

Next Generation Academy

**Student/Family Handbook
2024-2025**



“COMMITTED TO SUCCESS”

Next Generation Academy
3740 S. Holden Road
Greensboro, NC 27406
Phone: 336-271-9030
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August 2024

Greetings Families!

I am honored and humbled for the opportunity to serve you as Principal of Next Generation Academy! This marks the beginning of a new, exciting new school year! This is my fifth year as Principal here at Next Generation Academy. I get excited every year about helping students to achieve their goals! In each school and setting in which I have served, I have consistently focused on individual student needs. I firmly believe that every student deserves the opportunity to learn in a way that is best for their own personal growth and development.

My role as Principal is to help establish an environment that is conducive for teaching and learning. Teachers and staff members will be well trained, supported, and held accountable. Students will be given the opportunity to learn, while being supported at multiple levels during the process to promote their own success.

Next Generation Academy offers a unique learning environment for students. We are committed to educating the whole student, academically, socially, and emotionally. We are also committed to our partnership with parents, guardians, and community members to ensure our work manifests itself.

There is an old saying that “*it takes a village to raise a child*”. We are that village, and together we will raise our students up. We will all be able to see them **SOAR!** The sky is the limit! ***Eagles Always SOAR!***

Sincerely,

Daryl B. Florance

Daryl B. Florance
Principal, Next Generation Academy

Table of Contents

Table of Contents	2
School Philosophy.....	4
School Pledge.....	4
School History.....	4
Mission Statement.....	4
Vision Statement	4
Administrative Team.....	4
Program Goals.....	5
Parent Teacher Student Organization.....	5
The School Day.....	5
Absences/Tardies	6
Family Trip During School Year	7
Arrival and /or Dismissal Procedures.....	8
Afterschool/Daycare/Van Riders:	8
Car/Bus Rider Dismissal Changes:	8
Bus Transportation Guideline	9
Procedures When a Bus is Late.....	11
Student Checkout Policy.....	11
Child Safety.....	11
Accidents.....	11
Visitor and Volunteers	12
Behavior Expectations	12
Immunization Requirements.....	13
Parent Concerns.....	14
Classroom Visit Guidelines.....	14
Parent Conferences.....	14
Classroom Interruptions.....	14
Child Custody.....	15
Telephone Messages.....	15
Address/Phone Changes.....	15
Student Illness.....	15
Fever, Lice.....	16
Student Injuries	16
Medication	16
Picture Days.....	17
Student Pictures and Information	17
Inclement Weather	17
Dress Code	18
Personal Property.....	18
Cell Phones.....	19
Playground Rules	19

Student Birthdays.....	19
Breakfast/Lunch Information.....	19
Check Acceptance Policy.....	20
Curriculum Information.....	20
Report Cards/Interims.....	23
Report Card Schedule 2024-2025.....	23
Standards Based Grading Scale.....	23
Report Card Rubric.....	24
Interim Reports Schedule.....	24
Report Card Conferences.....	24
Homework.....	24
Study Habits.....	25
Student Awards.....	25
Character Education Development.....	25
Social Emotional Learning (SEL).....	25
Student Conduct.....	26
Hallway Rules.....	26
Restroom Privileges.....	25
Restroom Expectations.....	26
Guidelines for Success.....	27
Safety Drills.....	27
School Property.....	27
Maintenance and Cleaning Responsibilities.....	27
Weapons.....	28
Student Records.....	28
Suspicion of Child Abuse.....	28
Title IX Notice.....	29
Title IX Grievance Procedures.....	34
School Campus Expectation Policy.....	41
Right to Know Under the Every Student Succeeds Act.....	43
The Family Educational Rights & Privacy Act.....	43
The Protection of Pupil Rights Amendment.....	44
Equal Education Opportunities.....	45
Compliance with Other Laws.....	45
Student Promotion and Accountability.....	45
Bill of Rights.....	46
Policy on Curriculum Books & Supplementary Instructional Materials.....	48
Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.....	50
Title I Parent Engagement Policy Plan.....	51
Title I School/Student/Parent Compact and Parent Engagement Policy.....	52
Calendar.....	55

School Philosophy

Next Generation Academy (NGA) will ensure every student at all levels become proficient readers and master rigorous standards in each academic area by tailoring instruction to each child precisely when they need it. NGA will utilize small class sizes and a learning management system that will allow teachers to provide each student with instruction at their appropriate level. Through daily use of technology, students will also develop the 21st century learning skills necessary for career and college readiness.

School Pledge

Eagles Always SOAR...

Strive for Excellence

Overcome any Obstacle

Act with Integrity

Respect Yourself and Others

School Motto

“Committed to Success”

School History

In August 2018, Next Generation Academy (NGA) opened its’ doors as the newest Charter School in the 27406 zone in Greensboro, NC. NGA opened with the founders Drs. Sam and Pam Misher, as a K-2 school, with approximately 135 students. NGA provided hot meals and transportation for the students, at their first school site of World Victory International Christian Center. In July 2020, opening with grades K-4, NGA moved to its’ new location of 3740 S. Holden Road, (the old Virginia College site), in Greensboro, NC. In 2024-2025, NGA will have grades K-8.

Mission Statement

The mission of Next Generation Academy is to inspire students to become productive 21st century literate citizens. NGA’s mission emphasizes the idea of personalized learning. We will improve student achievement by focusing on personalized learning. Personalized learning is student-centered and allows the student to drive his or her learning.

Vision Statement

In order to become a productive 21st century citizen, every student will develop and demonstrate effective reading, writing, speaking, and listening skills by participating in high quality, explicit literacy instruction across all content areas.

Administrative Team

Founder/Executive Director:

Principal:

Dr. Sam Misher

Mr. Daryl B. Florance

Co-Founder/Director of Human Resources/School Compliance: *Dr. Pam Misher*
Director of Curriculum: *Ms. Angela Graves*
Accountability and Testing Coordinator: *Ms. Pam Moore*

Program Goals

1. To provide a structured learning environment that promotes student achievement and effective instruction.
2. To promote students' abilities to inquire, reason, and think logically and critically in everyday life.
3. To increase oral and written communication skills through curriculum integration.
4. To enrich instruction through the integration of technology.
5. To provide students with a challenging curriculum that will strengthen their intellectual, social emotional and physical development.
6. To increase parent and community involvement.

Parent Teacher Student Organization

Parents, your P.T.S.O needs you! Be a supporter and join your P.T.S.O. Please help NGA membership reach 100%. Contact the school or any member of the P.T.S.O. Board or principal for information.

PTSO Executive Board Members:

PTSO Members will be elected the Fall of each year.

The School Day



Arrival time for students is 7:30am daily, with a **7:50am** instructional start time. Dismissal is at **2:30pm**. **The building is not open to students until 7:30am each day.** The school staff can assume no liability for any student who arrives before 7:30am in the morning.

The hours for teachers are **7:15am to 3:15pm**. The hours for teacher assistants are **7:15am to 3:15pm**.

If you desire to speak to your child's teacher, we request that you call the school and leave a voicemail message. You can also leave an e-mail message/Class Dojo or call after **2:45pm**. The teachers will check their voicemails and e-mails and will return your call within 48 hours. If the call is an emergency, you should tell the office support staff person answering the phone. They will handle the call accordingly.

Absences/Tardies

We believe that it is essential that students **attend school regularly and arrive on time in order to benefit the most from school experiences**. We realize that there will be times when students have legitimate absences. However, absences should be kept to a minimum. Please provide a note if your child has been absent. If your child has a doctor or dentist appointment, a written note from the doctor or dentist must accompany him/her on their return.

Attendance/Tardy/Early Dismissal Policy



Next Generation Academy celebrates our students with perfect attendance which includes promptness and all-day attendance.

Next Generation Academy students must follow the NC Compulsory Attendance Law mandate school attendance *N.C.G.S. 115C 378* and excessive absences can result in **LEGAL** repercussions for parents/guardians.

Per NC law, parents will be notified after 3, 6, and 10 unexcused absences. After 6 unexcused absences, parents will be warned that they may violate the state compulsory attendance law. Chronic absenteeism will be addressed after missing 10 percent or more of the school days for any lawful/excused, or unlawful reason.

After 10 unexcused absences, additional legal steps may be followed. The school and the staff will work with parents to facilitate better attendance. Please note that students may be removed from PowerSchool following the 10th consecutive unexcused absence. If a student has accrued ten(10) days of unexcused absences, parents/guardians will be issued a letter of truancy and a meeting will be scheduled to create an attendance plan.

It is very crucial for our parents/guardians to support the student's academic goals by doing the following:

- Having your student at school daily on time for the entire school day
- Express to your students the importance of going to school daily for their academic, emotional, and social well-being.
- Make sure your student is getting an adequate night's sleep and has a consistent routine.
- Set medical and dental appointments outside the school day or on teacher workdays.
- Appoint a relative, friend, or neighbor to ensure your student gets to school on time in the event you are not able to do so yourself.

Students should be at school daily during the regular school hours. The lawful reasons for absences are:

- Illness or injury (quarantine)
- Death in the immediate family
- Medical or dental appointment
- Religious Observances

Procedure for students not attending for the above reasons are to contact your classroom teacher via email or Class Dojo and report the absences with reason.

Upon returning to school, students should check with their teachers to request any missing assignments. Students have only five days to complete make-up work.

Tardy and Early Dismissal Policy

A student is tardy when he/she is not in the classroom at the **7:50 tardy bell**. All tardy students must be signed in at the front office by **a parent or guardian**. Tardies and early dismissal are unexcused unless the parent/guardian provides a doctor's note.

A student must be present at least one-half of the school's instructional day, (11:30am) to be recorded for the day.



Excessive Absences, Tardy or Early Dismissal Consequences

Class attendance and participation are critical elements of the educational process. Students are expected to be at school on time and to be present with the entire schedule of their day. Excessive absences may impact eligibility for continued participation in extracurricular activities and continued enrollment with Next Generation Academy.

With 10% or more absences, tardies, or early dismissal, students that have chronic absenteeism will be placed on a contract for the remainder of the school year. A contract will be devised for the following areas:

- Excessive absences lawful/unlawful
- Excessive tardiness lawful/unlawful
- Excessive early dismissal is lawful/unlawful.

At any time, if a student has excessive absences, tardies, or early dismissal a contract will be developed with parent/guardian and student.

If the contract terms are not met, the parent/guardian will be contacted and informed to enroll their student in their home school/district.

Family Trip During School Year

Please take consideration of the school schedule when planning family trips. March, April and May are important for test preparation and testing. Please send in a note prior to a family trip.

NGA is a tobacco free zone; therefore, no smoking is allowed on school grounds, including in cars.



Arrival and/or Dismissal Procedures

Car Riders:

Those parents who choose to bring and/or pick up their children from school by car should observe the following guidelines (**Please be patient**):



Arrival and dismissal can be a lengthy process, but to ensure that the lines move expeditiously, please assist us with the following procedures.

1. To ensure students' safety, students are to exit the **right side** of the car as it reaches the side walk and are also encouraged to open their door to exit the vehicle.
2. When picking up your child, please arrive on time. Students not picked up by **2:45pm** will be at the front desk for pick-up. The parent will need to park and enter the building to receive and sign out their child.
3. If a student is to be dismissed with another student, both parents must send permission in writing. This information will need to be sent to the office for approval prior to 11:00am.

Afterschool/Daycare/Van Riders

Students who attend an off campus after school daycare will exit through the cafeteria side door. Afterschool/daycare vans will be parked near the Bus entrance.



Car/Bus Rider Dismissal Changes

1. If an emergency arises and you need to change your child's mode of transportation, you will need to provide a note with the following information: Student's Name, Date(s), Morning and/or afternoon trip, parent contact numbers (cell, home, work etc.) and a description of the change. This note should be given to your child's teacher as soon as he/she arrives at school. **E-mails, scanned notes and faxes will be accepted.**
2. Transportation changes that need to be made after the school day begins will need to be faxed, scanned, or e-mailed to your child's teacher as well as to the office staff. **These changes should be made no later than 12:30pm.** If your child will be going home with another students, OR someone will be coming home with your child, we **must** have a note from a parent for **each** child. **Please send a note stating this change by 12noon.**
3. NGA teachers do not have the authority to change a student's bus assignment. Any bus changes must be made through an administrative process.



Bus Riders: Bus transportation is provided for students as long as they do not abuse their right to ride the bus. Please be sure to have your child at the bus stop at least ten minutes before the time the bus is scheduled to arrive.

Bus drivers **cannot wait** for your child to come out of the house – **even in rainy or cold weather**. Encourage your child to use good conduct and self-control on the bus. Students must stay seated and quiet at all times. **Students who cause disturbances on the bus are endangering the lives of others and will lose their privilege of riding the bus if such disturbances occur repeatedly.**

Students will **not** be allowed to change buses or go home any way other than their normal way. A student may not ride a different bus home without **written permission** from his/her parents and **prior approval from the administration**. Also, a student who does not usually ride a bus home in the afternoon cannot ride the bus in the afternoon without **prior** approval from the administration. Teachers do **not** have permission or the authority to grant this request.

Bus Transportation Guidelines



Our priority is safety when it comes to bus transportation. The expectations below help facilitate safe travel to and from school for all students.

Please be aware that creating bus routes is a complicated process. The stops must be planned carefully so that all students are picked up and dropped off in a timely manner. Stop requests may be denied based on their location and the safety of students and our staff.

It is the Parent/Guardian's responsibility to review these expectations with their student(s), sign, and turn in this signed contract by the beginning of school.

Bus Stops and Routes

- Riding the bus is a privilege.
- If there is a change in the current stop location, please be prepared for a delay in bus transportation for up to 10 days. The student will need to be a car rider for those days until the routes are adjusted.
- Changes to routes will only occur when families physically relocate. Proof of a new address must be provided, and the stop must be approved by our team. *We cannot pick-up and drop-off at alternative locations without proper documentation.*
- Alert the school (Ms. Cousin Transportation Coordinator, Mrs. Davis or Mrs. Carter in the front office and the student's teacher) if there is illness or family circumstance that prevents the student from riding the bus.
- If you know your child is not going to ride the bus, please notify Ms. Cousin @336-230-8816. If students are not present at the designated stop for three (3) consecutive days without notification, the stop **will be removed** from the schedule. Once removed, there is no guarantee that the stop can be added back. If added back, it will take up to 10 days for your child to be added back to the stop.
- Buses will not enter residential complexes to pick up students (i.e., apartment or condominium buildings, gated communities, cul-de-sac). Ensure that the student is located at the identified pick-up location, otherwise they will not be transported.
- Be at the bus stop 10 minutes before the assigned stop time. Be at the stop designated both morning and afternoon, ready to board the bus at the time shown on the posted schedule. The driver is responsible for maintaining this schedule and cannot wait for tardy students.

- If the bus is running 10 minutes later than the assigned stop time, please contact Ms. Cousin if you have not already heard from her or the driver.
- Please notify Ms. Cousin with telephone number and address changes as soon as possible.

At the Bus Stop

- Students should be accompanied by an adult for safety.
- Students must follow all school expectations while at the bus stop and can be disciplined by the school for misbehavior at the bus stop prior to the bus arriving, and after the bus leaves.

On the Bus

- Students must follow all school expectations while on the bus.
- If student misbehavior on the bus continues after being addressed, bus transportation can be suspended for a specific time frame, or for the remainder of the school year.

Exiting the Bus/Drop Off

- Ensure that an adult is present at the drop off location. ***We cannot legally leave a student if no adult is present.*** If no adult is present, the student will be brought back to the school, and an approved adult will have to pick up from the school.

Bus Discipline Process

- Discipline on the bus will occur on the following order:
 1. 1st infraction - A warning is issued.
 2. 2nd infraction - Parent contacts are solicited to assist to remedy situations.
 3. 3rd infraction and subsequent infractions will result in suspension and/or removal from the bus.

Bus Rules

- Always remain seated during the bus ride.
- Help keep the bus clean. Do not vandalize the bus by marking and tearing the seats.
- No eating or drinking on the bus.
- No throwing objects on the bus.
- Respect the driver and other students while on the bus.
- Unsafe and/or distracting objects are not allowed on the school bus.
- No profane language, arguing, or fighting on the bus.
- Cell phones are allowed but cannot be a distraction to the bus driver or other students.
- Wait until the bus comes to a complete stop before getting on or off the bus.
- Do not lean out of windows. Keep head and hands inside the bus.
- When crossing the street at a bus stop:
 - Make sure the bus has completely stopped, the door is open and the signal is out.
 - Wait for the driver’s hand signals before crossing.
 - Cross in front of the bus within sight of the driver.
 - Look both ways and DO NOT RUN across the street.

**** PLEASE NOTE: CONSISTENT BEHAVIOR ISSUES CAN CAUSE REMOVAL FROM THE BUS AT ANY TIME, AT THE PRINCIPAL’S DISCRETION. ****

Any concerns that you may have about transportation should be addressed to our Transportation Team at transportation@nextgenerationacademy.net

Student(s) First and Last Name (*Print*) _____

Parent/Guardian (*Print*) _____

Parent/Guardian Signature _____ **Date** _____

****The school’s administrative team reserves the right to provide consequences as needed that may be outside of the normal pattern of discipline. This may include, for example, suspension and/or immediate removal from the bus for extreme, unsafe actions.***

Procedures When a Bus is Late

If your child misses the school bus, please make every effort to get him/her to school. Students may be picked up only at designated stops. We will operate on the +10/-10 method. We ask that your student arrives to the bus stop 10 minutes prior to the bus time listed and wait 10 minutes after that time. If a bus has not arrived by 10 minutes beyond the listed stop time:

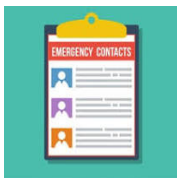
1. Call NGA at 336-271-9030. We will do our best to communicate with the drivers for an estimated time of arrival (ETA).
2. Do not leave your child at the bus stop unattended.
3. Do not allow your child to board an unassigned bus.

Student Checkout Policy



1. Children checked out prior to **2:20pm** must be signed out in the office.
2. If anyone other than the parent or legal guardian is to pick up a child at school, the office must have written permission from the parent or legal guardian for that person to take the student off campus. **Please be prepared to show identification as needed.** Teachers will not be allowed to release students to the office until the parents/guardians have arrived.
3. Due to the activity needed to prepare for dismissal, parents are discouraged from checking out students between **2:00pm and 2:30pm**. Disruptions may cause students to come home without homework assignments and books/materials that might be needed to complete assignments.
4. *Wearing a mask is optional for parents/guardians when entering the building to pick up their child(ren).*

Child Safety



NGA's overall goal is to ensure your child's safety. Please be sure to have an updated Emergency Contact Sheet on file at NGA. If at any time during NGA year this information changes, please notify NGA.

Accidents

If a minor injury occurs at school, our staff will administer initial treatment. The scholar's emergency contact will be notified immediately by phone whenever minor medical treatment is administered to a scholar, and an Incident Report will be kept in the scholar's permanent file. In such cases, it is especially crucial that NGA has working phone numbers for scholars' parents and for alternate contacts in the event that a parent is unavailable. Please be vigilant in keeping NGA's records for your child up-to-date.

Visitor and Volunteers

NGA clearly believes and understands the importance of visitors and volunteers in our building. Additional adults, working with our students, is an important contribution to the educational process.



To help ensure a safe and secure learning environment for your children, all visitors are required to sign-in at NGA office, wear a visitor's pass, and provide proper identification. Faculty and staff have been instructed to escort anyone not having a pass immediately to the office for identification.

Behavior Expectations

We are committed to fostering in each student self-discipline, sound moral character, and respect for our school and community.

Students at Next Generation Academy will abide by the following School-wide Behavioral Expectations:

1. I will treat everyone with kindness and respect.
2. I will keep my hands and feet to myself.
3. I will not use inappropriate language toward anyone.
4. I will never tease, cause harm, name-call or bully another student.
5. I will be respectful to all adults.
6. I will work hard and do my very best in class each day.

Students are required to be respectful, courteous, and polite to all adults and other students at all times. When students fail to do this, disciplinary action will take place. Students are expected to be a role model for their peers by taking responsibility for their own work and actions. Students are required to obey the classroom and school rules.

These infractions will **not** be tolerated and will lead to **out-of-school suspension. Repeated referrals and disruptive behaviors may lead to permanent removal from NGA:**

- Being disrespectful to adults
- Bullying or harassing others
- Abusive, Obscene, Offensive, or Profane Language or Gestures
- Verbal Threats
- Forging Notes/Documents
- Stealing
- Fighting *(Suspension)
- Non-compliance and refusal to follow classroom rules
- Refusal to work
- Damage to school property; vandalism (in the building or on a school bus)
- Misuse/damage of technology/computer/calculators
- -Disruptive and unsafe behavior on the school bus *(Suspension from the bus)

The following behaviors or acts will lead to immediate removal from campus and student withdrawal from NGA. (Police will be notified).

- Unlawfully setting a fire or Making or Possessing Destructive Devices, Explosives, Exploding Firecrackers or Igniting Similar Devices, causing a Fire or Committing Arson,
- Possession of a Firearm, Other Types of Guns, or Other “Look-Alike” Firearms – Students shall not possess or conceal or transport any gun, air gun, BB gun, pellet gun, firearm, stun-gun, starter pistol, paintball gun, zip gun or any similar weapon that is capable of or causing serious bodily injury or any gun facsimile.
- Extortion – Students shall not extort through verbal, written or physical threats, coercion or intimidation anything of value (personal property, money, or information) from any other student or school employee.
- Robbery, Burglary, Taking or Destroying Property, Using Violence or Threat of Violence – Students shall not steal or attempt to steal, damage or destroy property of others using violence or threats of bodily harm. Restitution will be required.
- Threats or Actions of Assault Against Adults – Physical Assault or Physical Harm to School Employees and Other Adults
- Physical Assault Upon a Student or Violent Physical Assault Upon a Student Resulting in Injury
- Disruption of School –Communicating a False Bomb Report or Perpetrating a Bomb Hoax
- Possession, Use, Sale, Delivery or Distribution of Marijuana, Narcotics, Stimulants, Alcoholic Beverages and Any Other Unauthorized or Illegal Substances or Drug Paraphernalia
- Inappropriate or Lewd Interpersonal Behavior. Lewd, illegal or sexual gestures or acts, even if consensual, will result in serious consequences.

On an individual basis, student behavioral issues are addressed with parents through parent/teacher emails, notes home, phone calls home and parent conferences. A signature is required for any written notification concerning behavior. The signature helps school staff know that the parent is aware of the concerns being raised and is the beginning of establishing an open line of communication.

Immunization Requirements

No students will be permitted to remain in school for more than thirty (30) days unless the student presents written evidence that he/she has been immunized by a method of immunization approved by the Department of Health or is in the process of being immunized. Parents may request in writing a religious exemption from immunization requirements. The minimum complete immunizations are:

- 5 DTP/DTaP (Diphtheria, Tetanus, Whooping Cough) If the fourth dose is on or after the fourth birthday, fifth dose is not required.
- 4 Polio – IPV. ...
- 1 HIB (Haemophilus Influenza B) ...
- 2 Measles. ...
- 2 Mumps. ...
- 1 Rubella. ...
- 3 Hepatitis B. ...



- 2 Varicella (Chicken Pox)

7th Grade Required Vaccines

Adolescents should be up to date on all the vaccines required for kindergarten entry.

In addition:

- Meningococcal conjugate vaccine (MCV) – 2 doses
- One dose for individuals is required entering the 7th grade or by 12 years of age whichever comes first.
- Booster dose for individuals is required entering the 12th grade or 17 years of age beginning August 1, 2020.
- If the first dose is administered on or after the 16th birthday, the booster dose is not required.
- Tdap means Tetanus, diphtheria, and pertussis (whooping cough). A booster dose of Tdap is required for individuals who have not previously received Tdap and who are entering 7th grade or by 12 years of age, whichever comes first.
- School Entry from 6th to 7th Grade

Parent Concerns

If there is a problem, parents should feel free to discuss decisions and concerns relating to their child with their child’s teacher. The first contact should be made with the child’s teacher, then the administration. Please realize the teacher may not be aware of the problem and will appreciate your open communication. If the teacher conference fails to resolve the matter, the administration will be happy to help resolve the problem. Parent to staff communications must be conducted with respect and professionalism.

***** Additionally, if a parent desires to file a Grievance, request a NGA Grievance Form from the Front Office staff, complete the form and return to the office.***

Classroom Visit Guidelines

Parents/Guardians will need to meet with the administration for approval of classroom visits.

Parent Conferences

If you desire a conference with your child’s teacher, please contact the teacher to schedule an appointment. Parents who wish to schedule conferences with the administration should call the office to schedule an appointment. *Parent conferences can also be virtual.



Classroom Interruptions

Interruptions of any kind can consume time and hinder the learning process. Therefore, parents/guardians will not be allowed beyond the front office area. Office personnel will be happy to have a message sent to the teacher’s voicemail.

Child Custody

If you and your spouse are separated or divorced and you have been granted custody of your child through a court order or deed of separation, a copy of the court order **must be** on file with the school. The only way we can comply with the court's order is to have a copy of the order in your child's file.



Telephone Messages

The school telephone is primarily for school personnel. Students will be permitted to use the phone in an emergency situation and then only with permission from the teacher or principal. We frequently receive calls asking the office to inform a student to ride a different bus or to be a car rider on a particular day. As we are unable to verify over the phone that it is in fact the parent making the call, it puts the school in an awkward position. Since we have the responsibility of protecting the safety of each child, **please refrain from making requests unless it is an emergency.** Our secretary may not know you or your voice, so **please send this request in writing by email, note, Class Dojo or fax.**

Address/Phone Changes

Please notify the school of any change in your address and email address, home phone number or work phone number. It is **critical** that we be able to reach you in case of an **emergency.** You may contact our office support staff, Ms. Chandler/Ms. Ashley Carter, to make these changes. If you have no phone, please provide the number of a relative or neighbor and notify that person that you have identified him/her as an emergency contact.

Student Illness

Should your child become ill during the school day, parents will be notified so the student can be picked up from the school office. It is **crucial** that we have telephone numbers where the parent(s) or other designated individuals may be reached in the case of an emergency. Please be certain that we have several names and numbers of people we may contact. Please notify the school if any of these names/numbers change during the year. It can be very upsetting to a sick child if no one can be located to come for him/her.





Fever

As a school guideline, **students should be “fever/symptom free” for 24 hours before returning to school.**

Lice

If a student is suspected of having an infestation of head lice, he/she will be referred to the school nurse or designated staff member for examination. When an infestation is confirmed, the following action will be taken:

1. The principal will be notified.
2. The parent/guardian will be notified to pick up the child from school. The parent/guardian will be given treatment options and education on the biology of head lice and methods to eliminate infestation.
3. Students previously identified with lice may be readmitted to school when the parent/guardian provides proof of purchase of the lice treatment product, a 75% reduction of nits, and no live lice are present. There should be a significant reduction in the number of nits observed. The school nurse or trained school staff may recommend that the student be sent home for additional nit removal.
4. Students with repeated infestations will be referred to the school nurse who will determine appropriate interventions.

Student Injuries



In case of student injuries, the greatest care and consideration is extended. In all cases an attempt is made to notify parents or designees. In case of serious illness or accident, the student is made as comfortable as possible until help is obtained. Teachers and staff are not medically trained and are not expected to administer drugs or treatment beyond reasonable first aid procedures. When it is necessary for a student to go to the Health Room, either a teacher, teacher assistant or student helper will accompany the student. Parents are notified when a child is ill enough to leave school and the child will be allowed to remain in the health room/office until parents arrive. School personnel can only administer medication as stated below.



Medication

The school recognizes that a student with chronic or unusual health problems may require medication during school hours. When possible, arrangements should be made with the physician to adjust the dosage so that it can be given at home before and after school. If this is not possible, NGA has a procedure to assure the safe administration of medication to students during the school day.

- No medication (prescription or non-prescription) will be given at school without the written authorization of both the parent and the health care clinician.

- A student medication authorization form must be completed every year.
- Medication must be delivered in person by the parent or guardian to the office. The **authorization form** must be with the medication.
- Prescription medications must be in a properly labeled bottle from the pharmacy and shall have the name of the student, name of the drug, frequency of administration and dosage information.
- Non-prescription medications must be in the original container and will be administered according to the written instructions of the health care clinician.
- Whenever medicine is changed by the physician, the parent is responsible for informing the school by submitting a new form and delivering medication to the school. **Telephone calls cannot be accepted for this purpose.**
- If a parent wishes to withdraw his or her authorization for medication to be given at school, the parent must inform the school of that decision in writing.
- **If you send medication for your child and the form has not been filled out by the doctor, we cannot give the medication to your child.** We are required by Law to adhere to this regulation. Medication of any kind must be delivered to the school by the parent or guardian.
- **NGA's office staff will work closely with parents and their child(ren)'s medicine.**

Picture Days

School pictures will be taken and available for purchase at various times throughout the school year. Pictures may be purchased online or by sending money to the school, However, the school does not handle money or make change for picture purchases. This is done directly with the picture company.

Picture Dates:

Fall and Spring Picture dates will be sent to parents/guardians throughout the year.



Student Pictures and Information

NGA reserves the right to post pictures and images of current and former students on its website, official Facebook page, or any other forms of media. Parents who do not wish to allow Next Generation Academy to use their child's picture or image must submit in writing a letter requesting that their student's image not be used.

Inclement Weather

On days when weather conditions create questionable circumstances for opening school, parents should listen to local TV news stations and radio stations for public information announcements. If school is open late, school employees report to work fifteen minutes before students. For this reason, **students must not be left at school at the regular time when the opening of school is delayed.**



If early dismissal is deemed necessary, closing times will be announced on local TV news stations and radio stations. Parents should develop a plan with their children to cover these circumstances.

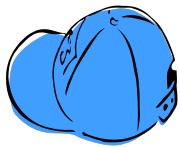
Our afterschool program does not meet if school is closed for inclement weather, so alternate plans should be made. An inclement weather plan should be completed by parents and returned to the school. Please update the plan when changes occur. Having a plan in place and sharing that plan with your child will make you and your child more comfortable.



Dress Code

To maintain a positive learning environment, and to encourage development of positive self-esteem, we ask that each student come to school dressed and groomed in an appropriate manner. A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. Please adhere to the following dress guidelines.

- Any style of clothing that disrupts the learning climate will not be allowed.
- Clothing that advertises items illegal for minors to purchase or possess will not be allowed, **and** clothing with profanity, political, or discriminating words **are not prohibited**.
- Pants should be worn at waist level. Anything worn low is a safety concern.
- Shorts and skirts should be appropriate length coming to **at least** the bottom of finger tips when arms are straight down by your side. These clothing items **should not allow undergarments to be seen. NO very short shorts.**
- **Any style of revealing clothing such as halter tops, tank tops and mid-drift shirts that reveal the stomach area, are not appropriate for school wear.**
- The building is air conditioned and heated but due to large zones, it may be cooler or warmer than your child is accustomed. Please send a light sweater for your child to wear.
- **Except for religious reasons**, please remember that **no** head covering [i.e. hats / scarves / bandanas, etc.] is allowed in the building. This includes girls and boys.
- Since **physical education/structured play** is part of **the daily program**, with no time for changing clothes, please **do not** allow your child to wear unsafe shoes for these activities (e.g., **wedges, flip-flops, high heels**, etc.). The children are not allowed to go barefoot or to play in their socks.
- Students noncompliant may result in a parent being contacted to bring appropriate clothing.



Personal Property

Students should only bring to school those materials that are necessary for the instructional program. Toys, Games, stuffed animals, and electronic devices are **not** allowed at school, during after school, or on the school bus. If such items are brought to school, they will be collected by a staff member and will be returned to the parent when he/she visits the school. **Toy guns and knives or any facsimile of a weapon should not be brought to school under any circumstances.**

Possession of any type of weapon or explosive devices is a violation of Next Generation Academy's discipline policy. **Possession of these weapons will lead to an out-of-school suspension.**

Each student is expected to be responsible for all personal property (money, book bags, clothing, jewelry, etc.) that is brought to school. The school will **not** assume responsibility for any personal items brought to school. It is a good idea to mark all students' clothing with their names. Each year students lose lunch boxes and articles of clothing, and they are never reclaimed because we cannot determine to whom they belong. Students must use good judgment in protecting personal property. *The remaining (unclaimed) items will be taken to Goodwill during the winter break and at the end of the school year.*

NOTE: Heelys, roller blades, skateboards, and skates are **not** allowed on school grounds.



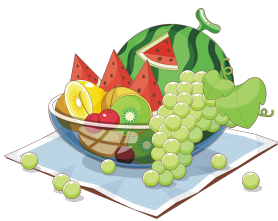
Cell phones: Cell phones must be kept in the student's bookbag at all times. The school is **not** liable if the cell phone is lost, broken, or stolen.

Playground Rules



- Jumping from the equipment is not allowed.
- Mulch, rocks, sticks etc. should remain on the ground. Do not run or chase students with mulch, rocks, sticks etc.
- Proper footwear and clothing are required for equipment.
- Show respect to other students and adults.
- Bullying and exclusion of access will NOT be tolerated by any single or group of students
- A student found to have attempted to bully, or purposefully have excluded other students, this student (s) will be issued a disciplinary consequence.

Student Birthdays



In an effort to maintain the learning environment, birthday parties are **not** allowed at school. Students may share a special healthy treat with their entire class if prior arrangements are made with the teacher during lunch time. **Party invitations and favors should not be distributed at school.** We do not want to hurt the feelings of students who are not included in birthday parties. **Please do not have flowers or balloons delivered to school for your child. We cannot allow these items to go home on buses.** Students should be encouraged to bring *healthy choices* for snacks and avoid items high in fat, sugar and/or sodium. Snacks provided **must** be store-bought and pre-packaged due to allergies.

Breakfast/Lunch Information



The cafeteria will serve a balanced breakfast/lunch each day. Students may instead choose to bring their lunch from home. *Students will eat in the classrooms. Due to the classroom size, parents/guardians are not allowed to eat with students within the classroom.*

Check Policy



Personal Checks are **not accepted**. We will accept cash, PayPal, Money order or certified bank check.

Curriculum Information

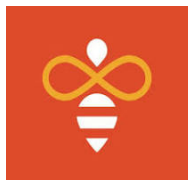


- **What is the Ready Reading Program?**
 - **Ready Reading** is a rigorous standards-based **program** that builds strong, independent readers through instruction and practice with high-interest, complex informational and literary texts. It builds strong reading comprehension skills with the right balance of informational and literacy text from a wide range of genres.
- **What is DIBELS?**
 - **DIBELS** is the comprehensive assessment used to measure students' mastery of literacy concepts in grades K-6.
- **What are NC Check-ins?**
 - **NC Check-ins** are benchmark assessments for grades 3-8 to measure their mastery in literacy and math.

- **What is Eureka Math?**



- **Eureka Math** connects math to the real world in ways that take fear out of math and build student confidence—helping students achieve true understanding of math and math concepts.
- **What is Open Up Math?**



- Our middle school students will utilize **Open Up Math** Curriculum. Open Up Resources fosters the development of mathematics learning communities in classrooms, gives students access to the mathematics through a coherent progression, and provides teachers the opportunity to deepen their knowledge of mathematics, student thinking, and their own teaching practice.

- **What is Foundations?**



- **Foundations** is a multisensory and systematic phonics, spelling, and handwriting program that benefits Grades K-3 students. It involves phonics, word study, advanced word study, irregular (trick) word instruction, and vocabulary.
- **Just Words** is a part of Foundations but for grades 4 and higher. It is a word-level intervention, highly explicit, multisensory decoding, and spelling program for students.

- **What is Science of Reading (SoR)?**



- **Science of Reading (SoR)** means evidence-based reading instruction practices that address the acquisition of language, phonological and phonemic awareness, phonics and spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students.

- **What is Reading A-Z?**



- **Reading A-Z** is an online website that provides over 2,500 downloadable leveled books and teacher resources to assist with teaching reading. *Raz Kids* and *Headsprout* are additional reading resources provided through Reading A-Z.

- **What is Small Group Instruction?**



- Small-group reading instruction allows the teacher to teach new skills and provide supervised guided practice of literacy components. These components include: phonological awareness, phonics, fluency, vocabulary, comprehension, and writing and language.

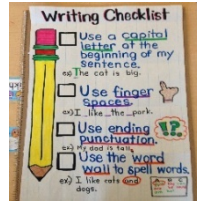
- **What is MTSS?**



- **Multi-Tiered Support System (MTSS)** is a problem-solving model focused on providing high-quality instruction matched to student need, monitoring progress frequently to make decisions about changes in instruction and applying child response data to important educational decisions.

- **What are anchor charts?**

- **Anchor charts** are posters, charts, etc. that are created by the teacher and students. They record students' thinking about a text, lesson, or strategies. The charts can be returned to help students remember the process. They serve to connect past teaching and learning to future teaching and learning. All of the students in the class are involved in the process of constructing meaning.



- **What is IXL?**



IXL is a personalized (computer) learning platform that is proven to improve learning outcomes for all students. IXL's comprehensive K-12 curriculum, Real-Time Diagnostic, personalized guidance, and actionable Analytics work together seamlessly to give teachers everything they need to differentiate instruction and help students grow. Each IXL skill automatically differentiates learning by generating questions based on students' understanding of the material. NGA utilizes IXL for reading, math and science.

- **What is Canvas?**



- **Canvas** is a course management system that supports online learning and teaching. It allows teachers to post grades, information, and assignments online. Canvas offers discussion boards for asynchronous discussions, chat rooms for live discussions, centralized email (Canvas Conversations), communicate with teacher and other students, and even a way to submit assignments and take tests.

- **What is Google Classroom?**

- Google Classroom is a free online learning platform that helps teachers create lessons, collect student work, grade, and return papers. It also helps teachers run classes online, create curriculums, and share assignments with students without using paper. Google Classroom is a learning management system (LMS) that simplifies the process of creating, distributing, and grading assignments, and engaging students in learning online or remotely.



- **What is Membean Vocabulary?**



- Membean is an engaging and personalized program that teaches vocabulary instruction. It automatically differentiates and personalizes to each student's skill level. Prioritizes higher order thinking and word consciousness over memorization.

Report Cards/Interims

Report Cards will be provided for parents every nine weeks. Please take the time to discuss these and provide positive, helpful, and encouraging feedback to your child. Your attention to your child's progress will help you and your child.



Report Cards will use the standard based grading system which will indicate whether a child is meeting standards for his/her grade level.

Report Cards using the grading system below are provided for parents at the end of the nine-week period: See Schedule Report Card Schedule below:

Report Card Schedule 2024-2025

2024-2025 Report Card Schedule			
October 22	January 14	March 18	May 23 (Last Day)

Standards Based Grading Scale

NGA utilizes Standards Based Grading (SBG). In SBG, grading is based on demonstration of mastery. Students attempt standards-aligned activities. Teachers assess the student output and choose the appropriate mastery level that was demonstrated.

REPORT CARD RUBRICS

K-2 Standards Based Grading Scale	Specialists
4= Consistently exceeds grade level expectations	S= Satisfactory
3= Consistently meets grade level expectations independently	N= Needs Improvement
2= Needs support to meet grade level expectations	U= Unsatisfactory
1= Below grade expectations with support	
NA=Not Assessed at this time	
NE= Not enough data to support a rating	

Grades 3-8

Core Academic Rating Scale

Specialists

Rating	Explanation	Rating	Explanation
5	Demonstrates a comprehensive understanding of grade level content standards.	S	Satisfactory
4	Demonstrates a thorough understanding of grade level content standards.	N	Needs Improvement
3	Demonstrates a sufficient understanding of grade level content standards.	U	Unsatisfactory
2	Demonstrates an inconsistent understanding of grade level content standards and needs additional support to be consistent.		
1	Demonstrates an inconsistent understanding of grade level content standards with additional support.		
NA	Not assessed		
NE	Not enough evidence		

Interim Reports Schedule 2024-2025

Interim Reports will be sent home in the middle of each nine weeks to all students. This is to let you know your child's progress at the mid-point of the grading period. Please take the time to discuss these Interim Reports with your child.

2024-2025 Interim Schedule			
September 17	November 21	February 11	April 23



Report Card Conferences

All parents are expected to attend a conference with their child's teachers at the end of the **first and third quarters. To partner if NGA, it is very important that you consistently** conference with your child's teacher every quarter, if your child is performing below grade level. You are also invited to request a conference as needed. Many conferences may need to be virtual conferences

Homework

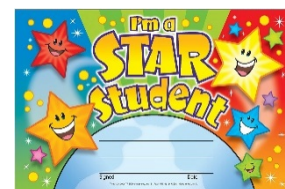
Homework is given on a regularly scheduled basis. It is our goal that students fully understand the assignment and the processes involved in the homework.

Homework is not given as busy work or for disciplinary reasons. Its purpose is to reinforce skills, to encourage independent work, and to develop good study habits. Homework may take the form of practice work, unfinished class assignments, research projects, independent reading, and personal interest pursuits. In the case of absences, a student has 5 school days upon returning to make up missed work.



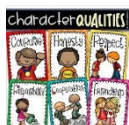
Study Habits

We encourage every parent to help his/her child set aside a regular period of time each day to spend on homework, reading, or regular study. Establishing good study habits now can be of great value in later years. The suggested amount of time for home study is: Grades K-2: 20 to 40 minutes and for grades 3-8: 40-60 minutes.



Student Awards

Each nine-week grading period, NGA recognizes students for academic excellence and outstanding progress at Awards Ceremonies.

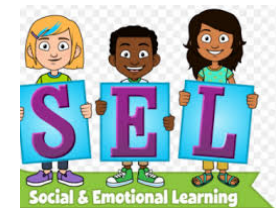


Character Education Development

Character Education at NGA involves students learning seven character traits. These traits are: courage, integrity, kindness, perseverance, respect, responsibility, and self-discipline. Students are provided an opportunity to develop a personal connection to what they are learning and create a context for the application of concepts introduced in the classroom.

Social Emotional Learning (SEL)

We define *Social and Emotional Learning (SEL)* as an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. NGA's school counselor provides weekly lessons in the 5 core competencies: self-awareness, self-management, social awareness, responsible decision-making and relationship skills.



Student Conduct

The staff of Next Generation Academy believes that desirable behavior should be promoted through positive methods, whenever possible. The best disciplined child is one with **self-discipline**. Our staff will work with students to help them grow in the area of accepting responsibility for their actions. Close contact between the home and school is maintained through conferences, notes, letters, and email and telephone communications. These may be initiated by staff members or parents/guardians. **It is essential that cooperation between students, parents, and staff members be maintained to ensure appropriate behavior.**

Hallway Rules

In order to ensure an orderly environment as students travel throughout the building, we have the following hallway expectations:

- ✓ Walk quickly and silently
- ✓ Stay to the right
- ✓ Walk in a single-file line
- ✓ No talking
- ✓ Keep hands to your side and objects to yourself
- ✓ Do not cross between classes
- ✓ Pick up trash/items on the floor
- ✓ Keep hands/feet off the wall



Restroom Privileges

Restroom privileges for students are at the discretion of the teacher. Doctor's orders are the exception. We will honor all doctors' requests.

Restroom Expectations

- Enter and exit calmly, quickly, and quietly
- Respect others privacy
- Quietly and quickly use the restroom and exit
- Close stall doors gently
- Wash hands without playing in the water
- Place all paper towels in the trash can
- Report if something is wrong immediately to your teacher
- Conserve paper towels
- Students are not to loiter in the restrooms, write on the walls, or damage the facility in any way.



Students will be strongly encouraged to consistently wash their hands throughout the day.

Guidelines for Success

As we strive to teach our students good character and citizenship, we will incorporate the cornerstones of Character Education into classroom lessons. The cornerstones are: respect, caring, responsibility, courage, integrity, determination, self-discipline, and giving. Discipline problems are viewed as an interruption of classroom learning.

All students are expected to follow these guidelines in all areas of the building and on buses.



1. **BE RESPONSIBLE**
2. **RESPECT YOURSELF AND OTHERS**
3. **DO YOUR BEST**
4. **COOPERATE WITH OTHERS**

Please go over these guidelines with your child. These guidelines, along with classroom rules, will be explained by every teacher, posted in classrooms, and practiced by students.

Safety Drills

NGA is required to have emergency drills. Required drills include:

- Fire Drill
- Tornado
- Lockdown

Parents are encouraged to discuss with their children these drills and their purpose, so they are confident in their role if an emergency occurs.



School Property

Next Generation Academy is a beautiful and well-maintained new facility that belongs to all of us. As such, we must all assume responsibility for keeping it that way. Littering and acts of vandalism will not be tolerated.

Each student is responsible for using school property in an appropriate manner. Students must take care of textbooks, computers/tablets, and all instructional and school materials. Lost or damaged materials must be paid for by parents.



All employees, volunteers and students are expected to demonstrate proper care when using NGA's property and equipment. No property may be removed from the premises without the proper authorization of the administration. School copy machines and/or printers shall not be used for non-School related printing or copying. Teaching staff are responsible for the condition of their classroom and are expected to keep it clean, organized and decluttered at all times.

Maintenance and Cleaning Responsibilities

We believe that children learn best in an orderly environment.

STUDENT RESPONSIBILITIES

1. Stack chairs on tables at night.
2. Clean-up project and art areas.
3. Pick up trash on floor including small pieces of paper, staples, paper clips and thumb tacks.
4. Put away books and supplies.
5. Attend to plants and animals in the classroom.
6. Pick up trash when eating or playing outside or in the courtyards.

Weapons

Next Generation Academy prohibits weapons (or replicas of weapons) on School property, in school vehicles and at school-sponsored activities on or off school property. Weapons and replicas of weapons constitute any item (regardless of its nature) used to threaten or cause actual harm, including but not limited to firearms, knives, metal knuckles, chains, razors, explosives, poisonous or noxious gases or any other tool or instrument capable of inflicting bodily injury as determined by school administration. On-duty Law Enforcement Officers (LEO) or School Resource Officers (SRO) are the only approved individuals to carry weapons on school property or at other school-sponsored activities on or off school property.

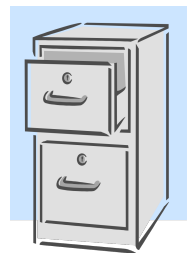
Visitors or volunteers who violate this policy will be subject to local law enforcement action.

Any party who is aware that a student, volunteer, parent, or employee is carrying a weapon must report the infraction to their supervisor or an administrator immediately.

All acts of violence and possession of weapons as defined in this policy shall be reported to parents of the violator, appropriate law enforcement agency and any other government agency as required by law.

Student Records

Please contact Mrs. Michelle Chandler if you wish to make an appointment to review your child's records. Appointments must be scheduled to review records.



Suspicion of Child Abuse

By law, school personnel are required to report suspected abuse or neglect of a child. This legislation also provides immunity from any related civil or criminal liability for the personnel making such a report. All employees are encouraged to cooperate with authorized community agencies regarding the health and safety of children. The school Social Worker will be notified of any suspected problems.



Title IX Policy

A. Nondiscrimination Policy & Notice of Nondiscrimination ((§ 106.8(b)–(c))

Title IX provides that “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

NGA does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX, including in admissions and employment.

It is the policy of NGA that students should not be subjected to forms of unlawful discrimination or harassment, while at NGA or NGA-sponsored activities. Furthermore, the policy’s intent is to address the issue in a proactive manner through the establishment of a system for educating students and staff at NGA regarding the identification, prevention, intervention, and reporting of such anti-social acts. NGA acknowledges the dignity and worth of all students and strives to create a safe, orderly, caring and inviting NGA environment to facilitate student learning and achievement. NGA strives to model an inclusive environment and prohibits discrimination and harassment on the basis of gender or sex, including sexual orientation and LGBTQ+ identification. NGA will not tolerate any form of unlawful discrimination or harassment in any of its educational or employment activities or programs based on such protected classifications.

Inquiries about Title IX may be referred to NGA’s Title IX Coordinator (Dawn Moreland, Counselor), the U.S. Department of Education’s Office for Civil Rights, or both.

NGA’S Title IX Coordinator is Dawn Moreland, Counselor, and can be reached at morelandd@nextgenerationacademy.net; 336.271.9030.

NGA’s nondiscrimination policy and grievance procedures can be located at: <https://www.ngagso.org/titleix>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please go to <https://www.ngagso.org/titleix>.

B. Purpose

NGA prohibits discrimination on the basis of sex and gender, including any form of sexual harassment as that term is defined under Title IX, in any education program or activity of NGA. NGA takes seriously all reports and Formal Complaints of sexual harassment. NGA does not discriminate on the basis of sex and gender in its education programs or activities, including admission and employment, in accordance with Title IX of the Education Amendments Act of 1972 and federal regulations.

Any person with questions about this policy should contact NGA’s Title IX Coordinator, Dawn Moreland, morelandd@nextgenerationacademy.net whose information is listed at <https://www.ngagso.org/titleix>.

C. Prohibited Behaviors

Students, employees, contractors, volunteers and visitors are expected to behave in a civil and respectful manner. In accordance with Title IX, NGA expressly prohibits discrimination or harassment, based on sex or gender and prohibits sexual harassment (including sexual violence) and gender-based harassment. Sexual harassment is unwelcome conduct of a sexual nature. It includes unwelcome conduct on the basis of sex, requests for sexual favors in exchange for benefits (*quid pro quo*), and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence is a form of sexual harassment. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. In accordance with Title IX, NGA also prohibits gender-based harassment, which is unwelcome conduct based on a student's sex, harassing conduct based on a student's failure to conform to sex stereotypes.

Sex-based harassment can be carried out by NGA employees, other students, and third parties. All students can experience sex-based harassment, including male and female students, LGBTQ+ students, students with disabilities, and students of different races, national origins, and ages. Title IX protects all students from sex-based harassment, regardless of the sex of the parties, including when they are members of the same sex.

D. Retaliation Prohibited

NGA prohibits intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by Title IX, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under Title IX. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, constitutes retaliation. As such, NGA prohibits reprisal or retaliation against any person for reporting or intending to report violations of this policy, supporting someone for reporting or intending to report a violation of this policy, or participating in the investigation of reported violations of this policy. After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable laws, policies, and regulations, the Head of NGA or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

The exercise of rights protected under the First Amendment does not constitute retaliation. Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance proceeding under Title IX does not constitute retaliation prohibited under this policy, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

E. Application Of Policy

This policy prohibits unlawful discrimination or harassment by students, employees, volunteers, contractors, and visitors. This policy is intended to apply to student's vis a via other students, faculty, staff, volunteers/visitors, or contractors. This policy also applies to employees, volunteers/visitors, and contractors. This policy applies to behavior that takes place within NGA's "education program or activity," which includes, but is not necessarily limited to, behavior:

1. in any NGA building or on any NGA premises before, during or after NGA hours;
2. on any bus or other vehicle as part of any NGA activity;
3. at any bus stop;
4. during any NGA-sponsored activity or extracurricular activity;
5. at any time or place when the individual is subject to the oversight and authority of NGA personnel;
6. at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in NGAs; and
7. while using NGA or personal electronic communications, including employee and student emails, text messaging, instant messaging, chat rooms, blogging, websites and social networking websites (i.e., Snapchat or Instagram).

F. Title IX Coordinator, Dawn Moreland, Counselor

The Title IX Coordinator is responsible for monitoring the overall implementation of Title IX for NGA and coordinating the institution's compliance with Title IX in all areas covered by the implementing regulations. The major responsibility is the prevention of sexual harassment and discrimination. Other major monitoring duties include, but are not limited to, the following recruitment and admissions, educational programs and activities, hiring and employment. Other areas of consideration include:

- Participating in the development and implementation of NGA's sexual harassment policy.
- Assisting faculty, counselors and administrators in complying with Title IX, and when a need arises, planning remedial actions.
- Making your presence known in the community by disseminating civil rights information or by speaking at parent-teacher group meetings, social or professional organization meetings, and other community functions.
- Serving as a resource on Title IX/gender issues.
- Monitoring and evaluating NGA's Title IX compliance efforts and making recommendations for any appropriate changes.
- Providing updated information to NGAs on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

G. Notice of Nondiscrimination

The designated Title IX Coordinator (Dawn Moreland) is responsible for providing effective notice to job applicants, student applicants, students, parents, and employees of the procedures for reporting and investigating complaints of unlawful sex/gender discrimination and harassment. This policy will be posted on NGA's website, and copies of the policy are available at the front office. Notice of this policy

will appear in all job applicant information, admissions information, student and employee handbooks, and in any NGA publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

H. Confidentiality

The recipient, whether a NGA employee, staff member, contractor, or the Title IX Coordinator, must keep confidential the identity of any individual who has made a report or complaint of sex/gender discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the FERPA or as required by law, or to carry out the purposes of Title IX, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder. Complaints alleging retaliation may be filed according to the Title IX grievance procedures.

The Title IX Coordinator (Dawn Moreland) shall maintain confidential records of complaints or reports of unlawful discrimination or harassment. The records will identify the names of all individuals accused of such offenses and the resolution of such complaints or reports. The Title IX Coordinator also shall maintain records of training conducted and corrective action(s) or other steps taken by NGA to provide an environment free of unlawful discrimination or harassment. The CEO shall report to the Board all verified cases of unlawful discrimination or harassment under NGA's Title IX Policy.

I. Remedies and Disciplinary Sanctions

When a Respondent is found responsible for sexual harassment, NGA will offer all remedies needed to eliminate the harm to the Complainant and NGA community and prevent the recurrence of sexual harassment. Simply sanctioning a Respondent found responsible, in some cases, may be insufficient to eliminate a hostile environment. Rather, in addition to sanctions, NGA may consider offering appropriate remedies for the broader student/staff population after the final outcome, including the following:

1. Training or retraining NGA employees on NGA's responsibilities to address allegations of sexual violence and how to conduct Title IX investigations;
2. Developing materials on sexual harassment, which should be distributed to all staff and students;
3. Conducting bystander intervention and sexual harassment prevention programs with students and/or staff;
4. Issuing policy statements or taking other steps that clearly communicate that NGA does not tolerate sexual harassment and will respond to any incidents and to any student who reports such incidents;
5. Conducting, in conjunction with student leaders, NGA climate check to assess the effectiveness of efforts to ensure that NGA is free from sexual violence, and using that information to inform future proactive steps that NGA will take;
6. Targeted training for a group of students if, for example, the sexual harassment created a hostile environment (i.e., on an athletic team);
7. When NGA is unable to conduct a full investigation into a particular incident (i.e., when it received a general report of sexual violence without any personally identifying information), it should consider remedies for the broader student population in response.

Disciplinary sanctions include:

1. For Students found responsible: verbal warning, written warning, interim suspension, restitution, suspension, exclusion, expulsion, required participation in appropriate training, counseling, required completion of a probationary period without additional infractions, or requiring the respondent to stay away from the complainant for a period of time.
2. For Employees found responsible: sanctions for violations of Title IX vary depending on severity from formal written warning to dismissal.

J. Policy Application

This policy shall remain in effect as long as required by law.

Title IX Grievance Procedures

I. Introduction and Scope

NGA has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging an action that would be prohibited by Title IX or the Title IX regulations.

These procedures apply to complaints involving alleged violations of Title IX occurring within the NGA's education programs or activities. These procedures shall be used to address incidents occurring on or after August 1, 2024. This procedures may be modified to comply with the law or regulations.

II. Definitions.

The terms below have the following definitions:

Complainant means 1) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or (2) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.

Complaint means an oral or written request to the recipient (i.e., NGA) that objectively can be understood as a request for the recipient to investigate and make a determination about alleged discrimination under Title IX or its regulations).

Decisionmaker means an individual or individuals who assess the relevant evidence, including party and witness credibility, to determine whether NGA has met its burden of proof showing the respondent to be responsible for the alleged sex-based discrimination.

Disciplinary sanctions mean consequences imposed on a respondent following a determination under Title IX that the respondent violated the recipient's prohibition on sex discrimination.

Recipient means any State or political subdivision thereof, or any instrumentality of a State or political subdivision thereof, of any public or private agency, institution, or organization, or other entity, or any person, to whom Federal financial assistance is extended directly or through another recipient and that operates an education program or activity that receives such assistance.

Remedies means measures provided as appropriate, to a complainant or any other person the recipient identifies as having had their equal access to the recipient's education program or activity limited or denied by sex discrimination. These measures are provided to restore or preserve that person's access to the recipient's education program or activity after a recipient determines that sex discrimination occurred.

Respondent means an individual who has been alleged to have violated the recipient's prohibition on sex discrimination.

Retaliation means intimidation, threats, coercion, or discrimination against any person by the recipient, a student, or an employee or other person authorized by the recipient to provide aid, benefit, or service under the recipient's education program or activity, for the purpose of interfering with any right or privilege secured by Title IX or its regulations, or because the person has reported information, made a complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under the Title IX regulations.

Sex-based Harassment is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:

(1) Quid pro quo harassment. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;

(2) Hostile environment harassment. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment); or

(3) Sexual assault as defined in the Clery Act, or dating violence, domestic violence, or stalking as defined in the Violence Against Women Act.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, without fee or charge, to the complainant or respondent to restore or preserve the party's right to access the education program/activity or to provide support during the grievance procedures or during an informal resolution process.

Title IX Coordinator (Dawn Moreland) is the employee designated by NGA to coordinate its efforts to comply with the Title IX responsibilities.

Days shall be NGA days.

III. Requirements of Title IX Grievance Procedures

- A. NGA will treat complainants and respondents equitable.
- B. NGA requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual; complainant or respondent. The decisionmaker may be the same person as the Title IX Coordinator or Investigator.
- C. NGA presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of the grievance procedures.
- D. NGA has established timeframes for the major stages of the grievance procedures set forth below.
- E. NGA has also established process that allows for the reasonable extension of timeframes on a case-by-case basis for good cause with notice to the parties that include the reason for the delay.
- F. NGA will take reasonable steps to protect the privacy of the parties and witnesses during the grievance procedure. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consulting with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.

IV. Timeframes and Extensions of Time.

Generally, NGA will adhere to the following timelines for the major stages of grievance process:

1. Evaluation - The Title IX Coordinator (Dawn Moreland) will determine whether to dismiss a complaint or investigate it within 10 days of receiving the complaint.

2. Investigation - The investigator will generally complete the investigation within 30 days of the Title IX Coordinator's decision to investigate the complaint. Once the Title IX Coordinator or investigator provides the parties with access to the evidence or description of the evidence, the parties will have 5 days to respond to the evidence.

3. Determination - After the parties submit their response or the 5-day timeline for doing so expires, the appointed decisionmaker will have 10 days to consider the relevant (and not impermissible) evidence and issue a determination as to whether sex discrimination occurred.

4. Appeal - Either party may appeal the decisionmaker's determination, in writing, within 5 days of receiving the determination. Appeals of dismissal of the complaint must be filed within 5 days of receiving notice of dismissal. Whether the respondent will be notified of the dismissal and the right to appeal will depend on whether the dismissal occurs before or after the respondent receives notice of the allegations.

The above timelines may be extended for good cause, with approval from the Title IX Coordinator and written notice to both parties. The notice to the parties will include the reason for the delay. Thereafter, the Title IX Coordinator will keep the parties informed on a regular basis.

Whether there is good cause for an extension is determined at the discretion of the Title IX Coordinator. An ongoing criminal investigation involving the conduct that is the subject of the complaint may be good cause to extend the above timelines. While NGA will not wait for the conclusion of a criminal investigation or criminal proceeding to being its own Title IX investigation, it may temporarily delay the investigation while the police are gathering evidence and actively investigating.

V. Evidence.

The following types of evidence and questions seeking that evidence are impermissible, meaning regardless of whether they are relevant, they will not be accessed or considered, except by NGA to determine whether one of the exceptions listed below applies:

- Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
- A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless [NGA] obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
- Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

VI. Filing a Complaint

The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that NGA investigate and make a determination about alleged discrimination under Title IX:

- A "complainant," which includes:
 - a student or employee of NGA who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX;
 - a person other than a student or employee of NGA who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in NGA education program or activity;
 - A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
 - NGA's Title IX Coordinator, Dawn Moreland.

Reports can be made in person, via telephone, or by emailing the Title IX Coordinator (Dawn Moreland). Formal complaints can be made by emailing Dawn Moreland at morelandd@nextgenerationacademy.ent.

NGA may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances.

VII. Notice of Allegations

Upon initiation of the Title IX grievance procedures, NGA will notify both parties of the following:

- Title IX grievance procedures and any informal resolution process;
- Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
- Retaliation is prohibited; and
- The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence.

If, in the course of an investigation, NGA decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, NGA will notify the parties of the additional allegations.

VIII. Dismissal of a Complaint

NGA may dismiss a complaint of sex discrimination if:

- NGA is unable to identify the respondent after taking reasonable steps to do so;
- if the respondent is not participating in NGA's education program or activity and is not employed by NGA;
- the complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and NGA determines that without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX, even if proven; or
- NGA determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, NGA will make reasonable efforts to clarify the allegations with the complainant.

Upon dismissal, NGA will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, NGA will also notify the respondent of the dismissal and the basis for dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.

NGA will also notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of the complaint. If the dismissal occurs after the respondent has been notified of the allegations, then NGA will also notify the respondent that the dismissal may be appealed.

Dismissals may be appealed on the following grounds:

- A procedural irregularity that would change the outcome;
- New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and/or
- The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.

If the dismissal is appealed, NGA will do the following:

- Notify the parties of any appeal, including noticed of the allegations, if notice was not previously provided to the respondent;
- Implement appeal procedures equally for all parties;
- Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
- Provide the parties a reasonable and equitable opportunity to make a statement in support of, or challenging, the outcome; and

- Notify the parties of the result of the appeal and the rationale for the results.

When a complaint is dismissed, NGA will, at a minimum:

- Offer supportive measures to the complainant as appropriate;
- If the respondent has been notified of the allegations, also offer supportive measures to the respondent as appropriate; and
- Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur with NGA's education program or activity.

IX. Investigation

NGA will provide for adequate, reliable, and impartial investigation of complaints. The burden is on NGA—not the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred. The investigation may include but is not limited to documentary evidence, interviews, statements, video, photos and any other relevant information not otherwise impermissible.

NGA will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible. NGA will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.

NGA will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:

- NGA will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. [If NGA provides a description of the evidence, NGA will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party;
- NGA will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
- NGA will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

X. Questioning the Parties and Witnesses

Nothing in this provision shall require an Investigator who is also serving as the Decisionmaker to reinterview any party or witnesses.

If the investigator and decisionmaker are two separate individuals, the decisionmaker will have the opportunity to question the parties and witnesses to adequately assess a party's or witness' credibility, to the extent credibility is both in dispute and relevant to evaluating one or more allegations of sex discrimination. If the investigator and decisionmaker are the same person, then the decisionmaker will have already had the opportunity to question the parties and witnesses during the investigation.

XI. Determination

Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, NGA will:

- Use the preponderance of the evidence standard to determine whether sex discrimination occurred. The decisionmaker must evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker must not determine that sex discrimination occurred.
- Notify the parties in writing of the determination of whether sex discrimination under Title IX occurred, including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable:

- Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
- If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
 - Coordinate the provision and implementation of remedies to a complainant and other people NGA identifies as having had quality access to NGA's education program or activity limited or denied by sex discrimination;
 - Coordinate the imposition of any such disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
 - Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur with NGA's education program or activity.
- Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent, and
- Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination of whether sex discrimination occurred.

XII. Appeal of Determination

NGA offers the following process for appeals from a determination of whether sex discrimination occurred.

If either party disagrees with the decisionmaker's determination, the party may file an appeal, in writing, within 5 NGA days of receiving the written determination.

A party may appeal the determination only on the following bases:

1. Procedural irregularity that would change the outcome;
2. New evidence that would change the outcome and that was not reasonably available when the determination was made; and
3. The Title IX Coordinator (Dawn Moreland), investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally, or bias for or against the individual complainant or respondent, which would change the outcome.

The complainant may not challenge the ultimate disciplinary sanction/consequence imposed. No new evidence may be submitted during the appeal process.

If a party appeals the determination, the Title IX Coordinator (Dawn Moreland) will:

1. Notify the parties of the appeal;
2. Implement appeal procedures equally for the parties;
3. Appoint an appeal decisionmaker, who shall not be the same person as the Title IX Coordinator, investigator, or decisionmaker;
4. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the determination;
5. Provide the appeal decisionmaker with relevant and not otherwise impermissible evidence, any responses submitted to the investigator related to the evidence, and the decisionmaker's written determination; and
6. Notify the parties, in writing, of the result of the appeal and the appeal decisionmaker's rationale. If a party files an appeal, the appeal decisionmaker will establish a timeline for each party to submit a statement in support of their position that they want the appeal decisionmaker to consider in making a decision. Once the appeal decisionmaker receives the statements or the timeline for submitting such statements expires, the appeal decisionmaker will have 10 days to issue a decision. The decision will be issued in writing and sent to the parties and Title IX Coordinator.

XIII. Informal Resolution

In lieu of resolving a complaint through NGA's Title IX grievance procedures, the parties may instead elect to participate in an informal resolution process. NGA does not offer informal resolution to resolve a complaint that includes allegations that an employee engaged in sex-based harassment of an elementary or secondary NGA student, or when such a process would conflict with federal, state or local law.

Before initiating the process, NGA must provide notice to the parties that explains:

1. The allegations;
2. The requirements of the informal resolution process;
3. That prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and initiate or resume NGA's grievance procedures;
4. That the parties' agreement to a resolution at the conclusion of the informal resolution process would preclude the parties from initiating or resuming grievance procedures arising from the same allegations;
5. The potential terms that may be requested or offered in an informal resolution agreement, including notice that an informal resolution agreement is binding only on the parties; and
6. What information NGA will maintain and whether and how NGA may disclose such information for use in grievance procedures, if the grievance procedures are initiated or resumed.

The person who facilitates the informal resolution process shall not be the same person who serves as the investigator, decisionmaker, or appeal decisionmaker with respect to this particular complaint. Any person designated to facilitate an informal resolution process must not have a conflict of interest or bias for or against complainants or respondents generally or for or against an individual complainant or respondent.

Potential terms that may be included in an informal resolution agreement include, but are not limited to: 1. Restrictions on contact; and 2. Restrictions on the respondent's participation in one or more of NGA's programs or activities, including restrictions NGA could have imposed as remedies or disciplinary sanctions had NGA determined at the conclusion of the grievance process that sex discrimination occurred. Even if the parties reach an informal resolution agreement, the Title IX Coordinator must, to the extent necessary, also take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within NGA's education program or activity.

XIV. Emergency Removal and Administrative Leave

NGA may remove a respondent from NGA's education program or activity on an emergency basis during the grievance process or informal resolution process, if NGA undertakes an individualized safety and risk analysis, determines that an imminent and serious threat to the health or safety of a complainant or any students, employees, or other persons arising from the allegations of sex discrimination justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal. NGA's authority to remove a respondent on an emergency basis does not modify any rights the respondent may have under Section 504 of the Rehabilitation Act. NGA may place an employee respondent on administrative leave during the grievance process.

XV. Disciplinary Sanctions and Remedies

Following a determination that sex-based harassment occurred, NGA will take prompt and reasonable steps to end the sex discrimination, prevent its recurrence, and remedy its effects.

NGA may impose disciplinary sanction as set forth in the Student Code of Conduct, NGA policy, and state and federal laws, as applicable. For Employees, NGA may impose the full range of discipline, including nonrenewal or termination, as set forth in the Employee Handbook, NGA Policy, and state and federal laws, as applicable.

XVI. Students with Disabilities

If a party to a complaint is a student with a disability, the Title IX Coordinator must consult with one or more members of the IEP Team or Section 504 Team throughout the grievance process, including before any emergency removal of the student and when determining appropriate supportive measures and remedies. NGA will comply with the requirements of the IDEA and Section 504 in implementing this Policy, including the requirement that a manifestation determination review be conducted within 10 days of a decision to change the placement of a student with a disability because of a violation of a code of student conduct. See 34 CFR § 300.530.

XVII. Training

1. *All employees* – All NGA employees must be trained on:

- a. NGA's obligation to address sex discrimination in its education program or activity;

- b. The scope of conduct that constitutes sex discrimination under Title IX;
- c. All applicable notification and information requirements under Title IX, including: (i) When a student or a person with the legal right to act on behalf of the student informs any employee of the student’s pregnancy or related conditions, the employee’s responsibility to provide the person with the Title IX Coordinator’s contact information and inform the person that the Title IX Coordinator can coordinate specific actions to prevent sex discrimination and ensure the student’s equal access to NGA’s education program or activity; and (ii) The employee’s responsibility to notify the Title IX Coordinator when the employee has information about conduct that reasonably may constitute sex discrimination under Title IX.

2. Investigators, decisionmakers, and other persons who are responsible for implementing the grievance procedures or who have the authority to modify or terminate supportive measures – In addition to the training for all employees, these individuals must be trained on the following topics to the extent related to their responsibilities, including:

- a. NGA’s obligations under § 106.44, including the obligation to respond promptly and effectively when NGA has knowledge of conduct that reasonably may constitute sex discrimination in its education program or activity;
- b. NGA’s grievance procedures;
- c. How to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
- d. The meaning and application of the term “relevant” in relation to questions and evidence, and the types of evidence that are impermissible regardless of relevance.

3. Facilitators of informal resolution – In addition to the training for all employees, all facilitators of informal resolution must be trained on the rules and practices associated with NGA’s informal resolution process and on how to serve impartially, including by avoiding conflicts of interest and bias.

4. Title IX Coordinators and designees – In addition to the training for all employees, the Title IX Coordinator and designees must be trained on their specific responsibilities under Title IX, NGA’s recordkeeping system, the recordkeeping requirements under Title IX, and any other training necessary to coordinate NGA’s compliance with Title IX.

XVIII. Recordkeeping Requirements

NGA must maintain for a period of at least 7 years:

- 1. For each complaint of sex discrimination, records documenting the informal resolution process or the grievance procedures and the resulting outcome;
- 2. For each notification the Title IX Coordinator receives of information about conduct that may reasonably constitute sex discrimination under Title IX, records documenting the actions NGA took to meet its obligations under Title IX; and
- 3. All training materials must also be made available to members of the public upon request.

School Campus Expectation Policy

At School, we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, class teachers and NGA community. We understand and value the importance of sustaining a good working relationship between our parents and our educators to equip children with the necessary skills for adulthood. We greatly appreciate the commitment that our parents have made in choosing to entrust the education of their children to School, and thank them for their support of our unique School programming through which we engage our students daily. As we welcome and encourage parents/guardians to participate fully in the life of our School, and so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding, the purpose of this policy is to provide a reminder to all parents, guardians and visitors to our School about their expected conduct.

Parents, guardians and visitors are expected to:

- Respect the caring spirit of our School.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of NGA community should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with School staff, administration, and board members to cultivate open dialogue while seeking peaceful solutions to issues.
- Engage NGA with an open mind to help resolve any issues of concern.

In order to support a peaceful and safe School environment, NGA cannot tolerate parents, guardians and visitors exhibiting the following:

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, School event, field trip, car line or parking lot, office area or any other area of NGA grounds (including social media postings or discussions with community members regarding NGA or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to School staff, board members, visitor, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying School property.
- Abusive or threatening e-mails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding NGA or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about NGA must be made through the appropriate channels by speaking to the class teacher, or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.
- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on School premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs whilst on School property, unless permitted for a specific event approved by the Board of the Head of School
- Animals/pets brought onto School premises without permission. Service dogs are permitted at all times.

Right to Know Under the Every Student Succeeds Act

Parents of students have the right to know the professional qualifications of NGA's classroom teachers. Parents can ask for certain information about their child's classroom teachers, and NGA will give this information to parents in a timely manner if they ask for it. Specifically, parents have the right to ask for the following information about each of their child's classroom teachers and NGA:

- Whether the State Department of Education has licensed or qualified the teacher for the grades and subjects he/she teaches
- Whether the State Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances
- The teacher's college major
- Whether the teacher has any advanced degrees and, if so, the subject of the degrees
- Whether any teachers' aides or similar paraprofessionals provide services to their child and, if they do, their qualifications
- NGA Improvement Plan
- Qualifications of your child's teachers
- Professional development opportunities for teachers and assistants to ensure highly qualified personnel
- Opportunities for parent involvement and input
- The Title I Parent Involvement Plan and School Parent Involvement Plan
- School Report Card

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18.

Parents and eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.

Parents or eligible students have the right to request that a school correct records, which they believe to be inaccurate or misleading. If the School decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, the School must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows the School to disclose those records, without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

The Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA) affords parents certain rights concerning student privacy, parental access to information, and administration of physical examinations to minors.

These include the right to:

- Consent before students are required to submit to a survey, which is funded in part or in whole by a program of the U.S. Department of Education, that concerns one or more of the following protected areas ("protected information survey"):
 - 1. Political affiliations or beliefs of the students or student's parent.
 2. Mental or psychological problems of the students or the student's family
 3. Sexual behavior or attitudes.
 4. Anti-social, demeaning, illegal, or self-incriminating behavior.
 5. Critical appraisals of others with whom respondents have close familial relationships.
 6. Legally-recognized privileged relationships, such as with lawyers, doctors, or ministers.
 7. Religious affiliations, beliefs, or practices of the students or parents.
 8. Income, other than as required by law, to determine program eligibility.
- Receive notice and an opportunity to opt a student out of the following:

1. Any other protected information survey, regardless of funding.
 2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by NGA or its agent, and not necessary to protect the immediate health and safety of the students (except for hearing, vision, scoliosis, or any other physical exam or screening permitted or required under state law)
 3. Any activity involving the collection, disclosure, or use of personal information or the marketing, selling, or distributing of such information to others.
- Inspect the following, upon request and before administration or use:
 1. Surveys created by a third party before their distribution by a School to its students
 2. Instruments used to collect personal information from students for marketing, sales, or other distribution purposes.
 3. Instructional material used as part of the educational curriculum.

Equal Education Opportunities

NGA provides equal education opportunities for all students and does not discriminate on the basis of race, creed, color, national origin, ethnic origin, sex, gender, gender identity, natural hair style, cultural or economic background, or disability. Furthermore, no student, on the basis of sex, gender, gender identity, marital status, pregnancy, or parenthood, will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by NGA. NGA will treat its students without discrimination with regard to course offerings, athletics, counseling, employment assistance and extracurricular activities. NGA adheres to the legal obligations and requirements under all state and federal laws, including without limitation, section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

Compliance with Other Laws

NGA shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. NGA shall comply with all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of NGA except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

STUDENT PROMOTION AND ACCOUNTABILITY

A. PURPOSE

Next Generation Academy Board recognizes its responsibility to provide a

sound basic education for all students, kindergarten through grade eight, based on the North Carolina Standard Course of Study and the State Board of Education's mandates setting student accountability standards.

Student promotion and accountability standards within this school system are guided by both state and local standards. The student accountability standards adopted for specific grade levels are based on the belief that all students must have the reading, writing, mathematics, technology, and higher order thinking skills critical for successful participation in higher education and in the work force.

B. STUDENT PROMOTION STANDARDS

The CEO shall develop administrative regulations to this policy that include (1) promotion standards, (2) a process to be used in determining a student's readiness to progress to the next level, and (3) required intervention, supports, and family engagement steps to meet the needs of students who are not on track to meet promotion standards.

The CEO shall ensure that the promotion standards and processes are used by teachers and school administrators in assessing each student's readiness to progress to the next level of study. Pursuant to state law, principals have the authority to promote or retain students based upon the standards and processes established by the superintendent and any applicable standards set by the State Board of Education.

PROMOTION FOR KINDERGARTEN THROUGH GRADE 8

The standards for students in grades kindergarten through 8 shall be based, in part, upon proficiency in reading. The standards and process must provide multiple criteria for assessing a student's readiness to progress to the next level of study, such as standardized test scores, formative and diagnostic assessments, grades, a portfolio or anthology of the student's work, and, when appropriate, accepted standards for assessing developmental growth. The standards and process will incorporate all state law and State Board of Education policy requirements, including those for the assessment and promotion of third grade students as described in G.S. 115C-83.6 et seq. and State Board of Education Policies KNEC-002 and -003.

BILL OF RIGHTS

Parental Legal Rights regarding their child's education:

- (1) The right to consent or withhold consent for participation in reproductive health and safety education programs, consistent with the requirements of G.S. 115C-81.30. NGA will provide parents with a consent form prior to such programming.
- (2) The right to seek a medical or religious exemption from immunization requirements, consistent with the requirements of G.S.130A-156 and G.S. 130A-157.
- (3) The right to review statewide standardized assessment results as part of the State report card. NGA will provide such information following such assessments.

- (4) The right to request an evaluation of their child for an academically or intellectually gifted program or for identification as a child with a disability, as provided in Article 9 of this Chapter.
- (5) The right to inspect and purchase public school unit textbooks and other supplementary instructional materials, as provided in Part 3 of Article 8 of this Chapter. Please refer to the Parent/Student Handbook for curriculum information.
- (6) The right to access information relating to the unit's policies for promotion or retention, including high school graduation requirements.
- (7) The right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.
- (8) The right to access information relating to the State public education system, State standards, report card requirements, attendance requirements, and textbook requirements.
- (9) The right to participate in parent-teacher organizations. This information will be provided directly from the parent-teacher organization.
- (10) The right to opt into certain data collection for their child, as provided in Part 5 of this Article and Article 29 of this Chapter.
- (11) The right for students to participate in protected student information surveys only with parental consent, as provided in Part 5 of this Article.
- (12) The right to review all available records of materials their child has borrowed from NGA.

A parent has the right to the following:

- (1) To direct the education and care of their child.
- (2) To direct the child's upbringing and moral or religious training.
- (3) To enroll their child in a public or nonpublic school and in any school choice options available to the parent for which the child is otherwise eligible by law to comply with compulsory attendance laws, as provided in Part 1 of Article 26 of Chapter 115C of the General Statutes.
- (4) To access and review all education records, as authorized by the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, relating to their child.
- (5) To make health care decisions for their child, unless otherwise provided by law, including Article 1A of Chapter 90 of the General Statutes.
- (6) To access and review all medical records of their child, as authorized by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), P.L. 104-191, as amended, except as follows:
 - a. If an authorized investigator requests that information not be released to a parent because the parent is the subject of an investigation of either of the following:

- A crime committed against the child under Chapter 14 of the General Statutes.
 - An abuse and neglect complaint under Chapter 7B of the General Statutes.
 - b.** When otherwise prohibited by law.
 - (7) To prohibit the creation, sharing, or storage of a biometric scan of their child without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2102 and G.S. 7B-2201.
 - (8) To prohibit the creation, sharing, or storage of their child's blood or deoxyribonucleic acid (DNA) without the parent's prior written consent, except as authorized pursuant to a court order or otherwise required by law, including G.S. 7B-2201.
 - (9) To prohibit the creation by the State of a video or voice recording of their child without the parent's prior written consent, except a recording made in the following circumstances:
 - During or as part of a court proceeding.
 - As part of an investigation under Chapter 7B or Chapter 14 of the General Statutes.
 - When the recording will be used solely for any of the following purposes:
 - A safety demonstration, including one related to security and discipline on educational property.
 - An academic or extracurricular activity.
 - Classroom instruction.
 - Photo identification cards.
 - Security or surveillance of buildings, grounds, or school transportation.
 - (10) To be promptly notified if an employee of the State suspects that a criminal offense has been committed against their child, unless the incident has first been reported to law enforcement or the county child welfare agency, and notification of the parent would impede the investigation.
- **Limitations on the right to parent:**
 - (1) The requirements of this Article do **not** authorize a parent to do any of the following:
 - Engage in unlawful conduct.
 - Abuse or neglect of the child, as defined in Chapter 7B of the General Statutes.
 - (2) The requirements of this Article do **not** prohibit the following:
 - A State official or employee from acting in their official capacity within the reasonable and prudent scope of their authority.
 - A court of competent jurisdiction from acting in its official capacity within the reasonable and prudent scope of its authority or issuing an order otherwise permitted by law.

NGA's Policy on Curriculum, books, and Supplementary Materials.

- (1) **Compliance with SB49.** In compliance with SB49, this policy serves to communicate understandably and effectively the manner in which textbooks are used to implement NGA curricular objectives. In addition, this policy establishes a procedure for parents to learn about their child's course of study and the source of any supplementary instructional materials. Our procedure includes the process for parents to inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom. Finally, this policy also establishes a means for parents to object to textbooks and supplementary instructional materials consistent with the requirements of N.C.G.S. 115C-9
- (2) **Parent Participation.** Parent participation in their child's education is important and encouraged. We strongly encourage parents and teachers to cooperate regarding homework, school attendance, and discipline. Information and ways parents can help their children and encourage cooperation with their child's teacher are included in our Parent/Student Handbook as well as the following: Newsletters, Dojo, Teacher/Parent Conferences, Social Media and through written/verbal communications.
- (3) **Charter School exemptions.** A charter school (NGA) 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 **not** bound by the laws governing local boards of education and local school administrative units. NGA has the **sole authority** to select and procure curriculum, textbooks, supplementary instructional materials, and library materials. Further, NGA has the **sole authority** 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.
- (4) **Textbook Definition.** For the purposes of this section, a textbook is defined as a systematically organized material comprehensive enough to cover the primary objectives outlined in the standard course of study for a grade or course. Formats for textbooks may be print or nonprint, including hardbound books, softbound books, activity-oriented programs, classroom kits, and technology-based programs that require the use of electronic equipment to be used in the learning process. Textbooks do not include supplementary instructional materials, including supplementary textbooks, periodicals, audiovisual materials, and other supplementary materials used for instructional purposes.
- (5) **Requirements of § 115C-76.55.** Instruction on gender identity, sexual activity, or sexuality shall not be included in the curriculum provided in grades kindergarten through fourth grade, regardless of whether the information is provided by school personnel or third parties. For the purposes of this section, the curriculum includes the standard course of study and support materials, locally developed curriculum, supplemental instruction, textbooks, and other supplementary materials but does not

include responses to student-initiated questions. Further, students may discuss gender identity, sexual activity, and sexuality with the school counselor and/or social worker, or any adult they feel comfortable with. This provision shall be implemented consistent with Title IX, and where a conflict arises between the two laws, federal law will control. Nothing in this provision prevents school staff and teachers from appropriate classroom displays not inconsistent with any school policy on such displays.

- (6) **Use and Purpose of Textbooks.** NGA selects and uses textbooks/supplemental materials as part of its curriculum and course of study. The textbooks selected are intended to advance NGA curricular objectives.
- (7) **Process For Selecting Curriculum, Textbooks, Supplementary Books And Instructional Materials.** NGA process for selecting curriculum, textbooks, supplementary books, and instructional material is as follows: Administration, Leadership Team, ELA/Math Specialists, and staff members give feedback on curriculum/supplemental materials.
- (8) **Procedures for Learning about the Course of Study.** Parents are provided their child's course of study, including textbooks and the source of any supplementary instructional materials in a variety of ways: in our Parent/Student Handbook, at Open House, NGA's website, at Back to School night, and through teacher communications.
- (9) Parents may inspect and review all textbooks and supplementary instructional materials that will be used in their child's classroom at Open House, Back to School Night, and by making an appointment with their child's teacher during the teacher's planning time or afterschool.
- (10) **Process for Check Out of Instructional Materials**
Parents may notify their child's teacher for check out of materials as needed.

Process for Parent Challenges to Textbooks and Supplementary Instructional Materials.

- (3) NGA reserves the right to create an advisory committee to investigate and evaluate challenges from parents, teachers, and members of the public to textbooks and supplementary instructional materials on the grounds that they are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. To the extent NGA establishes such an advisory committee, information about that advisory committee will be communicated to parents, teachers, and the community. *Before this advisory committee is established, NGA will refer to legal counsel.*
- (4) In the event NGA has not established such an advisory committee, parents may submit challenges to textbooks and supplementary instructional materials for the following reasons only: the textbook and/or supplementary materials are educationally unsuitable, pervasively vulgar, or inappropriate to the age, maturity, or grade level of the students. There are no other grounds for challenges to textbooks or supplementary materials under this provision.
- (5) To submit a challenge to a particular textbook and/or supplementary material, the parent shall submit in writing a detailed description of their challenge to the School.

Such challenge must clearly identify the textbook and/or supplementary material they are challenging, and what precise material they contend is educationally unsuitable, pervasively vulgar, or inappropriate to the student's age, maturity, or grade level. The parent should also provide suggestions for alternatives to such textbooks and/or supplementary materials that they are challenging. Challenges must be sent NGA via email at info@nextgenerationacademy.net or sent via mail or hand delivered to NGA address and designate on the outside of the letter: *Textbook and/or Supplementary Material Challenge*.

- (6) The Principal/CEO, their designee and/or school based committee, shall review such challenge and respond to the challenge within ten (10) business days.
- (7) If the decision does not resolve the matter, the parent may file a written appeal to the CEO/Principal if they were not involved in the initial review of the challenge. The CEO/Principal shall review and respond to the challenge within five (5) business days.
- (8) If the CEO/Principal is not able to resolve the matter, the parent may file a written appeal on the record with NGA Board of Directors within five (5) business days. There are no hearings on appeal, and decisions will be based solely on the written challenge provided by the parent and information provided by the School. The appeal must comply with section (1) above. The Board will designate a Board Panel to review the challenge and communicate its decision to remove or retain the challenged material within twenty (20) business days. The Board Panel's decision is final.
- (9) The Board always has sole authority and discretion to determine whether a challenge has merit and whether challenged material should be retained or removed. There is no appeal from a decision of the Board Panel.
- (10) Timelines set forth herein may be extended for good cause.

Title I Parent Engagement Policy Plan

Purpose

This plan outlines the processes and protocol for Next Generation Academy regarding the Parent Engagement Policy and Parent Compact.

Processes/Protocol

- The establishment and revisions of the policy and compact will take place annually at the April meeting of our PTSO organization. This will allow all stakeholder to have the opportunity to provide input into the language of the policy.
- Parents will be notified by formal letter of the meeting, as well as the content of the meeting (to revise the Parent Engagement Policy and Compact).
- The revisions made will establish the compact for the upcoming school year.
- Parents will be provided a copy of the parent compact at the beginning of each school year, and required to sign and return to the classroom teacher as a formal record.

- The process will be a collaborative effort, with open discussion, input from all stakeholders. If there are disagreements on any parts of the policy or compact development we will operate on a “majority rules” voting system.

Roles

- School Principal: Communicate the current policy and compact to stakeholders prior to the meeting; provide the purpose, processes, and protocol for the annual revisions of the policy and compact; make final revisions to the existing policy and compact; include the policy and compact in the Student Handbook for students to be reviewed by teachers at the beginning of the school year
- PTSO President: Plan the PTSO meeting, include the engagement policy discussion in the agenda; open the floor for discussion and revisions during the meeting
- Teachers: Review the policy and compact with students within the first three (3) days of the school year; collect the parent compact from parents/students within the first five (5) days of school.
- Stakeholders (Parents/Guardians, Teachers, School Support Staff): Attend the meeting; provide feedback on the policy and compact revisions; sign the compact annually within the first five (5) days of each school year.

Title I School/Student/Parent Compact & Parent Engagement Policy

This policy and compact have been jointly developed and agreed upon by the Next Generation Academy Family- parents/guardians, students, and school staff.

Title I Parent Compact

Next Generation Academy is a Title I school. The goal of the Title I program is to help every child get a high-quality education. Students, parents/guardians, and staff and students each have responsibilities they must meet in order to accomplish this goal.

As a student, I promise to...

- come to school every day on time and be prepared to learn and participate
- ask for help when I need it
- respect and cooperate with other students and adults
- do my homework and participate in all learning activities and opportunities with my best attitude and willingness to learn

As a parent, I promise to...

- help my child attend school every day and be on time
- find a quiet place for my child to read and complete homework
- read with my child on a regular basis
- provide enriching learning experiences at home, utilizing recommended resources from the school

- assist my child with the nightly reading opportunities
- attend Parent Teacher Conferences
- communicate regularly with the school, principal, Title 1 and classroom teachers
- participate in decisions related to my child's education and achievement, as appropriate
- make an effort to be involved in school activities
- follow the school's pick up and drop off policy

As a school, we promise to...

- deliver a challenging academic curriculum and explain our standards to parents each year
- provide a physically and emotionally safe environment where students feel comfortable to take risks
- help parents understand the way these standards are assessed and how they can help their child achieve these goals
- be available to support reasonable requests, suggestions, and questions regarding Title I policies and responsibilities
- provide multiple opportunities, at convenient times, for parents to build a partnership with the school, where the school will provide materials and reciprocal training to assist the parents in promoting their students' academic achievement {I.e.: Parent Teacher Conferences, Family Literacy/Math Nights, School Improvement Team, Parent Teacher Student Organization (PTSO)}
- invite parents to plan and review the School Improvement Plan (SIP), Title I program, and Parent Engagement Policy each year
- provide this policy and compact to parents in a language they can Understand

Parental Engagement Policy

The school staff and parents of Next Generation Academy believe that the improved academic achievement of each student is a responsibility shared by the entire community, including the school district, school, community members, school administration, staff, students, and parents (including guardians and all members of a student's family involved in his/her education). We are committed to meeting the needs of all our students. To accomplish this, we must all work together. Parent involvement in the school will include opportunities for:

- Parents to volunteer and be involved in school activities
- Effective communication between the school and parents
- Parents to participate in school decision-making
- Staff development and parent education (including communication

about specific staff development)

- Parents to provide home support for their student's education

Student Signature: _____

Parent Signature: _____



Next Generation Academy

CALENDAR 2024-2025



August 2024				
Mon.	Tue.	Wed.	Thurs.	Fri.
			1	2
5	6	7	8	9
MW	MW	MW	MW	MW
12	13	14	15	16
MW	MW	1		
19	20	21	22	23
26	27	28	29	30

13 instructional days

November 2024				
Mon.	Tue.	Wed.	Thurs.	Fri.
				1
4	5	6	7	8
11	12	13	14	15
H				
18	19	20	21	22
			IR	
25	26	27	28	30
V	V	V	H	H

15 instructional days

February 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
3	4	5	6	7
10	11	12	13	14
	IR			
17	18	19	20	21
MW				
24	25	26	27	28

19 instructional days

May 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
				L
				GP 45
26	27	28	29	30
H	MW	MW	MW	

17 instructional days

September 2024				
Mon.	Tue.	Wed.	Thurs.	Fri.
2	3	4	5	6
H				
9	10	11	12	13
16	17	18	19	20
	IR			
23	24	24	26	27
30				

20 instructional days

December 2024				
Mon.	Tue.	Wed.	Thurs.	Fri.
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
V	H	H	V	V
30	31			
V	V			

15 instructional days

March 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
3	4	5	6	7
10	11	12	13	14
			GP 42	MW
17	18	19	20	21
24	25	26	27	28
31				

20 instructional days

June 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

20 instructional days

October 2024				
Mon.	Tue.	Wed.	Thurs.	Fri.
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
		GP 45	MW	MW
21	22	23	24	25
28	29	30	31	

21 instructional days

January 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
		1	2	3
		H	V	MW
6	7	8	9	10
				GP 44
13	14	15	16	17
20	21	22	23	24
H				
27	28	29	30	31

19 instructional days

April 2025				
Mon.	Tue.	Wed.	Thurs.	Fri.
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
V	V	V	V	H
21	22	23	24	25
		IR		
28	29	30		

17 instructional days

- Mandated Workday (18)
- Holiday (11)
- Vacation Day (14)
- First Day of School
- Last Day of School
- Grading Period (# of days)
- Interim Reports
- Inclement Weather Day

176 student days,
1,056 instructional hours