

Parent's Guide to Student Achievement (PGSA)

Based on Parents' Bill of Rights - SB49; Session Law 22023-106

Next Generation Academy (NGA) offers parents and guardians access to information regarding student achievement via the Parent's Guide to Student Achievement (PGSA). Should you wish to obtain a paper copy of this document, please submit your request by contacting the front office at (336) 271-9030.

| How can my child be | The following are the relevant State and Local requirements for a child to be promoted to the next grade |
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| promoted to the next grade | level. Relevant part of this link is found in Part 1A (pp.15-28) regarding retention, promotion, alternatives to |
| level? | show reading proficiency, etc. |
| | Link: Grade Level Promotion |
| What is my child learning at | In North Carolina, every school follows a uniform Standard Course of Study established by the State Board |
| school? How can a parent | of Education. These guidelines outline the knowledge and skills that students are expected to grasp by the |
| review these materials? | conclusion of each grade or course. |
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| | The NCDPI Office of Academic Standards Website contains the standards for various subjects, such as Arts |
| | Education, Career Technical Education, Computer Science, English Language Arts, English Language |
| | Development, Student Success Standards, Healthful Living, Information and Technology, Mathematics, |
| | Science, Social Studies, and World Language. Local districts, schools, and teachers have the autonomy to |
| | decide the instructional methods for these standards, including curriculum, supplementary materials, books, |
| | and other resources. |
| | and other resources. |
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| | Teachers utilize K-8 Content created by Rethink Education, NCDPI. See link: <u>bit.ly/k8rethinkcontent</u> . |
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| | Charter School exemptions. Next Generation Academy (NGA) a charter school; is exempt from statutes and |
| | rules applicable to a local board of education or local school administrative unit. As such, NGA determines its |
| | own curriculum and textbooks/supplemental materials and is <u>not</u> bound by the laws governing local boards of |
| | education and local school administrative units. NGA has the sole authority to select and procure curriculum, |
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| | textbooks, supplementary instructional materials, and library materials. Further, NGA has the sole authority |
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| | to determine if the materials are related to and within the curriculum's limits and when the materials may be |
| | presented to students during the school day. In general, supplementary books and other instructional materials |
| | shall neither displace nor be used to the exclusion of basic textbooks where NGA has selected textbooks. |
| | Parents and guardians may contact their child's teacher to review materials. |
| How will a parent learn about | Next Generation Academy (NGA) communicates students' progress through various channels, including |
| my child's progress in school | parent/student conferences, quarterly report cards, progress reports, and feedback on |
| or with a class? | homework/assignments/tests. |
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| | Quarterly report cards detail student grades and attendance. Parents receive Individual Student Reports (ISR) |
| | from the End-of Grade/Course tests and state assessments. |
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| | In North Carolina, all students take End-of Grade assessments for reading and math in grades 3-8. Students |
| | take the End-of-Grade science assessments in grades 5 and 8. NGA provides the school's testing calendar on |
| | the website for parents to view the school and state's test dates. Link: <u>NGA Testing Calendar</u> |
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| | Parents receive reports from mCLASS DIBELS® 8 th Edition, a literacy assessment aligned with the Science of Reading. |
| What are the qualifications of | Parents may view their child's licensure status at this link: <u>https://shorturl.at/xL961</u> |
| my child's teachers? | This licensure webpage is consistently updated as teachers update their licensure status. |
| What are the requirements | The following are statutory school entry requirements, which includes required immunizations: |
| for school enrollment? What | • Admission requirements: <u>GS 115C-364.pdf (ncleg.gov)</u> |
| are the immunizations needed | • Immunization records: GS 130A-155.pdf (ncleg.gov) |
| or recommended for | • Immunization requirements: <u>GS 130A-152.pdf (ncleg.gov)</u> (*this law was amended but is |
| children? | not reflected on the current GA page; see <u>SL2023-134.pdf (ncleg.gov)</u> , Section 5.8(e) on |
| | page 64") |
| | Information on required health assessments and immunizations for students are available through |
| | the North Carolina Department of Health and Human Services (NCDHHS). |
| | NCDHHS Immunizations Resources: |
| | Recommended Immunization Schedules |
| | Kindergarten Entry Vaccine Requirements |
| | Seventh Grade Entry Vaccine Requirements |
| How can a parent help their | Active involvement in your child's education is crucial for their learning journey. Regularly ask your child |
| child learn and make | about their school day, discussing the topics and assignments they are currently working on. |
| progress? | |
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| | Connect with their teachers to gain insights into your child's progress and inquire about ways to support their learning. Attend various school events to stay connected and learn more about how to assist your child. |
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| | Create a dedicated space at home for homework and studying, if possible, and encourage a reading culture by modeling reading behavior. Discuss your child's progress and efforts, being an engaged participant in their education. Maintain open communication with your child's teacher and keep a diverse range of books at home to encourage reading at different levels. |
| | Utilize local resources such as homework assistance and refer to parent guides for academic standards. These guides provide information to help parents understand the North Carolina Standard Course of Study and offer practical strategies for implementation at home. |
| | Explore reading and literacy support resources, including the <u>mCLASS® Home Connect®-Parent</u> <u>Resources</u> , which offers materials for families to practice crucial literacy skills. |
| | Additionally, <u>North Carolina's Digital Children's Reading Initiative</u> (DCRI) provides home activities, printables, and games covering various literacy topics for Pre-K through Grade 5. Access the printables guide here: <u>DCRI Printable Guides</u> . |
| | Rethink Education, created by NCPDI, has created Parent and Caregiver Resources. See link: <u>Parent and Caregiver Resources</u> |
| | Support Guides for Parents: Parent and Family Content Support Guides |
| How can a parent help their child develop citizenship, social skills and respect for others? | Next Generation Academy utilize The Collaborative for Academic, Social, and Emotional Learning (CASEL) SEL Framework with five core competencies to support learning and development, as well as four key settings where SEL can be practiced, generalized, and supported. |
| | School counselor utilizes QuaverReady <u>QuaverReady</u> to reinforce the CASEL SEL framework and to also address academic achievements, bullying, personal safety, honesty, anxiety, disappointment, moods, transition, grief and gratitude. |
| | Designing a process to strengthen a child's citizenship, social skills, and respect for others involves incorporating various elements into their upbringing. A comprehensive plan parents can follow: |

| 1. Lead by Example: |
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| • Demonstrate positive citizenship by engaging in community service or volunteering. |
| • Exhibit respectful behavior towards others, including neighbors, friends, and strangers. |
| • Share stories of your experiences that highlight the importance of empathy and social |
| responsibility. |
| 2. Open Communication: |
| Establish an open and honest line of communication with your child. Encourse at them to commune their themselfs and faciling a without from a findement. |
| Encourage them to express their thoughts and feelings without fear of judgment. Discuss summer such as a significant of the second string to promote suiting the interval of the second string. |
| • Discuss current events, social issues, and ethical dilemmas to promote critical thinking. |
| 3. Civic Engagement: |
| Involve your child in age-appropriate civic activities, such as local community events or clean-up |
| initiatives. |
| • Attend town hall meetings or community gatherings together to instill a sense of civic |
| responsibility. |
| • Discuss the importance of voting and staying informed about local and global issues |
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| 4. Teach Empathy: |
| Encourage your child to consider others' perspectives and feelings. Encourage in activities that prepare any other system is a substanting at a local shalter envisiting. |
| • Engage in activities that promote empathy, such as volunteering at a local shelter or visiting elderly |
| neighbors. |
| Discuss real-life scenarios to help them understand the impact of their actions on others. |
| • Discuss rear-me scenarios to help them understand the impact of them actions on others. |
| 5. Respect for Diversity: |
| Celebrate diversity within your family and community. |
| • Introduce your child to different cultures, traditions, and customs. |
| • Teach them the importance of respecting differences and embracing diversity. |
| 6. Problem-Solving Skills: |
| Help your child develop problem-solving skills to resolve conflicts peacefully. |
| Encourage them to think critically about solutions and consider the consequences of their actions. |
| utilities and the second second and consider the consequences of their deficits. |

| • Model effective conflict resolution in your own relationships. |
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| 7. Digital Citizenship: Educate your child about responsible internet use and online etiquette. Discuss the impact of cyberbullying and the importance of treating others with respect online. Set guidelines for screen time and monitor their online activities. 8. Community Involvement: Engage in community service projects as a family. Support local organizations and charities together. Help your child understand their role in contributing to the well-being of the community. |
| 9. Encourage Leadership: Foster leadership skills by involving your child in group activities or clubs. Support their involvement in school or community leadership roles. Teach them to lead with integrity and a sense of responsibility. |
| Reflect and Reinforce: Regularly reflect on experiences and discuss the lessons learned. Provide positive reinforcement for acts of kindness, empathy, and good citizenship. Adjust your approach based on your child's individual needs and developmental stage. |
| By incorporating these elements into your parenting approach, you can contribute to the development of your child's citizenship, social skills, and respect for others. Consistency, open communication, and leading by example are key components of this process. |
| Grade level specific resources, including developmentally appropriate milestones can be found in the following resource repository NC Portrait of a Graduate - Durable Skills. Click here to view: <u>open (nc.gov)</u> |
| Another resource used in K-8 to support the content of Portrait of a Graduate is Second Step. Second Step® programs help students build social-emotional skills—like nurturing positive relationships, managing emotions, and setting goals—so they can thrive in school and in life. |

| How can a parent strengthen communication with the school/teacher? | Parents can view the NGA Student/Family Handbook <u>https://tinyurl.com/NGA-Family-Handbook</u> which discusses school policies/procedures for communication, attendance, grades, report card/interim report dates, standards-based grading etc. Each teacher also utilizes Class Dojo for open communication with parents and through providing parent/student conferences. |
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| | NCDPI-developed parent guides offer suggestions for building strong relationships with your child's teacher and supporting communication between home and school, including guides such as <u>Building Strong Relationships with Your Child's Teacher</u> and <u>How You Can Use Questions to</u> <u>Support Your Child's Learning</u> from the NC Rethink Education. |
| | For additional general parent guides and recordings of parent resource webinars, please visit this website: <u>Rethink Education Resources for Parents and Guardians NC DPI</u> |
| What services are available for parents and their children? | <u>Family Literacy Services</u> : Literacy at Home: <u>The Digital Children's Reading Initiative</u> , developed by NCDPI, presents literacy activities tailored to each grade level, spanning from pre-kindergarten through fifth grade. |
| | <u>Family and Family Content Support Guides</u> through <i>Rethink Education</i> . Rethink Education provides Parent guides to accompany the high-quality, standards-aligned and culturally relevant remote learning content for grades K-8. Click this link: <u>Family Support Guides</u> . |
| | <u>Tutoring</u> : Next Generation Academy provides opportunities for daytime tutoring from retired educators. After school tutoring is also available. |
| | NCDPI Resource for parents: Parent's Corner NC DPI |
| What are opportunities for parents to participate with school? | NC Star/School Improvement Team Parent Surveys for input Family Engagement Opportunities PTSO and School Events |
| | F1SO and School Events School/Classroom Volunteers |
| What school choices are available for my child? | Charter Schools Charter schools are public schools of choice that are authorized by the State Board of Education and operated by independent non-profit boards of directors. State and local tax dollars are the |
| | primary funding sources for charter schools, which have open enrollment and cannot discriminate in |

| | admissions, associate with any religion or religious group, or charge tuition. Charter schools operate |
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| | with freedom from many of the regulations that govern district schools, but charter schools are held |
| | accountable through the State assessment and accountability system. |
| | If you are interested in NC charter schools, visit Charter Schools NC DPI for information, |
| | resources, and contacts. |
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| | Nonpublic Education and Scholarship Grants |
| | Nonpublic education is overseen by the NC DOA Division of Non-Public Education (DNPE) - Monitoring |
| | NC Home & Private Schools |
| | For a list of private schools, visit State of North Carolina Private Grade K-12 School Statistics NC DOA |
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| | For information on how to start a homeschool visit: <u>Homeschool Information</u> |
| | Scholarship grant programs/voucher information is available via the NC State Education Assistance Authority |
| What rights do students with | For students suspected of or identified with a disability by the Individuals with Disabilities Education Act |
| disabilities have based on the | (IDEA), the following links provide important information regarding the procedural safeguards available to |
| law? | ensure a free, appropriate, public education. |
| | |
| | Parent Rights Handbook Parent Rights Handbook (Spanish) |
| | IDEA Dispute Resolution |
| | Special Education Surrogate Parents |
| | Project Child Find |
| What is the contact | Phone: (336) 271-9030 |
| information for Next | Fax: (336) 691-2366 |
| Generation Academy? | Email: info@nextgenerationacademy.net |
| | Website: https://www.ngagso.org/ |
| What are some resources to | Information on required health assessments and immunizations for students are available through the NC |
| support my child's health and wellbeing? What | Department of Health and Human Services (NCDHHS)Immunizations |
| immunizations are required | Health Assessment |
| and when should they be | Immunization Schedules CDC |
| scheduled? | Recommended Immunization Schedules |
| | <u>Grade Level Requirements (English)</u> |

| • <u>Grade Level Requirements (Spanish)</u> Influenza is a virus spread from infected persons to the nose or throat of another. Influenza can cause fever, sore throat, chills, coughs, headache, and muscle aches. A yearly vaccination is available. |
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| Meningococcal disease is a serious illness caused by bacteria. It is an infection of the brain and spinal cord coverings and can cause blood infections. The vaccine for this is required for individuals entering 7th grade or by the age of 12. |
| For more information on these and other vaccines go to: <u>https://www.cdc.gov/vaccines/vpd/vaccines-</u> <u>diseases.html</u> |