 75,000       | 1         | \$ 75,000      | 75,000       |
| Dean of Students and Operations                 | 1         | \$      | 75,000 \$  | 75,000       | 1      | \$      | 75,000      | \$ 75,000    | 1         | \$  | 68,000      | 75,000       | 1         | \$ 75,000      | 75,000       | 1         | \$ 75,000      | 75,000       |
| Total Admin and Suppor                          | 15        |         | \$         | 517,000      | 16.5   |         |             | \$ 606,500   | 18        |     | Ç           | 647,000      | 21        |                | 780,000      | 21        | \$             | 780,000      |
|   |           |         |            |              |        |         |             |              |           |     | _           |              |           | _              |              |           | _              |              |
| Instructional Personnel                         |           |         |            |              |        |         |             |              |           |     |             |              |           |                |              |           |                |              |
| Core Content Teacher(s)                         | 22        | \$      | 50,000 \$  | 1,100,000    | 26     | \$      | 51,000      | \$ 1,326,000 | 30        | \$  | 52,000      | 1,560,000    | 34        | \$ 53,000      | 1,802,000    | 38        | \$ 54,000      |              |
| Electives/Specialty Teacher(s)                  | 4         | \$      | 40,000 \$  | 160,000      | 6      | \$      | 41,000      | \$ 246,000   | 8         | \$  | 42,000      | 336,000      | 10        | \$ 43,000      | 430,000      | 12        | \$ 44,000 \$   | 528,000      |
| Exceptional Children Teacher(s)                 | 1         | \$      | 50,000 \$  | 50,000       | 2      | \$      | 51,000      | \$ 102,000   | 3         | \$  | 52,000      | 156,000      | 3         | \$ 53,000      | 159,000      | 4         | \$ 54,000      | 216,000      |
| Teacher Assistants                              | 3.5       | \$      | 30,000 \$  | 105,000      | 4      | \$      | 36,000      | \$ 144,000   | 4         | \$  | 37,000      | 148,000      | 4         | \$ 38,000      | 152,000      | 4         | \$ 39,000      | 156,000      |
| College and Career Counselor                    |           |         | \$         |              |        |         |             | \$ -         |           |     | ,           |              | 1         | \$ 70,000      | 70,000       | 1         | \$ 70,000      | 70,000       |
| ML Specialist                                   | 1         | \$      | 42,500 \$  | 42,500       | 1      | \$      | 43,500      | \$ 43,500    | 1         | \$  | 44,500      | 44,500       | 1         | \$ 45,000      | 45,000       | 1         | \$ 45,500 \$   | 45,500       |
| Nurse   | 0.5       | \$      | 50,000 \$  | 25,000       | 0.5    | \$      | 50,000      | \$ 25,000    | 0.5       | \$  | 50,000      | 25,000       | 0.5       | \$ 50,000      | 25,000       | 0.5       | \$ 50,000      | 25,000       |
|   |           |         | \$         | •            |        |         |             | \$ -         |           |     | ,           |              |           |                | -            |           | \$             | -            |
| Total Instructional Personne                    | 32        |         | \$         | 1,482,500    | 39.5   |         |             | \$ 1,886,500 | 46.5      |     | Ç           | 2,269,500    | 53.5      | 1              | 2,683,000    | 60.5      | \$             | 3,092,500    |
|   |           | _       |            |              |        |         | _           |              |           | _   | _           |              |           | _              |              |           | _              |              |
| Total Admin, Support and Instructional Personne | l: 47     |         | \$         | 1,999,500    | 56     |         |             | \$ 2,493,000 | 64.5      |     | ,           | 2,916,500    | 74.5      |                | 3,463,000.00 | 81.5      | \$             | 3,872,500    |

| Benefits   |           | Y        | ear 1  |                                      |           |     | Year 2   |           |          |     | Year :   | 3          |          |      | Year 4   |            |          |               | Year 5   |         |
|--|-----------|----------|--------|--------------------------------------|-----------|-----|----------|-----------|----------|-----|----------|------------|----------|------|----------|------------|----------|---------------|----------|---------|
| Deficition   | Number of | Cost Per |        | Total                                | Number of | Cos | st Per   | Total     | Number o | f ( | Cost Per | Total      | Number o | of ( | Cost Per | Total      | Number o | f Co          | st Per   | Total   |
| dministrative & Support Benefits                     |           |          |        |                                      |           |     |          |           |          |     |          |            |          |      |          |            |          |               |          |         |
| lealth Insurance                                     | 5         | \$ 12,0  | 100 \$ | 60,000                               | 7         | \$  | 8,240 \$ | 57,680    | 8        | \$  | 8,400    | \$ 67,2    | 10       | \$   | 8,650 \$ | 86,500     | 10       | \$            | 8,900 \$ | 89,0    |
| Retirement PlanNC State                              |           |          | \$     | -                                    |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       | -          |          |               | \$       |         |
| Retirement PlanOther                                 |           |          | \$     |                                      | 7         | \$  | 4,550 \$ | 31,850    | 8        | \$  | 4,550    |            | 10       | \$   | 4,550 \$ | 45,500     | 10       | \$            | 4,550 \$ | 45,5    |
| ife Insurance  |           |          | \$     | -                                    | 7         | \$  | 100 \$   | 700       | 8        | \$  | 100      | \$ 8       | 10       | \$   | 100 \$   | 1,000      | 10       | \$            | 100 \$   | 1,      |
| isability  |           |          | \$     | -                                    |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       | -          |          |               | \$       |         |
| ledicare   |           |          | \$     | -                                    |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       | -          |          |               | \$       |         |
| ocial Security                                       | 5         | \$ 5,8   | \$ 00  | 29,000                               | 7         | \$  | 5,800 \$ | 40,600    | 8        | \$  | 5,800    | \$ 46,4    | 10       | \$   | 5,800 \$ | 58,000     | 10       | \$            | 5,800 \$ | 58,0    |
| Total Admin and Support Benefits                     |           |          | \$     | 89,000                               |           |     | \$       | 130,830   |          |     |          | \$ 150,8   | 00       |      | \$       | 191,000    |          |               | \$       | 193,    |
|  |           |          |        |                                      | _         |     |          |           |          |     | -        |            |          |      |          |            |          |               |          |         |
| structional Personnel Benefits                       |           |          |        |                                      |           |     |          |           |          |     |          |            |          |      |          |            |          |               |          |         |
| lealth Insurance                                     | 30        | \$ 12,0  | 100 \$ | 360,000                              | 39        | \$  | 8,240 \$ | 321,360   | 46       | \$  | 8,400    | \$ 386,4   | 53       | \$   | 8,650 \$ | 458,450    | 60       | \$            | 8,900 \$ | 534,    |
| etirement PlanNC State                               |           |          | \$     | -                                    |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       | -          |          |               | \$       |         |
| etirement PlanOther                                  |           |          | \$     |                                      | 39        | \$  | 2,750 \$ | 107,250   | 46       | \$  | 2,750    | \$ 126,5   | 53       | \$   | 2,750 \$ | 145,750    | 60       | \$            | 2,750 \$ | 165     |
| locial Security                                      | 30        | \$ 3,5   | 00 \$  | 105,000                              | 39        | \$  | 3,500 \$ | 136,500   | 46       | \$  | 3,500    | \$ 161,0   | 00 53    | \$   | 3,500 \$ | 185,500    | 60       | \$            | 3,500 \$ | 210,    |
| Disability   |           |          | \$     | •                                    |           |     | \$       |           |          |     | ·        | \$ -       |          |      | \$       |            |          |               | \$       | ·       |
| Medicare   |           |          | \$     |                                      |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       |            |          |               | \$       |         |
| ife Insurance  | 30        | \$ 1     | 00 \$  | 3,000                                | 39        | \$  | 100 \$   | 3,900     | 46       | \$  | 100      | \$ 4,6     | 53       | \$   | 100 \$   | 5,300      | 60       | \$            | 100 \$   | 6,0     |
| ** Edit text as needed. ***                          |           |          | \$     |                                      |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       |            |          |               | \$       |         |
| * Edit text as needed. ***                           |           |          | \$     | -                                    |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       | -          |          |               | \$       |         |
| ** Edit text as needed. ***                          |           |          | \$     |                                      |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       |            |          |               | \$       |         |
| ** Edit text as needed. ***                          |           |          | \$     |                                      |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       |            |          |               | \$       |         |
|  |           |          | \$     | 468,000                              |           |     | \$       |           |          |     |          | \$ -       |          |      | \$       |            |          |               | \$       |         |
| Total Instructional Personnel Benefits               |           |          |        | ,                                    |           |     | \$       | 569,010   |          | •   |          | \$ 678,5   | 00       |      | \$       | 795,000    |          |               | \$       | 915.0   |
|  |           |          | \$     | 557,000                              |           |     |          |           |          |     |          |            |          |      |          | ,          |          |               |          |         |
| Total Personnel Benefits                             |           |          |        | ,,,,,,                               | -         |     | \$       | 699.840   |          |     | Ī        | \$ 829.3   | 00       |      | \$       | 986.000    | 1        |               | \$       | 1,108,  |
|  |           |          | _      |                                      |           |     |          | ,         | •        |     |          |            | •        |      | 1.*      |            | •        |               | , ,      |         |
| Total Admin & Support Personnel (Salary & Benefits): | 15        |          | \$     | 606,000                              | 16.5      |     | \$       | 737,330   | 18       |     |          | \$ 797,8   | 00 21    |      | \$       | 971,000.00 | 21       |               | \$       | 973,    |
| ,,,  |           |          |        | ,,,,,,,                              |           |     |          |           |          | _   | L        |            |          |      |          | ,,,,,,     |          | _             |          |         |
| Total Instructional Personnel (Salary & Benefits)    | 34        | 1        | \$     | 1,950,500                            | 39.5      | 1   | \$       | 2,455,510 | 46.5     |     | ſ        | \$ 2.948.0 | 00 53.5  |      | S        | 3.478.000  | 60.5     | 1             | \$       | 4,007,  |
| ,              |           |          |        | .,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |           |     |          | _,,       |          |     |          | _,,        |          |      | 1 *      | 2, 0,000   |          |               | , •      | .,501,0 |
| TOTAL PERSONNEL                                      | 49        |          | ¢      | 2.556.500                            | 56        |     | l e      | 3,192,840 | 64.5     |     | 1        | \$ 3,745.8 | 00 74.5  | _    | l e      | 4.449.000  | 81.5     | $\overline{}$ | ¢        | 4.981.0 |

<sup>\*</sup>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.

### Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

| OPERATIONS BUDGET: Administrative and Support | Year 1        | Year 2                                | Year 3       | Year 4       | Year 5                                |
|---|---------------|---------------------------------------|--------------|--------------|---------------------------------------|
| Office  |               |                                       |              |              |                                       |
| Office Supplies                               | \$ 2,500.00   | \$ 3,000.00                           | \$ 3,500.00  | \$ 4,000.00  | \$ 4,500.00                           |
| Paper   | \$ 1,000.00   | \$ 1,500.00                           | \$ 2,000.00  | \$ 2,500.00  | \$ 3,000.00                           |
| Computers & Software                          | \$ 45,000.00  | \$ 5,000.00                           | \$ 5,000.00  | \$ 5,000.00  | \$ 5,000.00                           |
| Communications & Telephone                    | \$ 7,200.00   | \$ 7,200.00                           | \$ 7,200.00  | \$ 7,200.00  | \$ 7,200.00                           |
| Copier leases                                 | \$ 10,000.00  | \$ 10,000.00                          | \$ 10,000.00 | \$ 15,000.00 | \$ 20,000.00                          |
| Software                                      | \$ 5,000.00   | \$ 6,000.00                           | \$ 7,000.00  | \$ 8,000.00  | \$ 9,000.00                           |
|   |               |                                       |              |              |                                       |
|   |               |                                       |              |              |                                       |
| Professional Contract                         |               |                                       |              |              |                                       |
| Legal Counsel                                 | \$ 3,500.00   |                                       |              |              |                                       |
| Powerschool                                   | \$ 9,000.00   | \$ 9,000.00                           | \$ 9,000.00  | \$ 9,000.00  |                                       |
| Financial Services                            | \$ 73,200.00  | \$ 75,030.00                          | \$ 76,530.60 | \$ 78,061.19 | •                                     |
| Marketing                                     | \$ 10,000.00  | · · · · · · · · · · · · · · · · · · · | \$ 10,000.00 | \$ 10,000.00 | \$ 10,000.00                          |
| Audit Fees                                    | \$ 11,000.00  | '                                     | \$ 8,500.00  | \$ 8,750.00  | \$ 8,800.00                           |
| Bank Fees                                     | \$ 3,000.00   |                                       | \$ 3,000.00  | \$ 3,000.00  |                                       |
| Human Resources - Back Ground Checks          | \$ 1,500.00   | \$ 1,600.00                           | \$ 1,700.00  | \$ 1,800.00  | \$ 1,900.00                           |
|   |               |                                       |              |              |                                       |
| Facilities                                    |               |                                       |              |              |                                       |
| Facility Lease/Mortgage                       | \$ 600,000.00 |                                       |              |              | •                                     |
| Maintenance                                   | \$ 15,000.00  |                                       | \$ 15,000.00 | \$ 15,000.00 |                                       |
| Custodial Supplies                            | \$ 15,000.00  |                                       | \$ 15,000.00 |              |                                       |
| Insurance                                     | \$ 30,199.00  | \$ 30,199.00                          | \$ 30,199.00 | \$ 30,199.00 | \$ 30,199.00                          |
|   |               |                                       |              |              |                                       |
| Utilities                                     |               |                                       |              |              |                                       |
| Electric                                      | \$ 70,000.00  | · · · · · · · · · · · · · · · · · · · |              |              |                                       |
| Water/Sewer                                   | \$ 12,000.00  |                                       | \$ 12,000.00 | \$ 24,000.00 | · · · · · · · · · · · · · · · · · · · |
| Trash   | \$ 18,000.00  | \$ 18,000.00                          | \$ 18,000.00 | \$ 36,000.00 | \$ 36,000.00                          |
|   |               |                                       |              |              |                                       |
| Transportation                                |               |                                       |              |              |                                       |

| Buses                                      | \$<br>30,000.00    | \$<br>25,000.00  | \$<br>25,000.00    | \$<br>25,000.00    | \$<br>25,000.00    |
|--|--------------------|------------------|--------------------|--------------------|--------------------|
| Gas  | \$<br>20,000.00    | \$<br>20,000.00  | \$<br>25,000.00    | \$<br>25,000.00    | \$<br>25,000.00    |
| Oil/Tires & Maintenance                    | \$<br>20,000.00    | \$<br>20,000.00  | \$<br>25,000.00    | \$<br>25,000.00    | \$<br>25,000.00    |
|  |                    |                  |                    |                    |                    |
| Other                                      |                    |                  |                    |                    |                    |
| Child nutrition                            | \$<br>25,000.00    | \$<br>25,000.00  | \$<br>25,000.00    | \$<br>25,000.00    | \$<br>25,000.00    |
| Travel (Bus Driver Stipend)                | \$<br>2,500.00     | \$<br>2,500.00   | \$<br>2,500.00     | \$<br>2,500.00     | \$<br>2,500.00     |
|  |                    |                  |                    |                    |                    |
|  |                    |                  |                    |                    |                    |
| Total Administrative & Support Operations: | \$<br>1,039,599.00 | \$<br>995,779.00 | \$<br>1,009,629.60 | \$<br>1,113,510.19 | \$<br>1,122,221.42 |

| OPERATIONS BUDGET: Instructional  | Year 1        | Ye | ar 2       | Year 3           |    | Year 4    | Year 5          |
|-----------------------------------|---------------|----|------------|------------------|----|-----------|-----------------|
| Classroom Technology              |               |    |            |                  |    |           |                 |
| Software                          | \$ 50,000.00  | \$ | 50,000.00  | \$<br>50,000.00  | \$ | 55,000.00 | \$<br>55,000.00 |
| Student Computers                 | \$ 108,000.00 | \$ | 22,500.00  | \$<br>22,500.00  | \$ | 22,500.00 | \$<br>22,500.00 |
|                                   |               |    |            |                  |    |           |                 |
|                                   |               |    |            |                  |    |           |                 |
| Instructional Contract            |               |    |            |                  |    |           |                 |
| EC Services (OT and PT)           | \$ 10,000.00  | \$ | 10,000.00  | \$<br>10,000.00  | \$ | 10,000.00 | \$<br>10,000.00 |
| Psychological Services            | \$ 8,500.00   | \$ | 8,500.00   | \$<br>8,500.00   | \$ | 8,500.00  | \$<br>8,500.00  |
| Speech Services                   | \$ 10,000.00  | \$ | 10,000.00  | \$<br>10,000.00  | \$ | 10,000.00 | \$<br>10,000.00 |
| Workshop Expenses                 | \$ 12,000.00  | \$ | 12,000.00  | \$<br>12,000.00  | \$ | 12,000.00 | \$<br>12,000.00 |
|                                   |               |    | ·          | ·                | -  | ·         | <br>·           |
| Books and Supplies                |               |    |            |                  |    |           |                 |
| Instructional Materials           | \$ 35,000.00  | \$ | 40,000.00  | \$<br>45,000.00  | \$ | 50,000.00 | \$<br>55,000.00 |
| Curriculum/Texts                  | \$ 50,000.00  | \$ | 55,000.00  | \$<br>60,000.00  | \$ | 65,000.00 | \$<br>70,000.00 |
| Copy Paper                        | \$ 4,000.00   | \$ | 4,000.00   | \$<br>4,000.00   | \$ | 8,000.00  | \$<br>8,000.00  |
| Testing Supplies                  | \$ 2,500.00   | \$ | 2,500.00   | \$<br>2,500.00   | \$ | 2,500.00  | \$<br>2,500.00  |
| EC Supplies                       | \$ 5,000.00   | \$ | 5,000.00   | \$<br>5,000.00   | \$ | 5,000.00  | \$<br>5,000.00  |
| Health Supplies                   | \$ 5,000.00   | \$ | 5,000.00   | \$<br>5,000.00   | \$ | 5,000.00  | \$<br>5,000.00  |
| Postage                           | \$ 4,000.00   | \$ | 4,000.00   | \$<br>4,000.00   | \$ | 4,000.00  | \$<br>4,000.00  |
| Non Cap Equipment Furniture       | \$ 9,180.00   |    | 1,530.00   | \$<br>1,530.00   | \$ |           | \$<br>1,530.00  |
| Capital Equipment Furniture (FFE) | \$ 210,000.00 |    | 100,000.00 | \$<br>100,000.00 | \$ | ,         | \$<br>50,000.00 |
|                                   | ,             |    | ,          | ,                | •  | ,         | ,               |

| Ī                               |                 |                 |                 |                 |                 |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Total Instructional Operations: | \$ 523,180.00   | \$ 330,030.00   | \$ 340,030.00   | \$ 476,680.00   | \$ 319,030.00   |
|                                 |                 |                 |                 |                 |                 |
| TOTAL OPERATIONS:               | \$ 1,562,779.00 | \$ 1,325,809.00 | \$ 1,349,659.60 | \$ 1,590,190.19 | \$ 1,441,251.42 |

<sup>\*</sup>Applicants may amend this table and the position titles to fit their Education and Operations Plans.

### Overall Budget

| SUMMARY             | Logic     | Year 1          | Year 2          | Year 3          | Year 4          | Year 5              |
|---------------------|-----------|-----------------|-----------------|-----------------|-----------------|---------------------|
| Total Personnel     | J         | \$ 2,556,500.00 | \$ 3,192,840.00 | \$ 3,745,800.00 | \$ 4,449,000.00 | \$ 4,981,000.00     |
| Total Operations    | M         | \$ 1,562,779.00 | \$ 1,325,809.00 | \$ 1,349,659.60 | \$ 1,590,190.19 | \$ 1,441,251.42     |
| Total Expenditures  | N = J + M | \$ 4,119,279.00 | \$ 4,518,649.00 | \$ 5,095,459.60 | \$ 6,039,190.19 | \$ 6,422,251.42     |
| Total Revenue       | Z         | \$4,262,214.64  | \$4,941,065.42  | \$5,569,942.64  | \$6,188,825.16  | \$6,807,707.68      |
| Surplus / (Deficit) | = Z - N   | \$142,935.64    | \$422,416.42    | \$474,483.04    | \$149,634.97    | <b>\$385,456.26</b> |

#### **Enrollment Projections Year 1 through Year 5**

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.

#### If applying as 'Statewide Virtual', select 1000-Statewide Avg as LEA 1 only. If applying as 'Regional Virtual', select a maximum of three LEAs.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

| LEA #1: | 920-Wake     | What percentage of students from the LEA selected above will qualify for EC funding? | 11% |
|---------|--------------|--|-----|
| LEA #2: | 350-Franklin | What percentage of students from the LEA selected above will qualify for EC funding? | 11% |
| LEA #3: | 510-Johnston | What percentage of students from the LEA selected above will qualify for EC funding? | 11% |

| Grade        |        | Year 1 |        |        | Year 2 |        |        | Year 3 |        |        | Year 4 |        |        | Year 5 |        |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|              | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 | LEA #1 | LEA #2 | LEA #3 |
|              | 920    | 350    | 510    | 920    | 350    | 510    | 920    | 350    | 510    | 920    | 350    | 510    | 920    | 350    | 510    |
| Kindergarten | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 1      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 2      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 3      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 4      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 5      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 6      | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 7      |        |        |        | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 8      |        |        |        |        |        |        | 24     | 24     | 12     | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 9      |        |        |        |        |        |        |        |        |        | 24     | 24     | 12     | 24     | 24     | 12     |
| Grade 10     |        |        |        |        |        |        |        |        |        |        |        |        | 24     | 24     | 12     |
| Grade 11     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| Grade 12     |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
|              |        |        |        |        |        |        |        |        |        |        |        |        |        |        |        |
| LEA Totals:  | 168    | 168    | 84     | 192    | 192    | 96     | 216    | 216    | 108    | 240    | 240    | 120    | 264    | 264    | 132    |

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).

#### Budget: Revenue Projections from each LEA Year 1

**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.

**State EC Funds:** Charter schools receive a per pupil share of state funds per student with disabilities (school-aged 5 through 21). Funds are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC 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 #1:          |                               | 920-Wake          |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$6,329.29                    | 168               | \$1,063,320.72                 |
| Local Funds      | \$3,052.08                    | 700               | \$613,549.44                   |
| State EC Funds   | \$5,309.31                    | 18                | \$98,116.05                    |
| Federal EC Funds | \$1,514.35                    | 18                | \$27,985.19                    |
|                  |                               | Total:            | \$1,802,971.40                 |

| LEA #2:          | 350-Franklin                  |                   |                                |  |  |  |  |  |  |
|------------------|-------------------------------|-------------------|--------------------------------|--|--|--|--|--|--|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |  |  |  |  |  |  |
| State Funds      | \$7,152.91                    | 168               | \$1,201,688.88                 |  |  |  |  |  |  |
| Local Funds      | \$2,350.42                    | 168               | \$394,87U.5b                   |  |  |  |  |  |  |
| State EC Funds   | \$5,309.31                    | 18                | \$98,116.05                    |  |  |  |  |  |  |
| Federal EC Funds | \$1,514.35                    | 18                | \$27,985.19                    |  |  |  |  |  |  |
|                  |                               | \$1,722,660.68    |                                |  |  |  |  |  |  |

| LEA #3:          |                               | 510-Johnston      |                                |
|------------------|-------------------------------|-------------------|--------------------------------|
| Revenue          | Approximate Per Pupil Funding | Projected LEA ADM | Approximate funding for Year 1 |
| State Funds      | \$6,681.05                    | 84                | \$561,208.20                   |
| Local Funds      | \$2,170.08                    | 84                | \$182,286.72                   |
| State EC Funds   | \$5,309.31                    | 9                 | \$49,058.02                    |
| Federal EC Funds | \$1,514.35                    | 9                 | \$13,992.59                    |
|                  |                               | \$806,545.53      |                                |

#### Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on federal funding in year one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

| Income:               | Year 1          | Year 2          | Year 3          | Year 4          | Year 5          |
|-----------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| State ADM Funds       | \$<br>2,826,218 | \$<br>3,229,963 | \$<br>3,633,709 | \$<br>4,037,454 | \$<br>4,441,199 |
| Local Per Pupil Funds | \$<br>1,190,707 | \$<br>1,360,808 | \$<br>1,530,909 | \$<br>1,701,010 | \$<br>1,871,111 |
| State EC Funds        | \$<br>245,290   | \$<br>280,332   | \$<br>315,373   | \$<br>350,414   | \$<br>385,456   |
| Federal EC Funds      | -               | \$<br>69,963    | \$<br>89,952    | \$<br>99,947    | \$<br>109,942   |
| Other Funds*          |                 |                 |                 |                 |                 |
| Working Capital*      |                 |                 |                 |                 |                 |
| TOTAL REVENUE:        | \$<br>4,262,215 | \$<br>4,941,065 | \$<br>5,569,943 | \$<br>6,188,825 | \$<br>6,807,708 |

\*All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate additional questions by those evaluating the application. 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 M.



### Signature Page

The foregoing application is submitted on behalf of <u>Bettis Academy</u>. 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. Additionally, we understand the final approval of the charter is contingent upon successful completion of a mandatory planning year. Per SBE policy "Planning Year for New and Preliminary Charter Schools – CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

| the planning program requirements.            |                        |                  |   |
|---|------------------------|------------------|---|
| Print/Type Name: Ullison L. Brown             |                        |                  |   |
| Board Position: Chairman                      |                        |                  |   |
| Signature: War &                              | ,                      |                  |   |
| Date: 4-25-2024                               | State of<br>Country of | NC               |   |
|   | C N al                 | latew.           |   |
| - <b>-</b> -                                  | Convid . L             | MAIN             |   |
| Sworn to and subscribed before me this day of | April                  | , 20 <u>24</u> . |   |
|   | •                      |                  | anning,                                 |
| Notary Public:                                | Official Sea           |                  | SEY L MILLIAM                           |
| / ~ 10 20                                     |                        | 30               | 4                                       |
| My commission expires:                        | ·                      | Š                | NOTARL                                  |
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| •   |                        | <b> </b>         | POBLIO S                                |
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