Next Generation Academy

Student/Family Handbook
2025-2026

NGA
NEXT GENERATION ACADEMY

"COMMITTED TO SUCCESS"

Next Generation Academy
3740 S. Holden Road
Greensboro, NC 27406
Phone: 336-271-9030
Fax: 336-691-2366

August 2025

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 sixth 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 **<u>are</u>** 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, Ed.D.

Daryl B. Florance, Ed. D
Principal, Next Generation Academy

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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 opened with the 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/CEO:	Dr. Sam Misher
Principal:	Dr. 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 **7:20am** 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.

Students between the ages of 7 and 16, as well as students younger than 7 who are enrolled in school, are required by law to attend school.

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.

Next Generation Academy is a tobacco-free zone. Smoking or possession of tobacco and related products—including regular cigarettes, e-cigarettes, pipes, cigars, waterpipes (hookah), and heated tobacco products such as blunts and joints (for cannabis)—is **strictly prohibited** on school grounds, in the school parking lot, and **inside cars** (on school grounds) at all times.

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 in the front office area 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.
Parents/Guardians must sign a bus contract for their student(s).

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 rides 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*

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.

Third Party Transportation Providers (Uber/Lyft)

Consistent with NGA's carpool procedures, any person picking up a student in the carpool line must provide the School with the physical carpool tag listing the student's carpool number. If the carpool tag is not physically with the driver, they must park and walk into the office to request a pick-up of the child and provide the office with their State or Federally issued ID. If the adult picking up is not listed as a parent or guardian on the child's records, nor as an emergency contact, the child will **not** be released until the front office staff can reach the parent to confirm the pick-up.

NGA does not condone students leaving campus in third-party car services (outside of child after care providers) and, specifically, ridesharing services whose policies explicitly prohibit minors from using them, such as **Uber and Lyft**. While some ride sharing services may permit minors to ride without an adult, the School does not permit the use of such services. NGA will not allow any student to be picked up or dropped off in a third-party car service, such as Uber or Lyft, and will turn away such ride sharing services from the school.

Field Trips and Overnight Trips

Field trips are an important part of enhancing a student's learning experience. NGA provides field trip opportunities that provide academic value or community-building time for our students. Field trips and overnight trips are a privilege at NGA. Please review eligibility requirements below prior to paying for a field trip or signing a permission slip.

No school student will be permitted to leave a field trip early except in the case of an emergency or unless requested by the principal of designee for disciplinary reasons. All students must remain with the group for the duration of the field trip. Due to the responsibilities of a chaperone to supervise the students in their care, we will not accommodate bringing additional children who are not in the designated class.

Students and families should be aware that any student who chooses to participate in a school-sponsored field trip must follow NGA school rules/policies while attending all field trips. Students involved in serious disciplinary action may lose the opportunity to participate in future field trips scheduled in the same school year.

Overnight Trip Parent and Student Expectations

Overnight trips are optional for all students. Students that have been suspended from school will not be able to attend any overnight trips.

Your first deposit of $50.00 is **non-refundable.**

Most of our field trips and all overnight trips require the school (Next Generation Academy) to make payments to vendors for their services far in advance of the actual trip date. For this reason, refunds will only be available well in advance of the trip. ***Refunds will only be considered and/or allowed up to one month prior to the date of the trip.*** *Also, depending on the payment arrangements for the trip, full refunds may not be an option.*

Special requests for rooming preferences and parent or student desires are not guaranteed, but will be visited by the classroom teacher as needed.

During overnight field trips, student hotel rooms are subject to a search of their room or belongings if there is a reasonable suspicion that the student may be in violation of school policy or law. Local law enforcement may also be called to investigate if there is a belief that the student's behavior violated the law.

Personal devices, including cell phones, laptops, kindles, e-readers, tablets, and iPads, are **ONLY** permitted (on overnight trips), with headphones. Students must have headphones when using their technology/device. NGA is **not** liable or responsible for any stolen or broken device.

Student Checkout Policy

1. Children checked out prior to **2:30pm** 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. Early dismissals: disruptions may cause students to come home without homework assignments and books/materials that might be needed to complete assignments. Due to the activity needed to prepare for dismissal, parents are discouraged from checking out students between **2:00pm and 2:30pm**. If an early dismissal is needed, students should be picked up no later than **1:45pm.**

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.

Adult Code of Conduct

As we partner with families to best support students, it is critical that we engage in a way that allows our partnership to flourish. We understand that situations can become stressful, and we want to maintain the best support possible.
All adults entering the school or participating in school events shall adhere to the following rules of conduct:

1. Always be respectful to the staff, students, and other school community members.
2. Model appropriate behavior and be good examples to our school community.
3. Do not display dangerous or unsafe behavior when on our campus.
4. Check in and obtain clearance from the office upon entering the building.
5. Do not disrupt teaching and learning when visiting the school.
6. If you need to speak with a staff member, schedule a meeting.
7. Refrain from using threats, profanity, inappropriate or rude language/gestures, or an aggressive/loud voice.
8. Handle complaints by first seeking a resolution with the staff members involved in a positive and professional manner.
9. Ensure email communications to school staff, faculty, or students are respectful.
10. Do not harass, bully, or threaten school staff, faculty, or students on school grounds, at school events (whether or not on school grounds), or via email.

When engaging in a conversation with another person who is becoming overly aggressive and/or disrespectful, staff members are to follow the steps below:

1. Remind the individual that it is an expectation that all conversations remain respectful.
2. If the disrespectful behavior continues, end the conversation immediately.
3. Possible script: *"Unfortunately, we need to end this conversation here. I understand you are upset, but we cannot continue until we can communicate with a calm tone and appropriate language."*
4. Staff members must inform their direct supervisor of the interaction so they can document the situation and follow up as needed.

To the extent that an adult's actions/behavior fall below the code of conduct, the adult can be subjected to disciplinary action by the administration.

- Upon the first occurrence, the direct supervisor will send a follow-up email to the individual.
- Upon a second occurrence, individuals can be:
  - removed from the premises;
  - restricted from re-entry for a period of 30 calendar days; and
  - limited to pick-up and drop-off of students outside the building.
- Upon a third occurrence, individuals can be:
  - Removed from the premises; and
  - Permanently restricted from re-entry.

Violence/Threats

If the act or action of the individual falls within the category of acts of violence on school premises, threats of violence on school premises, or bullying of teachers, students, or other parents, the individual can be immediately removed from the premises and permanently restricted from re-entry. While a parent is restricted from re-entry to the school, their access to the school is restricted to external pick-up and drop-off of their student. Interactions with NGA teachers or staff must be done electronically.

The school reserves the right to restrict any adult, including parents, from coming onto campus for any reason, including drop off or pick up, if the adult has engaged in Violence/Threats as set forth above or if the School determines that the adult's behavior has created an unsafe or hostile environment.

Banning from Campus

The School reserves the right to ban any person, including parents, separated personnel, or those under investigation, from campus where there is a safety or security concern, actual/potential disruption to the school environment, or where it is in the best interest of the School to do so. The Head of School, their designee, or the Board may issue such a ban.

Student Search Policy and Procedures

To maintain order in the school and to protect the welfare of students and the school community, school officials have the authority to conduct reasonable searches of students and to seize students' unauthorized materials. Any searches or seizures must be conducted in accordance with the standards described in this policy and any other applicable legal requirements. All school officials carrying out a search or seizure are expected to be knowledgeable about the legal rights of students and the appropriate procedures for conducting the search or seizure. A search must be justified at its inception, permissible in scope, and conducted using narrowly tailored methods to be minimally intrusive. School officials shall make reasonable and good-faith efforts to investigate allegations of misconduct before a student search is conducted.

This policy applies to searches conducted on school grounds, in school facilities, or at school-sponsored events. This policy does not apply to technology, which is addressed through other policies.

Searches Based on Individualized Reasonable Suspicion

A student or the student's possessions may be searched when a school official has reasonable suspicion that the search will turn up evidence that the particular student has violated or is violating a specific law, expectation, or school rule. This reasonable suspicion must be based upon specific and articulable facts, which have been acquired through reliable and/or corroborated information from employees, students, law enforcement officers, or other credible sources, or upon visual or other evidence (e.g., the smell of alcohol or marijuana, an alert from a metal detector or drug dog) viewed in light of the totality of the circumstances and the school official's professional judgment. The scope of the search must be reasonably related to the objectives of the search, and the methods used to conduct the search must be narrowly tailored to be minimally intrusive in light of the age and sex of the student and nature of the infraction.

Reasonable suspicion is not required if a student's parent or guardian freely and voluntarily consents to the search of their person or possessions.

In accordance with the standards described above, the Board authorizes the following types of searches based on reasonable suspicion:

Searches of Personal Effects

School officials may search a student's desk, and/or personal effects, including but not limited to purses, book bags, and clothing not currently being worn by the student. School officials may also request that the student empty pockets, remove shoes and outerwear. School officials may also search a student's personal electronic devices pursuant to the school's Wireless Communication Device policy.

Code of Conduct

The Code of Conduct applies to all students at any time they are present on the school campus, at any school event, or during any school-sponsored activity, including school events or activities held off campus. Additionally, it applies to students at any time or location whose behavior interferes with the learning process, causes serious safety concerns, or disrupts the educational environment. Specific rules apply specifically to different grade levels.

Administration will follow investigatory procedures and make a reasonable attempt to contact parents after it has been concluded that a violation has occurred. During the investigation, students will be interviewed to determine what may have occurred. A student will be notified of the consequences of a violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus.

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.

If a student is suspended from NGA, the student may not be present on the campus of NGA, at any school function, or at any school-sponsored event, whether on or off campus, without the permission of the school administration.

Corporal punishment is not permitted at NGA, but there may be times when school employees need to use reasonable force to control behavior or to remove a person from the scene.

These situations include:

- To quell a disturbance threatening injury to others.
- To obtain possession of weapons or other dangerous objects on the person or within a student's control.
- For self-defense.
- For the protection of persons or property.
- To maintain order on school property, in the classroom, or at a school-related activity on or off school property.

Reports to Law Enforcement Agencies

As required by North Carolina law, principals are required to report the following acts to law enforcement when they have personal or actual notice of the incident and the acts occurred on the school campus: "assault involving serious personal injury, sexual assault, sexual offense, rape, kidnapping, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law or possession of a controlled substance in violation of the law." N.C.G.S. § 115C-288(g).

Reports and Investigations of Child Abuse

Pursuant to state law, school personnel are required to report any suspected cases of child abuse, neglect, dependency, or maltreatment. Suspected child abuse, neglect, dependency, or death as a result of maltreatment by parents or other caretakers must be reported to the Department of Social Services. Suspected human trafficking, involuntary servitude, and sexual servitude of a child are special forms of child abuse. They must be reported to the Department of Social Services regardless of the relationship between the victim and perpetrator. Suspected child maltreatment by a caregiver in a child care facility, including in a licensed preschool classroom, camp, after-school program, or other licensed classroom or program operated by the School, must be reported to the

Department of Health and Human Services, Division of Child Development and Early Education. Where the source of the child abuse, neglect, dependency, or maltreatment is uncertain, a report should be made to these agencies.

Infractions and Behaviors

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
- Abusive, Obscene, Offensive, or Profane Language or Gestures
- Gang and gang-related activities
- 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/theft of technology/computer/calculators
- Disruptive and unsafe behavior on the school bus *(Suspension from the bus)
- Committing an infraction against or involving an administrator, teacher or any school staff.
- Bullying and/or harassing behavior are strictly prohibited. It is the policy of the Board of Directors to maintain learning environments that are free from harassment or bullying. Students are expected to use appropriate conduct and language at school and school functions, and possess only relevant materials. This rule applies to cursing, possessing, sending, or receiving written materials or electronic text and/or images that convey an offensive, racial, derogatory, bullying, or obscene message to another person. This includes but is not limited to references to race, color, ancestry, national origin, gender, gender identity expression, sexual orientation, religion, and/or physical or sensory disability, physical appearance, or making offensive statements or gestures.

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, Vaping, Use of any smoking products/devices, 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.
- Any object or substance that could cause injury, including but not limited to, slingshots, ice picks, multi-fingered rings, metal knuckles, nun chucks, dirks, daggers, lead canes, clubs, stun guns, flare guns, box cutter, knife, fireworks, mace, pepper spray, fire extinguishers and/or the use of any object or any substance that will potentially cause harm, irritation or bodily injury.

Procedures for Disciplinary Process and Short-Term Suspension

Upon receiving a report of a potential occurrence of any of the above violations, school administration will conduct an investigation. An investigation may include interviewing witnesses, reviewing camera footage, speaking with staff members, and searching a student, a student's locker, or a student's belongings. Refusal to permit the search will result in the assignment of consequences commensurate with the suspected violation.

Upon completion of the investigation, school administration will determine if the preponderance of the evidence weighs in favor of the violation occurring. This means that it is more likely than not that the student committed the violation. If that is the conclusion, the student will be notified of the consequences of the violation, as long as notification of the student does not pose a risk to the safety and security of other individuals on campus. If the violation is an offense that requires a report to law enforcement, the appropriate agency will be notified. The school administrator will make a reasonable attempt to contact the student's parent or guardian by telephone to communicate the results of the investigation and the assigned consequences.

Due Process Procedures for Short-Term Suspensions (1-10 days)

A student accused of misconduct, which in the opinion of the principal (including the principal's designee) would require a short-term suspension from school, shall be afforded the procedures below. A student must be given an opportunity to complete assignments, take textbooks home, and take major tests or exams missed during the period of suspension.

Step 1: The student must be told by the principal/designee why suspension is being considered.

Step 2: The student must be given the opportunity to have an informal hearing with the principal/designee, present his/her version of the events, and identify witnesses to the incident. The informal hearing will typically occur immediately after the student is informed of the charges but may be delayed if the student's continued presence on campus is a safety concern.

Step 3: The principal/designee shall make a determination as to whether or not a student is guilty of the misconduct, and if so, what disciplinary response will be imposed. Initial notices to impose suspension may be communicated orally to the parent; written notification must follow.

Step 4: The principal/designee shall report each suspension in writing to the student's parent/guardian by fax, email, or any other reasonable method to give actual notice. Reasonable effort shall be made to contact parents/guardians prior to the start of the suspension. If parents/guardians cannot be reached prior to the start of the suspension, the principal/designee may start the suspension without contacting them. In this event, the principal must continue efforts to reach the parent/guardian.

Step 5: At the discretion of the principal, a written behavior contract may be required upon the student's return to school.

Step 6: There is **no appeal** of an out-of-school suspension of 10 days or less. Students are not entitled to appeal a principal's (or their designee's) decision to impose a short-term suspension to the school's Board of Directors.

If a student is determined to have committed a violation for which the possible consequence is long-term suspension, exclusion, or expulsion, the school principal will follow the procedures outlined in the section below.

Due Process Procedures for Long-Term Suspension, Exclusion, and Expulsion

A student accused of a willful violation of the Code of Student Conduct, which, in the opinion of the principal/designee, may require a 365-day suspension, long-term suspension, or exclusion from the school, shall be afforded the procedural safeguard described below. The procedures for a short-term suspension must be employed, as well as the following additional steps, prior to the imposition of a 365-day suspension, long-term suspension, or exclusion. The CEO/Principal may recommend a 365-day suspension, long-term suspension, exclusion, and/or participation in a Behavioral Contract. Where exclusion, long-term suspension, or a 365-day suspension is recommended, the parent(s)/guardian(s) will be notified in writing within two school days or as soon as possible.

The notification of the recommendation for long-term suspension or exclusion shall be consistent with NC General Statute § 115C-390.8 and include the following:

1. The conduct that violated the School's Code of Conduct/Offenses;
2. The relevant provision in the School's Code of Conduct/Offenses that was violated;
3. A deadline for the parents or guardians to request a hearing;
4. A deadline for the parent to notify the school as to whether they are bringing an advocate and the role of such advocate;
5. The right to review and obtain copies of your child's educational records before the hearing;
6. The time frame or date when the hearing will be held, if one is requested;
7. The right to question the witnesses who appear at the hearing;

8. The right to present evidence on your child's behalf, which can include written or oral statements relating to the incident leading to the suspension and any of the factors listed in N.C. General Statute § 115C-390.2(g);
9. The right to have a record made of the hearing. We will record the hearing and make a copy available at your request. You also have the right to make your audio recording of the hearing;
10. Notice that the School follows the procedures set forth in N.C. General Statute § 115C-402 with regard to the expungement of discipline records; and
11. The right to a written decision, based on substantial evidence presented at the hearing, that upholds, modifies, or rejects the principal's recommendation of suspension and/or exclusion and that contains at least the following information:
    a. The basis for the decision, including a reference to any policy or rule that the student is determined to have violated;
    b. Notice of what information will be included in the student's official record pursuant to N.C. General Statute § 115C-402; and
    c. The student's right to appeal the decision and notice of the procedures for such appeal.

The School will follow one of the following processes for Exclusion, Long-Term Suspension, and 365-Day Suspension:

Option 1

If the Principal determines that an infraction falls into the category for which a long-term suspension and/or exclusion or a 365-day suspension is appropriate, they will notify the CEO of a recommendation for long-term suspension or exclusion. If the parent(s)/guardian(s) request a hearing, it will be before the CEO. At the conclusion of the hearing, the CEO will determine if the Principal's recommendation for long-term suspension or exclusion should be upheld, modified, or overturned.

If the student is assigned exclusion or a long-term suspension or a 365-day suspension by the CEO, the parent or guardian has two school days to appeal the decision to a panel of the board of directors. This request must be submitted in writing to the CEO. The board will review the appeal based on the record and make a decision. A hearing before the board panel is at the discretion of the board and is not required. The board panel decision is final, and there is no appeal to the full board. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either refuses the hearing or fails to attend the hearing, the CEO will make the determination on whether to uphold the recommendation of a 365-day suspension, long-term suspension, or exclusion. Such a decision shall be final.

Option 2

For any offense where a Long-Term Suspension, Exclusion, or a 365-Day Suspension is recommended, the Principal (and their designees) may recommend a 365-day suspension, long-term suspension, or exclusion. Where: (1) the school does not employ the process set forth in Option 1, (2) the Principal is involved in the investigation of the disciplinary incident or the recommendation for long-term suspension, or (3) the Principal wishes to have a board panel hear any appeal, then any

hearing shall be conducted by a panel of three board members appointed by the board chair or their designee. Decisions of the Board Panel shall be final, and there will be no further appeal to the full Board of Directors. The school will follow the requirements set forth in North Carolina's General Statutes for any such appeal and hearing.

If the parent or guardian either does not request a hearing or fails to attend the hearing, the Principal will make the determination on whether to uphold the recommendation of a 365-day suspension, a long-term suspension, or exclusion. Such a decision shall be final.

Procedures for Expulsion

N.C.G.S. § 115C-390.11 gives the School's Board of Directors authority to expel any student over 14 years of age whose behavior indicates that the student's continued presence in the school constitutes a clear threat to the safety of other students or employees or who is subject to the Jessica Lundsford Act (which applies to certain registered sex offenders). The school will follow legally required procedures for Expulsion. Details of the procedures to be followed for expulsion are provided in North Carolina General Statutes**, §** 115C-390.11.

OFFENSE DEFINITIONS

Misrepresentation (Honesty)

A student will be honest and submit his/her own work.

a. **Altering Report Cards or Notes*:*** Tampering with report cards, official passes, notes, or other school documents, in any manner, including changing grades or forging names to excuses, is prohibited.
b. **False Information*:*** Making false statements, written or oral, to anyone in authority is prohibited.
c. **Cheating/*Honor Code Violation:*** Violating rules of honesty and Honor Codes, including but not limited to plagiarism, violating copyright laws, or copying another student's test or assignment, is prohibited.

Insubordination (Responsibility/Respect)

A student will obey the lawful direction of any authorized staff member while in school, participating in a school activity, or on school property. All students are expected to behave in a respectful manner. This includes, but is not limited to, complying with the direction or instruction of a staff member, not walking away from a staff member while being spoken to, speaking to staff in an appropriate manner, and completing all assigned work.

Breaking and entering with the intent to commit a felony or theft
(Responsibility/Respect/Citizenship/Good Judgment)

A student will not unlawfully enter any district property with the intent of committing a felony, to steal and/or take and carry away the property of another, or to attempt to commit the taking of property.

Threatening and Intimidating
A student shall not threaten to strike, attack, or harm any person, or cause another person to become fearful by intimidation, through any medium, including threats made in person, through another person at the request of the perpetrator, on the telephone, in writing, through the use of gang paraphernalia, or by any digital communication (cyber-bullying) that pose a safety risk to the school environment.

Unsafe Action (Good Judgment/Citizenship/Responsibility/Respect)
A student shall not commit any action that has the potential to cause danger or physical harm to himself or others, to include but not limited to: exiting a moving school bus, exiting a school bus by way of the emergency exit absent an emergency, attempting to elude school officials by running through a parking lot or a traffic area, climbing on the roof of buildings, construction areas, boiler rooms, attics or elevator shafts, or any action that has the potential for physical harm to self or others. This includes striking matches, flicking cigarette lighters, or using any instrument capable of producing fire on school property or at a school-sponsored or school-related activity that is on or off school property. This rule applies only when the unsafe behavior does not meet the standards of any other violation.

False Alarm (Responsibility/Good Judgment)
In the absence of an emergency, a student shall not call 911 or signal or set off an automatic signal indicating the presence of an emergency.

Sale/Distribution (Attempt or Actual)
A student shall not distribute, sell, attempt to sell, or possess with intent to sell any illegal, counterfeit, or controlled substance. Possession of a large amount of or more than one individually wrapped package of a controlled or illegal substance will be considered evidence that the student intended to sell or distribute the product.

Aggressive Physical/Verbal Action (Responsibility/Respect/Kindness/ Self Discipline)
A student shall not exhibit any form of aggressive physical or verbal action against another student, staff member, or any other adult at school. Minor incidents of hitting, biting, spitting, shoving, kicking, or throwing objects at a student or adult is strongly prohibited. A student shall not approach another person in a confrontational, provocative, or bullying manner. This will include attempts to intimidate or instigate another person to fight or commit other acts of physical aggression.

Fighting
The exchange of mutual aggressive physical contact between students, with or without injury, is prohibited. A student who is physically attacked may act in self-defense without consequence. ***Self-defense is defined as the act by a non-aggressor victim using reasonable force to avoid being hit in order to enable oneself to get free from the attacker and notify school authorities. It is not self-defense to participate in the fight. Students who exceed reasonable force in protecting themselves will be disciplined for violating this rule, even though another person provoked the fight.*** Administrators will have discretion to recognize the need for self-defense on an incident-by-incident basis.

Medication (Responsibility/Honesty/Good Judgment)
Students shall not transport prescription medication to or from school or have prescription medication in their possession at any time without meeting the conditions prescribed in "Administering Medicines to Students." A student who is allowed to self-administer medicine

pursuant to this policy will be subject to disciplinary action if the student uses his or her prescribed medication in a manner other than as prescribed.

Elementary students are **not** permitted to self-administer medication, whether prescribed or non-prescribed, under any circumstances. A medication authorization form signed by a healthcare practitioner and a parent is **required**.

Middle students may self-administer non-prescribed over-the-counter medication **with** a medication authorization signed by a healthcare practitioner and a parent. This completed form is required. Distribution and/or consumption of medication may result in a violation. Violation of this rule may also be treated as a violation of drug policies, including possession, use, sale, or distribution.

Sexual Behavior, *including harassment, indecent exposure, consensual activity, and battery* (Responsibility/Respect/Self-Discipline/Kindness)
A student shall not engage in any sexual behavior on school property or at a school-sponsored activity. A student shall not engage in unwanted touching of an offensive or sexual nature. A student shall not engage in unwanted verbal or physical (e.g., gesturing) conduct of a sexual nature which may reasonably be regarded as intimidating, hostile, or offensive. This includes the communication of (by digital or other means) or the intentional display of sexually explicit material. A student shall not intentionally expose private body parts, including but not limited to the display of the buttocks (mooning). A student shall not engage in consensual sexual activity. "Consensual" means all parties are willing participants in the activity. A student shall not engage in or attempt to engage in sexual activity with another person by force, threat, or fear.

Generally Disruptive Behavior (Responsibility/Respect/Citizenship/Self-Discipline)
A student will maintain appropriate behavior so as to refrain from disrupting class, school, or bus activity and be prepared for instruction at all times. A student shall not talk out in class or move from his/her assigned seat/area without permission, throw objects (except as directed by staff for an instructional purpose), engage in horseplay, harass, tease, or make rude noises.

Firearms (Loaded or Unloaded) (Responsibility/Respect/Self-Discipline/Good Judgment)
A student shall not possess, handle, or transport any handgun, rifle, starter gun, shotgun, or any other weapon that will or is designed to or may be readily converted to expel a projectile by action of an explosion, including camouflaged guns or any firearm muffler or silencer. By law, students violating this rule are subject to a 365-day mandatory suspension.

Persistently Dangerous Students (Responsibility/Caring/Justice and Fairness)
Students who are 14 years of age or older shall not frequently engage in conduct that is in violation of other code of conduct rules and is a danger to others in the school environment. Targeted conduct for this rule is multiple events over an extended period of time, including previous school years. Examples of misconduct under this rule include, but are not limited to, multiple rule violations for assault, the sale or distribution of illegal drugs, gang-related activities, the possession of weapons, and inappropriate sexual behavior.

Unauthorized Use of Technology Devices (Honesty)
a. School-owned property: A student shall refrain from inappropriate use of school system computers/technology devices or from using the School's electronic communications and wireless connection network without proper authority. This includes unauthorized use of sign-on codes and

the school telephone system, communication of threats or implied threats, bullying or harassment, and unauthorized attempts to contact any BCS computer site from any computer station.
b. Personal technology devices: A student will refrain from any activity or distribution of information from personal technology devices that would constitute a violation of a rule under the *Code of Student Conduct* or a violation of law, as, but not limited to, bullying or harassment on social media or other sites if the conduct has or may have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment. Publication of information on the Internet is considered distribution regardless of the location of the technology device from which the offending content was published.

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.

McKinney-Vento Dispute Resolution Policy

The McKinney-Vento Homeless Assistance Act (also referred to as the McKinney-Vento Act) acknowledges that disputes may arise between Public School Units (PSUs) students and their parents, or unaccompanied youth, regarding eligibility, school selection or enrollment decisions. The McKinney-Vento Act includes dispute resolution among the required duties of the PSU homeless liaison. Below is the McKinney-Vento Dispute Resolution Policy and Process for NGA. PSUs should bear in mind that disputes related to eligibility, school selection or enrollment should be initiated at the request of the parent, legal guardian, or unaccompanied youth and not at the request or convenience of the PSU. Additionally, issues related to the definition of homelessness, the responsibilities of the PSU to serve homeless children and youth, and/or the explicit rights of homeless children and youth are addressed in the McKinney-Vento Act. Disputes related to eligibility, school selection, or enrollment shall be resolved within the parameters of the federal McKinney-Vento Act.
The following procedures are specified in the McKinney-Vento Act:

Enrollment: If a dispute arises over eligibility, school selection, or enrollment, the child shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute.

Written Explanation: The PSU must provide a written explanation of the eligibility, school selection, or enrollment decision to the parent, legal guardian, or, in the case of an unaccompanied youth, to the unaccompanied youth. (The written explanation must include a description of the parent's, legal guardian's, or unaccompanied youth's right to appeal the decision.)

Homeless Liaison: The designated PSU homeless liaison is assigned to carry out the dispute resolution process in an expeditious manner, such that the local process is completed in **no more than 15 school business days or 30 calendar days, whichever is less.**

Responsibility: The PSU homeless liaison is responsible for informing the parent, legal guardian, or the unaccompanied youth of the dispute resolution process.

OVERVIEW

When a dispute occurs regarding eligibility, school selection, or enrollment, the following process must be used:

Level I: The PSU's homeless liaison makes the initial dispute request.
Level II: If unresolved, the dispute moves to the PSU Principal (Level II).
Level III: If unresolved, the dispute moves to the local governing Board (Level III) for review and final decision on behalf of the charter school.
Level IV: If the dispute remains unresolved, the final appeal (Level IV) is to the NC State Coordinator for the Education of Homeless Children and Youth (EHCY). Every effort must be made to resolve the dispute at the local level before it is brought to the NC State Coordinator for the Education of Homeless Children and Youth.

INITIATION OF THE DISPUTE RESOLUTION PROCESS

When a dispute occurs regarding eligibility, school selection, or enrollment the parent, legal guardian, or unaccompanied youth shall be informed in writing of the PSU's decision including reasons for the decision within one (1) school business day in a language and format understandable to the parent, legal guardian or unaccompanied youth of their right to appeal the decision made by the charter school and be provided the following:

1. Written contact information for the PSU homeless liaison and State Coordinator, with a brief description of their roles.
2. A simple form that parents, legal guardians, or unaccompanied youth can complete and turn in to the school to initiate the dispute process (the school should copy the form and return the copy to the parent, legal guardian, or youth for their records when it is submitted.)
3. A written step-by-step description of how to dispute the PSU's decision.
4. Written notice of the right to enroll immediately in the school of choice pending resolution of the dispute.
5. Written notice of the right to appeal to the State Coordinator for the Education of Homeless Children and Youth if the district-level resolution is not satisfactory.
6. Written timelines for resolving district- and state-level appeals.
7. A copy of the NC Dispute Resolution Policy (hard copy or online link).

Level I: PSU Homeless Liaison Communication

If a parent, legal guardian, or unaccompanied youth wishes to appeal the PSU's decision related to eligibility, school selection, or enrollment:

1. The parent, legal guardian, or unaccompanied youth must file a request for dispute resolution with the PSU's homeless liaison (or to his/her office) either verbally or by submitting a form that initiates the dispute resolution process. The request for dispute resolution must be submitted by the parent, legal guardian, or the unaccompanied youth to the homeless liaison **within two (2) school business days** of receiving the initial homeless liaison decision on enrollment, school selection, or enrollment. The parent, legal guardian, or unaccompanied youth

may initiate the request directly with the homeless liaison, or they may initiate the request to the school where the dispute occurs. If the request is submitted to the school where the dispute occurs, the school shall immediately forward the request to the PSU's homeless liaison. If the PSU's homeless liaison is unavailable, a PSU designee may receive the parent's, legal guardian's, or unaccompanied youth's request to initiate the dispute resolution process.

2. The homeless liaison must log their receipt of the dispute, including the date and time, with a written description of the situation and the reason for the dispute, and a copy of the dispute must be forwarded to the homeless liaison's immediate supervisor and the charter school's Principal.
3. **Within one (1) school business day** of receipt of the complaint, the homeless liaison must decide on the dispute and inform the parent, legal guardian, or unaccompanied youth in writing of the result. The PSU is responsible for verifying the parent's, legal guardian's, or unaccompanied youth's receipt of the written notification regarding the homeless liaison's Level I decision.
4. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level I and wishes to move the dispute resolution process forward to Level II, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level II **within one (1) school business day** of receipt of notification of the Level I decision.
5. If the parent, legal guardian, or unaccompanied youth wishes to appeal the homeless liaison's Level I decision, the PSU's homeless liaison shall provide the parent, legal guardian, or unaccompanied youth with an appeals package containing:
    a. A copy of the parent's, legal guardian's, or unaccompanied youth's dispute, which was filed with the PSU's homeless liaison at Level I;
    b. The decision rendered at Level I by the PSU homeless liaison; and
    c. Any additional information from the parent, legal guardian, unaccompanied youth, and/or the homeless liaison.

Level II: PSU Superintendent Communication

(If the dispute remains unresolved after a Level I appeal)

1. If there is a disagreement with the decision rendered by the LEA's/PSU's homeless liaison at Level I, the parent, legal guardian, or unaccompanied youth may appeal the decision to the charter school's Principal, or the Principal designee, (the designee shall be someone other than the PSU's homeless liaison) using the appeals package provided at Level I.
2. The charter school's Principal, or his/her designee, shall meet (verbally, virtually or face-to-face) with the parent, legal guardian, or unaccompanied youth. The meeting shall be held within two (2) school business days of the parent's, legal guardian's, or unaccompanied youth's notification to the PSU of their intent to proceed to Level II of the dispute resolution process.
3. The charter school's Principal, or his/her designee, shall provide a decision in writing to the parent, legal guardian, or unaccompanied youth with supporting evidence and reasons, within two (2) school business days of the charter school's Principal, or his/her designee's, meeting with the parent, legal guardian, or unaccompanied youth. The PSU is responsible for verifying the parent, legal guardian, or unaccompanied youth's receipt of the written notification regarding the charter school's Principal, Level II decision.
4. A copy of the dispute package and the written decision made at Level II is to be shared with the PSU's homeless liaison.
5. If the parent, legal guardian, or unaccompanied youth disagrees with the decision made at Level II and wishes to move the dispute resolution process forward to Level III, the parent, legal guardian, or unaccompanied youth shall notify the PSU's homeless liaison of their intent to proceed to Level III within two (2) school business days of receipt of notification of the Level II decision.

6. If the dispute remains unresolved, the process moves to Level III.

Level III: Local Governing Board Review

(If the dispute remains unresolved after a Level II appeal)

1. The charter school's Principal, with assistance from the homeless liaison, shall forward all written documentation and related paperwork to the local governing Board for review within two (2) school business days of notifying the parent, legal guardian, or unaccompanied youth of the decision rendered at Level II.
2. The entire dispute package, including all documentation and related paperwork, is to be submitted to the governing Board in one consolidated and complete package. It is the responsibility of the PSU to ensure that the dispute package is complete and ready for review at the time of submission to the governing Board.
3. The local governing Board, or a panel of at least two Board members, shall schedule a conference with the parent, legal guardian, or unaccompanied youth to render a final decision on behalf of the Board. The Board or Board panel shall provide a written decision within two (2) school business days. The Board's or Board panel's decision shall be considered the final decision of the charter school to appeal to the State Coordinator for the Education of Homeless Children and Youth. The written notification shall be provided to the parent, legal guardian, or unaccompanied youth, the Principal, and the homeless liaison. Also, the notification shall contain the name and contact information for the State Coordinator for the Education of Homeless Children and Youth, along with details on appeal rights of the parent, legal guardian, or unaccompanied youth.
4. The parent, legal guardian, or unaccompanied youth has the option of filing an oral or written dispute with the State Coordinator for the Education of Homeless Children and Youth within three (3) school business days of receiving the Board's or Board panel's decision. The local homeless liaison shall provide the complete dispute record within three school business days following the request of the State Coordinator for the Education of Homeless Children and Youth. The State Coordinator shall issue a final written decision to the parent, legal guardian, or unaccompanied youth and the PSU within ten school business days following receipt of a complete dispute package. Additional details on the NC Dispute Resolution policy and the process used by the State Coordinator for the Education of Homeless Children and Youth are located at: **https://homelesslaw.org/wp-content/uploads/2018/10/North_Carolina.pdf**.

Dispute Resolution Terms

1. The terms "homeless," "homeless child," and "homeless student" shall mean the same as the term "homeless children and youth" as defined by 42 U.S.C. § 11434a(2). These terms shall also be deemed to include the term "unaccompanied youth.
2. The term "unaccompanied youth" shall mean the same as defined by 42 U.S.C. § 11434a(6).
3. The term "public school unit (PSU)" includes local school administrative units, charter schools, lab schools, regional schools, Innovative School District schools, and Innovations Zone schools, and was formerly known as local educational agency (LEA).
4. The term "PSU dispute resolution process" shall refer to the PSU's policy on resolving complaints from parents, legal guardians, or unaccompanied youth regarding students experiencing homelessness. The term shall refer to appeals processes within the PSU, prior to any appeal by the parent, legal guardian, or unaccompanied youth to the State Coordinator.
5. The term "local homeless liaison" shall refer to the official at each PSU, who ensures the PSU dispute resolution process for homeless children and youth is mediated in accordance with local, state, and federal policy as required by 42 U.S.C. § 11432(g)(6)(A)(vii).

6. The term "school business day" means days on which students are scheduled to be in attendance at school, according to the academic calendar adopted by the PSU.
7. The term "State Coordinator" shall refer to the staff person who carries out federally mandated duties regarding students experiencing homelessness as required by 42 U.S.C. § 11432(d)(3).
8. The term "State appeal process" shall refer to the policies the State Coordinator, PSUs, parents, legal guardians, and unaccompanied youth must follow when a parent, legal guardian, or unaccompanied youth seeks to appeal a dispute to the State Coordinator.

Exceptional Children

The mission of the School's Department of Exceptional Children is to ensure that children and youth with disabilities develop educationally, socially, emotionally, and vocationally through the provision of a free, appropriate education and related services in the least restrictive environment. We will continue to educate, support, and advocate for students with disabilities and assist them in achieving their true potential.

Through the Individual Education Program (IEP) process, [[School]] offers a free, appropriate public education to each of its students with special needs. This includes delivering the Occupational Course of Study courses to our high school students if determined to be appropriate by the student's IEP Team. Further information about occupational course of study courses can be found at the OCS website maintained by the North Carolina Department of Public Instruction: https://ec.ncpublicschools.gov/disability-resources/intellectual-disabilities/occupational-course-of-study.

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) is the federal law. Article 9, Section 115C of the North Carolina General Statutes is the State law concerning the education of students with disabilities.

Who does this Program serve?

Children with disabilities include those with autism, deaf-blindness, deafness, developmental delay, serious emotional disability, hearing impairment, intellectual disability, multiple disabilities, other health impairment, orthopedic impairment, specific learning disabilities, speech and/or language impairment, traumatic brain injury, and visual impairment.

What is an IEP?

The IEP, Individualized Education Program, is a written document developed for each public-school child eligible for services. The IEP is created through a team effort and reviewed at least once a year.

Before an IEP can be written, your child **must** be eligible for special education. By federal law, a multidisciplinary team must determine that (1) the child has a disability **and** (2) the child requires special education and related services to benefit from the general education program.

The School's Exceptional Children programs are designed to support students with disabilities as they acquire academic, social, and functional skills.

For more information: https://ec.ncpublicschools.gov/parent-resources/ecparenthandbook.pdf

Who should I contact if I suspect my child may have a disability?

Contact the principal or the Chair of the Exceptional Children Department.

Section 504 of the Rehabilitation Act

Section 504 of the Rehabilitation Act of 1973 is a civil rights law that protects individuals with disabilities from discrimination. Section 504 protects qualifying students by prohibiting them from being excluded from public schools or denied the benefits of public schools because of their disability. For more information, visit the Department of Education website at http://www2.ed.gov/about/offices/list/ocr/504faq.html

What is A 504 Plan?

A 504 plan provides equal access to educational services for students with a qualified disability. It is designed to make appropriate changes to the classroom environment or the delivery of instruction to provide the student with equal access to the educational curriculum. This plan is individualized to the needs of the student.

What is considered a disability under Section 504?

A student must have a physical or mental impairment. The Department of Education describes "physical or mental impairment" as follows:

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory, including speech organs; cardiovascular; reproductive; digestive, genito-urinary; hemic and lymphatic; skin; and endocrine; or

(B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, or specific learning disabilities. 34 CFR 104.3(j)(2)(i).

The disabling condition must substantially limit one or more major life activity: A "major life activity" includes (but is not limited to) learning, concentrating, thinking, communicating, reading, walking, seeing, breathing, eating, lifting, bending, and primary bodily functions/systems (neurological, immune, respiratory, etc.)

Who should I contact if I suspect my child may have a qualified disability and needs a 504 Accommodations Plan?

Contact the principal and/or guidance counselor.

Child Find

NGA participates in Project Child Find, an effort coordinated with the Exceptional Children Division of the State Department of Public Instruction, to locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services. The School informs parents and/or guardians of the services available from the School and other state and community agencies. The children who qualify for these services have been diagnosed with or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance. School identifies these students through our Multi-Tiered System of Support (MTSS) as well as from parent and teacher referrals and provides the following help:

- A complete evaluation, and if appropriate and within the guidelines of eligibility in NC, eligibility in one of the 14 disabling conditions;
- An Individualized Education Program for children with a disability; and
- A referral to other agencies when needed.

Discipline of Students with Disabilities

The obligation and the responsibility to attend school regularly and to comply with the school's code of conduct apply to all students. When appropriate, a principal or designee may discipline a student with a disability who has not complied with the school's code of conduct. Exceptional Children's education services will be provided to a student with a disability if the student has been

removed from school for more than ten school days. If a student with a disability is removed for less than ten cumulative days, educational services will be provided only if such services are provided to students without disabilities who have been similarly removed. The school will follow all applicable state and federal laws when disciplining students with disabilities.

SPECIAL EDUCATION SERVICES

NGA employs certified Special Education Resource and Inclusion Teachers to provide consultation services to classroom teachers who serve special education students, as needed. NGA shall comply with federal and state law to ensure that all students with disabilities will be provided with a free appropriate education (FAPE).

Students with special needs have safeguards and rights under federal and state laws and cannot be excluded from their educational programs without following federally mandated procedures. The School recognizes the importance of working with students early to prevent misbehavior and to provide appropriate behavioral intervention plans and goals through the IEP process.

Students with special needs cannot be suspended from school for more than 10 cumulative days in a school year without following specific procedures. Services must be provided starting on day 11, and the IEP team must meet to determine if a manifestation determination has occurred.

NGA will first try to intervene with student behavior in the school setting. Repeated problematic behavior will be addressed early through the IEP process; teams will analyze the behavior through a Functional Behavior Analysis (FBA) and then develop a Behavior Intervention Plan (BIP) and/or behavioral goals.

When Exclusion Is Required

If a student's behavior is so severe that the student needs to be removed from school, the school may exercise the following options:

- School Administrators may suspend a special needs student for up to 10 school days in a school year, just like any student. Suspension day 11 will trigger a Manifestation Determination meeting.
- Students considered for long-term suspensions, exclusion, expulsion, or for whom a pattern is determined must have a Manifestation Determination.
- If the behavior is unrelated to the disability, the student may receive standard disciplinary action (suspension, exclusion, expulsion). However, the student must continue with special education services when required by law.
- If the behavior is related to the disability, the student may NOT be suspended, excluded, or expelled.
- At all stages, the IEP team may meet to determine an alternative placement. The new placement would then not be considered as a removal or suspension. When or if a change is warranted, the team will need to meet again to change placement back to the original school setting.

All disciplinary removals are counted as suspensions unless the IEP team meets for that situation and changes the student's special education placement.

Change of Placement

A Change in Placement for Disciplinary Reasons Occurs if:

- The removal is for more than 10 consecutive school days; **or**

- The student has been subjected to a series of removals that constitute a pattern (students sent home early) that totals more than 10 school days per school year.

On the date of the decision to remove a student, which is a change of placement for disciplinary reasons, the school must notify parents of that decision and provide due process. A manifestation determination must be completed within 10 school days. An FBA and BIP must be completed or reviewed if already completed. *Changes in special education placements are NOT suspensions.*

Any change in special education placement must be documented on:
1. IEP: either by addendum or a new IEP (Re-evaluation); and
2. Prior Written Notice

When a special education placement changes through the IEP process (for example, to modified day or homebound), the new placement does not count as a school removal or a suspension. If a student has a change in placement, the IEP team is required to meet every 30 days to ensure the placement is still appropriate.

The student will need the same process (IEP addendum and Prior Written Notice) to return to the original placement when or if appropriate.

Examples of changes that might be considered by the IEP team based on behavior:
- Separate to modified day;
- Regular to homebound services;
- Homebound services to regular; or
- Separate to regular (when students are placed from max-resource to inclusion support).

Manifestation Determination
The Manifestation Determination is to be completed by the student's IEP Team and must occur within 10 school days of removal when there has been a change of placement.

After reviewing all relevant information in the student's file (IEP, observations, parent information), the team must decide if the behavior was a manifestation of the disability by determining:
1. If the child's disability caused the conduct, and
2. If the conduct resulted from the Public School Unit's (NGA) [PSU] failure to implement the IEP, then the PSU must take immediate steps to remedy those deficiencies.

Day 11 Requirements
Starting with the 11th day of removal, the school must:
1. Provide services. **No exceptions.** Which services are provided and who determines appropriate services depend upon IEP contents, whether there has been a change of placement for disciplinary reasons, and the results of any manifestation determination.
2. Determine if a change of placement is for disciplinary reasons.

If the change in placement is due to disciplinary reasons:
On the day of the incident, NGA must send home the Student/Family Handbook and conduct a Manifestation Determination.

If the behavior is not a manifestation of the disability based on the Manifestation Determination:
The student may be suspended, similar to a general education student.

If the behavior is a manifestation of the disability based on the Manifestation Determination:

1. The student must be returned to the placement from which the student was removed unless the parent and school agree to a change of placement.
2. Conduct a Functional Behavioral Assessment (FBA) unless it is completed (current IEP and current school year). If completed, review as needed.

Develop a Behavior Intervention Plan (BIP) designed to address the behavior violation. If the BIP has already been developed, review it and modify it to address the behavior.

Weapons/Drugs/Serious Bodily Injury:
If the offense involves weapons, drugs, or serious bodily injury, proceed using the 11-day requirements. These violations are clearly defined; the standard for serious bodily injury is very high. The only difference in procedure is that if the manifestation determination shows the relationship between the behavior and the disability, CEO/Principal may remove the student to an alternative setting for up to 45 school days. If the behavior is not related, the student may be removed similar to a regular student. In both cases, Manifestation Determination, FBA, BIP, and services defined by IEP are required.

Functional Behavioral Assessment (FBA)
Functional Behavior Assessments are to be completed on all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If an FBA has already been developed, review and modify it as necessary to address the behavior.

NGA will be proactive and perform an FBA before the student accumulates the 10th day of removal. If there is a disciplinary change of placement and an FBA has already been completed, a new FBA is not required for each removal; however, the FBA needs to be reviewed regularly.

Behavioral Intervention Plans (BIP)
Behavior Intervention Plans are to be completed for all students with special needs with behavior difficulties. This is required if a change of placement is for disciplinary reasons. If a BIP has already been developed, review and modify it as necessary to address the behavior.

The most practical way to deal with repetitive, inappropriate behavior is to develop a behavioral intervention plan as part of the IEP. Behavioral plans are recommended for any student with special needs who has problems with behavior, even if the behavior is not judged to be related to the disability.

Access to Education, Student Privacy, and Immigration Enforcement

School personnel must not allow any third-party access to a school site without permission from the CEO and/or Principal. The CEO and/or Principal shall **not** permit third-party access to the school site that would disrupt the learning environment.

School personnel must contact the CEO and/or Principal immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or guardians of any students involved.

The CEO and/or Principal must process requests by immigration law enforcement agents to **enter a school site or obtain student data** as follows:

1. Request identification from the officers or agents and photocopy it.
2. Request a judicial warrant and photocopy it.
    a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the School.
3. Request and retain notes of the names of the students and the reasons for the request.
    a. If school site personnel have not yet contacted the students' parents or guardians, do so.
    b. Do not attempt to provide your information or conjecture about the students, such as their schedule, for example, without legal counsel present.
4. Provide the agents with a copy of this Policy and Resolution No. __
5. Contact legal counsel for the School.
6. Request the agents' contact information.
7. Advise the agents that you are required to complete these steps before allowing them access to any school site or student data.

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.

Garrett's Law

North Carolina law mandates that at the beginning of every academic year, local boards of education shall provide parents and guardians with information about meningococcal meningitis, influenza, Human Papillomavirus (HPV), and their vaccines. This important information is available online for parents/guardians on our website. (https://www.ngagso.org/about-5).

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.***

GRIEVANCE PROCEDURES FOR PARENTS/GUARDIANS/STUDENTS

This policy is in place to respond to parent/guardian/student grievances. Grievances may only come from current students or parents/guardians of current students. It is expected that any guardian/parent/student with an issue should try to resolve the issue by using open communication with the teacher. This means that if they disagree with any policy or procedure within the classroom, the first level of grievance is their student's teacher. If they are not satisfied with the teacher's response, they should then set a meeting with the Principal. At that meeting, the teacher, Principal and parent/guardian must be present and the issue at hand will be fully discussed.

If the parent or student wishes to pursue the matter further, they should set a meeting with the CEO/Founder. If the guardian/parent/student feels that their issue is still a concern after meeting with the CEO/Founder and the issue meets the definition of a grievance set forth below, the guardian/parent/student may initiate the grievance procedures as described below. Many issues that a guardian/parent/student has with the classroom, teacher or School will not rise to the level of a grievance and appropriate resolution will be found with the teacher and/or Principal.

Definition of a grievance

A grievance is defined as a formal written complaint by a current parent of a student stating that a specific action has violated a School policy, board policy, law, or regulation. Complaints that do not raise an alleged violation of a School policy, board policy, law or regulation do not raise grievance issue and are not subject to these procedures. In addition, a grievance does **not** include disagreements on day-to-day operation issue, personnel matters, schedules, or student discipline unless they violate a specific policy, law, or regulation. Additionally, a grievance does not include a complaint covered by certain other policies or procedures, including but not limited to complaints under Title VI, Title IX, the ADA/ADAA, the Parents' Bill of Rights, and the School's non-Title IX harassment and bullying policy which shall be handled in accordance with those policies. Any parent or student who has a complaint covered by those policies must follow the specific policy that addresses their complaints. Even if a complaint constitutes a grievance, a grievance will only be considered eligible for the Grievance Process if the employee demonstrates that they have attempted to have their concerns addressed by their supervisor. Only current parents/guardians or student may bring a grievance under this Policy.

Time Limits

A grievance will only be heard if the complaint has been filed within fifteen calendar days of the meeting with the Principal. The fifteen-day deadline may be extended at the discretion of the Principal.

It is desirable for grievances to be resolved through free and informal communications. A parent should first attempt to resolve any grievance through discussion with the staff member involved. If a grievance cannot be resolved at this level, the parent may request a grievance conference with the supervisor. The Supervisor is the principal (Step I). Step II involves submitting form to the Director, which is the CEO/Founder. (NGA Grievance Form must be submitted to the front office).

Step I. Supervisor Conference (Principal)

A parent wishing to invoke the grievance procedure shall make a written request for a conference with supervisor of the staff member. **The parent will complete the NGA Grievance Form*. The request shall describe the grievance and name the specific policy, rule or law believed to have been violated. The following additional guidelines shall be observed in Step I:A.

A. Grievance shall be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the grievance.
B. The supervisor shall grant the conference within five (5) work days following receipt of the request. The supervisor will state in writing his/her position on the question to the parent within five (5) work days following the conference.
C. The supervisor conference should involve the supervisor, the parent, and employee involved unless they all agree to include other participants.

Step II. Appeal to the Director (CEO/Founder)
If the grievance is not resolved at Step I, the parent may appeal the supervisor's decision in writing to the Director, unless the Director is the employee's direct supervisor. In that event, the ap- peal will go to a member of the Board of Directors. The appeal must be made within five (5) work days following receipt of the supervisor's written response (see guideline B of Step I above). The Director or designee shall review the grievance and conduct an informal hearing within ten (10) work days following receipt of the appeal. A written response shall be made to the parent, supervisor, and employee from the Director or designee within five (5) work days following the review. The aggrieved party may appeal the Director's decision to the Board of Directors. The appeal must be made within five (5) work days following receipt of the Director's response.

Step III. Appeal to the Board of Directors
The Board Chair **OR** a panel of the Board consisting of three (3) members shall hear the grievance. Any appeal to the Board Chair or Panel shall be on the record unless the Board Chair or Panel determines that additional information may be presented. At the appeal hearing, each side normally shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing (email is accepted) of the Board Chair or Panel's decision within five (5) work days. The Board Chair or Panel may affirm, disaffirm, or modify the decision of the Director. The Director will develop a grievance form to assist in recording each step of the grievance process. If the Board Chair or Panel fails to reach a unanimous decision on the grievance, the matter will be reviewed by the full Board for a final decision. Once the board chair or panel of the board reaches a decision on the grievance, the Board chair will communicate that decision to the individual who filed the grievance within five school days. The Board's decision concerning the grievance is final. The Board reserves the right to appoint a Board Panel to address the grievance. In such cases, the Board Panel's decision is final and there is no appeal rights to the Board.

Classroom Visit Guidelines

To ensure a safe, smooth, and productive observation experience, please adhere to the following protocols:

- Classroom Escort: You will be escorted by front office staff to the classroom and picked back up by staff. Please do not leave the classroom without an escort.
- Duration of Observation: A front office staff member will come to escort you after 10 to 15 minutes of observation time.
- Cell Phone Policy: Please turn off your cell phone and keep it put away during your visit to minimize distractions. Do not take pictures and/or videos during the classroom visit. Sharing/posting pictures or videos is also prohibited and may lead to legal action.
- Seating: Remain in the seat/area provided unless you are invited to move. This helps maintain a focused environment for the students.
- Interaction with Students: Please do not initiate conversations with the children. If a child greets you, feel free to respond appropriately, but refrain from prolonging the conversation. If a child continues to speak to you, gently remind them, "I'm here to observe."
- Interaction with Teacher: Please do not initiate conversations or questions with the teacher. Teachers may not be able to engage or answer questions during your observation. If you

have questions, please address them during an agreed upon time after the classroom observation.

If any of these protocols are violated you will **not** be allowed to make further visits to the classroom and may also result in a ban from campus. Thank you for your understanding and cooperation.

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 completed 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.

Photo/Video Permission Granted

PHOTO/VIDEO. Parents/guardians agree, without compensation, to permit the School, its contractors, employees and students to use, reproduce, exhibit, display, broadcast, distribute and create derivative works using their child's photographic image or likeness and/or their child's work product in, including but not limited to, the School's publications, promotional materials, website, alumni materials, and videos for the purposes of promoting, publicizing, illustrating or explaining the School, its activities or programs and otherwise for the use and benefit of the School for other purposes.

In most instances, photographs of students are published without names or with first names only. This permission includes print, broadcast, photographs, videotape, video, DVD, CD-ROM, and all present and future forms of electronic, online, or cloud-based media. This release shall continue in force until revoked explicitly by the parents/guardians in writing by email, mail, or fax addressed to the principal, except to the extent that the School has already relied upon it. If parents/guardians revoke this release, the School shall have a reasonable time to comply with that request.

Parents/guardians understand and agree that any images or videos posted by the School can be viewed or used by the public, including AI or bots. They understand and agree that any published image or video also carries the risk of deep fakes being created and disseminated.
Parents/guardians have the right to opt out or withdraw consent regarding the use of their child's photo or video.

Parents/guardians understand and agree that if they do not opt out or withdraw consent, they waive their right to any claim or action against the school arising from the use or misuse of their child's images/video posted by the School.

Video Monitoring

NGA recognizes that the use of video monitoring/surveillance systems is warranted to maintain campus security, to increase student and employee safety and to assist with the enforcement of the school's policies and rules concerning student and employee conduct, safety and security.

The NGA building and grounds will be equipped with video monitoring devices, but such devices shall not be placed where there are reasonable expectations of personal privacy, such the school's restrooms.

Use of Video Recordings
Video recordings will only be utilized for official School business.

Administrators or the Board may use a video recording of actions by students as evidence in any disciplinary action brought against students arising out of the student's conduct on or about school property.

The video surveillance recordings may not be used in connection with instructional observations of professional staff. This policy does not prohibit the administration from establishing other methods of videotaping lessons for the purpose of instructional observation.

Video surveillance recordings of students, staff and/or others may be reviewed for the purpose of determining adherence to school policy and rules.

Such recordings may be used to detect or deter criminal offenses that occur in view of the camera(s) and may be shared with law enforcement officials.

Video surveillance recordings will be released to others only in accordance with applicable state and/or federal law or regulation.

Inclement Weather

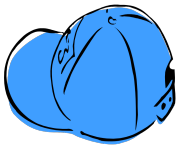
On days when weather conditions create questionable circumstances for opening school, parents should listen to local TV news stations and radio stations for public information announcements. If school is open late, school employees report to work fifteen minutes before students. For this reason, **students 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.

Internet Safety Policy

Introduction

It is the policy of the board to: (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet; (c) prevent other unlawful online activity; (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (e) comply with the Children's Internet Protection Act.

Definitions

Technology Protection Measure

The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors.

Harmful to Minors

The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Child Pornography

The term "child pornography" means any visual depiction, including any photograph, film, video picture, or computer or computer-generated image or picture, whether made or produced by electronic, mechanical, or other means, of sexually explicit conduct, where:

a. the production of such visual depiction involves the use of a minor engaging in sexually explicit conduct;
b. such visual depiction is a digital image, computer image, or computer-generated image that is, or is indistinguishable from, that of a minor engaging in sexually explicit conduct; or
c. such visual depiction has been created, adapted, or modified to appear that an identifiable minor is engaging in sexually explicit conduct.

Sexual Act; Sexual Contact

The terms “sexual act” and “sexual contact” have the meanings given such terms in section 2246 of title 18, United States Code.

Minor

For purposes of this policy, the term “minor” means any individual who has not attained the age of 17.

Inappropriate Network Usage

To the extent practical, technology protection measures (or “Internet filters”) will be used to limit access to age-appropriate subject matter and materials. The school shall block or filter access to inappropriate information on the Internet and World Wide Web. Specifically, blocking will be applied to audio and visual depictions deemed obscene or to be child pornography or harmful to minors. Student access to other materials that are inappropriate for minors will also be restricted. The board has determined that audio or visual materials that depict violence, nudity, or graphic language that do not serve a legitimate pedagogical purpose are inappropriate for minors. The superintendent, in conjunction with a school technology and media advisory committee shall make a determination regarding what other matter or materials are inappropriate for minors. School system personnel may not restrict Internet access to ideas, perspectives, or viewpoints if the restriction is motivated solely by disapproval of the views involved.

In accordance with state law, students shall not access social media platforms on school devices or networks except when expressly directed to do so by a teacher for educational purposes.

A student or employee must immediately notify the appropriate school official if the student or employee believes that a website or web content that is available to students through the school system’s Internet access is obscene, constitutes child pornography, is “harmful to minors” as defined by CIPA, or is otherwise inappropriate for students. Students must notify a teacher or the school principal; employees must notify the superintendent or designee.

Due to the dynamic nature of the Internet, sometimes Internet websites and web material that should not be restricted are blocked by the Internet filter. A student or employee who believes that a website or web content has been improperly blocked by the school system’s filter should bring the website to the attention of the principal. The principal shall confer with the technology director to determine whether the site or content should be unblocked. The principal shall notify the student or teacher promptly of the decision. The decision may be appealed through the school system’s grievance procedure.

Subject to staff supervision, technology protection measures may be disabled during use by an adult for bona fide research or other lawful purposes.

All users of the school system's technological resources are expected to comply with the requirements established in the student technology acceptable use policy. Users are prohibited from: (a) attempting to gain unauthorized access, including “hacking” and engaging in other similar unlawful activities; and (b) engaging in the unauthorized disclosure, use, or dissemination of personal identifying information regarding minors.

Education, Supervision, and Monitoring

To the extent practical, steps will be taken to promote the safety and security of users of the school system's online computer network, especially when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. The school will also take all reasonable measures to prevent access to websites, web applications, and/or software that do not protect the disclosure, use, or dissemination of a student's personal information.
It is the responsibility of all school personnel to educate, supervise, and monitor usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act.

Procedures for disabling or otherwise modifying any technology protection measures are the responsibility of the technology director or designated representatives.

The Technology Director or designated representatives shall provide age-appropriate training for students who use the school system's Internet services. The training provided will be designed to promote the school system's commitment to educating students in digital literacy and citizenship, including:

1. The standards and acceptable use of Internet services as set forth in the student technology acceptable use policy.
2. Student safety with regard to safety on the Internet, appropriate behavior while online, including behavior on social networking websites and in chat rooms, and cyberbullying awareness and response; and
3. Compliance with the E-rate requirements of the Children's Internet Protection Act.

Following this training, the student must acknowledge that he or she received the training, understood it, and will follow the provisions of Technology Responsible Use.

Instruction on Social Media Effects

Additionally, the school's standard course of study shall include instruction on social media and its effects on health, including social, emotional, and physical health. Instruction shall be provided at least once during elementary and middle school and at least twice during high school. The topics must include, but not be limited to, all of the following topics:

1. Negative effects of social media on mental health, including addiction.
2. The distribution of misinformation on social media.
3. Methods of manipulating behavior using social media.
4. The permanency of information shared online.
5. How to maintain personal security.
6. How to identify cyberbullying, predatory behavior, and human trafficking on the Internet.
7. How to report suspicious behavior on the internet.
8. Personal and interpersonal skills or character education that enhances individual level protective factors and mitigates or reduces risk-taking or harmful behavior.

The superintendent or their designee shall develop any regulations needed to implement this policy and shall submit any certifications necessary to demonstrate compliance with this policy.

Wireless Communication Devices/Cell Phone Policy

Wireless communication devices are prohibited from being used, displayed, or being turned on during instructional time for students. The exceptions to this include teacher authorization of the use of devices for educational purposes or for emergencies, or if the devices are required by a 504 or IEP plan or to manage a student's health care. The law (HB 959) defines "wireless communication device" as a wireless, portable device that can provide voice, messaging, or other data communication between two or more parties-meaning that phones, tablets, laptops, watches, and gaming devices are all included in the definition. This policy aligns with North Carolina Statue 115C-76.100.

Wireless Communication Devices at School

Students are discouraged from bringing wireless communication devices to school. If these devices are brought to school they must remain in the student's backpack during the instructional day. Simply having the device on airplane or silent mode is not sufficient and could subject the student to discipline. The school is **not** liable if the device is lost, broken, or stolen. If a wireless communication device is visible or in use without expressed permission from an authorized staff member, the device will be confiscated and secured in the front office for a parent/guardian pick up at an appointed time.

Access to School-Issued Device

At Next Generation Academy, we pride ourselves with being 'one-to-one' with school-issued devices for students in grades 3-8, and access to classroom sets of devices for K-2. Students have safe access to the internet and digital educational platforms, information, and sites with these devices. For this reason, student wireless communication devices are not needed for educational purposes.

Process for Emergencies

In the case of emergencies, staff and/or students will use the school phones located in the classrooms to contact family members. It is the responsibility of the staff member to determine the need for contacting the family member based on the circumstance. Examples of emergencies include health-related concerns, injuries or illness, and major changes in transportation and/or arrival/dismissal plans. It will be beneficial for students to learn the contact numbers for their family members.

Process for Exceptions

All known exceptions must be documented by completing our ***Wireless Communication Device Exception Request Form***. This form will be kept on file by the school and the classroom teacher(s) and will explain the rationale for the exception. Please know that any request for exceptions outside of the legal boundaries for wireless device usage (required by a 504 or IEP plan or to manage a student's health care) will **not** be approved.

Wireless Communication Devices during Non-Instructional Times

Students may use wireless communication devices during non-instructional times outside of the regular school hours. Students are subject to the expressed expectations and consequences regarding the use of the devices withing these non-instructional times. These times/locations include but are not limited to- buses, field trips, after-school programs, and extra-curricular events at the school.

Consequences for Violations of this Policy

The student's phone will be confiscated by staff, and an authorized family member is required to pick up the device from the front office at the time communicated by the administrative team.

If there are repeated violations of the policy the phone may be banned from campus and students may be suspended and/or dismissed from the school.

Social Media and Mental Health Awareness Plan

At Next Generation Academy we believe in educating our students in the use of social media, the internet, and digital platforms. These topics are discussed in relationship to mental and physical health at the beginning of each school year within the first 3 days of school. Students are provided information regarding the school-wide expectations as well as information about social media and acceptable use of technology. The following topics are explicitly discussed with students during these times:

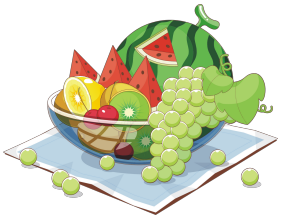
1. The negative impact of social media on mental health
2. The permanency of information shared online
3. How to identify cyberbullying and predatory behavior
4. Human trafficking

These sessions are followed up with ongoing reinforcement of acceptable usage procedures and regularly scheduled SEL lessons from the school counselor.

Playground Rules

- Jumping from the equipment is not allowed.
- Mulch, rocks, sticks etc. should remain on the ground. Do 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.***

Next Generation Academy does not allow students or parents to deliver/bring food from outside agencies during the school day. This includes food from fast food restaurants such as Burger King, McDonald's, Wendy's, Arby's, Starbucks, and similar establishments. Additionally, food deliveries via services like Uber Eats, Grubhub, DoorDash, and others are **not** permitted.

Students who bring breakfast from outside sources should eat it before arriving at school. Please note that Next Generation Academy provides free breakfast and lunch to all students daily. Students are welcome to bring their own meals from home, provided they are packed in a lunchbox or lunch bag.

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 Fundations?**

- **Fundations** 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 Fundations 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?**

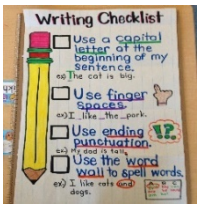
- Small-group reading instruction allows the teacher to teach new skills and provide supervised guided practice of literacy components. These components include: phonological awareness, phonics, fluency, vocabulary, comprehension, and writing and language.

- **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 electronically 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 2025-2026

2025-2026 Report Card Schedule			
October 22	January 14	March 18	May 22 (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	K-5 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 and Grades 6-8 Electives

Rating	Explanation
5	Demonstrates a ***comprehensive*** understanding of grade level content standards.
4	Demonstrates a ***thorough*** understanding of grade level content standards.
3	Demonstrates a ***sufficient*** understanding of grade level content standards.
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 2025-2026

Interim Reports will be provided electronically 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.

2025-2026 Interim Schedule			
September 16	November 20	February 11	April 22

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.

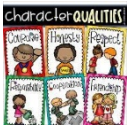
Homework is not given as busy work or for disciplinary reasons. Its purpose is to reinforce skills, to encourage independent work, and to develop good study habits. Homework may take the form of practice work, unfinished class assignments, research projects, independent reading, and personal interest 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

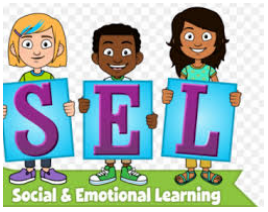
Each nine-week grading period, NGA recognizes students for academic excellence and outstanding progress at Awards Ceremonies.



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.

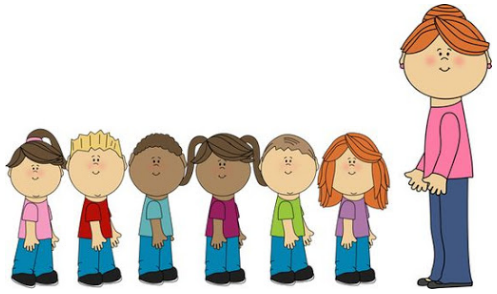
Student Conduct

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

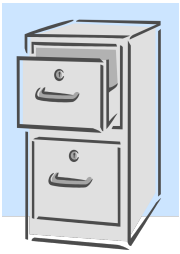
Next Generation Academy prohibits weapons (or replicas of weapons) on School property, in school vehicles and at school-sponsored activities on or off school property. Weapons and replicas of weapons constitute any item (regardless of its nature) used to threaten or cause actual harm, including but not 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 I POLICY

Parent and Family Engagement

NGA recognizes the value of family engagement in a child's academic success and believes children's education is an ongoing cooperative partnership between the home and the school. Parents and other family members are their children's first teachers; therefore, the continued involvement of parents and family members in the educational process is most important in fostering and improving academic achievement. School officials shall strive to support parents and provide parents and family members with meaningful opportunities to become involved in the programs offered by the NGA. The Board encourages parents and family members to participate in the design and implementation of the programs and activities to increase the effectiveness of the School's Title I program in helping students meet state and local achievement standards.

Definition of Parent and Family Engagement

For this policy, the term "parent and family engagement" means the participation of parents, guardians, and other family members in regular, two-way, and meaningful communication involving student learning and other school activities, including ensuring the following:

1. Parents and family members play an integral role in assisting their child's learning;
2. Parents and family members are encouraged to be actively involved in their child's education at school;
3. Parents are full partners in their child's education, and parents and family members are included, as appropriately, in decision making and on advisory committees to assist in the education of their child; and
4. The school utilizes activities to support parent and family engagement in the Title I programs.

Purpose and Operation of Title I Program

The Title I program is a federally supported program that offers assistance to educationally and economically disadvantaged children to help ensure they receive an equitable, high-quality, well-rounded education and meet the School's challenging academic standards. The Title I program provides instructional activities and supportive services to eligible students over and above those provided by the regular school program.

Qualified Title I schools will operate as school-wide programs or targeted assistance programs based on federal eligibility criteria. School-wide programs will provide comprehensive support to offer improved opportunities for all students to meet the School's academic standards. Targeted assistance programs will provide services to eligible students most in need of assistance in the school, as determined by objective criteria established by the CEO/Principal or designee. Eligibility criteria may include, for example, standardized test scores, teacher judgment, and results of preschool screening and home-school surveys.

School-wide and targeted assistance programs shall be based on effective means of improving student achievement and include evidence-based strategies to support parent and family engagement.

Annual Meeting and Program Evaluation

Each year, school officials must invite parents of students participating in Title I programs to a meeting to explain parental rights, discuss the programs and activities to be provided with Title I funds, and solicit input on the Title I program and this policy. In addition, school officials must provide parents and family members a meaningful annual opportunity to evaluate the content and effectiveness of the Title I programs and the parent and family engagement policies and plans. Information collected from these proceedings will be used to revise Title I programs and parent and family engagement plans.

Parent and Family Engagement Efforts

The Board believes that the involvement of Title I parents and family members in the design and implementation of the Title I program will increase the program's effectiveness and contribute significantly to the children's success. The Title I staff, and all School personnel shall strive to conduct outreach to parents and family members and involve them in activities throughout the school year.

The CEO/Principal or designee shall ensure that this School-level parent and family engagement plan is developed, agreed upon, and annually distributed to parents and family members of participating students. In addition to the School-level parent and family engagement plan, each school participating in the Title I program shall jointly develop and annually distribute to parents and family members a school-level written parent and family engagement plan that describes the means for carrying out school-level policy, sharing responsibility for student academic achievement, building the capacity of school staff and parents for involvement, and increasing accessibility for participation of all parents and family members of children participating in Title I programs, including parents and family members who have limited English proficiency, who have disabilities, or who are migratory. School-level plans must involve parents in the planning and improvement of Title I activities. They must provide for the distribution to parents of information on expected student achievement levels and the school's academic performance.

School officials shall invite appropriate school personnel from private schools to consult on the design and development of their programs to provide equitable services to students enrolled in private schools. The CEO/Principal or designee shall establish any additional procedures necessary to achieve timely and meaningful consultation with private school officials in accordance with federal law.

In addition, School officials and Title I school personnel shall do the following:

1. Involve parents and family members in the joint development of the Title I program and school support and improvement plan, and the process of school review and improvement by including parents on the school advisory committee and any committees that review the Title I program;
2. Provide coordination, technical assistance, and other support from various central office departments necessary to assist and build the capacity of all participating schools in planning and implementing effective parent and family engagement activities that are designed to improve student academic achievement and school performance;
3. Coordinate and integrate parent and family engagement strategies in the Title I program to the extent feasible and appropriate with parental engagement strategies established in other federal, state, and local laws and programs;
4. With the meaningful involvement of parents, conduct an annual evaluation of the content and effectiveness of the School parent and family engagement policies and program in improving the academic quality of the school and assisting students to meet the School's academic standards;
5. Strive to eliminate barriers to parental participation by assisting parents who have disabilities and parents who are economically disadvantaged, have limited English proficiency, are migratory, or have other backgrounds or characteristics that may affect participation;
6. Provide outreach and assistance to parents and family members of children who are participating in Title I programs in understanding the state's testing standards, the assessments used, Title I requirements, and all national, state, and local standards and expectations through such efforts as community-based meetings, posting information on school websites, sending information home, newsletters, workshops, and newspaper articles;
7. Design a parent–student–school staff compact that sets out respective responsibilities in striving to raise student achievement and explains how an effective home/school partnership will be developed and maintained;
8. With the assistance of parents, ensure that teachers, specialized instructional support personnel, principals, and other staff are educated in the value of parents as partners in the educational process and understand how to work with, communicate with, and reach out to parents as equal partners in education;
9. Distribute to parents information on expected student proficiency levels for their child and the school's academic performance, and provide materials and training to help parents monitor their child's progress and work with educators to improve achievement through such methods as literacy training or using technology, which may include education about the harms of copyright piracy;
10. Coordinate and integrate, to the extent feasible and appropriate, parental involvement programs and activities with federal, state, and local programs, including public preschool programs, and conduct other activities in the community that encourage and support parents to more fully participate in the education of their child;

11. Strengthen the partnership with agencies, businesses, and programs that operate in the community, especially those with expertise in effectively engaging parents and family members in education;
12. Ensure that parents are involved in the school's Title I activities; and
13. Provide such other reasonable support for Title I parental involvement activities as requested by parents.

Notice Requirements

School officials and Title I school personnel shall provide adequate notice of the following information as required by law. The notice must be in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Program for English Learners

Each year, the principal or designee shall provide notice of the following to parents of English learners identified for participation in a Title I, Part A or Title III funded language-instruction educational program:

1. The reasons for the child's identification;
2. The child's level of English proficiency and how such level was assessed;
3. Methods of instruction;
4. How the program will help the child;
5. The exit requirements for the program;
6. If the child has a disability, how does the language instruction educational program meet the objectives of the child's individualized educational program (IEP);
7. Any other information necessary to effectively inform the parent of the program and the parental rights regarding enrollment, removal, and selection of a program for English learners; and
8. Notice of regular meetings for the purpose of formulating and responding to recommendations from parents.

School Report Card

Each year, School officials shall disseminate to all parents, schools, and the public a School report card containing information about the School and each school, including, but not limited to:

- Information, both in the aggregate and disaggregated by category, about:
    - Student achievement,
    - Graduation rates,
    - Performance on other school quality and/or student success indicators,
    - Progress of students toward meeting long-term goals established by the state,
    - Student performance on measures of school climate and safety, and, as available,
    - Rate of enrollment in post-secondary education;
- Performance of the School on academic assessments as compared to the state as a whole, and the performance of each school on academic assessments as compared to the state and the School as a whole;
- Percentage and number of students who are:
    - Assessed,
    - Assessed using alternate assessments,
    - Involved in preschool and accelerated coursework programs, and;
    - English learners achieving proficiency;

- Per-pupil expenditures of federal, state, and local funds; and
- Teacher qualifications.

Teacher Qualifications

At the beginning of each year, School officials shall notify parents of students who are participating in Title I programs of (1) the right to request public information regarding the professional qualifications of the student's classroom teachers and paraprofessionals providing services to the child and (2) that such information will be provided in a timely manner.

The principal or designee of a Title I school shall provide timely notice informing parents that their student has been assigned to or has been taught for at least four consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level or subject area in which the teacher has been assigned.

NGA's teacher's qualifications are also sited on the school's website.

Student's Academic Growth and Achievement

School officials shall provide information on the student's level of achievement and academic growth, if applicable and available, on each of the state's academic assessments to each parent of a student participating in a Title I program.

Parental Rights and Opportunities for Involvement

Each year, the principal or designee of a Title I school shall provide notice to parents of the school's written parent and family engagement policy, parents' right to be involved in their child's school, and opportunities for parents and family members to be involved in the school.

At the beginning of each school year, the principal or designee of a Title I school shall provide notice to parents of (1) their right to request information regarding student participation in state-required assessments and (2) that such information will be provided in a timely manner.

Website Distribution of Information

Each year, School officials shall publicize on the School website and, where practicable, on the website of each school:

1. The School Report Card, as described above; and
2. Information on each assessment required by the state and, where feasible, by the School, organized by grade level. The information must include:
    a. the subject matter assessed;
    b. the purpose for which the assessment is designed and used;
    c. the source of the requirement for the assessment;
    d. if available, the amount of time students will spend taking the assessments and the schedule of the assessments; and
    e. if available, the time and format for distributing results.

The CEO/Principal shall develop any administrative procedures necessary to implement the requirements of this policy.

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 Spring PTSO Meeting. This will allow all stakeholders to have the opportunity to provide input into the language of the policy.
- Parents will be notified by formal letter of the meeting, (via email/ClassDojo) 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: Will work closely with the principal in discussing/presenting the Title I Student/Parent Compact during the meeting.
- Teachers: Review the policy and compact with students within the first three (3) days of the school year; collect the parental 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-Parent and Family Engagement Compact

MISSION STATEMENT

Next Generation Academy will inspire students to become productive, literate, 21st century citizens by personalizing their learning experience, and encouraging them to realize their individual strengths and abilities.

WHAT IS A SCHOOL- PARENT AND FAMILY COMPACT

A School-Parent Compact for Achievement developed jointly by parents, students and teachers that follows the federal guidelines as stated in the Every Student Succeeds Act (ESSA.) The compact explains how parents and teachers will collaborate to make sure all students reach or exceed grade level standards.

COMMITMENT FROM OUR SCHOOL

We are committed to:

- Delivering a challenging academic curriculum and explaining our standards to parents each year, helping them understand what their children are learning and doing in the classroom through consistent communication.
- Providing a physically and emotionally safe environment where students feel comfortable taking risks.
- Helping parents understand how these standards are assessed and how they can support their child in achieving these goals.
- Being available to support reasonable requests, suggestions, and questions regarding Title I policies and responsibilities.
- Offering multiple opportunities at convenient times for parents to build a partnership with the school, including providing materials and reciprocal training to assist parents in promoting their students' academic achievement.
- Inviting parents to plan and review the School Improvement Plan (SIP), Title I program, and Parent Engagement Policy each year.
- Providing this policy and compact to parents in a language they can understand.
- Providing several methods for regular teacher-parent communication, so that parents are kept up to date on their child's progress by email, text, ClassDojo, weekly *Eagle's View* Newsletter, parent conferences and PTSO events.

COMMITMENT FROM PARENTS AND FAMILIES

As parents and family members invested in the education of our children, we promise to be responsible for…

- helping my **child attend school every day and be on time**
- finding a quiet place for my child to read and complete homework
- reading with my child on a regular basis
- providing enriching learning experiences at home, utilizing recommended resources from the school
- assisting my child with the nightly reading opportunities
- attending Parent Teacher Conferences

- communicating regularly with the school, principal, and classroom teachers
- participating in decisions related to my child's education and achievement,
- making an effort to be involved in school activities
- following the school's pick up and drop off policy

COMMITMENT FROM STUDENT(S)

As students who want a first-class education, we promise to be responsible and…

- come to school every day on time and be prepared to learn and participate. Follow and model the SOAR pledge
- ask for help when I need it
- respectful and cooperate with other students and adults
- do my homework and participate in all learning activities with my best attitude and willingness to learn

PARENT AND FAMILY ENGAGEMENT ACTIVITIES

We value our partnerships with all stakeholders and are proud of the many opportunities available for parents to be actively involved in the school and activities to support their child. **This year, families will be invited to:**

- Open House (August)
- Annual Title One/Curriculum Night (September)
- Fall Conferences (October)
- Math and Science Madness Night (November)
- Spring Student Led Conferences (March)
- Read to Achieve Information Sessions (January)
- Infinite Campus Drop-In Support Sessions (Throughout the year)

Attention Parents

Please sign and return this top sheet to confirm you received the attached School-Parent and Family Engagement Policies.

2025-2026

I have been provided access to the Next Generation Academy Title I Policy through the school website. I have also received a copy of my school's School-Parent and Family Engagement Policy.

Parents/Guardian Signature: _____Date:_____

Student(s) Name:_____

Teacher's Name:_____ Grade:_____

Thank you for your continued help and support in promoting high quality educational opportunities for our students.

Acuerdo de Participación Escolar-Padres y Familias

DECLARACIÓN DE MISIÓN

La Academia Next Generation inspirará a los estudiantes a convertirse en ciudadanos productivos, alfabetizados y del siglo XXI, personalizando su experiencia de aprendizaje y alentándolos a descubrir sus fortalezas y habilidades individuales.

¿QUÉ ES UN ACUERDO ESCOLAR-PADRES Y FAMILIAS?

Un Acuerdo Escolar-Padres para el Logro es desarrollado conjuntamente por padres, estudiantes y maestros, siguiendo las directrices federales establecidas en la Ley Every Student Succeeds Act (ESSA). Este acuerdo explica cómo los padres y maestros colaborarán para asegurar que todos los estudiantes alcancen o superen los estándares de nivel de grado.

COMPROMISO DE NUESTRA ESCUELA

Nos comprometemos a:

- Ofrecer un plan de estudios académico desafiante y explicar nuestros estándares a los padres cada año, ayudándoles a comprender lo que sus hijos están aprendiendo y haciendo en el aula a través de una comunicación constante.
- Proporcionar un entorno físico y emocionalmente seguro donde los estudiantes se sientan cómodos al asumir riesgos.
- Ayudar a los padres a entender cómo se evalúan estos estándares y cómo pueden apoyar a sus hijos para alcanzar estas metas.
- Estar disponibles para apoyar solicitudes razonables, sugerencias y preguntas relacionadas con las políticas y responsabilidades del Título I.
- Ofrecer múltiples oportunidades en horarios convenientes para que los padres construyan una asociación con la escuela, incluyendo el suministro de materiales y formación recíproca para ayudarles a promover el éxito académico de sus hijos.
- Invitar a los padres a planificar y revisar el Plan de Mejoramiento Escolar (SIP), el programa del Título I y la Política de Participación de Padres cada año.
- Proporcionar esta política y acuerdo en un idioma que los padres puedan entender.
- Proporcionar varios métodos de comunicación regular entre maestros y padres para mantenerlos informados sobre el progreso de sus hijos por medio de correo electrónico, mensajes de texto, ClassDojo, boletín semanal Eagle’s View, conferencias de padres y eventos de la PTSO.

COMPROMISO DE LOS PADRES Y FAMILIAS

Como padres y familiares comprometidos con la educación de nuestros hijos, prometemos ser responsables de…

- asegurar que mi **hijo asista a la escuela todos los días y llegue a tiempo**
- encontrar un lugar tranquilo para que mi hijo lea y haga su tarea
- leer regularmente con mi hijo
- proporcionar experiencias de aprendizaje enriquecedoras en casa, utilizando los recursos recomendados por la escuela
- ayudar a mi hijo con las oportunidades de lectura nocturnas
- asistir a las conferencias de padres y maestros
- comunicarme regularmente con la escuela, el director y los maestros
- participar en las decisiones relacionadas con la educación y el logro de mi hijo
- hacer un esfuerzo por involucrarme en las actividades escolares
- seguir la política de entrada y salida de la escuela

COMPROMISO DE LOS ESTUDIANTES

Como estudiantes que deseamos una educación de primera clase, prometemos ser responsables y…

- asistir a la escuela todos los días, llegar a tiempo y estar preparados para aprender y participar. Seguir y modelar el compromiso SOAR
- pedir ayuda cuando la necesite
- ser respetuoso y cooperar con otros estudiantes y adultos
- hacer mi tarea y participar en todas las actividades de aprendizaje con la mejor actitud y voluntad para aprender

ACTIVIDADES DE PARTICIPACIÓN DE PADRES Y FAMILIAS

Valoramos nuestras asociaciones con todas las partes interesadas y estamos orgullosos de las muchas oportunidades disponibles para que los padres participen activamente en la escuela y en actividades que apoyan a sus hijos.

Este año, las familias serán invitadas:

- Casa Abierta (Agosto)
- Noche Anual del Título I / Currículo (Septiembre)
- Conferencias de otoño (Octubre)
- Noche de Locura de Matemáticas y Ciencias (Noviembre)
- Conferencias de Primavera dirigidas por los estudiantes (Marzo)
- Sesiones informativas de Lectura para Lograr (Enero)
- Sesiones de Apoyo Drop-In Infinitas en Campus (Durante todo el año)

Attention Parents

Please sign and return this top sheet to confirm you received the attached School-Parent and Family Engagement Policies.
2025-2026

I have been provided access to the Next Generation Academy Title I Policy through the school website. I have also received a copy of my school's School-Parent and Family Engagement Policy.

Parents/Guardian Signature: _____Date:_____
Student(s) Name:_____
Teacher's Name:_____ Grade:_____

Thank you for your continued help and support in promoting high quality educational opportunities for our students.

Atención Padres
Por favor firme y devuelva esta hoja superior para confirmar que recibió las Políticas de Participación de Padres y Familias adjuntas.
2025-2026

He recibido acceso a la Política de Título I de la Academia Next Generation a través del sitio web de la escuela. También he recibido una copia de la Política de Participación de Padres y Familias de mi escuela.
Firma del Padre/Tutor: _____ Fecha: _____
Nombre del Estudiante(s): _____
Nombre del Maestro: _____ Grado: _____

Gracias por su ayuda y apoyo continuo para promover oportunidades educativas de alta calidad para nuestros estudiantes.

TITLE VI Policy

No person shall, on the basis of race, color, or national origin, be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity of the School (NGA) in violation of Title VI of the Civil Rights Act of 1964, as amended. This means that NGA does not advantage any one racial or ethnic group over another or use racial/ethnic stereotypes.

Further, NGA recognizes that Title VI protection covers students who are or are perceived to be Jewish, Christian, Muslim, Sikh, Hindu, Buddhist, or other groups that are or are perceived to: 1) share ancestry or ethnic characteristics; or 2) have citizenship or residency in a country with a dominant religion or distinct religious identity. Title VI prohibits discrimination based on race, color, or national origin against students of any religion when the discrimination:

- involves racial, ethnic, or ancestral slurs or stereotypes;

- is based on a student's skin color, physical features, or style of dress that reflects both ethnic and religious traditions; or
- is based on the country or region where a student is from or is perceived to have come from, including, for example, discrimination based on a student's accent or name, a student's limited English proficiency, or a student speaking a language other than English.

Please see the above Non-Discrimination section for information regarding complaints alleging Title VI violations. General inquiries regarding Title VI should be directed to the school counselor.

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 federal, state, or local health and safety laws and regulations. Neither the State Board of Education nor the local board of education assumes the duty to oversee the operations of the School except as may otherwise be required to monitor the charter School for compliance with applicable laws and regulations.

Religious Accommodations

NGA respects the religious beliefs and practices of all staff and students, and will make, on request, an accommodation for such observances when a reasonable accommodation is available that does not create an undue hardship on the School's operations.

Non-Title IX

Prohibition Against Discrimination, Harassment, and Bullying And Complaint Process

No student or School employee shall be subjected to bullying or harassing behavior by School employees or students as defined and set forth below.

NGA takes seriously all complaints of discrimination, harassment, and bullying. The process provided in this policy is designed for those individuals who believe that they may have been discriminated against unlawfully, bullied, or harassed in violation of the School's Non-Title IX Prohibition Against Discrimination, Harassment, and Bullying Policy. Individuals who have witnessed or have reliable information that another person has been subject to unlawful discrimination, harassment, or bullying also should report such violations in the manner provided in this policy. Reports may be made anonymously. This policy applies to violations under Title VI. This policy does not apply where an individual seeks to assert allegations regarding or related to the identification, evaluation, educational placement, or free appropriate public education of a student under Section 504 or the IDEA, such allegations may be raised through the procedures governing such matter. This Policy also does not apply to Title IX complaints, behavior falling within Title IX or Title VII complaints. Please refer to the corresponding School's policies for Title IX and VII matters.

Definitions:
As used in this policy, "bullying or harassing behavior" is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:

1. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
2. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student's educational performance, opportunities, or benefits. For purposes of this section, "hostile environment" means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

"Cyber-bullying and cyber-harassment" are any words, actions, or conduct that meet the definitions of bullying or harassing behavior described in this policy, and are conveyed via email, text message, Internet message boards, interactions on social media, or other electronic media.
Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.
No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.
A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.

A student or volunteer who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Reporting
Mandatory Reporting by School Employee: Any employee or volunteer who witnessed or who has reliable information or reason to believe that an individual may have been discriminated against, harassed, or bullied in violation of this policy must report the offense immediately to the principal. An employee who does not promptly report possible discrimination, harassment, or bullying shall be subject to disciplinary action.

Anonymous Reporting**:** Reports under this policy may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.
Reports by Students and/or Parents/Guardian: Any individual who believes they have been subject to conduct or communication in violation of this policy are strongly encouraged to file a complaint in writing to any of the following:
a. the school counselor, teacher, dean of students, or principal of the School for any claim of discrimination, harassment or bullying, including Title VI complaints;
d. the Title IX coordinator (counselor) for claims of sex discrimination or sexual harassment;

c. the Section 504 coordinator (counselor) for claims of discrimination on the basis of a disability; or
d. any member of the Board if the alleged perpetrator is the Head of School.

Investigation of Reports
Reports of discrimination, harassment, or bullying under this policy will be investigated sufficiently to determine whether further action under this policy or otherwise is necessary, and school officials shall take such action as appropriate under the circumstances. The School will follow its Code of Conduct for all investigations and discipline for behavior falling under this policy.

Time Period for Filing a Complaint
A complaint should be filed as soon as possible but no later than 30 days after disclosure or discovery of the facts giving rise to the complaint. Complaints submitted after the 30-day period may be investigated at the discretion of school officials; however, individuals should recognize that delays in reporting may significantly impair the ability of school officials to investigate and respond to such complaints.

Title IX Policy

Title IX Discrimination and Harassment Policies For Students and Staff Members

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."

It is the policy of Next Generation Academy (NGA) that students should not be subjected to forms of unlawful discrimination or harassment, while at school or school-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 school 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.

A. PROHIBITED BEHAVIORS AND CONSEQUENCES

1. Discrimination or Harassment

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 school 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.

2. Retaliation

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 School 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.

B. 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 school building or on any school premises before, during or after school hours;

2. on any bus or other vehicle as part of any school activity;

3. at any bus stop;

4. during any school-sponsored activity or extracurricular activity;

5. at any time or place when the individual is subject to the oversight and authority of school 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 school 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).

C. DEFINITIONS

For purposes of this policy ONLY, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act that unreasonably and unfavorably differentiates treatment of others based solely on the basis of gender or sex (including transgender and LGBTQ+ identification). Discrimination may be intentional or unintentional.

2. Harassment

Prohibited harassment, including sexual harassment, under this policy means conduct on the basis of sex/gender that satisfies one or more of the following:

1. An employee conditioning the provision of an aid, benefit or service on an individual's participation in unwelcome sexual conduct (i.e., quid pro quo)

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectively offensive that it effectively denies a person equal access to an education program, employment, or activity (i.e., hostile environment)

3. Sexual assault (as defined by Clery Act), or "dating violence," "domestic violence" and "stalking" (as defined by Violence Against Women Act).

For purposes of this policy, "hostile environment" means that the harassment is objectively severe and pervasive enough that a reasonable person would agree that it is harassment and must be based on sex or gender. A hostile environment may be created through pervasive or persistent misbehavior if sufficiently severe.

Examples of behavior that may constitute harassment include, but are not limited to, verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Legitimate age-appropriate pedagogical techniques are not considered harassment. Harassment, including sexual or gender-based harassment, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

Examples of sexually harassing conduct includes, but is not limited to, deliberate, unwelcome touching that has sexual connotations or is of a sexual nature, suggestions or demands for sexual involvement accompanied by implied or overt promises of preferential treatment or threats, pressure for sexual activity, continued or repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal remarks about an individual's body, sexually degrading words used toward an individual or to describe an individual, sexual violence, or the display of sexually suggestive drawings, objects, pictures or written materials. Acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex, but not involving sexual activity or language, may be combined with incidents of sexually harassing conduct to determine if the incidents of sexually harassing conduct are sufficiently serious to create a sexually hostile environment.

Gender-based harassment is also a type of harassment. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, as well as intimidation or hostility based on sex or sex-stereotyping but not involving conduct of a sexual nature.

3. Conduct Not Covered by This Policy

Conduct that does not meet the definitions set forth above in this Title IX Policy are not subject to NGA's Title IX Policy or any reporting/grievance procedures that govern Title IX matters. However, such conduct may still constitute a violation of other School policy, including NGA's Code of Conduct, non-discrimination policy, and bullying policy. Please refer to and follow those policies for such conduct.

TO REPORT A VIOLATION OF THIS POLICY: PLEASE REFER TO NGA'S TITLE IX REPORTING AND GRIEVANCE POLICY SECTIONS.

This Policy as it pertains to **Title IX** shall remain in effect to the extent required by law.

Title IX Coordinator's Duties, Notice, Reporting And Grievance Policy

This Policy sets forth NGA's Notice, Reporting and Grievance policy for Title IX matters and should be read in conjunction with NGA's Title IX policy. This Policy only pertains to Title IX and alleged violations of Title IX. It does not apply to any other type of discrimination, harassment or bullying. Please refer to NGA's other policies, including Non-Discrimination and Harassment Policy, and student conduct policies when Title IX does not apply.

NGA's Title IX Coordinator is:

Dawn Moreland, Counselor (morelandd@nextgenerationacademy.net)

NGA's Investigator and Decision-Maker is:

Daryl Florance, Principal (floranced@nextgenerationacademy.net)

1. TRAINING AND PROGRAMS

The designated Title IX Coordinator (Dawn Moreland) shall establish training and other programs that are designed to help eliminate unlawful discrimination or harassment and foster an environment of understanding and respect for all members of NGA community. Information about this policy and the related complaint procedure must be included in the training plan. The training or programs should:

(1) provide examples of behavior that constitutes unlawful discrimination or harassment;

(2) teach employees to identify groups that may be the target of unlawful discrimination, or harassment; and

(3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones and on the Internet.

In addition, training of Title IX personnel, including the Title IX Coordinator, Investigator/Decision-maker, must include training:

1. On the definition of the definitions of prohibited conduct, including sexual harassment;
2. The scope of NGA's education program or activity;
3. How to conduct an investigation;
4. The grievance process including appeals, and informal resolution processes;
5. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
6. Relevance, including how to apply the rape shield protections provided only for complainants.

Moreover, training for Title IX personnel, including the Coordinator, Investigator/Decision-maker, and any person who facilitates an informal resolution process, must not rely on sex stereotypes and must promote impartial investigations and adjudications of sexual harassment. NGA will post

materials used to train Title IX personnel on their websites for a minimum of seven (7) years after posted, if any, or make materials available for members of the public to inspect.

2. NOTICE

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 School publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

3. TITLE IX COORDINATOR (Dawn Moreland)

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 schools on Title IX implementation and issues.
- Identifying and disseminating information about Title IX educational resources (organizations, individuals, print, internet, and audio-visual)

4. EVALUATION

The CEO/Founder (Sam Misher) shall evaluate the effectiveness of efforts to correct or prevent unlawful sex/gender discrimination and harassment and shall share these evaluations periodically with NGA's Board.

5. CONFIDENTIALITY

The recipient, whether a School 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 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 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/Founder shall report to the Board all verified cases of unlawful discrimination or harassment under NGA's Title IX Policy.

6. REPORTING TITLE IX VIOLATIONS

1. For Students:
    a. To report discrimination, harassment, and sexual harassment/misconduct based on sex/gender, students or their parents should contact a trusted teacher, Principal and/or Title IX coordinator immediately and file a complaint.
    b. Employees are required to report any actual or suspected violations of this policy. When anyone reports harassment and/or discrimination to a school employee, that employee shall notify the Title IX Coordinator and/or Principal, as soon as possible and within 24 hours.
    c. If the principal is involved in the allegation, then the CEO/Founder will immediately inform the Chair of the Board of Directors.

2. For Employees: for discrimination, harassment, and sexual harassment complaints based on sex/gender, employees should contact the Title IX coordinator immediately and follow NGA's harassment and discrimination policy as well as its Title IX Reporting and Grievance policy.

3. Students, parents, volunteers, visitors or others are also strongly encouraged to report any actual or suspected incidents of discrimination or harassment based on sex/gender under this policy. Reports may be made anonymously, and all reports shall be investigated in accordance with that policy.

4. Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by e-mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

5. Reporting may be made at any time, including during non-business hours, by using the telephone number or e-mail address, or by mail to the office address, listed for the Title IX Coordinator.

Title IX Coordinator (Dawn Moreland), morelandd@nextgenerationacademy.net; (336) 271-9030; School Address: 3740 S. Holden Road, Greensboro, NC 27406.

G. DEFINITIONS

As used in this and all other Title IX related policies, the following definitions shall apply.

1. "Complainant" is as an individual who is alleged to be the victim of conduct that could constitute sexual harassment. This means that any third party as well as the complainant may report sexual harassment. While parents and guardians do not become complainants (or respondents), parents and guardians have a right to act on behalf of parties (including by filing formal complaints) in Title IX matters.

2. "Respondent" is as an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

3. "Formal complaint" is as a document filed by a complainant or signed by the Title IX Coordinator (Dawn Moreland) alleging sexual harassment against a respondent and requesting that NGA investigate the allegation of sexual harassment and state that at the time of filing a formal complaint, a complainant was participating in or attempting to participate in the education program or activity of NGA with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by electronic mail, by using the contact information required to be listed for the Title IX Coordinator, and by any additional method designated by NGA.

4. "Document filed by a complainant" means a document or electronic submission (such as by e-mail or through an online portal provided for this purpose by NGA) that contains the complainant's physical or digital signature or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant or a party during a grievance process and must comply with requirements for Title IX personnel to be free from conflicts and bias.

5. "Supportive measures" are individualized services reasonably available that are non-punitive, non-disciplinary, and not unreasonably burdensome to the other party while designed to ensure equal educational access, protect safety, or deter sexual harassment. NGA's selection of supportive measures and remedies shall be based on what is not clearly unreasonable in light of the known circumstances.

H. MANDATORY RESPONSE AND PROCEDURAL OBLIGATIONS

NGA is required to respond whenever any employee has notice of sexual harassment, including allegations of sexual harassment or allegations relevant to mandatory reporting laws in North Carolina. Notice to the Title IX Coordinator or to any School employee, board member, or official

with authority to institute corrective measures on NGA's behalf, charges NGA with actual knowledge and triggers NGA's response obligations under Title IX.

NGA will respond promptly to Title IX sexual harassment or discrimination in a manner that is not deliberately indifferent, which means a response that is not clearly unreasonable in light of the known circumstances. NGA shall also comply with the following mandates:

1. NGA will offer supportive measures to the person alleged to be the victim (referred to as the "complainant").

2. The Title IX Coordinator will promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.

3. NGA will follow the grievance process set forth herein before the imposition of any disciplinary sanctions or other actions that are not supportive measures, against a respondent.

4. NGA will not restrict rights protected under the U.S. Constitution, including the First Amendment, Fifth Amendment, and Fourteenth Amendment, when complying with Title IX.

5. NGA will investigate sexual harassment allegations in any formal complaint, which can be filed by a complainant, or signed by a Title IX Coordinator.

6. A complainant's wishes with respect to whether NGA investigates should be respected unless NGA determines that not pursuing an investigation would be deliberately indifferent (or that pursuing an investigation is necessary for community safety or similar reasons), in which case the Title IX Coordinator may sign complaint even if the complainant does not file a formal complaint (doing so will not be viewed as adversarial toward the respondent).

7. If the allegations in a formal complaint do not meet the definition of sexual harassment as defined in NGA's Title IX policy, or the alleged conduct did not occur in NGA's education program or activity, against a person in the United States, NGA must dismiss such allegations for purposes of Title IX. However, NGA may still address the allegations in any manner NGA deems appropriate under NGA's code of conduct or other policies.

8. Treat complainants equitably by providing remedies any time a respondent is found responsible and treat respondents equitably by not imposing disciplinary sanctions without following the grievance process set forth herein.

9. Remedies, which are required to be provided to a complainant when a respondent is found responsible, must be designed to maintain the complainant's equal access to education and may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.

10. All Title IX personnel (Title IX Coordinator, investigator/decision-maker), and people who facilitate any informal resolution process shall be free from conflicts of interest or bias for or against complainants or respondents.

11. There is a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

12. NGA's grievance process shall not use, rely on, or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.

13. Any provisions, rules, or practices that a school adopts as part of its grievance process for handling formal complaints of sexual harassment must apply equally to both parties (complainant and respondent).

14. The standard of evidence to determine responsibility is the preponderance of the evidence standard for all formal complaints of sexual harassment, whether the respondent is a student or an employee (including faculty member).

I. SUPPORTIVE MEASURES, REMEDIES AND DISCIPLINARY SANCTIONS

Supportive measures include: services, accommodations, and/or other assistance that NGA puts in place for a complainant after receiving notice of alleged sexual misconduct but before any final outcomes – investigatory, disciplinary, or remedial – have been determined. NGA wants students and employees to be safe, to receive appropriate medical attention, and to get the help they need to heal and to continue to access their educational opportunities. We also want students and employees to understand their reporting options and how to access available interim measures.

Upon receiving a report of sexual harassment, NGA will provide the complainant, or their advocate, with a written explanation of the interim measures available at NGA and through local community resources, (which will be provided by the school counselor, Moreland), and shall ask complainants, or their advocates, what measures are sought. Some possible interim measures are listed below, and NGA determines which measures are appropriate for a particular complainant on a case-by-case basis. Not all of the measures listed below will be necessary in every case to keep victims safe and ensure their equal access to educational programs and activities. If the complainant or advocate identifies an interim measure that is not already provided by NGA, NGA will consider whether the request can be granted. In those instances where interim measures affect both a complainant and the respondent, NGA will minimize the burden on the complainant wherever appropriate while ensuring that the measures are non-disciplinary and non-punitive prior to reaching a determination regarding responsibility.

A complainant or their advocate may request the interim measures listed below. NGA – after consulting with the complainant and/or their advocate – will determine which measures are appropriate to ensure the complainant's safety and equal access to educational programs and activities:

- Academic accommodations, including change in classes, testing, or assignments;
- Medical and mental health services, including counseling;
- Modifications to extracurricular activities, field trips or on or off-campus activities;
- A "no contact" directive pending the outcome of an investigation. Such a directive serves as notice to both parties that they must not have verbal, electronic, written, or third-party communication with one another;
- Providing an escort to ensure that the student can move safely between school programs and activities;
- Transportation accommodations; and

- Assistance identifying an advocate to help secure additional resources or assistance including off-campus and community advocacy, support, and services.

Remedies Include:

Depending on the specific nature of the problem, remedies for the complainant may include, but are not limited to:

- Providing an effective escort to ensure that the complainant can move safely between classes and activities;
- Ensuring the complainant and perpetrator do not share classes or extracurricular activities;
- Moving the perpetrator or complainant (if the complainant requests to be moved) to a different residence hall or, in the case of an elementary or secondary school student, to another school within the district;
- Providing comprehensive, holistic victim services including medical, counseling and academic support services, such as tutoring;
- Arranging for the complainant to have extra time to complete or re-take a class or withdraw from a class without an academic or financial penalty; and
- Reviewing any disciplinary actions taken against the complainant to see if there is a causal connection between the sexual violence and the misconduct that may have resulted in the complainant being disciplined.

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 school 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, a School 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 a school 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, 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. INVESTIGATIONS

NGA shall investigate the allegations in any formal complaint and send written notice to both parties (complainants and respondents) of the allegations upon receipt of a formal complaint.

NGA, through the Title IX Coordinator or other authorized School official, shall designate an impartial individual to serve as the Investigator and conduct an investigation. The Investigator may be the Title IX Coordinator. However, the Investigator shall not be someone with a conflict of interest or bias. NGA may choose an outside investigator, School employee or contractor to conduct the investigation. (NGA's investigator is Daryl Florance). During the grievance process and when investigating, the Investigator shall comply with the following:

1. The burden of gathering evidence and burden of proof must remain on NGA, not on the parties.
2. NGA must provide equal opportunity for the parties to present fact and expert witnesses and other inculpatory and exculpatory evidence.
3. NGA must not restrict the ability of the parties to discuss the allegations or gather evidence (e.g., no "gag orders").
4. Parties must have the same opportunity to select an advisor of the party's choice who may be, but need not be, an attorney.
5. NGA shall send a written notice to the parties (complainant and respondent) of any investigative interviews, meetings, or hearings.
6. NGA shall send the parties, and their advisors, evidence directly related to the allegations, in electronic format or hard copy, with at least 10 days for the parties to inspect, review, and respond to the evidence.
7. NGA shall send the parties, and their advisors, an investigative report that fairly summarizes relevant evidence, in electronic format or hard copy, with at least 10 days for the parties to respond.
8. NGA shall dismiss allegations of conduct that do not meet the definition of sexual harassment set forth in NGA's Title IX policy or did not occur in a school's education program or activity against a person in the U.S. Such dismissal is only for Title IX purposes and does not preclude NGA from addressing the conduct in any manner NGA deems appropriate.
9. NGA may, in its discretion, dismiss a formal complaint or allegations therein if the complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein, if the respondent is no longer

enrolled or employed by NGA, or if specific circumstances prevent NGA from gathering sufficient evidence to reach a determination.

10. NGA shall give the parties written notice of a dismissal (mandatory or discretionary) and the reasons for the dismissal.
11. NGA may, in its discretion, consolidate formal complaints where the allegations arise out of the same facts.
12. NGA shall protect the privacy of a party's medical, psychological, and similar treatment records and shall not access or use such records unless NGA obtains the party's voluntary, written consent to do so.

K. DECISION-MAKER, Daryl Florance

NGA, through the Title IX Coordinator or other authorized School official, shall designate a Decision-maker with regard to a Title IX complaint. The Decision-maker shall not be the Title IX Coordinator or Investigator and shall not be someone with a conflict of interest or bias. The Decision-maker shall comply with the following rules:

1. Start with the presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
2. All Complainants are afforded rape shield protections, deeming questions and evidence about a complainant's prior sexual behavior irrelevant, unless offered to prove that someone other than the respondent committed the alleged misconduct or offered to prove consent.
3. Use the preponderance of the evidence standard in reaching her/his decision.
4. Require objective evaluation of all relevant evidence, inculpatory and exculpatory, and avoid credibility determinations based on a person's status as a complainant, respondent, or witness.
5. After sending the investigative report to the parties and before reaching a determination regarding responsibility, the decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party.
6. Issue a written determination regarding responsibility with findings of fact, conclusions about whether the alleged conduct occurred, rationale for the result as to each allegation, any disciplinary sanctions imposed on the respondent, and whether remedies will be provided to the complainant.
7. The written determination must be sent simultaneously to the parties along with information about how to file an appeal.

L. GRIEVANCE PROCESS

Prompt Filing. The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator (Dawn Moreland) is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for NGA to conduct a thorough investigation. There may also be instances where NGA has a legal obligation to report certain information it receives to state or local authorities or to protect NGA community.

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of NGA. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation. The school principal (Daryl Florance) will conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses. The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker. The Decision-maker (school principal, Daryl Florance) shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal. Either party may appeal the Decision-maker's decision to the CEO/Board of Directors within 14 days after a decision is made or NGA dismisses a formal complaint in a Title IX proceeding, on the following bases:

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
3. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The CEO/Board of Directors will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time.

M. INFORMAL RESOLUTION PROCESS FOR STUDENTS

After a formal Complaint is filed, NGA may, in its discretion, offer and facilitate informal resolution options, such as mediation or restorative justice, so long as both parties give voluntary, informed, written consent to attempt informal resolution. NGA will not require participation in an informal process. And, at any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

NGA does not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment. Any person who facilitates an informal resolution must be well-trained. NGA will not offer or facilitate an informal

resolution process to resolve allegations that an employee sexually harassed a student. Finally, NGA may not offer an informal resolution process unless a formal complaint is filed.

N. POLICY APPLICATION

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

Next Generation Academy (NGA) Grievances and Procedures

Policy Title: Grievance Policy

Approval Authority: Next Generation Academy School Board

Reference(s): CHTR-00611A, 16 NCAC 006G.0506(a)(1)

Effective Date: September 2025

Reviewed by the School Board: September 2025

GRIEVANCE PROCEDURES FOR PARENTS/GUARDIANS

I. Purpose:

This policy establishes procedures for addressing complaints and grievances filed by students, parents/guardians and staff members at Next Generation Academy. This policy is designed to provide a fair, consistent, and expeditious process for resolving grievances in accordance with North Carolina charter school laws and regulations.

II. Definitions

1. Grievance: A formal written complaint alleging a violation of school policy, state or federal law, or expressing dissatisfaction with decisions, actions, or inactions by school personnel.

2. Grievant: Any student, parent/guardian, or staff member who files a grievance.

3. Respondent: The person or entity against whom the grievance is filed.

4. School Day and/or School Events: Any day when school is in session according to the school calendar, including any sanctioned school sponsored events.

5. Time Limits: A grievance will only be heard if the grievance has been filed within 15-calendar days of the meeting with the principal. The 15-calendar days deadline may be extended at the discretion of the principal.

A parent grievance is defined as the formal written claim by a Parent or parents of NGA student that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or NGA policies. For a formal written claim, the parent/guardian should complete the ***NGA Grievance Form*** and return it to the office, or email it to the principal.

It is desirable for grievances to be resolved through free and informal communications.

A parent should first attempt to resolve any grievance through discussion with the staff member involved. Parent-to-staff communications must be conducted with respect and professionalism.

If a grievance cannot be resolved at this level, the parent may request a grievance conference with the administrator, by completing the form.

The Supervisor is the principal, and the Director is the CEO/Founder.

Step I. Administrator Conference (Principal)

Step 1:

1.A parent wishing to invoke the grievance procedure shall make a written request for

a conference with administrator of the staff member. **The parent will complete the NGA Grievance Form*.

1. The written request must include:

- The grievant's name and contact information
- Date of submission
- A detailed description of the grievance, including dates, times, and specific facts
- Names of any witnesses
- Reference to any relevant policies, laws, or regulations
- Description of prior attempts at resolution
- The specific remedy or action requested

2. The Administrator shall acknowledge receipt of the grievance within three (3) school days.

3.. The Administrator shall investigate the grievance, which may include meetings with the grievant, respondent, and any witnesses

.

4. The Administrator shall provide a written decision within ten (10) school days of receiving the grievance, unless additional time is necessary and communicated to the grievant.

Step 2:

If the grievant is not satisfied with the Administrator's decision, the grievant may appeal to the ***Director/CEO*** within five (5) school days of receiving the Administrator's. decision. The grievant will follow the steps in Step 1.

Step 3:

1. If the grievant is not satisfied with the Director/CEO's decision, the grievant may appeal to the Board Chair/Board of Directors within five (5) school days of receiving the Director/CEO's decision.
2. The appeal must be in writing and include:
    - A copy of the original grievance
    - A copy of the Administrator's and/or Director's decision
    - A statement explaining why the grievant disagrees with the Administrator's
    - and/or Director's decision

3. The Board Chair shall acknowledge receipt of the appeal within three (3) school days.

4. The Board Chair may designate a committee to review the grievance or place it on the agenda for the next regular Board meeting, or at the discretion of the Board and/or Committee a special meeting can be called as long as it occurs within the thirty (30) days of the appeal.

5. The Board or designated committee shall review the grievance record and may, at its discretion, hear additional information from the grievant, respondent, or other relevant parties.

6. The Board shall issue a written decision within ten (10) school days after the Board meeting where the grievance was considered.

7. The Board's decision is final and binding except in cases where:
    - The grievance involves a claimed violation of state or federal law
    - The grievance involves a claimed violation of the charter agreement with the
    - NC State Board of Education
    - The grievance involves a claimed violation of the school's bylaws

V. Employee/Staff Formal Grievance Process

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems affecting employees. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

An employee grievance is defined as the formal written claim by a NGA employee or group of employees that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or NGA policies.

It is desirable for grievances to be resolved through free and informal communications.

An employee should first attempt to resolve any grievance through discussion with the employee's supervisor. If a grievance cannot be resolved at this level, the aggrieved employee may request a grievance conference with the supervisor.

Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal. The Board prohibits retaliation against an employee who files a grievance under this policy.

Step 1. Immediate Supervisor/Principal

1. The employee must submit a written grievance to their immediate supervisor within ten (10) working days of the incident or issue.

2. The written grievance must include:
    - Description of the grievance and relevant facts
    - Date(s) of the incident(s)
    - Explanation of prior attempts to resolve the issue
    - Specific policy, procedure, or rule allegedly violated (if applicable)
    - Desired resolution

3. The supervisor/principal shall meet with the employee within five (5) working days of receiving the grievance.

4. The supervisor/principal shall provide a written response within five (5) working days after the meeting.

Step 2: Director/CEO

1. If the grievance is not resolved at Step 1, the employee may appeal to the

Director/CEO within five (5) working days of receiving the supervisor's response.

2. The appeal must include the original grievance, the supervisor's response, and an explanation of why the response was unsatisfactory.

3. The Director/CEO shall meet with the employee within five (5) working days of receiving the appeal.

4. The Director/CEO shall provide a written response within ten (10) working days after the meeting.

Step 3: The Board Chair/Board of Directors

1. If the grievance remains unresolved after Step 2, the employee may appeal to the Board Chair within five (5) working days of receiving the Director/CEO's response.

2. The appeal must include all previous documentation and responses, and an explanation of why the response at Step 1 was unsatisfactory.

3.The Board Chair shall appoint a Grievance Committee, and it shall review the grievance and may, at its discretion:

- Request additional information from any party
- Meet with the parties involved
- Conduct an investigation

4. The Committee shall provide a written recommendation to the full Board of Directors within fifteen (15) working days of receiving the appeal.

Step 4. The Board of Director's/Board Chair

1. The Board Chair/Board of Directors shall consider the Committee's recommendation at its next regularly scheduled meeting, or at a special meeting if warranted.

2. The Board may:

- Accept the Committee's recommendation
- Modify the recommendation
- Reject the recommendation and provide an alternative resolution
- Return the matter to the Committee for further investigation

3. The decision of the Board shall be **final and binding**.

4. The employee shall receive written notification of the Board's decision within five (5) working days after the Board meeting.

VI. General Provisions

1. **Confidentiality**: All grievances shall be handled with appropriate confidentiality. However, information may be shared as necessary to conduct a thorough investigation.
2. **Non-Retaliation**: Next Generation Academy prohibits retaliation against any individual who files a grievance or participates in the grievance process. Any instances of retaliation should be reported immediately and will be addressed promptly.
3. **Representation:** Grievants may be accompanied by one representative of their choice during meetings related to the grievance.
4. **Timelines**:
   - All time limits may be extended by mutual agreement of the parties involved.
   - If the grievant fails to appeal a decision within the specified time limits, the grievance shall be considered resolved.
   - If the school fails to respond within the specified time limits, the grievant may proceed to the next level.

5. **Record Keeping**: Records related to grievances shall be maintained for a minimum of (5) years in accordance with state requirements (20 USC 1232g - FERPA).

6. **Annual Review**: This policy shall be reviewed annually by the Board of Directors.

Special Education Concerns

1. Grievances related to special education services shall follow this policy, but grievants are

advised that additional rights and procedures exist under the Individuals with Disabilities Education Act (IDEA).

2. Parents/guardians may request mediation or file a complaint with the NC Department of Public Instruction's Exceptional Children Division.

VIII. Annual Notification

This grievance policy shall be published in the student handbook, staff handbook, and school website.

GRIEVANCE PROCEDURE TERMINATION FOR CAUSE

All NGA staff and teachers may be terminated "for cause". The causes for termination are delineated in each employee's contract. "For cause" termination can occur for instance, when a teacher becomes insubordinate, is convicted of a serious crime, or one of moral turpitude, or experiences unsatisfactory performance reviews. NGA staff teachers accused of a serious crime, but not convicted, will be suspended without pay pending resolution of the matter. Reinstatement, upon exoneration, is at the discretion of the Board of Directors. NGA staff teachers, in jeopardy of termination, will be reviewed based on their performance reviews and privately signed contract provisions.

Title IX GRIEVANCE PROCESS

Prompt Filing. The Complainant must file a formal complaint within a reasonable time, ideally within 10 days of the alleged incident. A complaint will not be disallowed solely because of the passage of time. The Title IX coordinator (Dawn Moreland) is charged with ensuring that all such complaints are timely, impartially, and appropriately investigated in accordance with applicable law.

Confidentiality. Every effort will be made to ensure the confidentiality of the complainant. There may be times where confidentiality may not be possible for NGA to conduct a thorough investigation. There may also be instances where NGA has a legal obligation to report certain information it receives to state or local authorities or to protect NGA community.

Timeline. While the timeframe for completing an investigation into individual complaints may vary depending on the circumstances, the Title IX coordinator will ensure that timeframes are reasonable and endeavor to complete any investigation, including any decision, within sixty (60) days of the filing of a complaint. The timeline may be extended where appropriate at the discretion of NGA. Include reasonably prompt time frames for conclusion of the grievance process, including appeals and informal resolutions, with allowance for short-term, good cause delays or extensions of the time frames.

Investigation. The school principal (Daryl Florance) will conduct the investigation. The Investigator shall have full authority to investigate, including the authority to interview witnesses.

The Investigator shall follow the guidance/mandates set forth above in this policy in conducting the investigation.

Decision-Maker. The Decision-maker (school principal, Daryl Florance) shall follow the guidance/mandates set forth above in this policy and shall use the preponderance of the evidence standard in reaching her/his decision. The Decision-maker shall timely provide written notice of the outcome of the complaint to the relevant parties.

Appeal. Either party may appeal the Decision-maker's decision to the CEO/Board of Directors within 14 days after a decision is made or NGA dismisses a formal complaint in a Title IX proceeding, on the following bases:

1. Procedural irregularity that affected the outcome of the matter,
2. Newly discovered evidence that could affect the outcome of the matter, and/or
3. Title IX personnel had a conflict of interest or bias, that affected the outcome of the matter.

The CEO/Board of Directors/Board Chair will appoint a panel of three board members to serve as the impartial review panel. The review will be conducted in accordance with all applicable laws and the panel may, but is not required to, request information directly from the parties. The three-member review panel will make a decision and will provide written notice of the outcome of the appeal to the parties within fourteen (14) school days, unless circumstances require more time. The decision of the Board Chair/Board of Directors shall be final and binding.

Signature Page

Annual Review

This policy shall be reviewed annually by the Next Generation Academy, and any recommended changes shall be presented to the full Board for consideration.

Board Chair Signature: *David Miller*

CEO Signature**:** *Sam W. Misher*

Date: 9/18/2025

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 will not tolerate parents, guardians and visitors exhibiting the following behaviors which are prohibited:

- 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, including but not limited to the school parking lot/playground areas.

- 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
- Parents may also ask if the child is provided services by paraprofessionals and, if so, the paraprofessional's qualifications.
- Title I Schools must also notify parents timely that the student has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

The Family Educational Rights and Privacy Act

Next Generation Academy will adhere to all federal laws relating to maintaining student files. The following information regarding the Family Educational Rights and Privacy Act (FERPA) comes from the U.S. Department of Education website at https://studentprivacy.ed.gov/ferpa.

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

Website Link: https://tinyurl.com/ngaparentguide.

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.

Next Generation Academy
CALENDAR 2025-2026