



HIGHER LEARNING
— A C A D E M Y —

Higher Learning Academy Scholar & Parent Handbook

2023-2024



HLA Eagles

Higher Learning Academy

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www.hlacharter.org



Gateway Community Charters

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GCC MISSION: Gateway Community Charters, Inc. (GCC) is an independent non-profit agency that supports students, parents and the community through the conception, development, administration and governance of innovative, high quality, standards-based educational school choice options within the greater Sacramento region.

GCC VISION: Our vision is to provide all students, regardless of circumstance, a safe, caring school choice with high academic and behavioral expectations where they can reach their fullest academic and social potential.

GCC Central Offices • 5112 Arnold, McClellan, CA 95652 • Phone: 916-286-5129 www.gcccharters.org

Gateway Community Charters, Futures High School and Higher Learning Academy prohibits, at any school or school activity, discrimination, harassment, including sexual harassment, intimidation, and bullying, based on actual or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or association with a person or group with one or more of these actual or perceived characteristics. This shall apply when applicable, to interns, volunteers, and job applicant

For questions, concerns or complaints, please contact Equity and Title IX Compliance Officer: Jason Sample, Superintendent/CEO
– 5112 Arnold Ave. McClellan CA 95652 916-286-5199 jason.sample@gcccharters.org

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HLA Eagles

OUR PURPOSE

HLA Vision Statement

To prepare our students for the competitive global economy, HLA will provide a safe learning environment that fosters students' risk-taking, inquiry and independent thinking skills.

HLA Mission Statement

All HLA students will acquire knowledge, concepts, and skills to succeed in their choice of college and career in order to positively contribute to both their local and global communities.

Capturing Kids' Hearts

Higher Learning Academy embraces the Capturing Kids' Hearts (CKH) philosophy. HLA has been awarded the Capturing Kids Hearts National Showcase School Award for four years in a row, which is an honor we like to celebrate. CKH emphasizes the importance of building relational capacity with others and promoting self-managing groups. To this end, scholars, teachers, and staff work collaboratively to create social contracts in order to set behavioral norms for all members and visitors to our school. We engage others through tools such as handshakes and sharing good things at the beginning of each class. We value scholar voice and choice and explore the needs of others. We communicate clearly in our interactions and patiently when there is conflict. Most importantly, we empower scholars to be future builders, leaders, and learners as we launch them into the world.

Our Values

STUDENT FOCUSED

EXCELLENCE

RESPONSIBILITY


VALUING PEOPLE

INTEGRITY

COLLABORATION

EMPOWERMENT

PYP School Schedule

| | | |
|----------------------|-----------------------|---|
| Regular Day Schedule | 8:30 a.m. – 3:15 p.m |  |
| Minimum Day Schedule | 8:30 a.m. – 1:00 p.m. | |
| Office Hours | 7:30 a.m. – 4:30 p.m. | |

MYP Bell Schedule

| Mon-Thur Times | Monday - Thursday | Friday | Fri Times |
|----------------------|------------------------|------------|----------------------------------|
| 8:30 - 9:50 | 1st Period | 1st Period | 8:30 - 9:30 |
| 9:53 - 11:13 | 2nd Period | 2nd Period | 9:33 - 10:33 |
| 11:13 - 11:20 | Break | 3rd Period | 10:36 - 11:36 |
| 11:23 - 12:10 | 3rd Period | 4th Period | 11:39 - 12:39 |
| 12:10 - 12:45 | Lunch | Lunch | 12:39 - 12:55 (No Recess) |
| 12:45 - 1:18 | 3rd Period (Continued) | Homeroom | 12:55 - 1:00 |
| 1:21-2:41 | 4th Period | | |
| 2:44 - 3:15 | Homeroom | | |

Parent Involvement

Higher Learning Academy adheres to GCC Board Policy 01-08 to ensure parents have the opportunity for involvement at our school sites. Parent involvement is highly valued. HLA is part of the Parent Faculty Organization (PFO) which is one of our many ways to involve and support parent engagement at the Rancho Del Paso site. We encourage parent participation and value our collaboration with our scholars' families.

To inquire about parent opportunities, please contact Julie Lewis, Student Services, at (916) 286-5183.

Parents are always welcome at the school to visit! To visit classrooms, parents

must make arrangements by calling the office to schedule their visit in advance. At least a 24-hour notice should be given to the teachers. All visitors are required to report to the office and sign the visitor's book when they arrive on campus and receive a guest badge. This allows us to provide our parents with full attention and upscale service.

STUDENT ATTENDANCE AND BEHAVIOR **EXPECTATIONS**

Higher Learning Academy is a Safe and Caring School Site (Student Policies BP 08-08: Student Complaints) We believe that all scholars have the right to a safe, healthy and nurturing learning environment. At HLA, we are committed to providing all scholars with a safe and caring school environment where everyone is treated with respect.

Attendance is imperative!

Getting your scholar to school on time is one of the most important ways parents can advocate for their scholars.

Attendance is Required by Law

The State of California believes that education is essential for children and for our future. State law requires parents/guardians of children ages 6 to 18 to send their children to school, unless otherwise provided by law. Parents who fail to meet this obligation may be subject to prosecution. - Ed. Code 48200, 48290 HLA adheres to GCC Board Policy 06-08 for attendance and 07-08 for scholar attendance. Although a summary of some policies is provided below, a full copy of these policies is available in the main office.

Every absent day MUST be cleared in one of the following ways:

1. Each day a scholar is absent, the parent/guardian should report the absence by telephoning to the attendance clerk:
HLA (916) 286-5183 or by email hla@gcccharters.org by 9:00 am on the day of the absence. If the absence exceeds three days, a doctor's note is required. For extended absences (i.e. illnesses, family emergencies, etc.), parents are asked to call the school as soon as possible.
2. When returning to school after an absence, a scholar must be readmitted to their classes by presenting a written excuse for the absence to the attendance clerk in the office. The note must show:
 - A. Student's full name
 - B. Date(s) of absence
 - C. Reason for absence
 - D. Signature of parent/guardian or medical official

***Please note: regardless of a phone call to the office, an absence note is still required for Scholars to bring in within 3 school days.**

Absence from school will be excused only for:

- health reasons
- family emergencies (provide specific explanation; principal approval required)
- attendance at funeral services for an immediate family member
- appearance in court
- observation of a religious holiday or ceremony

Important: the same school rules for absences apply for short-term independent study. Please refer to our Short Term Independent Study Policy for further information.

Excused/Unexcused Absences

Unexcused Absences: scholars will not receive credit for and will not be allowed to make up any assignments, tests, work, activities, etc., missed during unexcused absences.

Excused Absences: scholars are permitted to make up work, tests, and other assignments, etc. when absences are excused. Under normal circumstances, it is expected that scholars will submit previously assigned work upon return to school after an excused absence. Missed work due to an excused absence may be made up with one day extension for each day missed (number of days absent equals the number of days allowed for makeup). However, for extended excused absences, the teacher may grant additional time, but not to extend beyond two weeks past the return to school. It is the joint responsibility of scholar and parent to ensure all make up work is completed following excused absences.

Out of School Suspensions: Scholars are permitted to make up work, tests, and other assignments missed during out of school suspensions. See excused absence policy for guidelines regarding length of time given for make-up.

Early Dismissals

To start an early dismissal, the parent or persons picking up must be present in the office to request for an Early Dismissal. Please plan accordingly as there will be delays. Once the ID is checked, the attendance clerk will call your scholar. After 10 early dismissals, scholars will be required to bring a physician's note or written documentation verifying the excuse in order to clear early dismissal absences.

- All scholars with over 15 early dismissals may also have a meeting with an administrator and/or counselor to discuss a disciplinary contract and additional privileges will be taken away per admin discretion.

Tardies/Lates

When scholars arrive more than 30 minutes late to school, they must report to the office to clear the late arrival and secure an ***“Admit to Class”*** form. To be excused for a Tardy, the scholar must present a medical note. If the scholar is less than 30 minutes late, he/she does not need to report to the office. However, she/he will be marked late on the attendance record by the teacher. To get clearance for bus related tardies, scholars are required to come into the office before going to class. Excessive/repeated offenses will result in progressive disciplinary actions (see below):

| Tardies/lates each period for 1 semester | Possible Attendance Consequence(s) |
|--|---|
| 1-5 | <ul style="list-style-type: none">• Loss of participation points or other class consequence, as defined in class syllabus |
| 6-11 | <ul style="list-style-type: none">• Loss of participation points or other class consequence, as defined in class syllabus• Lunch Detention and/or Parent Contact |
| 12+ | <ul style="list-style-type: none">• Lunch detention and/or Campus beautification• Social Probation (see p. 11)• Friday detention• Meeting with parents and administration for additional consequences, per admin discretion• Require parent to attend school with scholar |

Student Truancy

According to Education Code: “Any pupil subject to compulsory full-time education, who is absent from school without valid excuse more than three days or tardy in excess of 30 minutes on each of more than three days in one school year is truant and shall be reported to the attendance supervisor or to the superintendent of the school district” (Education Code 48260). School absences are monitored carefully throughout the year. If a scholar has five (5) excused or unexcused absences in a year a letter will be sent. If a scholar has ten (10) excused or unexcused absences a conference may be scheduled and the Scholar Attendance Review Team (SART) process can be initiated.

P.E. Participation

California Education Code makes it mandatory that every scholar be provided with physical education. If, at any time, your child is ill or has a condition that requires being excused from physical education activities for more than 4 days, an explanatory note is required from your child’s health advisor/doctor/nurse.

Safety of Self and Others

In order to ensure that HLA is a place where learning is a priority, the campus must be safe at all times. Any scholar action or intention that can be deemed as violating the safety of one's self or others can result in serious consequences. Examples of violations include but are not limited to bullying, verbal abuse of others, intentionally hurting another scholar, defiance of playground safety rules, fighting, leaving school grounds, etc.

Approved Persons to Pick Up Scholars

Parents must complete the HLA Emergency form and include all the individuals that have permission to pick up the scholar. The approved persons must show a state id when picking up the scholar. We do not accept verbal authorization.

Students' Rights and Responsibilities

Each and every scholar at Higher Learning Academy has a **RIGHT** to:

- Equitable treatment
- Express their opinions
- Not be discriminated against based on race, nationality, gender, age, sexual orientation, religion, language, and culture
- Be emotionally and physically safe
- Be educated
- Have a voice in decision-making in the school

Each and every scholar of HLA has a **RESPONSIBILITY** to:

- Act in a way that upholds the rights of all scholars
- Treat everybody with respect
- Act in a way that benefits HLA as a whole
- Learn, attend classes, and complete daily assignments
- Grow and develop in preparation for adult life
- Follow the school's rules written in the Scholar & Parent Handbook

HLA is a Capturing Kids' Hearts (CKH) National Showcase School

The primary focus of Capturing Kids' Hearts is to develop healthy relationships between members of a school's educational community and to teach effective skills that help participants:

- Develop self-managing classrooms and decrease discipline issues through innovative techniques such as a social contract
- Decrease delinquent behaviors such as disruptive outbursts, violent acts, and drug use
- Utilize the EXCEL Teaching Model™ (Engage, X-plore, Communicate, Empower, Launch) and reinforce the role of emotional intelligence in teaching
- Build classroom rapport and teamwork to create a safe, trusting learning environment
- Develop scholars' empathy for diverse cultures/backgrounds
- Increase classroom attendance by building scholars' motivation and helping them take responsibility for their actions and performance



Behavior Expectations in Classes

Scholars are to conduct themselves in accordance with the Social Contracts created in each classroom by teacher and scholars. A Social Contract is an agreement about behavior that ensures a respectful and positive environment conducive to learning.

Scholars will be held accountable for their actions and behaviors. If the scholar chooses to violate Social Contract, he/she will be subject to disciplinary actions according to the scholar discipline policies and procedures. Each teacher will deal with classroom misconduct by taking disciplinary action. Examples of appropriate actions include:

- restorative consequence (see p. 11)
- calling parent
- scheduling conferences with the parent or guardian and/or school staff
- imposing detentions
- lowering class citizenship grade

When action taken by the teacher is not successful, or misconduct is habitual or sufficiently severe, the scholar may be referred to school administration.

Dress Code and Grooming



High standards of dress promote good citizenship and a positive, wholesome, and safe learning environment. The appearance of the scholar body reflects upon the climate of the school. Scholars are expected to meet standards of dress and grooming that are acceptable in a positive learning environment. Extremes in dress or clothing regarded as disruptive or a distraction from the learning environment are not permitted. Clothing will promote physical and psychological safety.

Personal appearance standards for scholars are defined in the dress code.

Allowable Dress and Grooming

- Scholars must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front and on both sides.
- Clothing must cover undergarments, waistbands and bra straps excluded.
- Fabric covering all private parts must not be see-through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of site of any scholar or staff. Hoodies must allow the scholar's face and ears to be visible to staff. Flat brimmed hats unless turned backwards and hoods must not be worn in the classroom, religious exceptions will be made.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, and other activities where unique hazards exist.
- Specialized courses may require specialized attire such as sports uniforms or safety gear.

Non-allowable Dress and Grooming*

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana, or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use profanity or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected group. Gang identifiers must not be worn at the school at any time (i.e. bandanas).
- If the scholar's attire or grooming threatens the health or safety of any other person, then discipline for dress or grooming violations should be consistent with discipline policies for similar violations.

****Please note:*** The administration is the final judge on what is or is not appropriate. Matters of personal appearance which might reasonably be classified as creating a distraction, affecting the learning environment in the classroom, and/or having a negative effect on education will be prohibited.

Suspensions and Expulsions

Scholars may be suspended for violations outlined in Education Code, Section 48900. Depending on the severity of violations, scholars can be suspended from one to five days. During suspension, a scholar may not participate in regular school classes or activities, including graduation, and is not allowed to be on school premises for the duration of the suspension. During a suspension, the scholar has a right to complete and receive credit for the regular school work. A scholar who accumulates a number of suspension days may be referred to a review meeting to discuss alternative next steps.

Expulsion could be recommended for serious offenses, such as possession of a weapon or dangerous object, causing physical injury to another person, furnishing and sale of a controlled substance, robbery, extortion, sexual assault, battery, or accumulating too many days of suspension. If expulsion is recommended, the scholar will have an administrative hearing. The GCC Board makes the final decision to expel a scholar. (BP 04-13)

HLA adheres to GCC BP 4-17 for all cases of suspension and/or expulsion. This policy is available in the main office upon request.

Social Probation

Participation in all extracurricular activities is a privilege, not a right. Social probation prohibits a scholar from attending or participating in any non-mandatory school functions, activities, or events. These activities include, but are not limited to, participation on athletic teams including practices, events, movie nights, theater and/or musical productions, club memberships, graduation ceremony, special events, recognition programs, or school sponsored activities of any type. Social probation may be used at any time school officials deem it an appropriate behavioral sanction or that it would be effective in changing undesirable behavior. It can be used for:

- Fights
- Controlled substance violation
- Vandalism to school/personal property
- Breaking of behavior contract
- Excessive tardies and absences
- Significantly disrupting the learning environment

Restorative Justice

Restorative Justice Practices will be implemented first in lieu of traditional punitive consequences if appropriate. The purpose of utilizing restorative practices is to address the harm created by the incident in a manner that builds understanding, responsibility and accountability. The following are suggested guidelines – **the Principal/Designee has the right to make final decisions regarding any**

disciplinary action. Scholars who conduct these offenses may be eligible to participate in restorative mediations or resolutions. These opportunities will be at the discretion of the Principal/Designee and often involve the voluntary participation of all involved parties. Scholars who choose not to participate in the restorative approach are agreeing to the conventional, more punitive approach. See next page for some examples of how HLA uses Restorative Justice to support future positive behavior choices.

| Wrongdoing | Conventional | Restorative |
|--|--|---|
| Graffiti or property damage | Get referred to law enforcement. Pay a court fee or fine. In school or out of school suspension, involuntary transfer. | Help clean, repair, or repaint, and pay for damages. Make amends to any person or group disrespected. Beautify the space with art. |
| Putdowns, gossip, or interpersonal conflicts | Spend time in detention | Write a reflection paper on how it feels to be put down or gossiped about. Create a kindness activity within the classroom |
| Classroom Disruption | Sent out of class and miss instruction. In school or out of school suspension. | Restorative Conference Presenting classroom rules to the class. Request that peers hold him/her accountable. Spend some agreed upon time assisting the teacher with classroom supervision or clean up. |
| Bullying | Sent to in-school or at-home suspension; have privileges removed. In school or out of school suspension, involuntary transfer | Restorative Conference Facilitate a circle/panel with individuals considered bullies and discover three reasons why they do it. Facilitate a circle with victims of bullies and find out how bullying affects others. Make school-wide posters with bully prevention messages. |
| Fighting | In school or out of school suspension | Restorative Conference Prepare and deliver a speech or play to a classroom or larger school assembly about how to negotiate with words rather than fists. Teach a class during detention about anger- management. Read a book and give an oral report about |

| | | |
|-----------------|---------------------------------------|---|
| | | alternatives to fighting. |
| Theft | In school or out of school suspension | Return the stolen items. Pay for replacement of stolen items. Make amends to the person harmed. |
| Property Damage | Suspension or expulsion | Restorative Conference Repair damage or replace property if possible. Make improvements to the property to improve overall appearance. |

Prohibited Items*

To ensure safety of all scholars and staff the following items are not to be brought to campus by scholars: weapons (including replicas and imitations), stink bombs, firecrackers, energy drinks, alcohol, tobacco and tobacco products and paraphernalia, drugs and drug paraphernalia, brass knuckles, matches or lighters, vaping devices, medication, toys, trading cards, and **any other items as determined to be dangerous or disruptive to the learning environment by school employees**. Violation of this rule will result in disciplinary actions including, but not limited to suspension and/or expulsion.

No Sale Campus

To support with limiting conflict, HLA is a “No Sale” school campus meaning scholars are not allowed to sell items at school unless participating in a school fundraiser under the supervision of a school official.

Gambling

Any form of gambling, including but not limited to playing cards is prohibited on the school campus. In case of violation of this rule the cards (or other gambling paraphernalia) will be confiscated, parents will be notified, and offenders may be subject to disciplinary actions.

Anti-Bullying Policy

The Gateway Community Charters (GCC) Board of Directors prohibits acts of harassment or bullying (GCC BP 15-17). The board has determined that a safe and civil environment in school is necessary for scholars to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a scholar's ability to learn and a school's ability to educate its scholar in a safe environment. Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for scholar behavior. Harassment occurs when a pupil has intentionally engaged in harassment, threats, or intimidation, directed against school, school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment. Scholars may be suspended or expelled for any such action (BP 15-15). Scholars may report bullying at the following link:

<https://report.doc-tracking.com/222724/93269>

You can also report bullying by getting a bully reporting form from the front office and giving it to the Principal or Vice Principal.

Sexual Harassment

HLA considers sexual harassment to be a major offense, which may result in disciplinary action, including expulsion of the offending scholar. Sexual harassment includes any unwelcome sexual behavior that interferes with an individual's performance at school or creates an intimidating, hostile or offensive education environment. Any scholar who believes that he or she has been harassed or witnessed harassment is encouraged to immediately report such an incident to his or her teacher, counselor, or administrator. A full copy of this GCC Board Policy is posted in the main office and is sent home with scholars at the beginning of the school year.

Electronic Devices

Cell phones and other electronic entertainment devices (including air pods) are NOT to be visible, audible or turned on while within RDP gates **unless otherwise advised by teachers or staff**. It is the scholar's responsibility to be sure these devices are turned off completely, not on vibrate, and INSIDE their backpack while on school grounds. Scholars who are unable to leave their phone in their backpack must turn in the phone to their homeroom teacher. HLA does not allow the use of cell phones while on campus, this includes during breaks, between classes, during lunch time and during our HLA After School program. Violations will result in immediate confiscation and scholars will be subject to progressive disciplinary actions:



1st offense: Warning, device is confiscated for the rest of the day and can be picked up from the office at the end of the school day.

2nd offense: Device is confiscated for the remainder of the day and released to parent/guardian only.

3rd+ offense: Device is confiscated, released to parent/guardian only, + further disciplinary actions

**** Failure to provide the phone to an adult when asked causes a call home to a guardian and will lead to further disciplinary action.**

Food Delivery Services

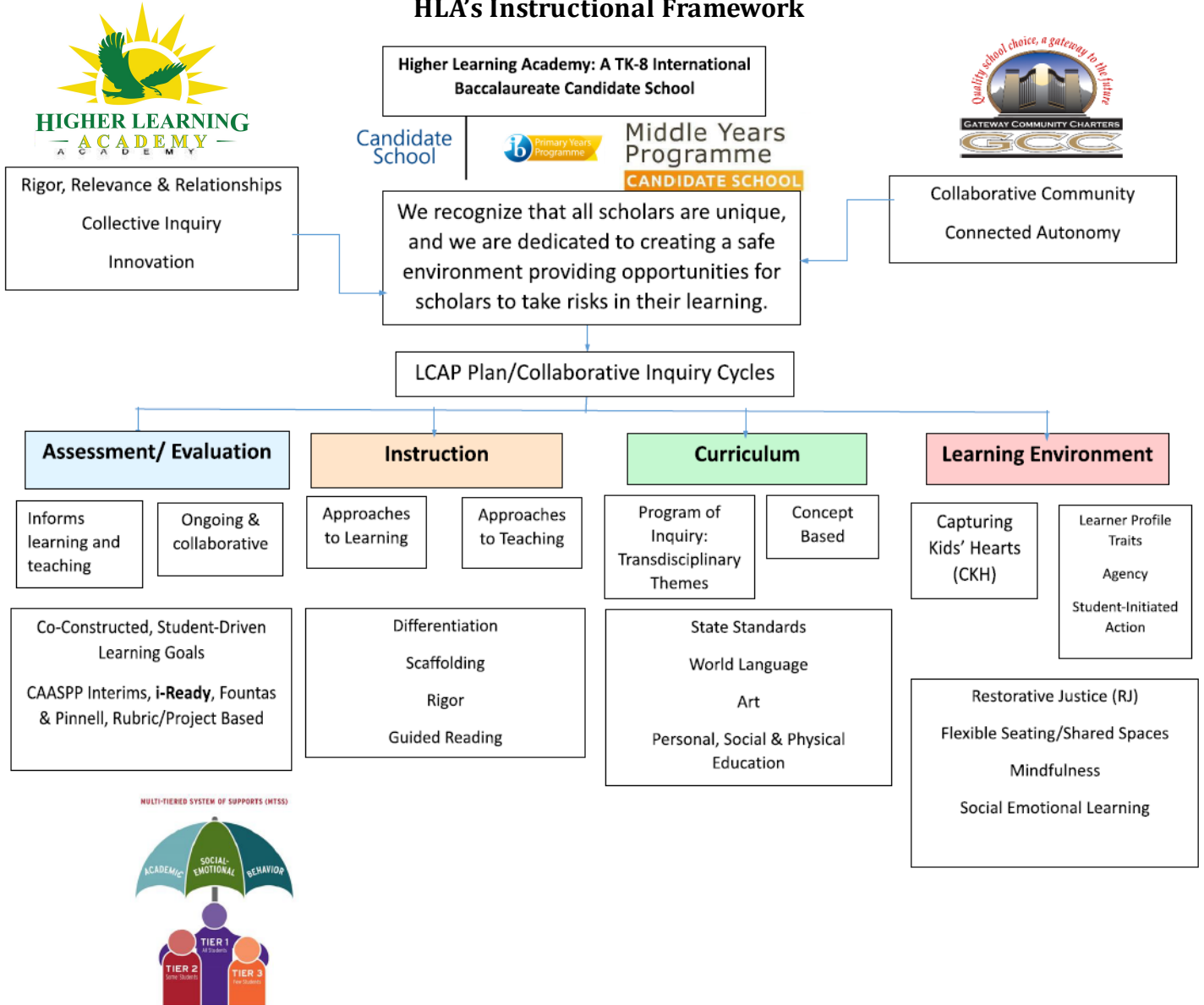
Food delivery services (i.e. DoorDash, Uber Eats, etc.) are prohibited because their use creates the following problems:

- Scholars using their phone without permission
- Time spent out of class ordering food
- Scholars sharing food
- Scholars being pressured to share food
- Trash left on campus

HLA scholars will not be allowed to order food to be delivered to the school. If parents/guardians would like food to be delivered to the school for their scholar, they may order it and alert our office staff: HLA: 916-286-5183 Keep in mind, scholars will not be able to pick up their food until their lunch time. Do not order extra food to be shared with your scholar's friends as sharing food is against school policy.

ACADEMIC SERVICES

HLA's Instructional Framework



Curriculum

All curricular materials are aligned with applicable academic standards, Schoolwide Learner Outcomes, college and career indicators, and are appropriate to address scholar needs.

Promotion Requirements

Walking the stage at 8th grade promotion is a privilege for HLA scholars. Only scholars in good academic and behavioral standings are eligible to partake in the ceremony.

Grading Policy

HLA uses standard-based grading to ensure that scholars are evaluated on the mastery and level of performance of the material. HLA follows a trimester system. The following grading scale is used for the **middle school** level.

| Advanced (A) 100% - 90% | Proficient (B) 89% - 80% | Basic (C) 79%-70% | Approaching (D) 69% - 60% | Unacceptable(NC/F) 59% - 0% |
|---|--|--|---|--|
| Outstanding evidence that scholar has mastered the standards. | Strong evidence that scholar has mastered the standards. | Adequate evidence that scholar has mastered the standards. | Minimal evidence that scholar has mastered the standards. | Little to no evidence that scholar has mastered the standards. |

The following grading scale is used for the **elementary school (K-5)** level.

| Extending 4 | Proficient 3 | Approaching 2 | Developing 1 |
|---|---|--|--|
| The scholar has mastered the standard(s) <u>above</u> grade level | The scholar has mastered the standard(s) <u>at</u> grade level. | The scholar has shown some progress towards mastering the standard(s). | The scholar has shown minimal progress toward mastering the standard(s). |

Progress Reports and Transcripts

Parents are encouraged to monitor their scholar's academic progress via Aeries portal or to contact individual teachers for a report.

Higher Learning Academy is on a trimester system. HLA issues progress reports in the middle of each trimester and report cards at the end of each trimester. At the end of Trimester 1 all families will participate in a parent-teacher conference. At the end of Trimester 2, scholars who are struggling will have a conference. Report cards are sent home with scholars.

Homework

Homework is one method that scholars can continue their studies outside of the classroom. Homework may take many forms, including reading, taking and/or organizing notes, writing essays or journals, or preparing for the next day (such as reviewing recent classroom material). Required homework is up to the discretion of the classroom teacher.

It is the **scholar's responsibility** to find out what was missed during an absence and to complete the work on time. Missed work may be made up with one day extension for each day missed (number of days absent equals the number of days allowed for makeup).

Reading at home should be a daily activity whether assigned by a teacher or not. This will support all scholars' academic and social-emotional development.

Independent Study/Home Instruction: GCC Policy:

Because HLA cares about your scholar and his/her educational progress, in the event that your scholar must be gone from school for an extended period of time (3-15 days), a Short Term Independent Study Contract is available. **Requests for independent study should be turned in to the office for the principal's signature two (2) weeks prior to the absence**, so that there is adequate time for the teacher(s) to prepare the necessary work assignments.

It is possible that requests submitted with less than two weeks notice will not be granted. Successfully completed Short Term Independent Study Contracts will not count against a scholar's attendance record. Completed work must be returned on the day the scholar returns to school.

Please do not take vacations during the school year. Independent study requests for vacations will not be granted.

Academic Integrity

Cheating is not tolerated at Higher Learning Academy. Scholars who choose to cheat may expect a variety of consequences, including but not limited to loss of grade, loss of class, and loss of ability to participate in extracurricular activities. Examples of cheating include, but are not limited to: copying from a neighbor during a test, using an electronic device to retrieve resources not permitted in a learning situation, copying work done by a classmate.

CA State Assessments

Each spring most scholars in California participate in the statewide testing program, the California Assessment of Student Performance and Progress (CAASPP). The CAASPP tests provide information to teachers, parents/guardians and scholars about scholar progress and readiness for college and career. In grades three through eight and grade 11, most scholars take the Smarter Balanced online tests for English language arts (ELA) and mathematics. However, scholars who have a significant cognitive disability (as designated in their individualized education program) are eligible to take the California Alternate Assessments (CAAs). In grades five, eight and 11, scholars are also tested in science (CAST).

CA School Dashboard

The California School Dashboard is a state-run website that features easy to read reports on multiple measures of school success, including test scores, graduation rates, English learner progress, and attendance information. The dashboard is part of California's school accountability system. These dashboards support scholar learning and inform the public as to the progress of all California schools and scholars. Use this link to view dashboard for Higher Learning Academy: <https://www.caschooldashboard.org/reports/34765050113878/2021>

School Accountability Report Card (SARC)

CDE requires all schools to publish a School Accountability Report Card (SARC) annually that describes our school's demographics, academic achievement data, and other important characteristics of our school. A copy of the SARC can be found on our school web page or at www.sarconline.org

ELPAC – English Language Proficiency Assessments Scholars in transitional kindergarten through grade twelve, who are classified as English learners, will take the ELPAC Summative Assessment every year until they are reclassified as proficient in English. Scholars are tested on their skills in listening, speaking, reading and writing. To learn more about the ELPAC, please read the Parent Guide to Understanding the ELPAC, which can be found on the CDE Parent Guide to Understanding the ELPAC Web page at: <https://www.cde.ca.gov/ta/tg/ca/documents/elpacpgtu.pdf> If you have any questions about your child taking the ELPAC, please contact our school's office.

English Learners

Our school ensures that English Learners (ELs) have access to the full range of educational opportunities that we have to offer. We comply with all applicable federal laws in regard to services and the education of EL scholars, and re-classify

scholars as Fluent English Proficient when they have reached that level of language acquisition.

Section 504

Section 504 of the federal Rehabilitation Act of 1973, and the Americans with Disabilities Act (42 USC 12101 et seq.) prohibit discrimination on the basis of disability. Section 504 requires school districts to identify and evaluate children with disabilities in order to provide them a free, appropriate public education. Individuals with a physical or mental impairment that substantially limits one or more major life activities, including seeing, hearing, walking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, speaking, are eligible to receive services and aids designed to meet their needs as adequately as the needs of nondisabled scholars are met. If a scholar has a disability that limits his or her ability to attend or function at school, a written accommodation plan may be documented under Section 504. Scholars have the right to be educated in the least restrictive environment.

The Student Success Team (SST)

An SST is a problem-solving and coordinated approach that assists scholars, families, and teachers to seek positive solutions for maximizing scholar potential academically and/or behaviorally. It provides opportunities for school staff, parents, and other important people in the life of the scholar to discuss the strengths of the scholar, present their concerns about the scholar through discussion and study, plan a positive course of action, assign responsibilities, and monitor results. The team oversees the development of plans to meet scholars' needs, if possible without referral to assessment for special education needs. The team will monitor scholar progress and scholars can exit the SST process based on improvement.

Special Education

California law requires schools to make special programs available to all pupils with exceptional needs who are eligible for services. Parents of children who are suspected to have a disability, or who are determined to be eligible for special education services, are entitled to receive a written copy of Procedural Safeguards which provides an explanation of their rights and will be required to sign an acknowledgment that they have been advised of their rights.

Eligibility for special education and service is predicated on extensive testing and consultation with the Special Education teacher, school psychologist and other special education personnel. HLA will conduct SSTs (see above) prior to initial special education testing to support identifying a least restrictive environment for our scholars.

Student Council Government

Our Student Government at HLA exists to support and advocate for the voices of our scholars to affect school change and improve the culture of the

campus. Student Government's mission is to empower the youth in participating in community events, academic success, and creating a family-like environment at HLA. One primary goal is to make scholar's voices heard and to give scholars opportunities to be decision-makers.

SCHOOL and STUDENT SAFETY

Visitors on Campus

All visitors are required to report to the office and sign the visitor's book when they arrive on campus. A guest badge will then be provided. ***All visitors MUST wear a badge identifying them as a school visitor.***

Closed Campus

To ensure the health and safety of all of our scholars, HLA maintains a “closed campus”. This means that once scholars arrive at our school, they must not leave without permission.

The scholar must report to the office before leaving to sign out and sign in immediately after coming back. Scholars leaving campus or classrooms during the school day without approval will be deemed truant and, in addition to revoking the privilege of leaving campus during lunch, will be subject to disciplinary action.

Procedures:

Areas “Off Limits” During the School Day

1. Parking lots
2. The front of the school,
3. Hallways of shared campuses,
4. Classroom/classroom areas (pods, halls, gym, fields, etc.) not a part of scholar’s schedule,
5. Other unsupervised areas.



Bathroom/Nurse Passes

Scholars are expected to be in class during all class periods. It is the expectation of all scholars to take care of bathroom needs during break times (i.e. recess and lunch). Bathroom passes are to be utilized in every classroom with only one scholar (regardless of gender) out of class at a time with the exception of emergencies.

Locker use (MYP Only)

Middle school scholars will keep their backpacks and personal belongings in their locker during the school day. Items unable to fit in the locker will be kept in the scholar’s first period class for the duration of the day. It is the scholar's responsibility to put their belongings in their locker as soon as they enter campus so as not to disrupt the beginning of the school day. HLA will provide 1 lock for each scholar. If replacement locks are needed, it will be the responsibility of the scholar to purchase them.

- Lockers can not be used to store prohibited items

Cafeteria

Breakfast and lunch are served in the cafeteria each day. Scholars are expected to conduct themselves in an orderly manner when eating in the cafeteria. Scholars are expected to take care of their own trash. All food must be consumed in the cafeteria or designated areas. Scholars who participate in the supper program are to abide by the same cafeteria rules as during regular school hours.

Medication at School

When it is necessary for a scholar to take medication, please administer the medication before or after school hours if at all possible. When this is not possible, a signed release form from the parent and the doctor must be received by the school office before any assistance can be given in the administration of the medication. An authorization form must be completed by the scholar's parent/guardian and doctor before the school can administer prescription medications. All prescription medications must be brought to school by the parent, in the original container with the prescription label attached. This form is available in the school office and on our website. The school does not supply any medication, including Tylenol, for scholars. All medication must be kept in the office in its original container. Scholars may not carry medication (inhaler, Epi-pen) unless a consent form signed by a parent and the physician allowing the medication to be carried is on file in the school office. Scholars may not provide any medication to other scholars.

Over-the-Counter Medications: The school cannot administer any over-the-counter medications. If a scholar needs an over-the-counter medication at school, the parent/guardian must come to the school to administer it. Possession of any non-prescription medication is prohibited on the school grounds, and is grounds for suspension/possible expulsion. Our school adheres to all stipulations and conditions of GCC board scholar policy 11-08.

Immunizations

Scholars must be current on required immunizations. Scholars who do not have all required immunizations must receive the next required dose by the specified due date or they will be excluded from school until the dose is verified by staff.

Head Lice

Parents need to contact the school if they find head lice on their child's head. The school will contact a parent or guardian if scholars are found to have live head lice. Scholars will be checked for head lice by the principal or designee upon return to school. If no live lice are found the child will be sent to class. No school-wide surveillance will be conducted for nits or lice. Gateway Community Charters Head Lice Board Policy 16-17 is available in the main offi

Emergency Procedures

Rancho Del Paso School Site (HLA and FHS) has a well-developed and complete emergency response plan that is coordinated with local agencies. The Incident Command System (ICS) is a standardized approach to the command, control, and coordination of emergency response providing a common hierarchy. Scholars and staff practice emergency procedures such as fire drills and classroom evacuations during the school year and are familiar with how to respond in an emergency situation. California Code, Education Code - EDC § 32001

During an emergency situation, the school will only dismiss scholars to go home if there is time for scholars to safely return to their homes and a parent/guardian has been notified. If a scholar's parent cannot be contacted and/or the parent is unable to pick up their scholar, the school will maintain responsibility for the scholar until the parent or an authorized individual can pick up the scholar. The safety of individual scholars is our highest priority. Scholars will not be excused except to the care of a parent or another adult designated on the emergency card. A complete copy of our school emergency plan is available for review in the school office.

Safety Drills

Fire and safety drills are held periodically to teach scholars the proper way to leave the building or to find alternative exit routes in an emergency. Fire drill instructions are posted in each classroom. Scholars are to quietly and quickly follow all directions given by teachers or other school or fire department personnel. California Code, Education Code - EDC § 32001

Parking and Driveway Safety

We need your help to keep the school and your scholars safe. It is imperative that families adhere to our parking safety rules. EVERY scholar's safety is important to us! At no time, should anyone drive fast or recklessly through the parking areas or surrounding streets. At no time should parents park their cars in a drop off zone. Parents must always park in a designated parking spot. The handicapped zone is reserved for those with handicap permits. Please be courteous and follow all safety guidelines at all times.

Tobacco and Drug-Free Zone

Higher Learning Academy believes that the use of alcohol, tobacco or other drugs (including vaping) adversely affects a scholar's ability to achieve academic success, is physically and emotionally harmful and has serious social and legal consequences. Therefore, all school facilities are tobacco, alcohol and drug free sites. The use of any tobacco, alcohol or drug paraphernalia is prohibited within any school property, facility,

Additional GCC Board Policies

The Rancho Del Paso (RDP) site (both Higher Learning Academy and Futures High School) adheres to the following GCC Board Policies. These policies are available in the main office upon request:

- In the case of scholar complaints, scholars should follow the GCC Student Complaint Procedures (GCC BP 08-08).
- To ensure safe and appropriate internet usage, RDP follows the GCC Internet Safety Policy (GCC BP 17-12).
- Although head lice are less common in high-school age scholars than elementary scholars, if head lice are detected, RDP will adhere to the GCC Head Lice Policy (GCC BP 16-17).
- To guide the holistic wellness of all scholars, RDP follows the GCC Local Wellness Policy (GCC BP 20-13), which includes guidelines for what's appropriate to bring from home for parties.
- To ensure appropriate staff and scholar relationships, RDP follows the GCC Staff-Student Boundaries Policy (GCC BP 03-23)

RDP Library

Every scholar has the privilege of accessing and checking out books from our RDP library. Books need to be checked out by our staff librarian (Ms. Irina) and begin a 2 week check-out time before required return. Return time can be extended by communicating with Ms. Irina. There are no fees for late books; however, scholars will receive late slips prompting return of the book. Lost or significantly damaged books can be replaced by monetary value or donating a similar book to the library.

WITHDRAWAL FROM SCHOOL

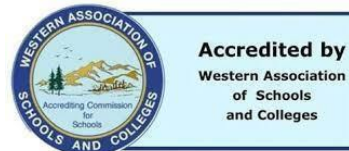
If it becomes necessary to withdraw a scholar from school, families must notify the registrar or attendance clerk in the school's office as soon as possible.

Overview of the Educational Programs at HLA

Academic Program

HLA is a public charter school serving scholars in Transitional Kindergarten through 8th grade. HLA is a school of Gateway Community Charters and overseen by the GCC governing board and Superintendent/CEO. HLA challenges scholars with a rigorous, college preparatory curriculum. Both the elementary and middle school curricula align to Common Core State Standards and all other adopted state standards. Scholars learn 21st Century skills that are incorporated into the International Baccalaureate (IB) framework. HLA is seeking certification for both the primary and Middle Years Programs as an IB world school. We are proud to announce that on April 1st, 2019 our Primary Years Programme (PYP) received official candidate status and in the spring of 2020 our Middle Years Programme (MYP) received official candidate status. Additionally, HLA received our three year WASC accreditation in February 2020 and we have accreditation status through June 30, 2023.

Candidate
School



International Baccalaureate (IB)

At HLA, we believe that an International Baccalaureate (IB) education will enrich this culturally diverse community of Sacramento. **"The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment. These programs encourage scholars across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right."** (Source: www.ibo.org/mission/)

IB has 10 Learner Profile Traits, which unites us all with a common focus on the scholar as a lifelong learner. IB applies to scholars, teachers, parents, and administrators, for we are all continually learning. **We believe scholars who embody the IB mission and learner profile will be successful in a 21st century global environment.**

The International Baccalaureate (IB) Programme offers education that develops the intellectual, personal, emotional, and social skills necessary to be competent and work in a globalizing world. There are four components to the IB program: Primary Years Programme (PYP) which focuses on Transitional Kindergarten through 5th grade; the Middle Years Programme (MYP) which focuses on grades 6-8; the Diploma Programme (DP) and the Career-related Programme (CP) which both focus on the high school grades. The IB Programme has a presence in countries throughout the world. There are IB World Schools around the globe and universities worldwide

recognize the strength of scholars who were taught through the IB Programme. HLA chose to be an IB school because the IB Programme has a reputation for high standards of teaching, pedagogical leadership and scholar achievement.

IB Learner Profile Traits

Inquirers: Students nurture their curiosity, developing skills for inquiry and research. They know how to learn independently and with others. They learn with enthusiasm and sustain their love of learning throughout life.

Knowledgeable: Students explore concepts, ideas and issues that have local and global significance. In doing so, they acquire in-depth knowledge and develop understanding across a broad range of disciplines.

Thinkers: Students exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: Students understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: Students act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open Minded: Students understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: Students show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers: Students approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: Students understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: Students give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

The HLA After School Program

Registration & Attendance

To comply with State and Federal grant requirements the HLA After School Program will commence immediately upon the conclusion of the regular school day and operates a minimum of 15 hours per week and ends at 6:00 PM every school day. We pride ourselves in creating a safe, engaging, positive setting for our scholars. Priority registration goes to Free & Reduce Scholars, Foster Youth, and Homeless. However, there are other target groups and criteria that may vary depending on the need of the school site and their community.

Program Elements

The HLA After School Program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building. The HLA After School Program must consist of the two elements below, and the HLA After School Program leaders work closely with school site principals and staff to integrate both parts with the school's curriculum, instruction, and learning support activities.

1. An educational and literacy element must provide tutoring or homework assistance designed to help scholars meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local scholar needs and interests.

2. The educational enrichment element must offer an array of additional services, programs, and events that reinforce and complement the school's academic program. Educational enrichment may include but is not limited to positive youth development strategies, recreation, and prevention activities. Such activities might involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation businesses; community service-learning; and other youth development activities based on scholar needs and interests. Enrichment activities are to enhance the core curriculum. The HLA After School Program must be aligned with, and not be a repeat of the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building. The HLA After School Program must consist of the two elements below and the HLA After School Program leaders work closely with school site principals and staff to integrate both parts with the school's curriculum, instruction, and learning support activities.

Purpose and Objectives

The HLA After School Program intends to provide safe and educationally enriching alternatives for children and youth during non-school hours. The HLA After School Program is created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for scholars in grades TK-8. One of the goals of the program is to support local efforts to improve assistance to scholars and broaden the base of support for education in a safe, constructive environment. The HLA After School Program provides scholars with academic and enrichment activities, and keeps children safely off the streets. The program also offers a wide variety of benefits to participating scholars including improved school attendance, English fluency, academic success, crime prevention, and social-emotional skill development.



****Yellow highlighted days** on the below calendar represent our minimum day schedule.



Higher Learning Academy A Gateway Community Charters School



2023-24 School Calendar

JUL '23 0

| M | T | W | T | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |



JAN '24 16

| M | T | W | T | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

AUG '23 17

| M | T | W | T | F |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

Key Calendar Dates

| |
|-----------------------------|
| Aug. 8 Back to School Event |
| Aug. 9 First Day of School |
| May 31 Last Day of School |

FEB '24 16

| M | T | W | T | F |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | |

SEP '23 20

| M | T | W | T | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

Non Student/Staff PD Days

| |
|-----------------------------|
| Aug. 7-8 Teacher in Service |
| Oct. 9 Teacher in Service |
| Jan. 8 Teacher in Service |
| Apr. 1 Teacher in Service |

MAR '24 16

| M | T | W | T | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

OCT '23 21

| M | T | W | T | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

Holidays/Recess

| |
|------------------------------|
| Jul 4 Independence Day |
| Sep. 4 Labor Day |
| Oct 9 - School Recess |
| Nov. 10 Veterans Day |
| Nov.20-24 Thanksgiving Break |
| Dec.22-Jan.5 Winter Break |
| Jan.15 MLK Jr. Holiday |
| Feb.19-23 Presidents' Week |
| Mar. 25-29 Spring Break |
| May 27 Memorial Day |
| Jun 19 Juneteenth |

APR '24 21

| M | T | W | T | F |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

NOV '23 16

| M | T | W | T | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | |

Progress Reports/Report Cards

| |
|-----------------------------|
| Sep. 20 T1 Progress Report |
| Nov. 1 T1 Report Card |
| Jan. 11 T2 Progress Report |
| Feb. 29 T2 Report Card |
| April 23 T3 Progress Report |
| May 31 T3 Report Card |

MAY '24 22

| M | T | W | T | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

DEC '23 15

| M | T | W | T | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

End of Grading Periods

| |
|---------------------------------|
| Trimester 1 - Nov 2 (60 Days) |
| T1 Conferences - Nov 1-Nov 3 |
| Trimester 2 - Feb 28 (60 Days) |
| T2 Conferences - Feb 29-March 1 |
| Trimester 3 - May 31 (60 Days) |

JUN '24 0

| M | T | W | T | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

89

Total Service Days: 180

BOARD ADOPTED: 2/7/2023

ALL GCC BOARD POLICIES ARE AVAILABLE IN THE FRONT OFFICE

Higher Learning Academy School

It is important that families and schools work together to help scholars achieve high academic standards. Through a balanced educational approach we can ensure success.



We have read, understand and agree to adhere to the expectations outlined in the Higher Learning Academy Scholar and Parent Handbook.

Scholar Name: _____

Parent Name: _____

Teacher Name: _____

Scholar Signature: _____

Parent Signature: _____

Date: _____

**Gateway Community Charters
Notification of Rights under FERPA**

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) 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 scholars' education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or 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, schools 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 schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
 - 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.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520