Creating Global Citizens

2026-2027 Parent-Student Handbook

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GENERAL INFORMATION

Handbook Overview

The purpose of the Norton Science and Language Academy's Parent-Student Handbook is to give students and their parents/guardians an understanding of school expectations and policies as well as provide pertinent information. The handbook includes detailed expectations for student attendance, behavior and discipline, including policies and consequences for bullying and harassment, due process rights related to discipline (including suspension, expulsion, and special education), and a description of both informal and formal complaint procedures that parents may pursue in the event of disagreements. Norton Science and Language Academy annually updates the Parent-Student Handbook for distribution to families. Amendments to the handbook by Norton Science and Language Academy may be made throughout the year.

Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

Norton Science and Language Academy's Mission Statement
Our NSLA mission is to ensure learning for a diverse and often underserved population of students who will be college and career ready as a result of our safe and rigorous bilingual, bi-literate, and multicultural education. The Norton Science and Language Academy exists to prepare students for post-secondary success through a relevant, rigorous college-preparatory education.

Norton Science and Language Academy's Vision Statement
With Courage, Generosity, and Honor, the Norton Science and Language Academy works to ensure high levels of learning and to nurture a growth mindset for all. As a collaborative community, we use effective instructional practices that are STREAM-focused, research-based, and data-driven. We engage in integrated learning experiences that promote global-mindedness, critical thinking, and a re-defined use of technology. We are a bilingual, bi-literate, and multicultural community that achieves at the highest academic level

Norton Science and Language Academy's Collective Commitments
● Work collaboratively, using research-based curriculum and best practices to achieve vision-aligned goals that support the achievement of our students. ● Utilize multiple measures of assessment to monitor student learning, drive instruction and inform stakeholders. ● Provide an environment that engages students in technology-rich, authentic learning. ● Promote a sense of global-mindedness to prepare students for success in the 21st century. ● Differentiate the educational experience to develop talents and abilities within students as well as nurture a growth mindset.

Student Learning Outcomes

Students who graduate from the Norton Science and Language Academy will demonstrate they are…

PROFILE OF A GRADUATE

Norton Science and Language Academy

A Lewis Center School

Creating Global Citizens

As Norton Science & Language Academy graduates, we are:

HOPEFUL HUMANS
Who nourish our well-being, adapt to change, and imagine possibilities as we nurture hope, love, and faith in ourselves, peers, and community.

NIMBLE INNOVATORS
Who accept differences, are empathetic and open to others' viewpoints, and advocate for ourselves and others as we collaboratively engage with challenges.

EMPATHETIC COMMUNICATORS
Who actively listen and ask questions, seek to understand diverse perspectives, and foster open and inclusive communication as we willingly engage with others.

GLOBAL CITIZENS
Who communicate across differences, engage with the world and its significant issues, and take informed risks as we make an impact throughout our lives.

ENGAGED LEADERS
Who approach challenges with curiosity, overcome obstacles with perseverance, and empower and support team members, as we engage and reflect locally and globally.

CRITICAL THINKERS
Who seek multiple perspectives, question assumptions, and apply critical thinking as we foster lifelong discovery and an exploration of our roles in the world.

Dual Immersion/Doble Inmersion

Norton Science and Language Academy

A Dual Immersion School

What is a dual immersion program?

Dual immersion, also known as Two-way immersion programs, integrates language minority students (English learners) and language majority students (English speakers) in order to develop their bilingualism and bi-literacy in English and another language. In two-way programs, the model selected generally prescribes the amount of time spent in the target (non-English) language.

There are two common program models:

1. **50/50 Model:** Both English and the target language are used 50 percent of the time during the entire program.
2. **90/10 Model:** English is used for a minimum of ten percent of the time beginning in kindergarten, and the percentage increases annually until both English and the target language are used equally.

Norton Science and Language Academy follows the 90/10 model. In both models, instruction is delivered in and through the two languages. Two-way immersion programs combine a maintenance bilingual education with a foreign language immersion model and minimally last from five to seven years.

Kindergarten students attend school for the full day. New students entering Norton Science and Language Academy in grades above 2nd, should come from a bilingual classroom or bilingual home environment to be considered for the program. The lack of English language skills will not be a barrier to admission or participation in programs or activities.

What are the goals of a dual immersion school?

- **Bilingualism:** High levels of proficiency in English and a second language. All participants will demonstrate oral proficiency in their first and second language.
- **Bi-literacy:** High levels of academic proficiency in English and a second language. All participants will demonstrate their ability to perform on grade level in English on the same tests and standards as all students as well as in the target language.
- **Multicultural proficiency:** Understanding of different cultures and development of high self-esteem. All participants will demonstrate their ability to appreciate the values of other cultures in our society.

Nondiscrimination Statement

LCER does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

LCER adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

LCER does not discourage students from enrolling or seeking to enroll in its schools for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. LCER shall not encourage a student currently attending one of its schools to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the school's charter and relevant policies.

LCER shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

LCER is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). LCER also prohibits sexual harassment, including cybersexual bullying, and harassment based upon pregnancy, childbirth, or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin, or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. LCER does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cybersexual bullying, by any employee, independent contractor, or other person with which LCER does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the LCER Uniform Complaint Procedures ("UCP") Compliance Officer:

Director of Human Resources
17500 Mana Rd. Apple Valley, CA 92307
HR@lcer.org
(760) 946-5414 ext. 220

LCER prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Parent and Family Engagement Policy

LCER aims to provide all students in our schools significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps while abiding by guidelines within the Elementary and Secondary Education Act ("ESEA"). LCER staff recognizes a partnership with families is essential to meet this goal. Our Parent and Family Engagement Policy leverages and promotes the active involvement of all families as partners with our schools to ensure student success. A copy of the LCER's complete Policy is available on the LCER website under Board Policies.

ACADEMICS

Academic Philosophy

The Norton Science and Language Academy is committed to maintaining a relevant, rigorous college-preparatory education for all students.

National Honor Societies

National Honor Society is a national organization and the local Norton Science and Language Academy Chapter has two levels: National Junior Honor Society (NJHS) for grades 7-9, and National Honor Society (NHS) for grades 10-12. Chapter membership not only recognizes students for their accomplishments but challenges them to develop further through active involvement in school activities and community service.

The application process is held at the beginning of every school year. Membership at Norton Science and Language Academy is determined by selection in regard to the six pillars: scholarship, service, leadership, character, citizenship, and responsibility. If an applicant meets all the criteria for membership, submission of the application and payment of annual dues validates membership. Specific requirements will be included in the annual application instructions.

State Standards

LCER utilizes the adopted State Standards in all content areas. Lessons and curricula have been aligned to meet these standards. LCER regularly reviews its adopted curriculum through a review process that includes: needs assessment, selection, adoption, implementation, monitoring, and review. When deemed necessary, new curriculum purchases are included in the annual LCAP and budget to ensure adequate funding for successful implementation.

NSLA has adopted the Integrated Science curriculum model for the Next Generation Science Standards. Science is the process of noticing, wondering, and finding supported explanations for processes all around us. As an academic subject, science combines the mathematical skills of measuring and data with the language arts skills of describing, asking, answering, and arguing. Studying science is not merely an excellent way to prepare for a career, but also represents an opportunity to gain a better understanding and a fuller appreciation of the world in which we live. Such knowledge protects us from being misled and allows us to make informed decisions. Informed decision-making is a vital responsibility of citizenship in a democratic society.

At Norton Science and Language Academy, we encourage students to carefully practice the art of scientific inquiry as they internalize the body of knowledge that science has provided them in the hope that it will provide useful guidance throughout their lives.

GOALS

In each course, the Science Department provides:

1. A stimulating, rigorous, and thought-provoking curriculum
2. Investigations, laboratory experiences, outdoor activities, and inquiry-based projects that emphasize the development of science-based skills (procedural knowledge), working within and among the greater community of scientists, critical thinking, and the scientific method

3. Encouragement to consider education as a lifelong experience
4. A scientific knowledge base (declarative knowledge) that will lead to successful career choices
5. Reasons to respect the balance between humanity and the natural environment
6. Opportunities to use a variety of technologies related to science

Standardized Assessments

LCER schools participate in the California Assessment of Student Performance and Progress (CAASPP) System. On January 1, 2014, California Education Code Section 60640 established the CAASPP System of Assessments. The California Department of Education releases the 2022-23 Assessment System in the summer of 2022. The school shall annually administer required state testing to the applicable grades (e.g., the CAASPP). Notwithstanding any other provision of law, a parent's or guardian's written request to school officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

The Smarter Balanced Assessment System (SBA) utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. This system is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics.

In the spring of each year, students are required to participate in the SBAC Assessment program which is designed to measure their academic growth over the preceding year. The results from this test are used by the State of California to evaluate the overall effectiveness of our program.

State and Site Assessment Calendar for 2026-2027

CAASPP - Grades 3, 4, 5, 6, 7, 8, 11
English Language Arts, Mathematics, and Science

Grade Levels	Test Type	Testing Window
3-8, 11	Smarter Balanced Assessment for ELA and Math (SBA)	April 26 through May 28, 2027
5, 8, 11	California Science Assessment (CAST)	April 26 through May 28, 2027
3-8, 11	California Alternative Assessment (CAA) for ELA, Math, and Science as designated by an Individualized Education Plan (IEP)	January 11 through May 28, 2027
3-8, 11	CAASPP Interim Assessments for ELA and Math to practice for the SBA in the spring	September 14, 2026 through March 19, 2027

English Language Proficiency Assessments for California (ELPAC) - All Grades
Assessment of English Learners

Grade Levels	Test Type	Testing Window
All	ELPAC Initial Assessment for students identified for a home	August 5 through September 4,

	language other than English	2026
All	ELPAC Summative Assessment for students identified as English Learners	February 1 through May 28, 2027

Reading Difficulties Screener - Grades K, 1, 2

Grade Levels	Test Type	Testing Window
1 and 2	Administered in the fall for both English and Spanish	August 10 through August 30, 2026
Kindergarten	Administered in the fall for both English and Spanish	November 9 through November 20, 2026

Physical Fitness Testing (PFT)

Grade Levels	Test Type	Testing Window
5, 7, 9	Physical Fitness Testing	February 1 through May 28, 2027

Academic Integrity Policy

Norton Science and Language Academy values real mastery of subject content and has adopted high standards for honesty. Prohibited activities include:

- Cheating
- Plagiarism
- Forgery

Any student determined to have cheated, plagiarized, or committed forgery will be subject to consequences which may include, but are not limited to the following:

- Receive a zero grade on the assignment or test
- Receive a failing grade for the class
- Receive an opportunity to retake test or complete assignment honestly

Any student assisting in any of the above will also be subject to consequences. The instructor and administration will determine consequences based on the nature of the offense.

Cheating

Cheating on an assignment or test robs a student of any inherent value of the assignment or test. In addition, cheating may unfairly affect other students by changing a grading scale or curve. The choice to cheat on an assignment or test may reflect more serious academic issues including fear of failure, an outside-of-school schedule that prevents the student from completing work, and/or incorrect class placement. Whatever the cause, students who engage in cheating compromise their integrity, dignity, and self-worth.

All assignments should be considered individual unless specifically stated by the instructor as otherwise. Cheating includes:

- Exchanging assignments with other students, whether you believe the assignment will be copied or not

- Using any form of assistance during tests or quizzes without the expressed permission of the instructor
- Giving or receiving answers during tests or quizzes. It is the student's responsibility to secure his or her own paper, thereby removing the opportunity for another to copy
- Taking credit for group work when you have not contributed an equal or appropriate share toward the end result
- Accessing a test or quiz to determine the questions prior to the administration of the test
- Submitting work generated by ChatGPT or other AI applications as one's own

Plagiarism

The ability to present thoughts and ideas clearly and coherently in a written form is a cornerstone of academic success. Plagiarism prevents students from developing the skills necessary for academic competence. Additionally, it prevents the instructor from providing appropriate feedback and assessment to assist the student in correcting any deficiencies in his or her writing.

All assignments must be written in the student's own words. Quotations, thoughts, and ideas taken from another's writing must be given appropriate credit in the paper.

Plagiarism includes:

- Taking someone else's assignment, or portion of an assignment, and submitting it as your own
- Submitting material written by someone else, or rephrasing the ideas or thoughts of another, without giving the author's name and/or source
- Presenting the work of someone else, including tutors, friends, parents, or siblings, as your own
- Submitting purchased papers, in whole or in part
- Submitting papers from the Internet as your own, in whole or in part
- Supporting plagiarism by providing your work to others, whether you believe it will be copied or not

Forgery

There are many times when a parent or legal guardian must sign school documents. Some documents become part of the official school record and some are returned to individual instructors. It is vital that every document possesses a valid signature. Forgery places a student in the position of having his or her integrity questioned, not just in the specific incident, but also in any situation that requires trust. Any documented incidents of forgery will be dealt with as a disciplinary issue.

Grading Policies

Grades Determined by Teacher

As stated in California Education Code 49066, when grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course, and the determination of the pupil's grade *by the teacher,* in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, *shall be final.* A copy of the LCER Grading Policy is located in Appendix.

Challenging a Grade

There are two conditions when a grade may be challenged:

- Smarter Balanced Assessments (SBA) - We realize that there are times that students may not do well in the class but can perform well on the state assessment. If a student receives a

"Proficient or Advanced" through SBA testing, and has received an F for the corresponding course, the teacher may raise the grade to a C- at his or her discretion.

- Advanced Placement (AP) - Advanced Placement exam scores: If a high school student passes an AP test with a score of 4 or 5, the student may then appeal to the teacher of that course to raise the second-semester grade of the corresponding course one letter grade. If for some reason, the teacher is no longer available to contact, the grade given is final.

Teacher Qualification Information

As the Lewis Center receives Title I federal funds through the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA"), all parents/guardians of students attending the NSLA may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals, including at a minimum:

1. Whether the student's teacher:
    a. Has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
    b. Is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
    c. Is teaching in the field of discipline of the certification of the teacher; and
2. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Upon request, the NSLA will provide the information to the parents/guardians in a timely manner. Parents/guardians may contact the President/CEO at (760) 946-5414 ext. 201 to obtain this information.

Availability of Prospectus

Upon request, the NSLA will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that pursuant to law, the NSLA may charge for the prospectus in an amount not to exceed the cost of duplication.

Animal Dissections

Students at the NSLA may perform animal dissections as part of the science curriculum. Any student who provides their teacher with a written statement, signed by their parent/guardian, specifying the student's moral objection to dissecting or otherwise harming or destroying animals, or any parts thereof, may be excused from such activities if the teacher believes that an adequate alternative education project is possible. The alternative education project shall require a comparable time and effort investment by the student. It shall not, as a means of penalizing the student, be more arduous than the original education project. The student shall not be discriminated against based upon their moral objection to dissecting or otherwise harming or destroying animals or any parts thereof.

English Learners

The NSLA is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The NSLA will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness,

and standardized testing requirements. The NSLA will implement policies to assure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents.

Elementary Academic Guidelines

Elementary Grade Reporting

To communicate the achievement of learning targets based on adopted State Standards, elementary grades TK-5 use standards-based grading and reporting. Standards are the academic skills a child should be able to demonstrate proficiency in by the end of their current school year.

For each of the three reporting periods on the report card, the student will receive a proficiency level of 1, 2, 3, or 4 based on evidence collected over a period of time. It is expected that students progress throughout the school year to eventually score a 3 or 4 by the end of the year.

Elementary Promotion and Retention

Teachers will work closely with parents/guardians to determine the best academic placement for students. Each case will be considered individually and will take into account multiple factors to ensure the highest likelihood of future academic success. LCER Board Policy and Administrative Regulation 5123 ensures promotion and retention are handled in a procedural, uniform manner.

Middle School Academic Guidelines

Middle/High School Grade Reporting

All secondary classes are awarded 5 units of credit for the successful completion of each semester. The one exception to this is homeroom, which is 2.5 units/credits per semester. All semester grades are recorded as a permanent record on the student's transcript.

For the purposes of calculating a grade point average, the following applies

Unweighted GPA - Standard Course	**Weighted GPA - Extra weight will be given to Honors, Advanced Placement, and VVC courses that are UC/CSU transferable.**
A = 4 points	A = 5 points
B = 3 points	B = 4 points
C = 2 points	C = 3 points
D = 1 point	D = 1 point
F = 0 points	F = 0 points

Middle School Course Requirements

Students must successfully complete the following requirements in order to be promoted to high school.	
Units	**Subject/Course**
30	English Language Arts
30	Math
30	Science
30	History
30	Physical Education
30	Electives
8th-grade students who fail two or more academic classes during the second semester will result in student ineligibility for participation in the 8th-grade end-of-year recognition ceremony.	

Middle School Promotion and Retention

The NSLA feels strongly that students should take ownership of their coursework. The following will serve as the guideline for repeating courses and/or a particular middle school grade level:

- If one core academic (English, Science, History, Math) is failed in a semester of the school year, the student will not receive credit for that semester of coursework and may be required to attend summer school.
- If two or more core classes (English, Science, History, and Math) are failed in a semester, the student may be required to repeat the school year in the grade in which the courses failed.
- Math courses are sequential and integrated in nature. If a student fails one or two semesters of a middle school math course, they may be required to repeat that course and/or attend a support class the following year. Students may be required to give up their elective classes to repeat the course. Successful completion of Math 8 is required to enroll in high school math coursework.
- Core academic classes (English, Math, Science, and History) will have a grading scale of A, B, C, D and F.

Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action. LCER Board Policy and Administrative Regulation 5123 ensures promotion and retention is handled in a procedural, uniform manner.

High School Academic Guidelines

Subject Area	Graduation Requirements	UC / CSU "A-G" Entrance Requirements
Social Science (Area - A)	3 year long courses ● World History - 1 yr. ● US History - 1 yr. ● American Gov't - ½ yr. & Economics - ½ yr.	2 years required (3 years recommended) ● World History - 1 yr. ● US History - 1 yr. OR ● World History - 1 yr. ● US History - ½ yr. / Amer. Gov't. - ½ yr.
English (Area - B)	4-year-long courses ● Intro to Literature ● World Literature ● American Literature or AP English Language ● British Literature or AP English Literature	4-year-long courses required ● Intro to Literature ● World Literature ● American Literature or AP English Language ● British Literature or AP English Literature
Mathematics (Area - C)	3 year long courses including at least Integrated Math 1 or Algebra 1 and Geometry	3 years required (4 years recommended) College-prep mathematics that includes the topics covered in elementary and advanced algebra and 2D/3D geometry. Approved integrated math courses may be used to fulfill part or all of this requirement
Science (Area - D)	3-year long courses ● NGSS Earth Science* ○ AP Computer Science Principles may be substituted for Earth Science ● NGSS Biology ● NGSS Chemistry	2 years required (3 years recommended) Must include one year of life science with lab as well as one year of physical science with lab.
LOTE (Area - E) Language Other Than English	1 year of a language other than English	2 years required (3 years recommended) ● Language other than English

VPA (Area - F) **Visual or Performing Art**	OR 1 year of a visual or performing Art	1 year required VPA courses such as art, drama/theater, music, dance, or video
Electives (Area - G)	Students must complete a minimum of 70 HS elective credits to graduate from high school.	1 year required Any additional UC approved A-G course
Physical Education	2 years required	None

***Participation in commencement exercises requires that all graduation requirements be satisfied one full day prior to the graduation ceremony.

***Seniors making up courses in summer school must be finished by August 1st of the graduating year in order to be issued a diploma.

Norton Science and Language Academy's UC-approved course list is located on the school website at:

https://nsla.lewiscenter.org/Counseling/Academic-Counseling/UC-Approved-A-G-Courses/index.html

Or:

https://drive.google.com/file/d/1rMMn8CTcS_cFoaqD3WSaIIYpfZTnE8UH/view?usp=sharing

College entrance requirements are available in the College Planning Guide located on the school website at:

https://d16k74nzx9emoe.cloudfront.net/91a76c89-b62f-49e7-a9dc-0f1bbea6a34c.pdf

This catalog also includes grade level information, entrance exam information for the SAT/ACT, and important websites such as UC and CSU that will help in finding a college and pursuing financial aid.

High School Promotion and Retention

Grade level promotion is based upon successful unit completion as outlined below:

- 9th Grade = 65 credits
- 10th Grade = 130 credits
- 11th Grade = 195 credits
- 12th Grade = 235 credits

In order for a student to be considered in one of the above grades, that student must have at least the number of corresponding credits. For example, to be considered a 10th-grade student, a student must first complete 65 credits of coursework.

Retention will be considered on an individual basis after thorough dialogue with parents, teachers, and administrators to determine the most appropriate course of action. LCER Board Policy and Administrative Regulation 5123 ensures promotion and retention are handled in a procedural, uniform manner.

High School Academic Awards

Graduates of each graduating class will be honored as follows:

- Valedictorian and/or Salutatorian will have specially designated cords or ribbons
- Students with a cumulative weighted GPA of 4.0 or above through the first semester of the senior year will have gold cords.
- Students with a cumulative weighted GPA of 3.6 to 3.99 or above through the first semester of the senior year will have silver cords.

Each semester students will be recognized for their academic accomplishments for the previous semester as follows:

- Summa Cum Laude = 4.0 GPA or above
- Magna Cum Laude = 3.5 to 3.99 GPA
  Honor Roll = 3.0 to 3.49 GPA
- In high school, an academic letter can be earned when a student earns a 3.5 GPA for two consecutive semesters. A chevron will be earned for each semester they earn a 3.5 or above GPA thereafter.
- A Lamp of Knowledge pin may be earned for each semester that a 4.0 GPA is achieved.

The total cumulative weighted GPA will be used for the above awards. If a student believes he/she qualifies for an award listed above, they should contact the School Counselor.

Golden State Seal Merit Diploma

To be eligible for the GSSMD, students (1) must be eligible to receive a high school diploma; and (2) must have demonstrated mastery of the curriculum in at least six subject areas, as follows:

- English language arts/literacy (ELA)—students must have earned one of any of the following:
  - A grade of B+ or above (or numerical equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
- Mathematics—students must have earned one of any of the following:
  - A grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine or ten or eleven
  - An achievement level of “Standard Met” or above for the high school Smarter Balanced Summative Assessment
- Science—students must have earned one of any of the following:
  - An achievement level of "Standard Met" or above for the high school California Science Test taken in grade ten or eleven
  - An grade of B+ or above (or numeric equivalent) in a single course (each semester) completed in grade nine, ten or eleven

- U.S. History—students must have earned one of any of the following:
    - A grade of B or above (or numerical equivalent) upon completion of the required U.S. history course (each semester)
    - A qualifying score that demonstrates mastery of the subject as determined by the LEA for an examination produced by a private provider or the LEA
- Two additional subject areas:
    - Any additional qualifying grade or score listed above, earned for the subject of ELA, mathematics, science, or U.S. history not already used to meet eligibility
    - A grade of B or above (or numerical equivalent) upon the completion of high school courses in other subjects
    - A qualifying score that demonstrates mastery of other subjects, as determined by the LEA, for an examination produced by a private provider or the LEA

Seal of Biliteracy

To be eligible for the California State Seal of Biliteracy students must attain a high level of proficiency in two or more languages. The English criteria includes:

- Completion of all English language arts requirements for graduation with an overall grade point average of 2.0 or above.
- Passing the California Standards test in English language arts administered in grade 11 at the proficient level or above.
- For English learners not reclassified, attain the overall early advanced level on the English language development test

The criteria for proficiency in a language other than English is one of the following:

- Passing World Language Advanced Placement examination with a score of 3 or higher
- Passing an International Baccalaureate examination with a score of 4 or higher
- Successful completion of a four-year high school course of study in a world language and attaining an overall grade point average of 3.0 or above
- Passing a school district language exam that, at a minimum, assesses speaking, reading and writing passing at a proficient level or higher
- Passing the SAT II world language examination with a score of 600 or higher

Valedictorian/Salutatorian

The valedictorian and salutatorian are designed to recognize the highest achieving students in each graduating class. The following criteria will be considered for the selection of each:

1. Total Weighted GPA 9-12 – the student is in the top five (5) of the class when ranked according to the total cumulative weighted GPA, based on the first seven semesters of high school, otherwise defined as through the first semester of the student's senior year of high school.

2. Academic Rigor - the student has engaged themself in an academically challenging course of study and continued to enroll in a rigorous course of study for their senior year. Candidates will be evaluated based on the total number of honors, Advanced Placement (AP), and college courses taken during the first seven semesters of high school. Candidates that earn the California State Seal of Biliteracy, Golden State seal, Tri-M Music

seal, National Honor Society seal, or the AP Capstone diploma will be given additional consideration.

3. School Involvement – the student has been involved in on-campus activities throughout their high school career. Additional consideration will be given to activities in which the student held a leadership capacity:
   a) School Sponsored Club: either for multiple years (two or more) with the same club or with multiple clubs (at least two) *or*
   b) Sports: either one sport for multiple years (two or more) or with multiple sports (at least two) *or*
   c) Visual and Performing Arts performance groups (two years or two different groups)

4. Additional consideration will be given to students who complete all high school core classes at the NSLA.

Recommendations and announcements of students being honored will be brought forward as follows:

1) School Counselor will identify the top five (5) students in the graduating class ranked by total cumulative weighted GPA and provide the list of candidate names to the administrative team for evaluation and determination of final valedictorian and salutatorian selections.
2) School officials reserve the right to rescind the offer of this honor due to a breach of the above criteria in the final semester of the student's senior year.
3) The principal will have the final say as necessary.

Course Changes

Students and their parents are encouraged to carefully select classes in the Spring for the following school year. We realize that academic plans and goals change and therefore students may need to make course adjustments. However, we also recognize the need for continuity in classroom instruction. In trying to balance the two issues, the following course change procedure will be in effect.

1. Student or parent-initiated course change requests will only be considered during the first two weeks of the semester. After this time, course changes will only be made to address academic concerns.

2. Course changes will only be made for academic or medical reasons. Requests to be placed in different courses based on personal preference (i.e. being with a friend), will not be honored.

3. Classes dropped after the 4th week of the semester will result in the student receiving an F for the entire semester in that class. This does not apply to level changes initiated by staff for proper academic placement.

4. In general, courses are considered to be year-long in nature. As a result, approval for second-semester changes will only be considered for the purpose of addressing academic or medical concerns.

Due to the infrastructure of our school, as it relates to facility size and staffing plans, students will be allowed to take a core academic course (other than math or science) only one time. If a student fails to pass a core academic class necessary for graduation, he/she must pursue summer school options in order to fulfill that requirement. Please see the School Counselor for information on making up necessary courses.

Transfer Credits

The Norton Science and Language Academy is fully accredited by the Western Association of Schools and Colleges (WASC). We will gladly accept credits from any WASC-accredited school with the following conditions:

1. Summer school at a local high school is for the makeup of failed classes only, not for advancing in the core curriculum.
2. San Bernardino Valley College or another college is the appropriate avenue for advancing in coursework related to high school graduation. All coursework must be completed prior to the time the student would normally be scheduled for the class.
3. Any exceptions must be submitted in writing to the administration for consideration.

College Credit Acceptance Policy

Beginning with the Class of 2024, the NSLA's policy for accepting credit earned at a community college shall be as follows:

- When a student chooses to submit college coursework for high school credit, all coursework listed on the student's college transcript must be added to their high school transcript in its entirety.
- All coursework submitted for high school credit and inclusion on the student's high school transcript must be 100 level or higher and shall qualify as a general education pattern course. The NSLA will use the University of California's IGETC (Intersegmental General Education Transfer Curriculum) list of courses for the determination of applicable courses. The administration reserves the right to accept additional courses not on the IGETC list on a case-by-case basis.

Concurrent Enrollment

Concurrent enrollment is a program provided by the community college system that allows students to be concurrently enrolled in college courses while still attending high school. Concurrent enrollment is a privilege and a wonderful opportunity provided to students and must be handled responsibly. The purpose of the program is to provide:

- An opportunity for a student to be challenged by college-level coursework
- An opportunity for students to be better prepared for the transition into the college atmosphere

Please view in the 2023-2024 High School Course Catalog for a more detailed explanation of the opportunities and responsibilities involved with the concurrent enrollment program or see a member of the Student Services staff.

Transfer Students

When a student comes in after the fourth week of a semester, it becomes increasingly difficult for a teacher to adequately assess learning. Students who transfer in after four weeks should either have a transfer grade from the previous school or be aware that makeup work will be at the discretion of the teacher. If there are no transfer grades, the possibility exists that no credit may be earned for the semester. The longer the time period in which there is no record of learning, the more likely that there would be no credit for the class. Different requirements may apply for homeless, foster, or mobile youth in accordance with state and federal law, and school policy.

Grad Night Requirements

In an effort to ensure greater opportunity for students to meet the NSLA's high school graduation requirements, and to participate in commencement exercises, there will be an academic

requirement regarding Grad Night. All students must be considered in good standing, and pass all classes necessary for graduation, in order to be eligible for participation in Grad Night. Purchased tickets will not be refunded.

Early Graduation

Under certain circumstances, a student may be eligible to graduate mid-term during senior year. Students must notify in writing and receive permission from the Counseling office by June 1st of the junior year of their intent to graduate early during their senior year. Students who graduate early are not eligible for participation in second-semester sports. They will also not receive consideration for Valedictorian or Salutatorian.

Information Regarding Financial Aid

California Assembly Bill AB 469 requires that all graduating seniors complete either the FAFSA (Free Application for Student Aid) or California Dream Act application as part of their graduation requirements. Alternatively, an opt-out form will be available for families to submit in lieu of completing a FAFSA or California Dream Act application.

In the fall of the senior year, the NSLA shall ensure that each of its students receives information on how to properly complete and submit the FAFSA or California Dream Act application, as appropriate. The NSLA will provide a paper copy of the FAFSA or the California Dream Act Application upon request.

- Legislative text regarding AB 469 - https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB469
- FAFSA (Free Application for Student Aid) - www.studentaid.gov
- California Dream Act Application and information regarding the California Dream Act is available at: https://www.csac.ca.gov/post/resources-california-dream-act-application

Cal Grant Program Notice

The NSLA is required by state law to submit the Grade Point Average (“GPA”) of all high school seniors by Oct. 1 of each year, unless the student (if the student is 18 years of age or older) or parent/guardian (for those under 18 years of age) opt-out. Students currently in eleventh (11th) grade will be deemed a Cal Grant applicant, unless the student (or parent/guardian, if the student is under 18 years of age) has opted out by or before February 1.

ATHLETICS, CLUBS AND EXTRACURRICULAR ACTIVITIES

Athletics Philosophy

The philosophy of the Norton Science and Language Academy Athletic Department is to pursue victory through Courage, Generosity, and Honor. Our goals are to teach student-athletes how to work together in knowledge and ability and to show students that physical activities are a vital part of a balanced lifestyle.

Goals

- Provide opportunities to develop proper attitudes toward winning and losing and competing along with teammates toward a common goal.
- Encourage the development of character qualities, including self-control, responsibility, accountability, and learning by setting and realizing goals.
- Foster a healthy and realistic self-concept through physical activity in interscholastic sports.
- Promote school spirit and a sense of pride among students.

Scholar Athlete

Playing interscholastic athletics is a privilege, and will never be given priority over academic activities. Students, therefore, are responsible for maintaining a high standard of academic performance while participating in the NSLA's athletic program.

- Students will be evaluated for athletic eligibility at the conclusion of each grading period to determine if they have maintained the grade requirements.
- A student is scholastically eligible if:
    - The student is currently enrolled in at least 20 semester units of work.
    - The student is passing the equivalent of at least 20 semester units of work at the completion of the most recent regular grading period.
    - The student is maintaining minimum progress toward meeting the high school graduation requirements as prescribed by the governing board.
    - The student has maintained, during the previous grading period, a minimum 2.3 grade point average on a 4.0 scale in all enrolled courses.
- Students will be allowed to miss practices for academic tutoring or other mandatory appointments of an academic nature, provided such appointments are pre-arranged with coaches and/or Athletic Director.
- Students must attend their scheduled classes in order to participate in an athletic event. Special circumstances (i.e. doctor appointment, dentist appointment, or other excused absence) will be reviewed by the athletic department in order to grant permission to play. Students who are absent for the entire day without a valid excuse will not be allowed to participate in that day's practice or game. If the coach is not aware of the unexcused absence and the student participates in that day's practice or game, the student will not be allowed to participate in the next regularly scheduled game.

Equipment/Uniforms

- All students are responsible for equipment and uniforms issued to them and must replace any equipment or uniforms damaged in a manner other than normal wear or damage caused by normal play.
- All students must turn in all school-owned equipment and uniforms before being eligible for another sport.

Participation

- Participation in the NSLA's Athletic Program is defined as "being an active, eligible member of one of the many teams that are sponsored by the NSLA." There are no guarantees as to actual playing time or number of games played.
- It is expected that a student attends all practices and games. If a student attends school on a given day, he/she is expected to attend practice on that day, if one is scheduled.
- Excused absences include illness, medical or dental appointments, academic tutoring, or other valid reasons that the NSLA deems "excused" pursuant to the school Attendance Policy

- ***Students and parents are encouraged to schedule vacations, medical appointments, etc. at times that will not conflict with the athletic schedules or classes***.
- A student must be in attendance at school for their scheduled classes or they may not participate in practice/game on that day.
- Unexcused absences, tardies, and truancies may result in loss of playing time as determined by school administration and/or the coach. Recurring unexcused absences may ultimately lead to dismissal from the team.
- If a student reaches 13 or more absences during the school year, he/she may be removed from their respective team.

Athlete Dress Code On Game Days

In an effort to strengthen school spirit and increase the visibility of our student-athletes on campus; the Athletic Department has decided on the following dress code. This dress code will apply to student-athletes of all levels (Middle School, Junior Varsity, and Varsity). Student-athletes must follow this dress code on the day of scheduled home and away games, matches, and meets.

The following may be worn on game days:

- ✔ Athletic Department-issued team uniform top with school-approved uniform bottom.
- ✔ School-issued team warm-ups.
- ✔ Closed-toed athletic shoes must be worn.
- ✔ Formal wear as directed by the coach.

Physicals

- Every student who has a desire to try out for any sport **MUST** have a current physical on file in the Athletic Office.
- Physicals stay current for a period of one (1) calendar year.
- Student must obtain a physical from his/her own physician and bring confirmation, as well as the completed sports packet, to the Athletic Office **PRIOR** to trying out for any sport.
- Sports packets are available in the Athletic Office.

Transportation

At times, the NSLA will provide transportation to athletic competitions. If there are circumstances that a child has to take alternative transportation from an athletic event, other than the bus, they must fill out a form with the coach or Athletic Director.

When parents are providing transportation to events for other students, they must follow these guidelines in order to be an approved driver through LCER's HR Department (M Bldg):

- Be a minimum of 25 years old
- Show proof of insurance ($100,00/$300,000)
- Obtain volunteer DOJ fingerprint clearance
- Provide a DMV driver record
- Not have any felony driving convictions
- Turn in an accurate and complete Off-Site Form (can be obtained from the Athletic Office) to the CSO in the Kiosk prior to leaving NSLA
- Follow all applicable vehicle laws including seat belt laws

If these procedures are not followed, consequences may include forfeiting that game. It is vitally important that we protect the safety of our students.

Opioid Information Sheet

The NSLA annually provides each athlete with an Opioid Factsheet for Patients published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the NSLA before the athlete initiates practice or competition. The fact sheet is available at:
https://www.cdc.gov/drugoverdose/pdf/AHA-Patient-Opioid-Factsheet-a.pdf

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the NSLA has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed healthcare provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest Prevention and Automated External Defibrillators

The NSLA is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the NSLA must review the information sheet on sudden cardiac arrest via the following link: https://www.cdc.gov/dhdsp/docs/cardiac-arrest-infographic.pdf

Extracurricular Activities

The school provides many learning opportunities outside of the classroom. These extra-curricular activities are overseen by school personnel and allow the student to grow in areas besides academics. Currently, extra-curricular activities include but are not limited to: student clubs, athletics, incentive activities, and ASB. Students who receive an in-school or out-of-school suspension, **may** not be eligible to participate in ANY extracurricular activity, as either a participant or spectator.

NSLA Extracurricular Activities Participation Requirements

Purpose

The No-Go List promotes student accountability in academics, attendance, behavior, and school expectations. Students placed on the no go list may not participate in designated *extracurricular* (non-academic) activities, which may include athletics, dances, incentive field trips, or other identified events unless an appeal is approved by administration.

No-Go Criteria

A student may be placed on the No-Go List for any of the following:

Attendance (TK-12)

- Seven or more *unexcused* absences during the school year
- Fifteen or more combined *unexcused* tardies and/or *unexcused* early releases during a semester

Behavior (TK-12)

- A suspension during the current quarter grading period
- Ten or more dress code violations during a semester

Academics (Grades 6-12 only)

- One or more failing grades on the most recent quarter report card

Appeals and Administrative Approval

Students may submit a written appeal for administrative review. Administration will consider the following when reviewing an appeal:

- The student's current grades or demonstrated academic improvement
- Attendance patterns to include any extenuating circumstances
- Participation in Attendance Recovery
- Behavior, disciplinary history, and evidence of improvement
- Completion of assigned interventions or corrective actions

*The final appeal decision rests with the Principal.

Clubs

Any club that engages in fundraising and/or other extra-curricular activities outside of homeroom hours, must be student-initiated and have a faculty advisor. They must also comply with the school's Code of Conduct, write a constitution, elect officers, and be constructive to the mission of the NSLA. For more information, contact the ASB advisor.

Associated Student Body

The Elementary, Middle School, and High School Associated Student Body (ASB) raises funds to sponsor most of the school's social events. At the secondary level, officers and representatives are elected each spring by their peers, and are required to attend mandatory orientation meetings and must maintain a C or better in each of their classes. For more information, contact the ASB advisor.

HEALTH SERVICES

Health Office Overview

LCER employs a full-time School Nurse Credentialed Registered Nurse to oversee the health needs of its campuses. In the absence of or when he/she is serving on another campus, a Licensed Vocational Nurse or other medical-trained personnel will provide services.

The health office has a rest area to care for students for a short period. If a student is feeling ill and cannot remain in their classrooms, students should request a pass to the "Health Office". Upon arrival, the student will be assessed and the determination will be made if the student should be sent home or not. *Students should not call their parents to pick them up without coming to the Health Office first.* Please emphasize to your child that ANY INJURIES that happen on campus MUST be reported to an adult. We cannot provide first aid, call for assistance, or notify you if we are not informed or made aware of the situation.

Please contact the nurse with any questions or concerns regarding your student's health or safety.

Oral Health Assessment

Students enrolled in kindergarten in a public school or while enrolled in first grade, if the student was not previously enrolled in kindergarten in a public school, are required to have an oral health assessment completed by a dental professional. Please contact the Registrar or School Nurse if you have questions about this requirement.

Fever and Sick Guidelines

Should your child exhibit signs and symptoms of illness that include but are not limited to, any of the following: fever (>100), vomiting, diarrhea, unexplained skin rash, or general malaise, please do not bring your child to school. If your child exhibits any of these symptoms at school, we will attempt to contact you to have the child picked up from school. They will not be permitted to return until they are free of fever, diarrhea, and/or vomiting without the need to use fever-reducing medicine.

If we are unable to make contact with the student's parents/guardians or other emergency contacts, school staff will call 911 if determined necessary. Please make sure that your emergency contacts are kept up-to-date.

Extreme Heat Protocol

To ensure the safety of all students and staff during periods of high temperatures, NSLA follows guidance from CDE, the National Weather Service (NWS) and the California Interscholastic Federation (CIF).

The school monitors weather conditions using:

- National Weather Service: https://www.weather.gov
- California Interscholastic Federation (CIF): https://www.cifstate.org

Temperature Guidelines

88°F – Heat Monitoring

- Administration begins actively monitoring weather conditions and forecasts.
- Staff should encourage students to stay hydrated and watch for signs of heat-related illness.

90°F – Moderate Physical Activity

- Physical activity will be limited.
- No ball games, playground equipment, running activities, or other strenuous outdoor activities.
- Staff should provide additional water breaks and encourage students to remain in shaded areas whenever possible.

92°F and Above – Indoor Activities Only

- All students will remain indoors.
- All outdoor physical activity is suspended.

Recess and Physical Education

Elementary School (TK–5)

- Students will have indoor recess supervised by their classroom teacher.

Middle School/High School (6–12)

- Physical Education (PE) classes will be held in the gym or another designated indoor location.

Lunch Procedures

When the temperature reaches 92°F or higher, the following cooling areas will be available:

- Multi-Purpose Room (MPR) – Designated Cool Zone for TK–12 students during lunch.
- Designated classrooms may also be opened as cooling areas, as determined by administration.

Middle and high school students may choose whether to remain in the designated cooling areas during lunch, provided they remain indoors and follow all staff directions.

Additional Guidelines

- Administration will communicate any schedule changes to staff as needed.
- Staff should encourage students to drink water throughout the day and report any signs of heat-related illness to the health office immediately.
- NSLA reserves the right to modify or adjust this protocol at any time based on campus needs, weather conditions, or other safety considerations.

Monitoring Air Quality

To guide our decisions about restricting outdoor activities and possible school closures, we utilize multiple sources of information. We monitor local conditions using Air Quality Management District

(AQMD) sensors which are deployed throughout the region. We have one located on our AAE Campus in Apple Valley and are working to have one installed on our Norton Science and Language Academy campus in San Bernardino. The Purple Air sensors can be found at the following links:

NSLA (nearby)

- Sierra High School - https://map.purpleair.com/1/mAQI/a10/p604800/cC0?select=44575#12.85/34.0973/-117.27863
- San Manuel Stadium - https://map.purpleair.com/1/mAQI/a10/p604800/cC0?select=225137#14.73/34.09514/-117.29185

Inclement Weather/School Closures

Decisions for inclement weather and closure protocols are based on multiple factors, and include the Air Quality Index levels as determined in the chart below. The blue font describes our general guidelines for decision-making. We are working on a more comprehensive document, but wanted to share this with you for now.

	Good (0 to 50). Air quality is considered satisfactory, and air pollution poses little or no risk. **No restrictions in place.*
	Moderate (51 to 100). Air quality is acceptable; however, unusually sensitive people should consider limiting prolonged outdoor exertion. **No schoolwide restrictions are required, but inclement weather protocols may be implemented based on administrative discretion*.
	Unhealthy for Sensitive Groups (101 to 150). The following groups should limit prolonged or heavy outdoor exertion: People with heart disease, pregnant women, children and older adults, people with lung disease, such as asthma. **Inclement weather protocols will likely be implemented and outdoor activities may be restricted.*
	Unhealthy (151 to 200). Everyone may begin to experience some adverse health effects (e.g. difficulty breathing and throat irritation), and members of the sensitive groups may experience more serious effects. The following groups should avoid prolonged time outdoors: People with heart disease, pregnant women, children and older adults, people with lung disease, such as asthma. **Inclement weather protocols will be in effect and all outdoor activities will be canceled. Masks will be made available upon request.*
	Very Unhealthy (201 to 300). This would generate a health alert suggesting that everyone may experience more serious health effects. The following groups should avoid all outdoor physical activity: People with heart disease, pregnant women, children and older adults, people with lung disease, such as asthma. Everyone else should avoid prolonged or heavy outdoor activity. **Inclement weather protocols will be in effect and all outdoor activities will*

be canceled. Discussions regarding potential school closures will be held in collaboration with local partners and agencies.

"Hazardous" (greater than 300). This would trigger health warnings of emergency conditions. The entire population is more likely to be affected. Everyone should avoid all physical activity outdoors. **School closures are likely and will be made taking into account all factors of the specific situation.*

Air Filtration

The Lewis Center uses high-quality air filters (MERV 10 or higher) in our HVAC units. The filters are regularly checked and changed by our Facilities Department. When the local air quality is poor, additional precautions are taken to ensure our students and staff's health and safety. For example, more frequent inspection and replacement of AC filters is done to ensure clean air in our classrooms and offices.

Injury Reporting

The school nurse is to be notified in the event of a serious injury. If the nurse is not available, staff will use school emergency guidelines and good judgment to determine appropriate steps and safeguards. If medical assistance is needed, 911 will be called. Parents/legal guardians will be notified in the event of an emergency.

Immunization Requirements

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the NSLA follows and abides by the health standards set forth by the state of California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the NSLA.

These required immunizations include:

Child's Grade	List of shots required to attend school

TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after their first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines. Beginning January 1, 2021 all new medical exemptions for school and child care entry must be issued through CAIR-ME
Entering 7th Grade	Tetanus, Diphtheria, and acellular Pertussis (Tdap) - One (1) dose Varicella (chickenpox) - Two (2) doses **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016, meet the requirements listed for grades K-12 as well as requirements for 7th-grade advancement (i.e., polio, MMR, varicella and primary series for diphtheria, tetanus, and pertussis). At least one dose of pertussis-containing vaccine is required on or after the 7th birthday. Students who had a valid medical exemption on file with a public or private elementary or secondary school in California Starting January 1, 2021, all new medical exemptions for school and child care entry must be issued through CAIR-ME

Physical Examinations and Right to Refuse

All students must complete a health screening examination on or before the 90th day after the student's entrance into first grade or such students must have obtained a waiver pursuant to Health and Safety Code Sections 124040 and 124085. This examination can be obtained from your family physician or possibly through the services provided by your County Health Department. Information and forms are distributed to students enrolled in kindergarten. If your child's medical status changes, please provide the teacher and the school nurse with a physician's written verification of the medical issue, especially if it impacts in any way your child's ability to perform schoolwork.

The NSLA adheres to Education Code Section 49450, et seq., as applicable to the grade levels served by NSLA. Students are screened for vision and hearing in grades TK, K, 2, 5, 8 and upon referrals from teachers or for special education assessment purposes.

A parent/guardian having control or charge of any child enrolled in the NSLA may file annually with the President/CEO a written and signed statement stating that the parent/guardian will not consent

to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Emergency Cards

California Education Code 49403 requires that all parents submit an emergency card with information as to home phone, work phone, emergency contacts, etc. *It is vital that we receive this information at the start of each school year and whenever information changes.* Without an up-to-date emergency card on file, (if your student is injured or ill), we may have to call 9-1-1 for treatment at your expense. Please include at least 2-3 local numbers of persons who could care for your student if you are not available. The student emergency card is a vital piece of information in determining who to call for student pick-up; therefore, please keep it current by calling or coming into the registrar's office to make any changes.

Medications at School

School personnel will dispense medications to students only as prescribed (by a qualified healthcare provider and authorized by the parent/guardian) during the school day in order for them to be able to attend school. *This includes "over-the-counter" medications* (Education Code 49423).

Please be aware that the above regulations must be followed if your student is to receive medications at school. Additionally, the following apply:

1. Students must never transport medications. Parents/guardians are responsible for bringing medication to school and taking it home.

2. School personnel will give only prescribed doses at prescribed intervals. They will not cut or break medications if the pill comes in a larger dose. Please inform your pharmacist and doctor of this.

3. All medications are kept in a locked area and dispensed by trained, but unlicensed, school personnel if the nurse is not available. If this is not acceptable to you, then you or your designee may come to the school and give the medication.

If you wish us to give your student any new medications and/or you request that we give necessary medication ordered previously**, you must fill out a medication form**, which can be found in the school health office or now online under the Nurse's Corner/Ready for school. **This must be done EVERY SCHOOL YEAR.**

A full copy of the LCER Board Policy: 5141.21 Administering Medication and Monitoring Health Conditions can be found under Board Policies on the LCER website.

Diabetes

The NSLA will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or

warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the health office if you need a copy of this information sheet or if you have any questions about this information sheet.

The NSLA will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes shall be made available by the CDE, on the CDE website. Please contact the health office if you need a copy of this information sheet or if you have any questions about this information sheet.

Feminine Hygiene Products

The NSLA will stock the NSLA's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The NSLA shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

Medical Emergencies

For serious injury or illness, school staff will call 911. In an emergency, the responsible school nurse or administrator will be notified and take charge upon arrival. The responsible school nurse, administrator, or a designated employee will notify the parent/legal guardian as soon as possible to determine the appropriate course of action. If we are unable to make contact with the student's parents/guardians or other emergency contacts, the appropriate course of action may be determined by Emergency Medical Services (EMS). Parents are responsible for ensuring that essential emergency contacts are kept up-to-date.

For those experiencing sudden cardiac arrest, Automated External Defibrillators **(**AED) can be found on the Norton Science and Language Academy campus at the following locations:

- Gym (center hallway)
- Elementary North (office by door)
- Attendance Office (at counter)

- N Bldg (front entrance)
- Elementary South (D 101 by the door)

California Healthy Youth Act

The NSLA offers comprehensive sexual health education to its students in grades 7-12–one time in middle school and one time in high school. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The NSLA does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the NSLA.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by NSLA personnel or outside consultants. When the NSLA chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-12. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the NSLA.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the NSLA has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Pregnant and Parenting Students

The NSLA recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and/or after childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The NSLA will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re-enrollment in courses. Notwithstanding any other law, a pregnant or parenting student may remain enrolled for a fifth year of instruction in the NSLA if it is necessary in order for the student to be able to complete any graduation requirements unless the NSLA determines that the student is reasonably able to complete the graduation requirements in time to graduate from high school by the end of the student's fourth year of high school.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the NSLA. The complaint may be filed in writing with the compliance officer:

Director of Human Resources
17500 Mana Rd. Apple Valley, CA 92307
HR@lcer.org
(760) 946-5414 ext. 220

A copy of the UCP is available upon request at the main office. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Director of Human Resources.

Mental Health Services

The NSLA recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services at the NSLA and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in-school and, ultimately, in life. The following resources are available to your child:

Available on Campus:

- School-based counseling services – your child is encouraged to directly contact an NSLA counselor by coming into the counseling office during school hours and making an appointment to speak with a counselor. The counseling office can also be reached at (760) 946-5414 ext. 112 for Norton Science and Language Academy and ext. 709 for NSLA. Our NSLA counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our NSLA or by an outside provider listed herein, are voluntary.
- Special education services – if you believe your child may have a disability, you are encouraged to directly contact the Special Education Office at (760) 946-5414 ext. 296 to request an evaluation.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this mediation to your child, please contact the LCER Nurse at (760) 946-5414 ext. 298.

Available in the Community:

LCER is partnering with CareSolace, an online resource with a live 24/7 concierge meant to assist individuals in finding local mental health related programs and counseling services.

Click on this link https://www.caresolace.com/site/Norton Science and Language Academy/ or call (888) 515-0595 to speak to a live concierge now.

Additional Community Resources:

Victor Community Support Services
Call (909) 522-4656
WSBRefferals@victor.org

Desert Regions
Call (760) 956-2345
Text (760) 734-8093

West Valley
(Rancho Cucamonga to Chino)
Call (909) 458-1517
Text (909) 535-1316

East Valley
(Fontana to Yucaipa)
Call (909) 421-9233
Text (909) 420-0560

Available Nationally:

https://docs.google.com/document/d/1mRvxRLgE0Nd3lQo4dL1XEK5erVMOfweU/edit

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.
- Big Brothers/Big Sisters of America – This organization is a community-based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

CAMPUS SAFETY

School Safety Plan

The NSLA has a Comprehensive School Safety Plan, which is reviewed and updated annually. The staff at the school are familiar with the plan and trained in emergency procedures. Students participate in scheduled emergency evacuation and lockdown drills.

Please remember, do not park in the fire lane, behind other cars, or block emergency access areas. If an emergency does occur, we will use the Emergency Contact information within Infinite Campus to determine who may pick up your child. Be sure to keep your contact information up to date within the Infinite Campus Parent Portal.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of LCER's Transportation Policy (BP 3540) is available on the LCER website or by request in the main office.

Campus Visitor Policy

- A visitor policy has been established for visitors wishing to visit campus:
- All visitors must check in at the kiosk. A “Visitor Pass” will be issued in the reception area. The Visitor Pass must be worn for the entire visit.
- Former students must have approval from the Principal at least 24 hours in advance and must have an appointment with a specific staff member. Former student visits will be limited to 30 minutes during the school day.
- Visitor Parking – all visitors will use designated parking areas.
- The Principal has final discretion regarding visitors.
- Parents are welcome at the NSLA. However, you must make an appointment to meet with a teacher or visit a classroom with 24 hours' notice. All applicable rules for class visitors MUST be followed. Failure to do so may result in removal from campus and denial of future visits.
- Friends and relatives are not permitted to come to school with students or staff. Under special circumstances, exceptions can be made with an administrator’s authorization. This request must be made at least 24 hours prior to the visit.
- Due to the disruption that deliveries of any type cause, NSLA does not allow ANY type of delivery to students during the school day. Deliveries include but are not limited to, food, forgotten homework or school supplies, flowers, balloons, etc. Exceptions will be few and far between and at the discretion of administrators.
- Parents/guardians wishing to bring “treats” for various celebrations must have teacher approval PRIOR to bringing said treats. All food treats must also be store-bought and individually wrapped.
- Under NO circumstances may parents enter the school grounds and confront an adult or child concerning a personal or school problem. If you need to meet with a teacher, counselor, or administrator, please make an appointment. Disruptive visitors will be asked to leave the premises and, if necessary, be issued an ouster notice and/or law enforcement called. (See Parent Code of Conduct)

Parent Code of Conduct

The Lewis Center for Educational Research is committed to cultivating a mutually supportive relationship between our schools and the families and students we serve. Students are most successful when school staff and parents regularly collaborate, keep lines of communication open, and demonstrate mutual respect. The following code of conduct further clarifies expectations intended to ensure an orderly, respectful, and secure educational environment on our school campuses.

1. Recognize that staff is committed to the well-being and success of all students and want to work in partnership with our families to achieve this goal.
2. Treat members of the Lewis Center faculty, campus safety officers, and all other staff employed by Lewis Center in a courteous and respectful manner.
3. Support the staff in maintaining a positive, inclusive, and safe learning environment for all students.
4. Avoid using inappropriate language, profanity, or aggressive behavior towards staff, students, or other members of the Lewis Center community.
5. Maintain confidentiality and support staff directives while volunteering or chaperoning and act in accordance with Lewis Center Parent Volunteer Handbook.
6. Support strong attendance by ensuring that students arrive on time each day prepared to learn. Also, support your students by picking them up from school and/or activities on time.
7. Follow school policies and procedures when on campus or attending school-sponsored activities.

8. Seek to address concerns or issues at the earliest possible stage using appropriate channels of communication, such as email or scheduled meetings.
9. Work to resolve concerns with those directly involved before elevating to the next level.
10. Be an active and supportive member of the school community.

Closed Campus

The NSLA is a closed campus. This means that students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school, for any reason, is a violation of this closed campus policy. Any student who leaves the campus at any time during the day, without prior approval being granted from the school administration may be subject to a disciplinary consequence for closed campus violation. Students will only be released to those adults authorized in the emergency information in Infinite Campus.

Bicycles, Scooters, and Skateboards

All students must not ride while on campus and must have proper safety gear. California Vehicle Code Section 21212(a) requires anyone under the age of 18, who is riding a bicycle, skateboard, or scooter on any roadway, sidewalk, bike path, or trail to wear a properly fitted and fastened bicycle helmet.

Students must lock their own bicycles, scooters, or skateboard to the bicycle racks with a quality lock and chain or cable. Students may not ride on school grounds at any time.

Volunteer Drivers

At times, the school depends on parents to transport students. The following procedures must be in place before you drive students.

Volunteer drivers who are transporting students in their private vehicle are required to:

- Be a minimum of 25 years old
- Obtain volunteer DOJ fingerprint clearance
- Provide proof of minimum liability coverage of $100,000/300,000. Proof of insurance must be updated every 6 months.
- Not have any felony driving convictions.
- Turn in an accurate and complete Off-Site Form to the CSO in the Kiosk prior to leaving the NSLA.
- Provide a DMV driver record.
- Attend a Volunteer Workshop

This policy does not apply when transporting your children only.

To register as an approved Volunteer Driver contact Human Resources to:

1. Submit a copy of your current California Driver's License.

2. Submit the completed Volunteer Driver Acknowledgement form.
3. Submit proof of the required liability insurance
4. Obtain volunteer fingerprint clearance.
5. Submit a DMV driver record.

Student Drivers

The NSLA allows students who have their California Driver's Licenses and have provided all necessary paperwork to the Activities Clerk to park in designated student parking areas. While on campus, all drivers must obey all driving rules. This includes a 5-mph speed limit, following the direction of the arrows, and dropping students off in the designated area, not in the parking lot or on the street.

Students are encouraged to park on campus rather than on surrounding streets. Athletes may not transport other athletes to games, except siblings. The administration reserves the right to suspend driving privileges on campus for any violation.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The NSLA believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the NSLA will provide age-appropriate instruction on the prevention of human trafficking, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about the curriculum and resources on the prevention of human trafficking and abuse, including sexual abuse, assault, and harassment are also available in NSLA's main office for your review.

Campus Search and Seizure

The NSLA recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or NSLA rules and regulations, jeopardizes the health, safety, and welfare of students and NSLA employees.

The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses that are safe, secure, and peaceful. As such, NSLA has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

Student lockers, including P.E. lockers are school property and remain at all times under the control of the NSLA. Students shall assume full responsibility for the security of their lockers. Student

lockers may not be used to store illegal, unauthorized, or contraband materials. The acceptance and use of locker facilities on school campuses by any student shall constitute consent by the student to the search of such locker facilities by authorized school personnel and/or law enforcement. Inspections of lockers may be conducted by school personnel and/or law enforcement through the use of trained dogs.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the NSLA has a good faith belief that the device is lost, stolen, or abandoned, the NSLA may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The NSLA is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of NSLA rules or regulations.

Lost or Damaged School Property

If a student damages the NSLA's property or the personal property of an NSLA employee, or fails to return a textbook, library book, computer/tablet or other NSLA property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the NSLA may withhold the student's grades, transcripts, and diploma until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the NSLA may provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and diploma will be released.

Personal Property

Students who bring personal property onto campus do so at their own risk. The NSLA will not be held liable for lost, damaged, or stolen item

Lost and Found

The Lost and Found for all student items is located outside on the north side of the cafeteria. Lost items of higher value will be secured in the main office. All lost and found items will be donated to a local charity on the last day of school before each break. Please retrieve any lost items before then.

STUDENT PROGRAMS, POLICIES, & PROCEDURES

No Gum Policy

Gum is not permitted on school grounds in order to maintain school cleanliness and prevent potential distraction.

Cell Phone Policy

The Lewis Center for Educational Research ("LCER") recognizes potential for cell phones,

smartphones, pagers, and electronic signaling devices (referred to collectively as “private devices”) to disrupt the learning environment, and adopts this policy to permit students to possess but not use private devices during class time. Students who possess these private devices must keep them silenced and out of view during class time. Teachers, administrators, and staff will confiscate any private devices used by a student in violation of this policy.

All students are required to adhere to the following guidelines regarding private devices:

Private devices may be used:

- Before and after school
- Between class periods or during lunch
- In the case of an emergency, or in response to a perceived threat of danger.
- When an LCER staff member grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that staff member.
- When a licensed physician or surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be put away in a teacher designated location and not be used:

- During class time, assemblies, and any other school/LCER activity, which takes place during the regularly scheduled school day.

Possession of private devices is a privilege, which may be forfeited by any student who fails to abide by the terms of this policy. All LCER employees shall remove any private device from the possession of a student found to be violating this policy. If a private device is heard ringing, beeping, or buzzing from inside a jacket, purse, backpack, or other similar article, whether within the immediate presence of the student or not, a LCER staff member may remove the private device and confiscate the private device. Parents/guardians will be contacted to pick up any confiscated private devices.

All other applicable student discipline policies shall continue to apply in response to a student failing to abide by the terms of this policy. Notwithstanding any other school policies on searches in general, absent reasonable suspicion of wrongdoing with the device beyond merely possessing it or having it turned on or out in the open, LCER staff may not search any personal devices without the express authorized consent of the student or the student’s parent or legal guardian.

Students who possess a private device shall assume responsibility for its care in accordance with this policy. At no time shall the LCER be responsible for preventing theft, loss or damage to private devices brought onto campus.

Computer Use

All students, staff, and visitors are asked to sign an “Internet User Policy” wherein they agree to access only academically appropriate programs, material, and content. Failure to abide by this agreement may lead to disciplinary action.

Involuntary Removal Process

No student shall be involuntarily removed by the NSLA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action ("Involuntary Removal Notice"). The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the NSLA's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the NSLA issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the NSLA's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the NSLA will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall include a copy of the NSLA's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the NSLA from making a similar recommendation in the future should student truancy or failure to meet other requirements of NSLA continue or re-occur.

National School Lunch Program: Universal Free Meals

The NSLA participates in the National School Lunch Program. Commencing with the 2022-23 school year, the NSLA shall provide two (2) nutritionally adequate meals to each student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free meal per meal service (breakfast and lunch) each school day. This shall apply to all pupils in kindergarten through grade twelve (12).

Applications for school meals are included in the back-to-school information for all families and can also be obtained on the NSLA website and in the main office. All families are encouraged to complete the application form. Completed application forms can be returned to the main office.

A copy of the complete policy is available on the LCER website or upon request at the main office. The NSLA also maintains a School Wellness Policy pursuant to state and federal requirements.

Lewis Center for Educational Research Uniform Complaint Procedures (UCP) Annual Notice

The Lewis Center for Educational Research ("LCER") annually notifies our students, employees, parents orguardians of its students, advisory committee, school advisory committees, and other interested parties of our Uniform Complaint Procedures ("UCP") process.

The UCP Annual Notice is available on our website and is available free of charge.

We are primarily responsible for compliance with federal and state laws and regulations, including those related to unlawful discrimination, harassment, intimidation or bullying against any protected group, and all programs and activities that are subject to the UCP.

Programs and Activities Subject to the UCP

• Accommodations for Pregnant and Parenting Pupils
• After School Education and Safety
• Career Technical and Technical Education and Career Technical and Technical Training Programs
• Compensatory Education
• Consolidated Categorical Aid Programs
• Course Periods without Educational Content
• Discrimination, harassment, intimidation, or bullying against any protected group as identified under sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.
• Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a LCER school
• Every Student Succeeds Act
• Instructional Materials and Curriculum: Diversity
• Local Control and Accountability Plans (LCAP)
• Physical Education Instructional Minutes
• Pupil Fees
• School Plans for Student Achievement
• School or athletic team names, mascots, or nicknames
• Schoolsite Councils

And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.

Filing a UCP Complaint

A UCP complaint shall be filed no later than one year from the date the alleged violation occurred.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that was adopted by our agency.

A pupil enrolled in our schools shall not be required to pay a pupil fee for participation in an educational activity.

A pupil fee complaint may be filed with our President/CEO or their designee.

A pupil fee or LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complainant provides evidence or information leading to evidence to support an allegation of noncompliance.

Responsibilities of the LCER

We shall post a standardized notice, in addition to this notice, with educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in one of our schools.

We advise complainants of the opportunity to appeal an Investigation Report of complaints regarding programs within the scope of the UCP to the Department of Education (CDE).

We advise complainants of civil law remedies, including injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Copies of our LCER procedures shall be available free of charge.

Contact Information

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints. The LCER designates the following UCP Coordinator and Compliance Officer(s) to receive and investigate complaints and to ensure the LCER's compliance with law.

Coordinator of Uniform Complaint Procedures:
CEO Executive Assistant
Lewis Center for Educational Research
17500 Mana Road
Apple Valley, CA 92307
(760) 946-5414 ext. 201
sgonzalez@lcer.org

Compliance Officers:
Director, Human Resources
Director, Special Education
Director, Finance

The above contacts are knowledgeable about the laws and programs that they are assigned to investigate in the LCER.

Complaints will be investigated and a written report with a decision will be sent to the complainant within sixty (6) days from the receipt of the complaint. This time period may be extended by written agreement of the complainant. The person responsible for investigating the complaint shall be conducting and completing the investigation in accordance with our UCP policies and procedures.

The complainant has the right to appeal our decision of complaints regarding specific programs and activities subject to the UCP, pupil fees and the LCAP to CDE by filing a written appeal 15 days of receiving our decision. The appeal must be accompanied by a copy of the originally-filed complaint and a copy of our Decision.

We advise any complainant of civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable.

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. The NSLA provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Desert/Mountain SELPA. These services are available for special education students enrolled at the NSLA. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The NSLA collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the NSLA is responsible for identifying, locating, and evaluating children enrolled at the NSLA with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The NSLA shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact Gustavo Congo, Director of Student Support Services at (760) 946-5414 ext. 115 or gcongo@lcer.org.

Section 504

LCER recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the NSLA. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the NSLA. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Principal. A copy of the Section 504 policies and procedures is available upon request at the main office and is also located on the LCER website.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the NSLA receives a request for access. Parents or eligible students should submit to the Principal or designee a written request that identifies the records they wish to inspect. The NSLA official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the NSLA to amend a record should write to the Principal or designee, clearly identifying the part of the record they want changed and specifying why it should be changed. If the NSLA decides not to amend the record as requested by the parent or eligible student, the NSLA will notify the parent or eligible student

of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the NSLA decides to amend the record as requested by the parent or eligible student, the Principal must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the NSLA discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to NSLA officials with legitimate educational interests. A NSLA official is a person employed by the NSLA as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the NSLA's Board of Directors. A NSLA official also may include a volunteer, consultant, vendor, or contractor outside of the NSLA who performs an institutional service or function for which the NSLA would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another NSLA official in performing their tasks. A NSLA official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

   Upon request, the NSLA discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

   Note that NSLA will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the NSLA to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the NSLA not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to NSLA officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the NSLA to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A NSLA may disclose PII from the education records of a student without obtaining prior written consent of

the parents or the eligible student to the following parties:

1. NSLA officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the NSLA will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The NSLA will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the NSLA will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
5. Organizations conducting certain studies for the NSLA in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or nonrelated extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the NSLA for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the NSLA; and/or
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the NSLA with respect to that alleged crime or offense. The NSLA discloses the final results of the disciplinary proceeding regardless of whether the NSLA concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The NSLA may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The NSLA has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address

6. Parent's/guardian's electronic mail address
7. Photograph/video
8. Birthdate
9. Dates of attendance
10. Grade level
11. Participation in officially recognized activities and sports
12. Weight and height of members of athletic teams
13. Degrees, honors, and awards received
14. The most recent educational agency or institution attended
15. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the NSLA to disclose directory information from your child's education records without your prior written consent, you must notify the NSLA in writing at the time of enrollment or re-enrollment.

Please notify the Principal at: (909) 386-2300. A copy of the complete Policy is available upon request at the main office and also located on the LCER website.

Use of Student Information Learned from Social Media

The NSLA complies with all federal, state, and local guidelines regarding the gathering and/or maintenance of information about any enrolled student obtained from social media in the student's educational record. The NSLA gathers student information from social media. Such information shall be maintained in the NSLA's records with regard to the student and shall be destroyed within one (1) year after a student turns 18 years of age or within one (1) year after the student is no longer enrolled in the NSLA, whichever occurs first. A non-minor student or a student's parent or guardian may access the student's records for examination of the information, request the removal of information or corrections made to information gathered or maintained by the NSLA by contacting the Principal at: (909) 386-2300.

Photo Release/Yearbook

Upon enrollment, parents/legal guardians have the opportunity to indicate that they do not want photos of their student taken or released. If you indicated that, please be advised that this does not apply to the school yearbook. If you choose to not have your son/daughter's picture in the yearbook, please submit that request in writing to administration so that it will be forwarded to the respective yearbook advisor.

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

1. A child who is the subject of a petition filed pursuant to California Welfare and Institutions Code ("WIC") section 309 (whether or not the child has been removed from the child's home by juvenile court).
2. A child who is the subject of a petition filed pursuant WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
3. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
4. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
5. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the NSLA.

- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the NSLA from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.

- *"Student participating in a newcomer program"* means a student who is participating in a program designed to meet the academic and transitional needs of newly arrived immigrant students that has as a primary objective the development of English language proficiency.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a student participating in the newcomer program will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian."

Foster and Mobile Youth Liaison: The Executive Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Diana Gomez
Community Liaison
230 S. Waterman Ave. San Bernardino, CA 92408

[1] The NSLA shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The NSLA will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The NSLA will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the NSLA as the student's school of origin (subject to the NSLA's capacity and pursuant to the procedures stated in the NSLA's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the NSLA as the school of origin, the foster youth has the right to remain in the NSLA pending the resolution of the dispute. The NSLA will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the NSLA (subject to the NSLA's capacity and pursuant to the procedures stated in the NSLA's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

Graduation Requirements: Foster and Mobile Youth who transfer to the NSLA any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the NSLA's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the NSLA makes a finding that the student is reasonably able to complete the NSLA's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. In the case of a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the NSLA, the NSLA shall notify the student, the parent/guardian, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for an exemption.

The NSLA shall notify students who are exempted from the NSLA's additional graduation requirements and the student's parent/guardian how any of the requirements that are waived will affect the pupil's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The NSLA shall not require any student who would otherwise be entitled to remain in attendance at the NSLA to accept the exemption from the NSLA's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible. The NSLA shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the NSLA's additional graduation requirements will continue to apply while the student is enrolled in the NSLA or if the student transfers to another school even after the court's jurisdiction terminates or the student no longer meets the definition of a child of a military family, a currently migratory child or a pupil participating in a newcomer program.

The NSLA shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the NSLA's additional graduation requirements.

If a student who is exempted from the NSLA's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the NSLA, the NSLA shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the NSLA determines the student is reasonably able to complete the NSLA's graduation requirements by the end of the student's fifth year of high school, the NSLA shall do the following:

1. Inform the student of the student's option to remain at the NSLA for a fifth year to complete the NSLA's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the NSLA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the NSLA for a fifth year to complete the NSLA's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The NSLA will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The NSLA will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the NSLA shall not require the student to retake the portion of the course the student completed unless the NSLA, in consultation with the holder of educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be

enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the NSLA receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the NSLA shall provide these student records within two (2) business days. The NSLA shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

The NSLA shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the NSLA.

In accordance with the NSLA's Educational Records and Student Information Policy, under limited circumstances, the NSLA may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the NSLA intends to extend the suspension of any foster youth pending a recommendation for expulsion, the NSLA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the NSLA intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the NSLA will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the NSLA's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office.

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the NSLA, a copy of the NSLA's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the LCER website or upon request in the school office.

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or

are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the NSLA Liaison.

School Liaison: The Principal or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Norton Science and Language Academy
Diana Gomez
Community Liaison
dgomez@lcer.org and 909-386-2300

The NSLA Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through outreach and coordination activities with other entities and agencies, and through the housing questionnaire administered by the NSLA

2. Homeless students enroll in and have a full and equal opportunity to succeed at the NSLA.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the NSLA, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the NSLA's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. NSLA personnel providing services receive professional development and other support.

9. The NSLA Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the NSLA Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at: https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: NSLA shall administer a housing questionnaire for purposes of identifying homeless children and youth. NSLA shall ensure that the housing questionnaire is based on the best practices developed by the CDE. NSLA shall annually provide the housing questionnaire to all parents/guardians of students and to all unaccompanied youths at NSLA. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in English, and if fifteen (15) percent or more of the students enrolled at NSLA speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. NSLA shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

High School Graduation Requirements: Homeless students who transfer to the NSLA any time after the completion of their second year of high school shall be exempt from any of the NSLA's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the NSLA makes a finding that the student is reasonably able to complete the NSLA's graduation requirements by the end of the student's fourth year of high school.

To determine whether a homeless student is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the NSLA, the NSLA shall notify the student, the student's educational rights holder, and the School Liaison of the availability of the exemption and whether the student qualifies for an exemption.

The NSLA shall notify students who are exempted from the NSLA's additional graduation requirements and the student's educational rights holder of how any of the requirements that are waived will affect the student's ability to gain admission to a postsecondary educational institution and provide information about transfer opportunities available through the California Community Colleges.

The NSLA shall not require any student who would otherwise be entitled to remain in attendance at the NSLA to accept the exemption from the NSLA's additional graduation requirements or deny the student enrollment in, or the ability to complete, courses for which the student is otherwise eligible.

The NSLA shall not revoke an exemption and shall grant an eligible student's request for the exemption at any time if the student qualifies, regardless of whether the student previously declined the exemption. An eligible student's exemption from the NSLA's additional graduation requirements will continue to apply while the student is enrolled in the NSLA or if the student transfers to another school even after the student no longer meets the definition of a homeless child.

The NSLA shall not require or request that a student transfer schools in order to qualify the student for the exemption. Nor shall a student, a student's parent/guardian or educational rights holder, or a student's social worker or probation officer request a transfer solely to qualify for an exemption from the NSLA's additional graduation requirements.

If a student who is exempted from the NSLA's additional graduation requirements completes the California minimum coursework requirements specified in Education Code section 51225.3 before the end of the student's fourth year of high school and would otherwise be entitled to remain in attendance at the NSLA, the NSLA shall not require or request that the student graduate before the end of the student's fourth year of high school.

If the NSLA determines the student is reasonably able to complete the NSLA's graduation requirements by the end of the student's fifth year of high school, the NSLA shall do the following:

1. Inform the student of the student's option to remain at the NSLA for a fifth year to complete the NSLA's graduation requirements.
2. Inform the student, and the educational rights holder for the student, about how remaining in school for a fifth year to complete the NSLA's graduation requirements will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Permit the student to stay at the NSLA for a fifth year to complete the NSLA's graduation requirements upon agreement with the student, if the student is 18 years of age or older, or, if the student is under 18 years of age, upon agreement with the educational rights holder for the student.

Acceptance of Course Work: The NSLA will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The NSLA will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the NSLA shall not require the student to retake the portion of the course the student completed unless the NSLA, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the NSLA, a copy of the NSLA's complete policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the LCER website or upon request in the school office.

Uniform Dress Code

Research has shown that schools with an adopted uniform policy show improved academics and fewer behavioral violations. The purpose of a uniform dress code is to ensure student safety, assist students in wearing modest clothing, and protect the academic integrity of the school.

In keeping with our status as a research-based laboratory school, the school administrative team and the School Site Council have developed the following uniform dress code policy with feedback from staff, parents, and students.

LCER Dress Code

1. Clothing must be neat and clean. No garment may be worn that is cut-off, faded, ragged or torn. Clothing must have appropriate hems, exhibit no slits, tears, or holes, nor have embellishments of any kind.
2. Clothing or accessories that promote or depict obscenities, drugs, tobacco, alcohol, weapons, violence, gangs, hate or division are not permitted.
3. Crop tops, clothing exposing bare midriffs, tank tops, halter tops, plunging necklines, tube tops, spaghetti straps, open-sided shirts, skirts and shorts shorter than mid-thigh (finger-tip length), and see-through or mesh materials which expose bare skin are not permitted at school. Undergarments must be fully covered.
4. Safe footwear must be worn at all times. Sandals, crocs, “high heels,” and clogs are not allowed in grades TK-5. Students in grades 6-12 may wear crocs but MUST be kept in “sport mode” at all times. Sandals, flip-flops, slippers, and “high heels” are not permitted for safety reasons in any grade.
5. Hats or caps are to be worn in an acceptable manner, may not be worn in the classroom or inside school buildings, and must reflect uniform colors. The only sports caps permitted are those representing Norton Science and Language Academy or NSLA. Hoods (hoodies) that are attached to shirts/sweatshirts/jackets may not be worn in the classroom or inside school buildings.
6. Any apparel, accessories, or manner of grooming which by virtue of its arrangement, trademark, or any other attribute denotes gang affiliation or promotes drug use, disruptive behavior, or violence is not permitted.
7. Sunglasses (unless prescription) may not be worn in classrooms or inside school buildings.
8. Jewelry or accessories which may be considered disruptive or a safety hazard are not permitted. Ear piercings and a single, small nose piercing is permitted. Gauges are not permitted.
9. Tattoos or drawings on the body may not be visible while on campus.
10. Hairstyles that are disruptive to the educational process are not permitted.
11. Make-up in grades TK-5 is not permitted. Make-up in the secondary grades that is disruptive to the educational process is not permitted. Make-up in the secondary grades which by virtue of its arrangement, trademark, or any other attribute denotes gang affiliation, or promotes drug use, disruptive behavior, unhealthy choices, or violence is not permitted.
12. Meeting the requirements of the dress code does not prohibit a student from adhering to the tenets of an established religion or faith as they relate to dress and grooming.
13. Anything not specifically covered in the above code that is disruptive to the educational process or considered to pose a safety hazard will be at the discretion of the school administration or designee.

Norton Science and Language Academy Dress Code

Norton Science and Language Academy is a uniform school. Students must come in proper uniform daily, unless a Spirit Day is designated. The uniform dress code is mandatory whenever a student is on campus. All students must dress for school according to the established school uniform policy

and LCER dress code. The school uniform may not be altered in any way and must be worn properly.

Students are expected to wear the following to school Monday - Thursday:

- Tops: Polo (short or long sleeves), button down (Oxford style shirts)
    - Colors: white, navy, black and light blue (according to grade level)
    - No embellishments or large logos of any kind
- Bottoms: Pants, shorts, skirts, or jumpers
    - Colors: khaki, navy, black (according to grade level)
    - Pants may NOT have embellishments of any kind
    - Leggings are NOT permitted unless worn under skirts (never on their own and must be a solid grey, black, or navy blue)
    - Jumpers must have the correct color polo underneath
    - Bottoms may not have rips, tears, distressed hems, logos, or embellishments of any kind
- Outerwear: Shall reflect the chosen uniform colors (solid colors only / no logos) or approved Norton Science and Language Academy outerwear and follow the LCER dress code. The only sports jackets permitted are those representing Norton Science and Language Academy school athletics. Trenchcoats are not permitted.
- Sweatpants, in the chosen school pant colors, are allowed in grades TK-5 only. In grades 6th - 12th, students may only wear sweatpants during PE/Athletic classes.

Friday Rocket Dress:

- Tops: Norton Science and Language Academy spirit wear, NASA, college and university, or U.S. military
- Bottoms: Uniform bottoms (see above)
- All Rocket Dress clothing must follow the LCER dress code policy
- Rocket Dress Day attire is considered appropriate for field trips, unless a teacher or administrator directs otherwise

*Any family who would like additional information or uniform assistance is encouraged to contact the school administrative assistants
*Use of the NSLA name and/or logo on any home-made or individually designed clothing item is not permitted without prior approval from administration.

APPENDIX – COMPLETE POLICIES

Title IX Sexual Harassment Policy and Grievance Procedures

Board Policy #: 1312.4
Adopted/Ratified: October 17, 2022
Revision Date: n/a

The grievance procedures described in this policy shall be used to address any complaint governed by Title IX of the Education Amendments of 1972 alleging that a Lewis Center for Educational Research ("LCER") employee or student, while in an education program or activity in which an LCER school exercises substantial control over the context and respondent, was subjected to one or more of the following forms of sexual harassment: (34 CFR 106.30, 106.44)

1. An LCER employee conditioning the provision of an LCER aid, benefit, or service on a person's participation in unwelcome sexual conduct.
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 LCER's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking as defined in 20 USC 1092 or 34 USC 12291.

All other sexual harassment complaints shall be investigated and responded to pursuant to BP 4319.11 Personnel Unlawful Harassment, Discrimination, and Retaliation or BP 1312.3 Community Relations Uniform Complaint Policy and Procedures. The determination of whether the allegations meet the definition of sexual harassment under Title IX shall be made by LCER's Title IX Coordinator ("Coordinator") or designee:

Stacy Newman
Director of Human Resources
Building M, 17500 Mana Road, Apple Valley, CA 92307
760/946-5414 extension 220, snewman@lcer.org

Because the complainant has a right to pursue a complaint under BP 4319.11 or BP 1312.3 for any allegation that is dismissed or denied under the Title IX complaint procedure, the Coordinator shall ensure that all requirements and timelines for BP 4319.11 or BP 1312.3 are concurrently met while implementing the Title IX procedure.

Reporting Allegations/Filing a Formal Complaint

A report of sexual harassment shall be submitted directly to or forwarded to the Coordinator using the contact information listed above or to the employee's direct supervisor or other LCER administrator, who shall forward the report to the Coordinator within one day of receiving the report.

Upon receiving such a report, the Coordinator shall inform the complainant of the process for filing a formal complaint.

A formal complaint, with the complainant's physical or digital signature, may be filed with the Coordinator in person, by mail, by email, or by any other method authorized by LCER. (34 CFR 106.30)

Even if the alleged victim chooses not to file a formal complaint, the Coordinator may file a formal complaint in situations in which a safety threat exists or in other situations as permitted under the Title IX regulations, including as part of the LCER's obligation to not be deliberately indifferent to known allegations of sexual harassment. In such cases, the alleged victim is not a party to the case, but will receive notices as required by the Title IX regulations at specific points in the complaint process.

The Coordinator, investigator, decision-maker, or a facilitator of an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent, and that such persons receive training in accordance with 34 CFR 106.45. (34 CFR 106.45)

Supportive Measures

Upon receipt of a report of Title IX sexual harassment, the Coordinator shall promptly contact the complainant to discuss the availability of supportive measures and shall consider the complainant's wishes with respect to the supportive measures implemented. Supportive measures shall be offered as appropriate, as reasonably available, and without charge to the complainant or the respondent before or after the filing of a formal complaint or where no formal complaint has been filed. Such measures shall be non-disciplinary, non-punitive, and do not unreasonably burden the other party, including measures designed to protect the safety of all parties or LCER's educational environment or to deter sexual harassment. Such measures may include, but are not limited to, counseling, extensions of deadlines, modifications of work schedules, mutual restrictions on contact, changes in work locations, leaves of absence, increased security, and monitoring of certain areas of the campus. (34 CFR 106.30, 106.44) The Coordinator shall consider the complainant's wishes with respect to supportive measures.

LCER shall maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair LCER's ability to provide the supportive measures (34 CFR 106.30).

Emergency Removal

If an LCER employee is the respondent, the employee may be placed on administrative leave during the pendency of the formal complaint process. (34 CFR 106.44)

If the respondent is a student, LCER may, on an emergency basis, remove the student from LCER's education program or activity, provided that LCER conducts an individualized safety and risk analysis, determines that removal is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations, and provides the student with notice and an opportunity to challenge the decision immediately following the removal. This authority to remove a student does not modify a student's rights under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973. (34 CFR 106.44)

Dismissal of Complaint

The Coordinator shall dismiss a formal complaint if the alleged conduct would not constitute sexual harassment as defined in 34 CFR 106.30 even if proved. The Coordinator shall also dismiss any complaint that did not occur in the LCER's education program or activity or did not occur against a person in the United States, and may dismiss a formal complaint if the complainant notifies LCER in writing that the complainant would like to withdraw the complaint or any allegations in the complaint, the respondent is no longer employed by LCER, or sufficient circumstances prevent LCER from gathering evidence sufficient to reach a determination with regard to the complaint. (34 CFR 106.45)

Upon dismissal, the Coordinator shall promptly, and simultaneously to the parties, send written notice of the dismissal and the reasons for the dismissal and shall inform them of their right to appeal the dismissal of a formal complaint or any allegation in the complaint in accordance with the appeal procedures described in the section "Appeals" below. (34 CFR 106.45)

If a complaint is dismissed on the grounds that the alleged conduct does not constitute sexual harassment as defined in 34 CFR 106.30, the conduct may still be addressed pursuant to BP 4319.11, BP BP 1312.3 or other LCER policy as applicable.

Informal Resolution Process

When a formal complaint of sexual harassment is filed, LCER may offer an informal resolution process, such as mediation, at any time prior to reaching a determination regarding responsibility. LCER shall not require a party to participate in the informal resolution process or to waive the right to an investigation and adjudication of a formal complaint. (34 CFR 106.45)

LCER may facilitate an informal resolution process provided that LCER: (34 CFR 106.45)

1. Provides the parties with written notice disclosing the allegations, the requirements of the informal resolution process, the right to withdraw from the informal process and resume the formal complaint process, and any consequences resulting from participating in the informal resolution process, including that records will be maintained or could be shared.
2. Obtains the parties' voluntary, written consent to the informal resolution process.

Formal Complaint Process

If a formal complaint is filed, the Coordinator shall provide the known parties with written notice of the following: (34 CFR 106.45)

1. LCER's complaint process, including any informal resolution process.
2. The allegations potentially constituting sexual harassment with sufficient details known at the time, including the identity of parties involved in the incident if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident if known. Such notice shall be provided with sufficient time for the parties to prepare a response before any initial interview.
3. If, during the course of the investigation, LCER investigates allegations about the complainant or respondent that are not included in the initial notice, the Coordinator shall provide notice of the additional allegations to the parties.
4. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the complaint process.

5. The opportunity for the parties to have an advisor of their choice who may be, but is not required to be, an attorney, and the ability to inspect and review evidence.
6. The prohibition against knowingly making false statements or knowingly submitting false information during the complaint process.

The above notice shall also include the name of the investigator, facilitator of an informal process, and decision-maker and shall inform the parties that, if at any time a party has concerns regarding conflict of interest or bias regarding any of these persons, the party should immediately notify the Coordinator.

Investigation Procedures

During the investigation process, LCER shall: (34 CFR 106.45)

1. Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
2. Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
3. Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
4. Not limit the choice or presence of an advisor for either the complainant or respondent in any meeting or grievance proceeding, although LCER may establish restrictions regarding the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties.
5. Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews or other meetings, with sufficient time for the party to prepare to participate.
6. Send in an electronic format or hard copy to both parties and their advisors, if any, the evidence that is directly related to the allegations raised in the complaint, and provide the parties at least 10 calendar days to submit a written response for the investigator to consider prior to the completion of the investigative report.
7. Objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence, and determine credibility in a manner that is not based on a person's status as a complainant, respondent, or witness.
8. Create an investigative report that fairly summarizes relevant evidence and, at least 10 calendar days prior to the determination of responsibility, send to the parties and their advisors, if any, the investigative report in an electronic format or a hard copy, for their review and written response.

Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence are offered to prove that someone other than the respondent committed the conduct alleged by the complainant or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent. (34 CFR 106.45)

Privacy rights of all parties to the complaint shall be maintained in accordance with applicable state and federal laws.

Written Decision

The LCER President/Chief Executive Officer ("CEO") or designee shall designate an employee as the decision-maker to determine responsibility for the alleged conduct, who shall not be the Coordinator or a person involved in the investigation of the matter. (34 CFR 106.45)

After the investigative report has been sent to the parties, but before reaching a determination regarding responsibility, the decision-maker shall afford each party the opportunity to submit written, relevant questions that the 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.

The decision-maker shall issue, and simultaneously provide to both parties, a written decision as to whether the respondent is responsible for the alleged conduct. (34 CFR 106.45)

The written decision shall be issued within 45 calendar days of the receipt of the complaint.

The timeline may be temporarily extended for good cause with written notice to the complainant and respondent of the extension and the reasons for the action. (34 CFR 106.45)

In making this determination, LCER shall use the "preponderance of the evidence" standard for all formal complaints of sexual harassment. (34 CFR 106.45)

The written decision shall include the following: (34 CFR 106.45)

1. Identification of the allegations potentially constituting sexual harassment as defined in 34 CFR 106.30.
2. A description of the procedural steps taken from receipt of the formal complaint through the written decision, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held if LCER includes hearings as part of the grievance process.
3. Findings of fact supporting the determination.
4. Conclusions regarding the application of LCER's code of conduct to the facts.
5. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, disciplinary sanctions LCER imposes on the respondent, and whether remedies designed to restore or preserve equal access to LCER's educational program or activity will be provided by LCER to the complainant as required by law.
6. LCER's procedures and permissible bases for the complainant and respondent to appeal.

Appeals

Either party may appeal LCER's decision or dismissal of a formal complaint or any allegation in the complaint, if the party believes that a procedural irregularity affected the outcome, new evidence is available that could affect the outcome, or a conflict of interest or bias by the Coordinator, investigator(s), or decision-maker(s) affected the outcome. If an appeal is filed, LCER shall: (34 CFR 106.45)

1. Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties.

2. Ensure that the decision-maker(s) for the appeal is trained in accordance with 34 CFR 106.45 and is not the same decision-maker(s) who reached the determination regarding responsibility or dismissal, the investigator(s), or the Coordinator.
3. Give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
4. Issue a written decision describing the result of the appeal and the rationale for the result.
5. Provide the written decision simultaneously to both parties.

An appeal must be filed in writing within 10 calendar days of receiving the determination, stating the grounds for the appeal and including any relevant documentation in support of the appeal. Appeals submitted after this deadline are not timely and shall not be considered.

A written decision shall be provided to the parties within 20 calendar days from the receipt of the appeal.

Either party has the right to file a complaint with the U.S. Department of Education's Office for Civil Rights within 180 calendar days of the date of the most recently alleged misconduct.

The complainant shall be advised of any civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may be available under state or federal antidiscrimination laws, if applicable.

Remedies

When a determination of responsibility for sexual harassment has been made against the respondent, LCER shall provide remedies to the complainant. Such remedies may include the same individualized services described above in the section "Supportive Measures," but need not be non-disciplinary or non-punitive and need not avoid burdening the respondent. (34 CFR 106.45)

Disciplinary Actions

LCER shall not impose any disciplinary sanctions or other actions against a respondent, other than supportive measures as described above in the section "Supportive Measures," until the complaint procedure has been completed and a determination of responsibility has been made. (34 CFR 106.44)

When an employee is found to have committed sexual harassment or retaliation, LCER shall take appropriate disciplinary action, up to and including dismissal, in accordance with applicable law and LCER policy and procedures.

Record-Keeping

The CEO or designee shall maintain, for a period of seven years: (34 CFR 106.45)

1. A record of all reported cases and Title IX investigations of sexual harassment, any determinations of responsibility, any audio or audiovisual recording and transcript if applicable, any disciplinary sanctions imposed, any remedies provided to the complainant, and any appeal or informal resolution and the results therefrom.
2. A record of any actions, including supportive measures, taken in response to a report or formal complaint of sexual harassment, including LCER's basis for its conclusion that its response was not deliberately indifferent, the measures taken that were designed to restore

or preserve equal access to the education program or activity, and, if no supportive measures were provided to the complainant, the reasons that such a response was not unreasonable in light of the known circumstances.

3. All materials used to train the Coordinator, investigator(s), decision-maker(s), and any person who facilitates an informal resolution process. LCER shall make such training materials publicly available on its web site, or if LCER does not maintain a web site, available upon request by members of the public.

Harassment, Discrimination and Intimidation Policy

Board Policy #: New Policy Being Developed
Adopted/Ratified: June 12, 2023
Revision Date: N/A

Bullying Policy

Board Policy #: 5131.2
Adopted/Ratified: February 10, 2020
Revision Date: n/a

The Lewis Center for Educational Research ("LCER") Board of Directors ("Board") recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. LCER employees shall establish student safety as a high priority and shall not tolerate bullying of any student. Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute harassment, sexual harassment, hate violence, or creates an intimidating, threatening and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- Causing a reasonable student to experience a substantial interference with his or her academic performance
- Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by LCER

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device, as defined in Education Code

48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for addressing bullying in LCER schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable LCER and school plans.

As appropriate, the President/CEO or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:
To the extent possible, LCER schools shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative LCER school climate. Students shall be informed, through student handbooks and other appropriate means, of LCER and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, the LCER shall provide students with instruction, in the classroom or other educational settings, that promotes social-emotional learning, effective communication and conflict resolution skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior. Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The President/CEO or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the LCER and its employees to prevent discrimination, harassment, intimidation, and bullying of LCER students. Such training shall be designed to provide staff with the skills to:

- Discuss the diversity of the student body and school community, including their varying
- immigration experiences
- Discuss bullying prevention strategies with students, and teach students to recognize the
- behavior and characteristics of bullying perpetrators and victims
- Identify the signs of bullying or harassing behavior
- Take immediate corrective action when bullying is observed
- Report incidents to the appropriate authorities, including law enforcement in instances of
- criminal behavior

Based on an assessment of bullying incidents at school, the President/CEO or designee may

increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:
Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the President/CEO or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate based on the severity or pervasiveness of the bullying, the President/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The President/CEO or designee, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints:
Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the principal of the report, whether or not a complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the principal or a LCER compliance officer, whether or not the alleged victim files a complaint.

Within one business day of receiving a report of bullying, the principal shall notify the LCER compliance officer identified in AR 1312.3 - Uniform Complaint Procedures to determine the course of investigation.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the President/CEO or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

When a report of bullying is submitted, the principal or a LCER compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint. The student who is

the alleged victim of the bullying shall be given an opportunity to describe the incident, identify witnesses who may have relevant information, and provide other evidence of bullying.

Investigation and Resolution of Complaints:
Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures specified in AR 1312.3, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures specified in AR 1312.3.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:
Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with LCER policies and regulations.

Suspension and Expulsion Policy and Procedures

Board Policy #: 5144
Adopted/Ratified: January 24, 2008
Revision Date: August 17, 2026

The Lewis Center for Educational Research Board of Directors, which operates Academy for Academic Excellence and Norton Science and Language Academy (collectively herein referred to as, "LCER") recognizes the need to establish a comprehensive Suspension and Expulsion Policy and Procedures to promote learning and protect the safety and wellbeing of all students at LCER schools. In creating this policy, LCER has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* LCER is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as LCER's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The school will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the school has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the school for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the School shall utilize the same hearing procedures as specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the LCER's attendance expectations shall be addressed in accordance with LCER Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1. Document the actions taken and save the document to the student's record
2. Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the School may require both the victim and perpetrator to engage in restorative justice practices. The School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity to combat racism and ignorance.

The School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

A. Grounds for Suspension and Expulsion of Students
A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. **Discretionary Suspension and Expulsion Offenses**: Students may be suspended and/or recommended for expulsion when it is determined the student:

a. Caused, attempted to cause, or threatened to cause physical injury to another person.
b. Willfully used force or violence upon the person of another, except self-defense.
c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e. Committed or attempted to commit robbery or extortion.
f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to electronic files and databases.
g. Stole or attempted to steal school property or private property, which includes but is not

limited to electronic files and databases.

h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
i. Committed an obscene act or engaged in habitual profanity or vulgarity.
j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
k. Knowingly received stolen school property or private property, which includes but is not limited to electronic files and databases.
l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
o. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.
r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.
s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a

student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
    1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act,2) 3) 4) and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
    2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.
    3. A post on a social network Internet Web site including, but not limited to:
        a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
        b. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

4. An act of cyber sexual bullying.
    a. For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording2. of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    b. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
5. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury on another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury, shall be subject to discipline pursuant to subdivision (1)(a)-(b).

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

2. **Non-Discretionary Suspension and Expulsion Offenses**: Students must be suspended and recommended for expulsion when it is determined the student:

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
b. Brandished a knife at another person.
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

If it is determined by the Hearing Officer, Panel, and/or Board that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus

or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The school will use the following definitions:

• The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily forstabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

• The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

• The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference
   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605.6(b)(5)(J)(i).

   This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with school officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians
   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the students well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion
   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian shall be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when school has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

   This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension
   In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
   In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605.6(b)(5)(J)(iii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial LCER Board of Directors following a hearing before it or by the LCER board of Directors upon the recommendation

of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed.

The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board of Directors. Each entity shall be presided over by a designated neutral hearing chairperson.

The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the LCER Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board of Directors for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of the school's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment.
5. An explanation of the opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined

only by the school or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days' notice of their scheduled testimony;(b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The school must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.

4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

7. If one or both of the support persons is also a witness, the school must present evidence that the witness' presence is both desired by the witness and will be helpful to the school. The Hearing Officer shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the hearing officer conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

I. Expulsion Decision

Following the conclusion of the hearing, the Hearing Officer or Panel shall issue a written recommendation to the Board, including findings of fact., which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion in closed session at a public meeting within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Hearing Officer or Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary

status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the school's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly herein.

J. Written Notice to Expel

The Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the school.

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. Disciplinary Records

The school shall maintain records of all student suspensions and expulsions at school. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the school as the LCER Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The school shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the school for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the school's capacity at the time the student seeks readmission or admission to the school.

P. Notice to Teachers

The school shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Q. Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA
The school shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the involuntary removal of any student with a disability or student that the school or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not

recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the school, the parent/guardian, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or

b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the school, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability. If the school, the parent/guardian, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the school had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent/guardian and the school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the school may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the school believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special EducationUnit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim

alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or the Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances
School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct. The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D),
upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting: The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

a. A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred. The school shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:
    - The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to school supervisory or administrative personnel, or to one of the child's teachers, that the child is in need of special education or related services.
    - The parent/guardian has requested an evaluation of the child.
    - The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to
      the Director of Student Support Services or to other school supervisory personnel.

If the school knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The school shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the school pending the results of the evaluation.

The school shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Professional Boundaries: Staff/Student Interaction Policy

Board Policy #: 5031
Adopted/Ratified: December 13, 2010
Revision Date: August 12, 2019,

The Lewis Center for Educational Research ("LCER") recognizes its responsibility to make and enforce all rules and regulations governing student and staff behavior to bring about the safest and most effective learning environment possible. While the use of appropriate touching is part of daily life and is important for student development, teachers and other staff members must ensure that they do not exceed appropriate behavior. If a child or other staff member specifically requests that he or she not be touched, then that request must be honored without question.

I. CORPORAL PUNISHMENT

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons, or to prevent damage to property. Excessive force is prohibited.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

A. Examples of PERMITTED actions (NOT corporal punishment)

1. Stopping a student from fighting with another student
2. Defending yourself from physical injury or assault by a student
3. Forcing a pupil to give up a weapon or dangerous object
4. Preventing a child from committing an act of vandalism
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills

6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities

B. Examples of PROHIBITED actions (corporal punishment)

1. Hitting, shoving, pushing, taping or physically restraining a student as a means of control
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment
3. Paddling, swatting slapping, grabbing, pinching, kicking, or otherwise causing physical pain

II. STAFF/STUDENT INTERACTION

A. Purpose

It is the purpose of this policy to provide additional specificity to the standards of conduct embodied in current School ethics-related rules and regulations so that the staff of the school will better understand the prohibitions and behavior boundaries incumbent upon them.

The rules of conduct set forth in this policy are not intended to serve as an exhaustive list of requirements, limitations, or prohibitions on staff conduct and activities established by School. Rather they are intended to:

1. Alert staff to some of the more sensitive and often problematic matters involved in faculty/staff-student relationships

2. Specify boundaries related to potentially sexual situations and conduct that is contrary to accepted norms of behavior and in conflict with duties and responsibilities of staff

3. Provide staff with clear guidance in conducting themselves in a manner that reflects high standards of professionalism

It is important for the School to maintain a school-wide culture in which students and staff understand their responsibility to report misconduct without fearing retaliation from students, staff, or administration. In order to prevent abuse and/or exploitation, students and staff must know that the administration will support them when they report possible misconduct.

Although this policy gives clear direction regarding appropriate conduct between staff and students, each staff member is obligated to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One helpful standard that can be quickly applied when assessing whether your conduct is appropriate is to ask yourself, “Would I be doing this if the student’s family, or my colleagues or family, were standing next to me?”

B. Boundaries

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

C. Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviour is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, inappropriate or sexual misconduct, or “grooming.” Grooming is defined as an act or series of acts by a sexual predator to gain physical and/or emotional control by gaining trust (of staff and/or family and a minor) and desensitizing the minor to various forms of touching and other intimate interaction.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behavior to their daily activities. Although good-natured, heartfelt interaction with students certainly fosters learning, student/staff interactions must always be guided by appropriate boundaries regarding activities, locations, and intentions.

D. Unacceptable Behaviors

The following non-exhaustive list of behaviors shall be considered in violation of this policy:

1. Giving gifts to an individual student that are of a personal and intimate nature (including photographs); or items such as money, food, outings, electronics, etc. without the written pre-approval of the assigned administrator. It is recommended that any such gifts be filtered through the Vice Principal or Principal along with the rationale therefore
2. Kissing of ANY kind
3. Massage [Note: Prohibited in athletics unless provided by a massage therapist or another certified professional in an open public location. Coaches may not perform massage or rub-down. Permitted in special education only as instructed under an IPE or 5040 Plan.]
4. Full frontal or rear hugs and lengthy embraces
5. Sitting students on one’s lap (grades 3 and above)
6. Touching buttocks, thighs, chest, or genital area
7. Wrestling with students or other staff members except in the context of a formal wrestling program
8. Tickling or piggyback rides
9. Any form of sexual contact
10. Any type of unnecessary physical contact with a student in either a public or private situation

11. Intentionally being alone with a student on campus or away from the school
12. Furnishing alcohol, tobacco products, or drugs – or failing to report knowledge of such
13. "Dating" or "going out with" a student
14. Remarks about physical attributes or physiological development of anyone. This includes comments such as ("Looking fine!" or "Check out that [body part]."
15. Taking photographs or videos of students for personal use or posting online other than for school purposes
16. Either partially or fully undressing in front of a student or asking a student to undress with the intent to view/expose private body parts
17. Leaving the campus alone with a student for lunch
18. Sharing a bed, mat, or sleeping bag with a student
19. Making or participating in sexually inappropriate comments; sexual jokes or jokes/comments with sexual innuendos, overtones, or double-entendres
20. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator
21. Listening to or telling stories that are sexually oriented
22. Discussing your personal troubles or intimate issues with a student
23. Becoming too involved with a student so that a reasonable person may suspect inappropriate behavior

E. Unacceptable Behaviors without Parent and Supervisor Permission

The following behavior should only be exercised when a staff member has parent and supervisor permission:

1. Giving students a ride to/from school or school activities without the express, advance written permission of the assigned administrator and the student's parent or legal guardian
2. Being alone in a room with a student at the school with the door closed and/or windows blocked from view
3. Allowing students in your home and/or in rooms within your home without a signed parental permission for a pre-planned or pre-communicated educational activity which must include another educator, parent, or designated school volunteer
4. Sending emails, text messages, or letters or posting messages or replies on social networking websites to students if the content is not about school activities

F. Acceptable and Recommended Behaviors

1. Pats on the back, high fives, fist-bumping, hand-slapping, and handshakes
2. Touching the face to check the temperature, wipe away a tear, remove hair from the face, or other similar types of contact
3. Touching a student for the purpose of guiding them along a physical path
4. Helping a student up after a fall
5. Engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid
6. Placing TK through second-grade students on one's lap for the purpose of comforting the child for a short duration only
7. Holding hands while walking with small children or children with specific disabilities

8. Assisting with toileting of small or disabled children in view of another staff member
9. Touch is required under an IEP or 504 Plan
10. Reasonable restraint of a violent person to protect self, other, or property
11. Obtaining formal written pre-approval from your supervisor to take students off school property for activities such as field trips or competitions; including parent's written permission and waiver form for any sponsored after-school activity whether on or off campus
12. Emails, text messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communicating shall be initiated via transparent [non-private] school-based technology and equipment)
13. Keeping the door wide open when alone with a student
14. Keeping reasonable and appropriate space between you the students
15. Stopping and correcting students if they cross your own personal boundaries, including touching legs, or buttocks, frontal hugs, kissing, or caressing
16. Keeping parents informed when a significant issue develops about a student, such as a change in demeanor or uncharacteristic behavior
17. Keeping after-class discussions with a student professional and brief
18. Immediately asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries
19. Involving your supervisor in discussion about situations that have the potential to become more severe (including, but not limited to, grooming or other red flag behaviors observed in colleagues, written material that is disturbing, or a student's fixation on an adult)
20. Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours
21. Making detailed notes about an incident that could evolve into a more serious situation later
22. Recognizing the responsibility to stop "Unacceptable Behaviors" of students and/or co-workers
23. Prioritizing professional behavior during all moments of student contact/interactions
24. Asking yourself if any of your actions, which could be contrary to these provisions, are worth sacrificing your job and career

G. Duty to Report

When any employee, parent or student becomes aware of another staff member (or volunteer, guest, vendor) crossing the boundaries specified in this policy, or has a suspicion of misconduct, he/she must report the matter immediately to the School administration. Reasonable suspicion means something perceived in spite of inconclusive or slight evidence. It is based on facts that would lead a reasonable person to believe the conduct occurred. Prompt reporting of observations falling into the unacceptable range of adult behavior with students is essential to protect students, the staff member, any witnesses, and the school as a whole. It is the duty of School administration to thoroughly investigate and remediate the situation as necessary. Employees must also report to the administration any awareness or concern of student behavior that crosses appropriate boundaries, or where a student appears to be at risk for sexual abuse.

H. Investigating

School administration will promptly investigate and document the investigation of allegation of sexual misconduct or inappropriate behavior, using such staff support or outside assistance, as he/she deems necessary and appropriate under the circumstances, and in accordance with LCER complaint policies. Throughout this fact finding process, the investigating administrator, and all others privy to the investigation, shall protect the privacy interests of any affected student(s) and/or staff member(s) including any potential witnesses, as much as possible and insofar as legally possible. Staff members who have violated this policy will be subject to disciplinary action, up to and including, release from at-will employment, and will be reported to authorities as appropriate.

I. Child Abuse/Sexual Abuse Reporting (Mandatory Reporting)

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse, or you reasonably suspect it, California Penal Code Section 11166 requires YOU to immediately report this information or suspicion directly to a child protective agency or the police. The report shall be made by phone as soon as possible and a subsequent written report must be sent within 36 hours of your knowledge or suspicion of the abuse. Internal reporting to school administration occurs after the phone-in report. Failure to meet these obligations can result in a monetary fine and/or jail.

Attendance and Tardy Policy

Regular attendance is essential to any school. We ask that every parent support the Academy for Academic Excellence or Norton Science and Language Academy ("School") by bringing his or her students on time each and every day. Students who arrive on time are better prepared to master the material provided by the instructor and consistently perform higher than those who come late or are habitually absent. In addition, absences affect our school monetarily. All schools in California are compensated based on their attendance (Actual Daily Attendance). The state does not recognize excused absences and does not compensate the school for students who do not attend for any reason. Unfortunately, our operating costs are unaffected by attendance – it costs the school the same to operate each day, regardless of the number of students present.

Students are expected to attend all classes and be on time unless properly excused. The administration requests that appointments be scheduled after school, if possible. If an appointment must be scheduled during school hours, please schedule it at a time when the student can still attend a portion of the day. Students with a doctor/dentist appointment need to attend school that day before or after the appointment.

Definitions

- "*Tardy*": School starts at 8:00 am for grades TK-5 and 8:30 am for grades 6-12. Students shall be classified as tardy if the student arrives after that time.

- "*Unexcused Absence*": A student shall have an unexcused absence if the student is absent or is tardy for more than thirty (30) minutes without a valid excuse.

- "*Truant":* A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3)

occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days or tardy on one or more days shall again be deemed a truant. Such students shall be reported to the Principal or designee.

- "*Habitual Truant*": A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.

- "*Chronic Truant*": A student shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year from the date of enrollment to the current date.

- *"School Attendance Review Team ("SART")":* The SART panel will be composed of school site administrator and other key personnel. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and the student's family, and establish a plan to resolve the attendance issue.

    1. The SART panel shall direct the parent/guardian that no further unexcused absences or truancy tardies can be tolerated.

    2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:

        a. Parent/guardian to attend school with the child for one day
        b. Student retention
        c. Loss of extracurricular and school event privileges (no-go list)
        d. Mandatory Saturday school
        e. Required remediation plan as set by the SART
        f. Notification to the County District Attorney
        g. Recommendation for involuntary removal to the Lewis Center Board of Directors.

    3. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

<u>Excused Absences for Classroom-Based Attendance</u>

Absence from school shall be excused only for health reasons, family emergencies, and justifiable personal reasons, as required by law or permitted under this Attendance Policy.

A student's absence shall be excused for the following reasons:

1. Personal illness or injury, including an absence for the benefit of the pupil's mental or behavioral health
2. Quarantine under the direction of a county or city health officer.
3. Medical, dental, optometric, or chiropractic services rendered.
    a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services or grieving death of a member of the student's immediate family or person determined by the pupil's parent or guardian to be in close association with the pupil as to be considered the pupil's immediate family.

    a. Excused absence in this instance shall be limited to one (1) day if the service is conducted in California or three (3) days if the service is conducted out of state.
    b. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister, or any other relative living in the student's household.
    c. For any absences due to the death of a person of close association, the parent or guardian must notify the attendance office at least three (3) days prior to the first day of the student's absence. Failure to provide notice at least three school days in advance will result in unexcused absence(s).
    d. Documentation, such as a funeral program or obituary, is required upon the student's return for an excused absence.
5. Jury duty in the manner provided by law.
6. Pupil is the custodial parent of a child who is ill or has a medical appointment during school, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
7. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Principal or designee pursuant to uniform standards:
    a. Appearance in court.
    b. Observation of a holiday or ceremony of his/her religion.
    c. Attendance at religious retreats
    d. Attendance at an employment interview or conference.
    e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
8. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
9. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Principal or designee.
10. Attendance at the student's naturalization ceremony.
11. Participating in a cultural ceremony or event. "Cultural" for these purposes means relating to the habits, practices, beliefs, and traditions of a certain group of people.
12. Engaging in a civic or political event, provided the pupil notifies the school ahead of the absence, no more than one (1) school day per year.

13. In the event of the death of an immediate family member or a person of qualified close association, a student shall be granted an additional excused absence of up to three (3) days per incident to complete any of the following actions
    a. Access services from a victim services organization or agency.
    b. Access grief support services.
    c. Participate in safety planning or to take other actions to increase the safety of the pupil, an immediate family member, or qualified person of close association. This includes, but is not limited to, temporary or permanent relocation.
    d. "Immediate family" shall be defined as parent or guardian, grandparent, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any other relative living in the student's household.
    e. For any absence due to the death of a person of close association the parent or guardian must notify the attendance office at least three (3) days prior to the first day of the student's absence. Failure to provide notice at least three school days in advance will result in unexcused absence(s).
    f. Documentation, such as a written letter, appointment verification, or intake form on official letterhead from a victim services agency, licensed counselor, therapist, grief support group, shelter, legal advocate, is required upon the student's return for an excused absence. If third-party documentation cannot be safely or immediately obtained due to acute crisis, a confidential, signed written statement from parent/guardian detailing safety or support necessity may be accepted at the sole discretion of the school administrator.
    g. Any absences for safety, support, or relocation reasons extending beyond the initial three (3) days shall be subject to the discretion of the school administrator, or their designee, pursuant to Education Code Section 48260. Days taken beyond three (3) days without administrative approval will be coded as unexcused.
14. Due to the pupil's participation in military entrance processing.
15. Participation in religious instruction or exercises as follows:
    a. The student shall be excused for this purpose for no more than one (1) school day per semester.
16. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
17. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
18. Authorization at the discretion of the Principal or designee, based on the facts of the student's circumstances, is deemed to constitute a valid excuse.

A student who is absent will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Verifying Absences

To report an absence, a parent must send a note to the school, email, or call to verify the absence.

- Absences should be verified within 24 hours.
- Parents/Guardians have three (3) school days to verify the reason for absences to make it excused, after which it will be marked as "unexcused" (unless a doctor's note can be produced).
- Doctor notes are required to excuse absences for doctor appointments.
- Medical documentation must be printed on the official, preprinted letterhead of an *established medical practice or clinic* and must include the provider's physical office address and state licensing number.

NSLA Attendance Contact Information
Email: nslaattendance@lcer.org
Attendance Phone Extension: (909) 386-2300 ext. 770

Absence verification needs to include:

- Full name of student
- Date(s) of absence
- Specific reason for absence
- Name and/or identity of parent/guardian providing the information

Three (3) or more consecutive days for personal illness or injury require a doctor note for an excused absence. Students with excessive (7 or more) excused absences will be asked to provide a doctor note to excuse future absences. Absences for doctor appointments require a doctor note for an excused absence.

When excusing students for confidential medical services or verifying such appointments, school staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.

Unexcused Absences and Truancies
Reasons NOT acceptable for being absent or truant from school and are considered unexcused absences include, but are not limited, to, the following:

1. Oversleeping/alarm clock not working
2. Repairing car or household items
3. Going to the beach, lake, river, mountains or desert, family vacations or reunions
4. Visiting friends, babysitting, taking care of other family members
5. Bus not available/missing bus/lack of transportation
6. College courses taken during school hours
7. DMV or Driver Training appointments
8. Going to work; including with parent or other family member
9. Any reason not covered in the excused list

Students, who are absent for any of the reasons listed above, will receive an unexcused absence.

Late Sign-In/ Early Sign-Out

Late Sign In

- Students arriving after the start of school must check into the office before proceeding to class.
- In order for a tardy to be excused, either a note from a parent/guardian must be provided or a parent/guardian must be present at sign-in and state a valid excuse on the sign-in sheet (see list above for excused absences).
- Once signed in, the student will receive a tardy slip and may then proceed to their assigned classroom.

Early Sign-Out

- Only authorized adults (listed on the emergency card) with photo ID can sign out a student at the attendance office.
- For student safety, students under 18 years of age will not be released from class until the authorized adult arrives on the school campus.
- In order to ensure an orderly and safe dismissal for all students, we are unable to accommodate requests to checkout students within 30 minutes of dismissal times. On a regular school day, early release requests are accepted up to 2:25 pm for grades K-5 and 3:00 pm for grades 6-12. On early release days, we will accept early release requests up to 1:00 pm for grades K-5 and 2:00 pm for grades 6-12. If a parent/guardian has an emergency situation, we will make every effort to get a student to the Attendance Office for early release.
- An early sign-out will only constitute an excused absence if it meets the definition of excused absence above.

Makeup Work

- Students are responsible for work missed while absent.
- The instructor can assist the student in obtaining a list of class assignments that need to be completed in a timely manner.
- Students who are absent should be proactive in finding out from their instructor(s) what was missed during their absences from school.
- Generally speaking, there is one day granted for each day of absence in order to turn in the makeup work in a timely fashion. A student who is absent will be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and will receive full credit upon satisfactory completion within a reasonable period of time. The teacher of the class from which a student is absent shall determine which tests and assignments are reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

- Please discuss make-up work options with your instructors.

In the case of planned absences, please note the following:

- If you must pull your child from school for time periods other than the scheduled school holidays, please notify your child's teachers at least 3 days in advance to give the teachers time to put work together.
- If arrangements are made in advance to collect work to be done while the student is gone, then that work is due the first day the student returns to school. Teachers may opt not to give work before the student leaves but assign it after the student returns.

- Students who are out with unexcused absences on days when there is a quarter assessment or semester final may not be able to make up that assessment, and their grades may be negatively impacted.

Perfect Attendance

LCER recognizes the importance of consistent attendance and its positive impact on student learning, achievement, and engagement in the school community. To encourage and celebrate regular attendance, the following attendance recognition categories are established:

Perfect Attendance
Perfect Attendance shall be awarded to students who are present for the entire instructional day on every school day during the designated recognition period. Students may not have any absences, whether excused or unexcused. Participation in school-sponsored activities, including field trips, competitions, athletic events, and other approved school functions, shall not be considered absences for purposes of Perfect Attendance. Any suspension, whether in-school or out-of-school, shall disqualify a student from receiving Perfect Attendance recognition. If a student accumulates three tardies, he/she will be disqualified from receiving Perfect Attendance recognition.

Outstanding Attendance
Outstanding Attendance shall be awarded to students who maintain an attendance rate of 95% or higher during the designated recognition period. Participation in school-sponsored activities shall not be counted as absences when calculating attendance. Suspensions shall be counted as absences for purposes of Outstanding Attendance eligibility.

Process for Addressing Truancy

1. Upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Attendance Office. This letter shall also be accompanied by a copy of this Attendance Policy.

2. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **Truancy Letter #2 – Habitual Truant Classification Notice**" notifying the parent/guardian of the student's "Habitual Truant" status. Continued unexcused absences may result in being placed on a "No Go List" for extracurricular activities.

3. Upon reaching seven (7) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **call home from the principal or designee**. The student will be placed on the "No Go List".

4. Upon reaching ten (10) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting"** and the student will be referred to a School Attendance Review Team (SART). This letter shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked.

5. If the conditions of the SART contract are not met, the student may incur additional administrative action, up to and including disenrollment from the school, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

6. For all communications set forth in this process, the school will use the contact information the parent/guardian provided in the registration packet. It is the parent's or guardian's responsibility to update the school with any new contact information.

7. If a student is absent ten (10) or more consecutive school days without a valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the school's communication attempts, as set forth above, the administration may recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the school receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Principal or designee will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the school of the absence and provide documentation consistent with this policy. However, consistent with the process below, students who are not in attendance by the sixth (6th) day of the school year due to an unexcused absence will be disenrolled from the school roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the school.

2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.

3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.

4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Principal or designee will follow the Involuntary Removal Process described below, which includes an additional five (5) school days for the parent/guardian to respond to the school and request a hearing before disenrollment.

5. The Involuntary Removal Process can be started immediately upon the school receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

6. The school will use the contact information the parent/guardian provided in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the school will send the student's last known school district of residence a letter notifying it of the student's failure to attend the school.

Involuntary Removal Process

No student shall be involuntarily removed by the school for any reason unless the parent or guardian of the student has been provided written notice of the school's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) school days before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights, including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the school's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the school issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated but does not include suspensions or expulsions pursuant to the LCER Suspension and Expulsion policy.

Upon a parent's or guardian's request for a hearing, the Principal or designee will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Lewis Center's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If a parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Principal or designee from making a similar recommendation in the future should student truancy continue or reoccur.

Referral to Appropriate Agencies or County District Attorney

It is the school's intent to identify and remove all barriers to the student's success, and the school will explore every possible option to address student attendance issues with the family. For any unexcused absence, the school may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the school may notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the characteristics above).

Reports

The Principal, or designee, shall gather and report to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem at least each semester.