



High Desert “Partnership in Academic Excellence” Foundation, Inc. dba  
LEWIS CENTER FOR EDUCATIONAL RESEARCH

Regular Board Meeting Agenda

04/20/2026 - 04:30 PM

Meeting at: 17500 Mana Rd. Apple Valley, CA (Multipurpose Room);

230 S. Waterman Ave. San Bernardino, CA (Multipurpose Room)

Additional Locations: 737 W Citrus St. Colton, CA; 4110 Berryman Ave. Los Angeles, CA;

# AGENDA

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[Join Meeting or](#)

Dial In: (562) 247-8422 Access Code: 368-951-363

## 1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance
- .02 Roll Call
- .03 Adoption of the Agenda

## 2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held March 16, 2026 - (pg. 3)

## 3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador's Student Update
- .02 Destination Imagination Presentation
- .03 AAE SRLA Presentation
- .04 AAE Principal's School Update
- .05 NSLA Principal's School Update

## 4. PUBLIC COMMENTS

*Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at [lcerboard@lcer.org](mailto:lcerboard@lcer.org). Your comment will be read at the meeting during public comments or as the agenda item is heard.*

## 5. CONSENT ITEMS

- .01 Approve AAE and NSLA Calendar for 2027-2028 School Year – (pg. 6)

## 6. DISCUSSION/ACTION ITEMS

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman
- .02 NSLA 5<sup>th</sup> Grade Promotion Process; Stakeholders Involvement and Parent Engagement
- .03 NSLA Current Bonds Status and Potential Phase 3 Construction
- .04 Discussion and Update on Student Governing Board and Foundation Board Member Positions
- .05 Bud Biggs Legacy Scholarship – (pg. 11)

## 7. INFORMATION INCLUDED IN PACKET

- .01 President/CEO Report – (pg. 12)
- .02 Grant Tracking Report – (pg. 23)

- .03 LCER Financial Reports
  - Checks Over \$10K – (pg. 24)
  - Budget Comparisons – (pg. 25)
  - Lewis Center Foundation Financial Reports – (pg. 26)
- .04 LCER Board Attendance Log – (pg. 29)
- .05 LCER Board/Lewis Center Foundation Give & Get – (pg. 30)

## **8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS**

- .01 Approval of Revision to Board Policy BP 6183 Home and Hospital Instruction – (pg. 31)
- .02 Discussion of Adoption of Board Policy BP 5141.8 Students; Behavior Health Referrals – (pg. 34)
- .03 Discussion and Approval of Revision to Board Policy BP 5144 Discipline; Suspension/Expulsion – (pg. 38)

## **9. FUTURE AGENDA ITEMS**

## **10. BOARD/STAFF COMMENTS**

## **11. ADJOURN**



# MINUTES

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## 1. OPENING ITEMS

- .01 Call to Order and Pledge of Allegiance – Chairman Carlos called the meeting to order at 4:30 p.m.
- .02 Roll Call - LCER Board Members Present: Chairman Yolanda Carlos, Amber Hom, Dr. Steve Levin (attending remotely), Michael Razo, Patrick Schlosser and Lucy Tello. LCER Board Members Absent: Marisol Sanchez.
- .03 Adoption of the Agenda – A clerical error was noted on agenda item 2.01 that it was meant to reflect “February”, not “January” A motion to adopt the amended agenda was made by Patrick Schlosser, seconded by Dr. Steve Levin. The motion passed by a roll call vote 6-0

## 2. APPROVAL OF MINUTES

- .01 Approval of the Minutes of the Regular Board Meeting Held February 23, 2026 - On a motion by Dr. Steve Levin, seconded by Amber Hom, vote 6-0, the LCER Board of Directors approved agenda item 2.01 by roll call vote.

## 3. RECOGNITIONS / SPECIAL PRESENTATIONS

- .01 LCER Ambassador’s Student Update - AAE Student Ambassadors Ellianna De La Rosa and Alhamza Hamza updated the Board on sports, including a game competed against NSLA. Additional updates were given on ASB, Ambassador activities and their annual Sacramento field trip, ROTC’s Spring camp, SLT, and STEM. Prom will be held on the Queen Mary. NSLA Student Ambassadors David Ruiz and Fernanda Hernandez updated the Board on recent and upcoming events, ASB activities, sports, Senior Prom, and winning against AAE in Esports. Students from AAE and NSLA got to participate in the Changemaker Hub with World Savvy at the Norton campus. ARISS contact is taking place this week where students will get the opportunity to speak with an astronaut aboard the International Space Station. Spring break begins next week.
- .02 NSLA California Cadet Corps Presentation and Recognitions – NSLA Cadet Corp lead with their presentation of the colors and Pledge of Allegiance. 2<sup>nd</sup> Lieutenant Arana, Cadet Ortiz, and Cadet Romero introduced themselves and the Cadet Corp program to the Board. They shared recent and upcoming activities along with personal experiences. The Board and Executive Team presented Cadets with certificates of recognition for their community service and dedication at the recent PBS Kids Camp event in San Bernardino. Dr. Lamb shared her gratitude and support for the program, Cadets, and 2<sup>nd</sup> Lt. Arana. The Board shared the sentiment.
- .03 NSLA Principal’s School Update – Mrs. Agosto updated the board on a professional development opportunity and PLC training they participated in today. They focused on essential student behaviors, self-monitoring, perseverance, and respect to maximize the learning environment. Staff input was collected and reflected on.
- .04 AAE Principal’s School Update – Mr. Richards shared his experience of today’s PLC training and the great opportunity. Attendance data was shared. Mr. Richards shared the upcoming ARISS opportunity. When returning from break, focus will be on testing. AP testing prep has begun. SFJROTC offers morning tutoring to support. Other updates included iReady, SRLA completing the Los Angeles Marathon, campus beatification, Parents and Pastries, staff reviews, and Spring Break. The TK classes and enrollment have been filled. Mr. Schlosser asked for clarification on staffing to accommodate the new TK schedule and Mr. Richards explained support.

## 4. PUBLIC COMMENTS

- Twelve community members addressed the Board regarding NSLA’s 5<sup>th</sup> grade promotion.

## 5. CONSENT ITEMS

- .01 Approve AAE and NSLA 2nd Interim Reports
- .02 Approve NSLA Cadet Corp Overnight Field Trip to Hubert Eaton Scout Reservation on April 17-April 19, 2026
- .03 Approve NSLA Class of 2026 Grad Nite Fieldtrip to Six Flags Magic Mountain on May 29, 2026

- .04 Approve Multi-Year Audit Engagement Agreement with Nigro & Nigro PC: FY 25/26, 26/27, 27/28
- .05 Approve Lewis Center for Educational Research and Victor Valley College Memorandum of Understanding: College and Careers Access Pathways (CCAP) Partnership Agreement July 1, 2024 - June 30, 2027

On a motion by Patrick Schlosser, seconded by Michael Razo, vote 6-0, the LCER Board of Directors approved consent agenda items 5.01-5.05.

## **6. DISCUSSION/ACTION ITEMS**

- .01 Lewis Center Foundation Board Update – Marisol Sanchez, Foundation Board Chairman – Dr. Lamb updated the Board that venues are being looked at for the upcoming Gala for the month of September.
- .02 Discuss Budget Workshop on May 28, 2026 at NSLA – Dr. Lamb explained the purpose of the Budget Workshop and proposed May 28, 2026 from 9:00am – 1:00 p.m. for the team to meet.
- .03 Discuss Ethics and Brown Act Training – Online through CSDC – Dr. Lamb offered virtual or in person participation to complete the Ethics and Brown Act Training and requested direction from the Board. Mr. Schlosser appreciated the in-person being informative but appreciates the flexibility of virtual. The Board’s overall preference is virtual.
- .04 Discussion and Information on Student Governing Board and Foundation Board Member Positions – Dr. Lamb reviewed an existing clause within the Board Policy to include a student member. The effect would take place during the 26/27 school year. Students would non-voting members and excluded from closed sessions or other privy information. Dr. Levin commented on student process and student selection/elections. Mr. Schlosser added input that it allowed opportunity for additional leadership positions amongst students. Dr. Lamb will consult with ASB, Ambassadors, and Cadets to develop a student-led selection process.
- .05 Discussion of Capturing Kids Hearts Training for LCER Board – Exclusive training is being offered to fifteen members of the Executive Team and Board Members that can be scheduled at any time next school year. The Board is invited to attend any of the existing level one or level two training courses. It will tentatively be planned for September to align with the new school year.

## **7. INFORMATION INCLUDED IN PACKET**

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports
  - Checks Over \$10K
  - Budget Comparisons
  - Lewis Center Foundation Financial Reports
- .04 NSLA and AAE Quarterly Financial Reports (Phan 12/31)
- .05 LCER Board Attendance Log
- .06 LCER Board/Lewis Center Foundation Give & Get

Mr. Razo thanked Dr. Lamb for providing the reports and finds them refreshing.

## **8. BOARD POLICIES / ADMINISTRATIVE REGULATIONS**

- .01 Status on LCER Board Policy Updates – Dr. Lamb updated the Board that there are several policies being finalized by legal including Acceptable Use Agreement, Suspension and Expulsion, Student Behavioral Health Concerns, Campus Security and Firearms on Campus and Response to Immigration Enforcement. They are taking a deep dive into suspension data and exploring alternatives to out-of-school suspensions to maintain high standards while keeping students engaged.

## **9. FUTURE AGENDA ITEMS**

- Process of communication regarding NSLA’s 5<sup>th</sup> grade promotion including how stakeholders were involved and parent engagement.
- Dr. Levin requested a future discussion on creating a mechanism to ensure ongoing awareness and compliance with existing policies, so they do not become obscure over time. Dr. Lamb will share out the

existing database that is being tracked. Restructuring the Board agenda created intentionality to review existing policies.

**10. BOARD/STAFF COMMENTS** - Mrs. Tello had the pleasure of attending the World Savvy Changemaker Hub event and appreciated that she was able to participate. Mr. Razo enjoyed engaging with the other community members, staff, and students. He is looking forward to the next session in April.

**11. ADJOURN** Chairman Carlos adjourned the meeting at 6:25 p.m.

**Lewis Center for Educational Research Board  
Agenda Item Cover Sheet**

Date of meeting: April 20, 2026

Title: AAE/NSLA Calendar for 2027-2028 School Year

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: x Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

As part of our standard practice, the LCER and its schools have developed school calendars that meet all requirements for school days, instructional minutes, and holidays. Other considerations in developing the calendar include its impact on instruction, neighboring districts' calendars, historical attendance percentages, and the balancing of grading periods. There is an ongoing effort to keep the schools' calendars aligned while still allowing specific flexibility to support campus-specific needs or traditions. Additional discussions are being held with staff regarding elementary bell schedules and aligning them across both schools beginning in the 2027-2028 school year.

**Fiscal Implications (if any):**

N/A

**Impact on Mission, Vision or Goals (if any):**

The proposed calendars support the mission, vision, and goals for LCER/AAE/NSLA

**Recommendation:**

Approve the school calendars as presented.

Submitted by:  
Dr. Lisa Lamb



# ACADEMY FOR ACADEMIC EXCELLENCE

## 2027-2028 SCHOOL YEAR

### CALENDAR

#### 180 School Days



#### Grading Periods TK-5

August 4 - November 5	1st Trimester
November 8 - February 25	2nd Trimester
February 28 - June 8	3rd Trimester

#### Grading Periods 6-12

August 4 - October 1	1st Quarter
August 4 - December 16	<b>1st Semester</b>
January 10 - March 17	3rd Quarter
January 10 - June 8	<b>2nd Semester</b>

#### Ceremonies

Kindergarten Recognition	June 6
5th Grade Recognition	June 7
8th Grade Recognition	June 8
HS Graduation	June 9

No School    
  Holiday    
  Early Release    
  Teacher In-Service, No School

Min Day Schedule K-5 Only  
 Min Day Schedule for Grades K-12  
 Secondary Finals schedule for Grades 6 - 12 Only

FIRST & LAST Days of school

#### July-27

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 0

#### August-27

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

School Days 20

#### September-27

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

School Days 21

#### October-27

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

School Days 16

#### November-27

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

School Days 16

#### December-27

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

School Days 12

#### January-28

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

School Days 15

#### February-28

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

School Days 19

#### March-28

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

School Days 13

#### April-28

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

School Days 20

#### May-28

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

School Days 22

#### June-28

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 6

Total Student School Days                    180  
 Teacher in Service Days                        5

**LCER Board Approved PENDING**



# ACADEMY FOR ACADEMIC EXCELLENCE

2027-2028 Año escolar

## CALENDARIO

180 Días escolares



### Periodos de calificaciones TK-5

Agosto 4 - Noviembre 5	1er Trimestre
Noviembre 8 - Febrero 25	2do Trimestre
Febrero 28 - Junio 8	3er Trimestre

### Periodos de calificaciones 6-12

Agosto 4 - Octubre 1	1er Cuarto
Agosto 4 - Diciembre 16	<b>1er Semestre</b>
Enero 10 - Marzo 17	3er Cuarto
Enero 10 - Junio 8	<b>2do Semestre</b>

### Ceremonias

Promoción de Kindergarten	Junio 6
Promoción de 5to Grado	Junio 7
Promoción de 8vo Grado	Junio 8
Graduación de HS	Junio 9

No hay clases
  Día festivo
  Salida temprano
  Día de trabajo para maestros, no hay clases

Salida temprano **solo** para K - 5  
 Salida temprano para K-12  
 Exámenes finales solo para 6-12

PRIMER y ÚLTIMO día de clases

#### JULIO-27

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Días escolares 0

#### AGOSTO-27

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

Días escolares 20

#### SEPTIEMBRE-27

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

Días escolares 21

#### OCTUBRE-27

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

Días escolares 16

#### NOVIEMBRE-27

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

Días escolares 16

#### DICIEMBRE-27

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

Días escolares 12

#### ENERO-28

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

Días escolares 15

#### FEBRERO-28

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

Días escolares 19

#### MARZO-28

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

Días escolares 13

#### ABRIL-28

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

Días escolares 20

#### MAYO-28

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

Días escolares 22

#### JUNIO-28

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Días escolares 6

Total de los días escolares estudiantiles 180  
Días de trabajo para los maestros 5

LCER Board Approved PENDING



# NORTON SCIENCE & LANGUAGE ACADEMY

## 2027-2028 SCHOOL YEAR

### CALENDAR

#### 180 School Days

#### Grading Periods TK-5

August 4 - November 5	1st Trimester
November 8 - February 25	2nd Trimester
February 28 - June 8	3rd Trimester

#### Grading Periods 6-12

August 4 - October 1	1st Quarter
August 4 - December 16	<b>1st Semester</b>
January 10 - March 17	3rd Quarter
January 10 - June 8	<b>2nd Semester</b>

#### Ceremonies

Kindergarten Recognition	June 8
5th Grade Recognition	June 7
8th Grade Recognition	June 7
HS Graduation	June 8

<span style="display: inline-block; width: 15px; height: 10px; background-color: #ADD8E6; border: 1px solid black;"></span> No School	<span style="display: inline-block; width: 15px; height: 10px; background-color: #9370DB; border: 1px solid black;"></span> Holiday	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF8C00; border: 1px solid black;"></span> Early Release	<span style="display: inline-block; width: 15px; height: 10px; background-color: #FFFF00; border: 1px solid black;"></span> Teacher In-Service, No School
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<span style="display: inline-block; width: 15px; height: 10px; background-color: #F08080; border: 1px solid black;"></span> Min Day Schedule K - 5 Only
<span style="display: inline-block; width: 15px; height: 10px; background-color: #90EE90; border: 1px solid black;"></span> Min Day Schedule for Grades K-12
<span style="display: inline-block; width: 15px; height: 10px; background-color: #FF00FF; border: 1px solid black;"></span> Secondary Finals schedule for Grades 6 - 12 Only



#### July-27

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 0

#### August-27

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

School Days 20

#### September-27

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

School Days 21

#### October-27

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

School Days 16

#### November-27

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

School Days 16

#### December-27

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

13

#### January-28

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

School Days 15

#### February-28

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

School Days 19

#### March-28

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

School Days 13

#### April-28

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

School Days 20

#### May-28

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

School Days 21

#### June-28

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

School Days 6

Total Student School Days 180  
 Teacher in Service Days 5

LCER Board Approved PENDING



# NORTON SCIENCE & LANGUAGE ACADEMY

2027-2028 Año escolar

## CALENDARIO

180 Días escolares



### Periodos de calificaciones TK-5

Agosto 4 - Noviembre 5	1er Trimestre
Noviembre 8 - Febrero 25	2do Trimestre
Febrero 28 - Junio 8	3er Trimestre

### Periodos de calificaciones 6-12

Agosto 4 - Octubre 1	1er Cuarto
Agosto 4 - Diciembre 16	<b>1er Semestre</b>
Enero 10 - Marzo 17	3er Cuarto
Enero 10 - Junio 8	<b>2do Semestre</b>

### Ceremonias

Promoción de Kindergarten	Junio 8
Promoción de 5to Grado	Junio 7
Promoción de 8vo Grado	Junio 7
Graduación de HS	Junio 8

No hay clases
  Día festivo
  Salida temprano
  Día de trabajo para maestros, no hay clases

Salida temprano solo para K - 5  
 Salida temprano para K-12  
 Exámenes finales solo para 6-12

PRIMER y ÚLTIMO día de clases

#### JULIO-27

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Días escolares 0

#### AGOSTO-27

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

Días escolares 20

#### SEPTIEMBRE-27

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

Días escolares 21

#### OCTUBRE-27

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

Días escolares 16

#### NOVIEMBRE-27

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

Días escolares 16

#### DICIEMBRE-27

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

Días escolares 13

#### ENERO-28

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

Días escolares 15

#### FEBRERO-28

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

Días escolares 19

#### MARZO-28

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

Días escolares 13

#### ABRIL-28

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

Días escolares 20

#### MAYO-28

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

Días escolares 21

#### JUNIO-28

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Días escolares 6

Total de los días escolares estudiantiles 180  
Días de trabajo para los maestros 5

LCER Board Approved PENDING

## Bud Biggs Legacy Scholarship



**Purpose:** To honor Mr. H.O. “Bud” Biggs, LCER Board Chairman from 1997-2017. Mr. Biggs was philanthropic to his core and was an active supporter of the Lewis Center since 1994. He helped build the original Science and Technology Center in Apple Valley and guided the continual evolution of the Lewis Center until his passing in 2017. The Lewis Center students and staff were honored by his leadership and generosity. He was simply one of the kindest, most honorable and loving souls. The goal of this scholarship is to allow his legacy to live on for generations through the leadership and service of the student recipients.

This scholarship will be given to LCER seniors who have shown servant leadership skills throughout high school and wish to further their education at an accredited college or university. Additionally, applicants’ charitable activities and community service efforts will be carefully considered.

**Amount:** 2 @ \$500 - \$1,500 each – 1 AAE and 1 NSLA student.

**How Fund is Sustained:** Annual Donations by LCER Board Members, Staff and Community Members.

### **Guidelines/Criteria**

- Applicants must be seniors at the Academy for Academic Excellence or Norton Science and Language Academy
- Must further their education at an accredited college or university
- Must have a minimum of 3.25 GPA
- Awards must be used to pay for tuition, books, school-related fees, and/or room and board (receipts and acceptance letter required)
- Awards will be sent to accredited college or university

### **Application Form/Process**

- Applicants must complete the required application and include the following:
  - An Official Academic Transcript
  - Applicant Consent Form
  - Two References (non-relative and non close family friend)
  - A 750-word essay on “*I have demonstrated the characteristics of servant leadership by...*”
  - Applicants may also provide a one-page summary of charitable and community service activities.

### **Selection Process/Committee**

Recipients are selected by the Scholarship Committee, member(s) of the Biggs family, and representative(s) of the LCER Board.

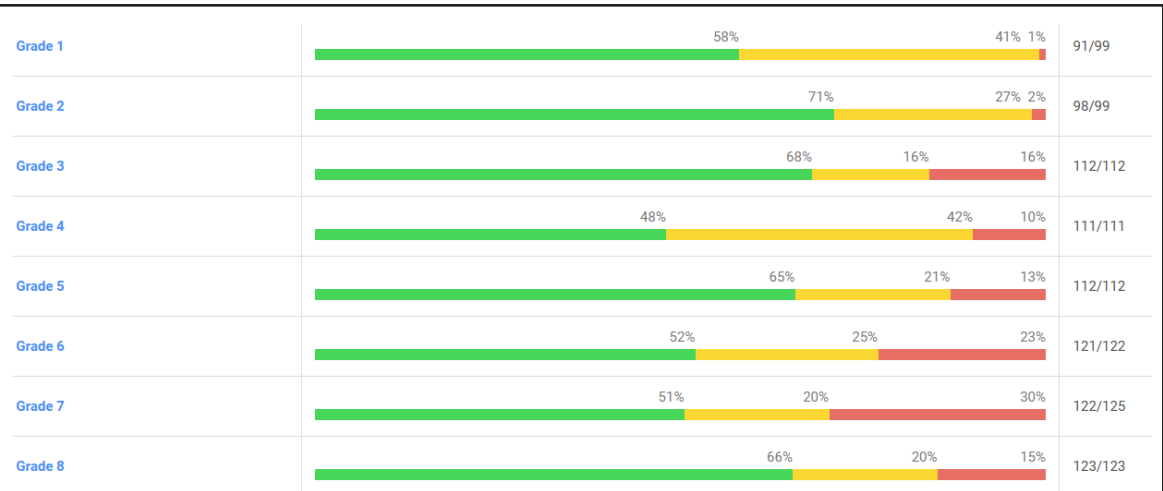
**Lewis Center for Educational Research  
STAFF REPORT**

**Date:** 04/20/2026  
**To:** LCER Board of Directors  
**From:** Lisa Lamb  
**Re:** President/CEO Report

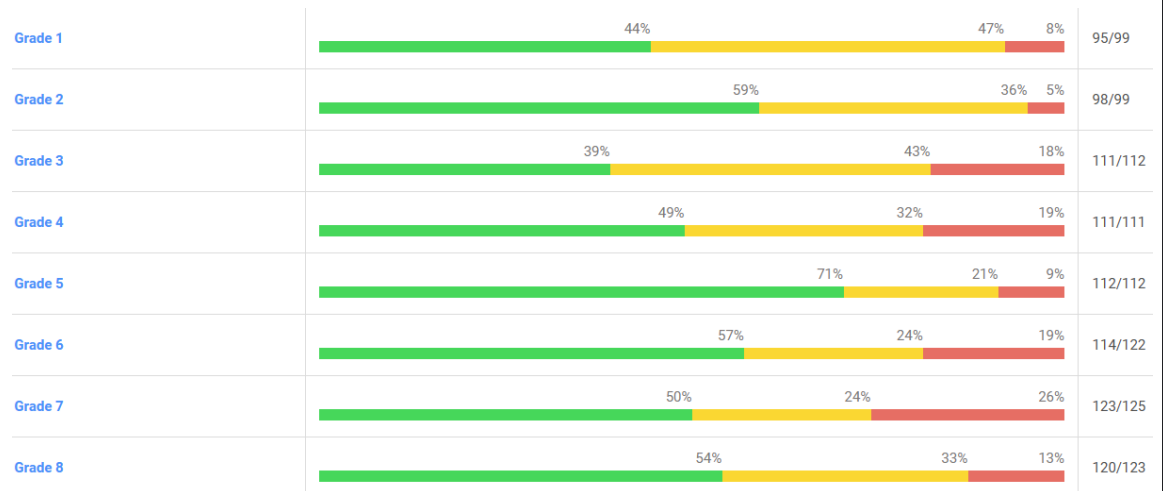
The strategic goal of the Board and Executive Team is to ensure student success by serving the whole student through effective academic, behavioral, and social-emotional programs. Each of the objectives below supports student achievement.

**Objective 1: Instructional excellence will be supported through multiple strategies aligned with LCAP Goals, WASC Action Plans, and AAE/NSLA Charters.**

<p>1.1 Strategy: Conduct regular classroom and campus walkthroughs with a goal of coaching and giving feedback. Utilize walkthrough data to scale successful practices, measure implementation of curriculum and initiatives (PLC, C6- NSLA, CKH, co-teaching, etc), and target instructional support where needed.</p>	<p><u>AAE</u></p> <p>Walkthroughs -310 total for the school year. They have been focused on the reviews this month. Social contracts are posted in over 90% of all classes. Greetings at the door are aligned with the Capturing Kids' Hearts initiative.</p> <p><u>NSLA</u></p> <p>Walkthroughs have been focused on “rigor” present during instruction, with attention focused on teachers’ strategies as well as the cognitive demand of the tasks on the students. Our different collaborative teams will be working to establish a shared definition of “rigor” so that walkthroughs can more precisely focus on teacher actions during instruction and the corresponding student behaviors that demonstrate deeper thinking/engagement.</p> <p><u>LCER</u> The annual Capturing Kids Hearts Traction Visit with our Coach, Jimmy Dawson, is scheduled for April 14th at NSLA and April 15th at AAE. During this visit, the principals and LCER admin will walk through classrooms to gauge the current implementation of CKH strategies and set goals for next year. The in-person visit builds upon the monthly Principal Cohorts and monthly calls with the CEO and Coordinator of Assessments and Programs.</p>
<p>1.2 Strategy: Targeted professional development aligned with research-based instructional practices (CKH, C6-NSLA, Ed Tech, differentiated instruction, etc.)</p>	<p>CKH - Process Champion meetings occur twice a month. Principal Cohort meetings are held each month to keep schools focused on creating and maintaining campus culture.</p>
<p>1.3 Strategy: Use verified academic data to inform instructional practices throughout the year (Parsec, iReady, Las Links, DRA, etc.)</p>	<p><u>AAE</u></p> <p>iReady results T3: Green representing % of students at grade level or above Reading:</p>



**Math:**



**AAE Data**

	2025 EOY	Sep	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	95.14	95.80	95.39	94.4	96.04	94.6	93.5	94.25
Secondary Tardies (10 or more)		15; Sec 6; Elem	38; Sec 20; Elem	65; Sec 27; Elem	80 Sec 34; Elem	1; Sec 0; Elem	20; Sec 9; Elem	42; Sec 15; elem
Elementary Attendance	95.17	96.30	95.93	95.29	95.92	95.15	93.03	94.37
Secondary Enrollment	810	822	821	820	816	812	810	806
Elementary Enrollment	674	685	683	684	682	681	681	680
Total Enrollment	1484	1505	1504	1504	1498	1493	1491	1486

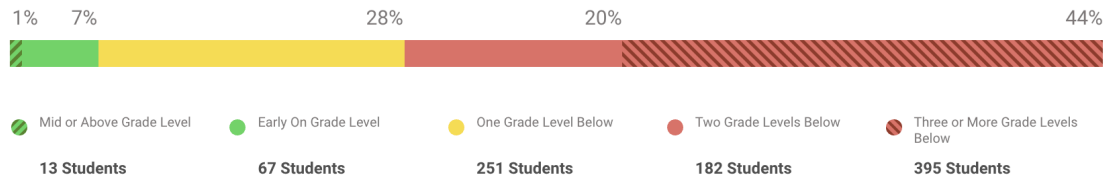
ALC's		20	18	32	13	19	26	29
Suspensions	65	3	1	7	5	7	4	2
Walk Thrus (Progressive)	681	180	213	228	248	261	276	302

**NSLA**

• **FALL MATH**

**Overall Placement**

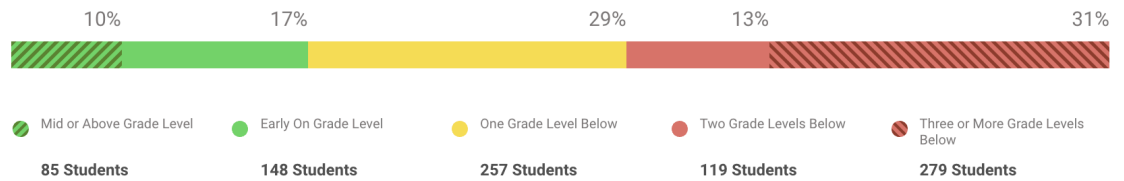
Students Assessed/Total: **908/1,234**



• **SPRING MATH**

**Overall Placement**

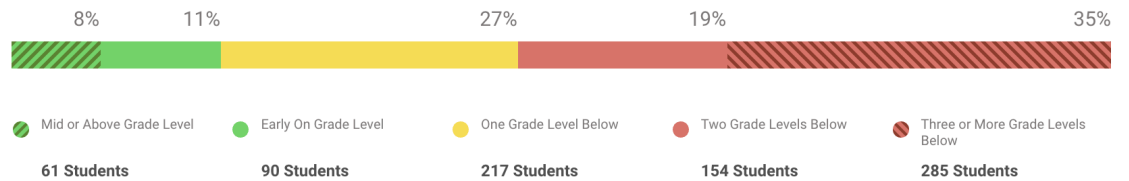
Students Assessed/Total: **888/1,234**



• **FALL READING**

**Overall Placement**

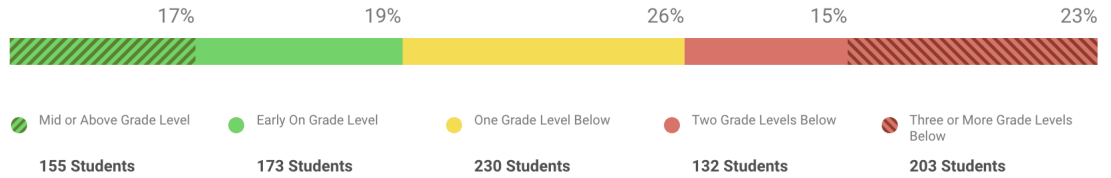
Students Assessed/Total: **807/1,241**



• **SPRING READING**

### Overall Placement

Students Assessed/Total: 893/1,241



### LCER

We had our second charter renewal workshop with Parsec. Each of these workshops takes a deep dive into AAE and NSLA's Dashboard and verified data. Both schools are showing growth academically and in other local indicators.

## Objective 2: Maintain successful charter renewals and positive relationships with authorizers through effective and transparent operational practices.

2.1 Strategy: Maintain middle or high-performing tier status for both schools based upon the CA Dashboard.

The Executive Team is closely monitoring progress toward all Dashboard indicators. Below is a screenshot of the current chronic absenteeism rates by month compared to last year. Both schools are showing improved attendance.

Chronic Absenteeism During the Year			Chronic Absenteeism During the Year		
AAE			NSLA		
2024-25 Month	2024-25 Month End %	2025-26 Month End %	2024-25 Month	2024-25 Month End %	2025-26 Month End %
September	15.9%	8.9%	September	18.2%	15.6%
October	11.0%	6.2%	October	15.4%	15.0%
November	8.8%	8.6%	November	19.9%	17.6%
December	10.1%	6.0%	December	17.3%	15.4%
January	11.0%	6.7%	January	18.5%	18.2%
February	10.3%	7.9%	February	19.2%	19.3%
March	9.2%	7.1%	March	21.9%	18.3%
April	7.9%		April	20.4%	
May	7.7%		May	19.7%	
June	8.6%		June	19.2%	

The following table shows similar data for suspension rates. Here too, both schools are showing improvement over last year.

Suspensions During the Year

Month	24-25 Month End SUS/ISS	2024-25 Month End %	25-26 Month End SUS/ISS	2025-26 Month End %
August	8	0.5%	1	0.1%
September	8 (7)	1.0%	3	0.3%
October	4 (3)	1.2%	2	0.4%
November	6 (4)	1.4%	7 (5)	0.7%
December	5 (4)	1.7%	6 (3)	0.9%
January	2 (0)	1.7%	5 (4)	1.1%
February	6 (3)	1.9%	4 (2)	1.2%
March	7 (4)	2.1%	5(4)	1.5%
April	1 (0)	2.1%		
May	17 (15)	3.1%		
June	1	3.2%		

Month	24-25 Month End SUS/ISS	2024-25 Month End %	Tr	25-26 Month End SUS/ISS	2025-26 Month End %
August	6	0.5%		4	0.3%
September	2	0.6%		7	0.8%
October	7	1.2%		3	1.1%
November	4	1.5%		5 (4)	1.4%
December	2	1.6%		1	1.4%
January	9 (7)	2.2%		4 (3)	1.6%
February	3	2.4%		4 (3)	1.9%
March	13 (11)	3.2%		7(6)	2.3%
April	8 (6)	3.7%			
May	17 (11)	4.6%			
June	6	5%			

\* Numbers in parentheses are the unduplicated count for that month. (For example, "7 (5)" means that there were seven suspensions for that month, but only 5 were unduplicated. The other two had been suspended earlier in the year)  
 \*\* Month-end suspensions totals based on assigned date in IC, not the dates served.  
 \*\*\* AAE 2024-25 Cumulative Count (based on CALPADS EOY) is 1,535  
 \*\*\*\* NSLA 2024-25 Cumulative Count (based on CALPADS EOY) is 1,294

2.2 Strategy: Maintain strong fiscal health through positive budget practices, transparent reporting, clean audits, stable bond covenants, and by securing additional funding sources whenever applicable.

Finance is working with Budget Managers to build the 2026/2027 Budgets based on the Governor's January Budget release. We are evaluating all new position needs and other program-related needs based on LCAP goals for the third year of the plans at each site. AAE has also published a Request for Proposals for their After School Programs, and we are hoping to be able to present to the Board next month an update to how we will be improving the program for our students at AAE. We have received the new rates from SISC beginning October 1, 2026, and will be evaluating those and the impact to the budget.

LCER successfully submitted a proposal for consideration of an award by NASA:

- Solicitation Number: NNH25ZDA001N-SCIACT
- Solicitation Title: F.6 Science Activation Program
- Proposal Number: 25-SCIACT25-0037
- Proposal Title: Building Space Weather Readiness Through Solar and Planetary Science Engagement (Short title: Space Weather Exploration and Engagement Pathways "SWEEP")

The SWEEP proposal establishes a national STEM learning ecosystem led by the Lewis Center for Educational Research in partnership with NASA/JPL, NASA Goddard Space Flight Center, Middle Tennessee State University, and Oregon State University, integrating existing NASA citizen science programs (GAVRT, HEAT, and Radio JOVE) to engage students in authentic space weather and heliophysics research. Through a scaffolded pathway from foundational learning to scientific contribution, SWEEP will build workforce-ready STEM skills while contributing real observations and analyses to support NASA science. The proposal was submitted with expressed support from the U.S. Space Force/Air Force, NASA Missions including Juno and SunRISE, and several other key national STEM organizations such as the Night Sky Network, Astronomical Society of the Pacific, the Society of Amateur Radio Astronomers (SARA), and NASA Solar System Exploration Research Virtual Institute.

2.3 Strategy: Ensure all teachers meet required credentialing and are supported to provide high-quality instruction. This will be measured through staff retention data and required state, federal, and authorizer reporting.

**NSLA Certificated Teaching Staff Credentials – Core Subjects**

Credential	#	Assignments
Clear	43	TK-2 (14); 3-5 (9); Eng (4); Math (4); Sci (4); SS (3); SPED (5)
Preliminary	8	3-5 (1); Eng (1); Math (2); Sci (1); SS (3)
Intern	4	Eng (1); SPED (3)
STSP	1	3-5 (1)
PIP	1	3-5 (1)

**AAE Certificated Teaching Staff Credentials – Core Subjects**

Credential	#	Assignments
Clear	41	TK-2 (9); 3-5 (6); Eng (7) Math (6) Sci (5) SS (6); SPED (2)
Preliminary	9	TK-2 (2); 3-5 (4); Sci (1); SPED (2)
GELAP	1	Math (1)
Intern	3	TK-2 (1); SPED (2)
STSP	2	TK-2 (1); 3-5 (1)
Sub Auth	3	TK-2 (1); 3-5 (1); SPED (1)

- These are tied to state test scores – reported on dashboard
- Does not include non-core (PE, Art, Music, other)

	<table border="1"> <thead> <tr> <th data-bbox="391 170 1040 216">AAE Teacher Retention Information</th> <th data-bbox="1040 170 1154 216">2024-25</th> <th data-bbox="1154 170 1268 216">2025-26</th> <th data-bbox="1268 170 1425 216">2026-27</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 216 1040 268">Total Teacher Assignments</td> <td data-bbox="1040 216 1154 268">70</td> <td data-bbox="1154 216 1268 268">71</td> <td data-bbox="1268 216 1425 268"></td> </tr> <tr> <td data-bbox="391 268 1040 321">Total Separations <u>From</u> Prior Teacher</td> <td data-bbox="1040 268 1154 321">7</td> <td data-bbox="1154 268 1268 321">6</td> <td data-bbox="1268 268 1425 321"></td> </tr> <tr> <td data-bbox="391 321 1040 373">Total Teaching Positions Added</td> <td data-bbox="1040 321 1154 373">1</td> <td data-bbox="1154 321 1268 373">1</td> <td data-bbox="1268 321 1425 373"></td> </tr> <tr> <td data-bbox="391 373 1040 426">Total Internal Hired Teachers</td> <td data-bbox="1040 373 1154 426">6</td> <td data-bbox="1154 373 1268 426">3</td> <td data-bbox="1268 373 1425 426"></td> </tr> <tr> <td data-bbox="391 426 1040 478">Total External Hired Teachers</td> <td data-bbox="1040 426 1154 478">2</td> <td data-bbox="1154 426 1268 478">4</td> <td data-bbox="1268 426 1425 478"></td> </tr> <tr> <td data-bbox="391 478 1040 531">Total Vacant Teacher Positions</td> <td data-bbox="1040 478 1154 531">0</td> <td data-bbox="1154 478 1268 531">0</td> <td data-bbox="1268 478 1425 531"></td> </tr> <tr> <td colspan="4" data-bbox="391 531 1425 573">*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom</td> </tr> <tr> <td colspan="4" data-bbox="391 573 1425 615">*Information reported as of first day of school.</td> </tr> <tr> <td colspan="4" data-bbox="391 667 1425 720"><hr/></td> </tr> <thead> <tr> <th data-bbox="391 680 1040 726">NSLA Teacher Retention Information</th> <th data-bbox="1040 680 1154 726">2024-25</th> <th data-bbox="1154 680 1268 726">2025-26</th> <th data-bbox="1268 680 1425 726">2026-27</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 726 1040 779">Total Teacher Assignments</td> <td data-bbox="1040 726 1154 779">64</td> <td data-bbox="1154 726 1268 779">69</td> <td data-bbox="1268 726 1425 779"></td> </tr> <tr> <td data-bbox="391 779 1040 831">Total Separations <u>From</u> Prior Teacher</td> <td data-bbox="1040 779 1154 831">8</td> <td data-bbox="1154 779 1268 831">7</td> <td data-bbox="1268 779 1425 831"></td> </tr> <tr> <td data-bbox="391 831 1040 884">Total Teaching Positions Added</td> <td data-bbox="1040 831 1154 884">4</td> <td data-bbox="1154 831 1268 884">4</td> <td data-bbox="1268 831 1425 884"></td> </tr> <tr> <td data-bbox="391 884 1040 936">Total Internal Hired Teachers</td> <td data-bbox="1040 884 1154 936">6</td> <td data-bbox="1154 884 1268 936">3</td> <td data-bbox="1268 884 1425 936"></td> </tr> <tr> <td data-bbox="391 936 1040 989">Total External Hired Teachers</td> <td data-bbox="1040 936 1154 989">6</td> <td data-bbox="1154 936 1268 989">7</td> <td data-bbox="1268 936 1425 989"></td> </tr> <tr> <td data-bbox="391 989 1040 1041">Total Vacant Teacher Positions</td> <td data-bbox="1040 989 1154 1041">0</td> <td data-bbox="1154 989 1268 1041">1</td> <td data-bbox="1268 989 1425 1041"></td> </tr> <tr> <td colspan="4" data-bbox="391 1041 1425 1083">*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom</td> </tr> <tr> <td colspan="4" data-bbox="391 1083 1425 1125">*Information reported as of census date (1<sup>st</sup> Wednesday in October)</td> </tr> </tbody> </tbody></table>	AAE Teacher Retention Information	2024-25	2025-26	2026-27	Total Teacher Assignments	70	71		Total Separations <u>From</u> Prior Teacher	7	6		Total Teaching Positions Added	1	1		Total Internal Hired Teachers	6	3		Total External Hired Teachers	2	4		Total Vacant Teacher Positions	0	0		*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom				*Information reported as of first day of school.				<hr/>				NSLA Teacher Retention Information	2024-25	2025-26	2026-27	Total Teacher Assignments	64	69		Total Separations <u>From</u> Prior Teacher	8	7		Total Teaching Positions Added	4	4		Total Internal Hired Teachers	6	3		Total External Hired Teachers	6	7		Total Vacant Teacher Positions	0	1		*Includes SPED pull in/push out; excludes admin teaching student assistants and/or homeroom				*Information reported as of census date (1 <sup>st</sup> Wednesday in October)			
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<p>2.4 Strategy: Consistently review staff compensation and benefits throughout the organization to attract and retain high-quality staff.</p>	<p>The Executive Team continues to collaboratively review employee compensation, benefits, and additional incentives, including stipends and other supplemental compensation, across the Lewis Center and in comparison with surrounding school districts. This work is guided by the Governor’s budget, fiscal sustainability, and the need to recruit and retain high-quality staff. The goal of this ongoing review is to support informed decisions during the 2026 2027 budget development process while working to provide the highest possible cost-of-living adjustment (COLA) for Lewis Center employees.</p>																																																																												
<p>2.5 Additional authorizer requests/updates</p>	<p>LCER has continued to expand its community outreach efforts to ensure meaningful engagement with the diverse populations we serve. Recent initiatives include sponsorship and participation in key regional events, including the PBS Kids Camp in San Bernardino, the Stronger Together Family Expo, and Rea Lana’s Children’s Consignment Event in Victorville.</p> <p>In addition, Norton Science and Language Academy (NSLA) strengthened its local presence by hosting informational and interactive booths at several community events, including Chaffey Adult Schools’ Multicultural Fair, the San Bernardino Parks and Rec Eggstravaganza Egg Hunt, YMCA Healthy Kids Day, and the upcoming 66ers Education Day.</p> <p>On March 10, LCER hosted a Changemaker Hub at NSLA, convening approximately 100 participants from the San Bernardino education community. This event provided a platform for meaningful dialogue between students and educational, local, and regional leaders, focusing on</p>																																																																												

	<p>how schools can evolve to meet the needs of today's learners. Students representing five high schools shared their perspectives and engaged in thoughtful discussion.</p> <p>Ryan McEachron also contributed to the event as a panelist, further supporting LCER's commitment to student voice and community collaboration.</p>
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**Objective 3: Improve communication with all stakeholders (including staff, families, students, and board) to ensure that it is timely and two-way.**

<p>3.1 Strategy: Educate stakeholders on communication methods and engagement opportunities.</p>	<p><u>AAE</u></p> <p>Parents and Pastries: 3/20/26</p> <ul style="list-style-type: none"> <li>● We are having a small turnout physically, 2 to 5 parents each session</li> <li>● 945 views</li> <li>● Principal updates</li> <li>● Attendance Rate Review</li> <li>● Counselor/Sports/PTC presentations</li> </ul> <p>IC messages are going out every Tuesday to parents and the community</p> <p>Principal Cabinet</p> <ul style="list-style-type: none"> <li>● Updates</li> <li>● Communication/student voice to Homerooms</li> <li>● Discussion of student voice input</li> </ul> <p>VP Cabinet</p> <ul style="list-style-type: none"> <li>● Events <ul style="list-style-type: none"> <li>○ The band had a parade</li> <li>○ Assemblies that are proactive towards behavior</li> </ul> </li> <li>● Bullying Problems</li> <li>● Abusing Restrooms</li> <li>● Phone policy</li> <li>● Uniform Policy</li> <li>● HW time on average</li> <li>● Late assignments</li> </ul> <p><u>NSLA</u></p> <ul style="list-style-type: none"> <li>● Family Voices ... 53 attendees</li> <li>● Read Across America Bedtime Stories 3/5 ... 40 families</li> <li>● Cafecito 3/10/26 ... 26 parents in attendance</li> <li>● Principal's Cabinet ... all secondary homerooms represented <ul style="list-style-type: none"> <li>○ February Meeting focus: CCI (College &amp; Career Indicator)</li> </ul> </li> </ul> <p><u>Social Media Performance Update (Feb. 9 – Mar. 10)</u></p> <p>The Lewis Center's communications team continues to expand the reach and engagement of our schools through strategic social media content that highlights student achievements, programs, and community partnerships.</p> <p>During this reporting period, the Academy for Academic Excellence (AAE) and Norton Science and Language Academy (NSLA) accounts collectively generated over 351,000 views and more than 9,200 interactions.</p> <p>Academy for Academic Excellence (AAE)</p> <ul style="list-style-type: none"> <li>● 142,000 views</li> <li>● 3,800 interactions (likes, comments, shares, and saves)</li> <li>● 62 new followers</li> <li>● 56 posts shared</li> </ul>
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	<p>Norton Science and Language Academy (NSLA)</p> <ul style="list-style-type: none"> <li>• 209,400 views</li> <li>• 5,400 interactions</li> <li>• 65 new followers</li> <li>• 41 posts shared</li> </ul> <p>These metrics reflect continued growth in audience engagement and visibility for both schools. The communications team has been intentionally diversifying content to appeal to multiple audiences—including students, families, alumni, and community partners—while increasing the number of student-centered and youth-focused posts that resonate strongly on social platforms.</p> <p>The continued growth in views, engagement, and followers demonstrates increasing community interest in Lewis Center programs and student success stories.</p>
<p>3.2 Strategy: Seek feedback on what is/is not working via surveys and forums.</p>	<p>The annual climate and Capturing Kids Hearts surveys will be administered in the coming weeks. The results will be shared with the board and will be reflected in the LCAPs.</p>
<p>3.3 Strategy: Utilize designated stakeholder groups to inform decision making (School Site Council, English Learner Advisory Committee, PTO/PTC, Academic Leadership Teams, All Staff Meetings, Student Leadership groups, parent/community forums, etc.)</p>	<p><u>AAE</u></p> <ul style="list-style-type: none"> <li>• SSC/ELAC: We discussed the piloting of the new math curriculum. AAE and NSLA have been working together to narrow down the California-adopted curriculum we will be transitioning to. It appears that we are going to pilot McGraw Hill in high school and Savvas in Middle School. We also talked about the new ELD paraprofessional that was hired, Xiomara Gaytan. We also discussed the SARC and LCAP to review current reports to familiarize our team.</li> <li>• PTC: Bubble run was a huge success. Over \$18K raised. Paint Night is April 22nd in the MPR</li> <li>• SFJROTC: Camp was a good experience for our SFJROTC cadets. They went to the logistics base in Barstow and received training from military personnel on base.</li> <li>• PLC: Our last CAPs session gave us resources to determine essential standards for each grade level or subject. We are still focusing on modifying our Mission statement. The current favorite is: The Academy for Academic Excellence exists to develop disciplined thinkers prepared for post-secondary success through a rigorous education grounded in critical inquiry, analytical reasoning, and responsible citizenship.</li> <li>• We are working on creating separation in our PLC's to help streamline their efforts. We have placed Mary LaRocque in charge of the TK-2 grade levels, Brandi Williams over 3-5, Varteni Krikorian over 6-8 and Chet Richards managing high school; with Heather Muir supporting all of these groups. This will be a structure that we utilize for meetings and creating PLC focused agendas and initiatives that will be more efficient when developing goals and strategies.</li> </ul> <p><u>NSLA</u></p> <ul style="list-style-type: none"> <li>• PLC: Our last CAPs session gave us resources to determine essential standards for each grade level or subject. Vertical alignment meetings are forthcoming. We are also still focusing on modifying our Mission statement. The current favorite is: Equipping future leaders to be global citizens who are multiculturally rooted, bilingual, biliterate, innovative world changers.</li> </ul>

- Cadet Corp.: Our cadet corp. will be attending Spring Bivouac to provide cadets with hands-on leadership and teamwork experiences; teach outdoor survival and navigation skills in a controlled environment; promote physical fitness, resilience, and problem-solving abilities; strengthen camaraderie and “esprit de corps” among cadets; and reinforce our program’s mission of developing capable, confident leaders.

### Accomplishments and Highlights

Four AAE students will represent the Lewis Center at a **Legislative Power Lunch** hosted by the office of Assemblyman Tom Lackey. They will collaborate and compete with other student groups to develop and promote new legislation, with the opportunity for their proposal to be selected and presented to peers in the California State Assembly.

Three AAE students will take the stage at the Greater High Desert Chamber of Commerce’s **Ignite High Desert**. Similar to a TED Talk, this event features speakers presenting original, thoughtfully curated topics to an audience of community members and local leaders.

NSLA senior Julio Cerroblanco has earned a \$140k achievement award scholarship for esports to the University of Redlands for Fall 2026.

### Facilities Projects

#### AAE

- Early planning stages for the construction of new secondary Science Lab classrooms.
  - Working on identifying the pre-existing sewer lines in the area and seeing if the switch gear behind the GYM can support another building.
  - Working with stakeholders to develop a needs assessment that not only includes additional science labs, but also how those additional classroom spaces will free up existing classrooms to meet growing needs in special education, TK, and after-school programs.

#### NSLA

- Administration Office Remodel
  - Conco Construction, KNC Construction, and Murphy Construction accepted the job walk on March 11th. Murphy Construction backed out at the last minute.
  - KNC & Conco are submitting proposals’
    - KNC quoted \$122,000
    - Conco quoted \$152,368
      - Conco has added some additional items
- Shade Structures
  - Getting proposals for 2 shade structures to be installed on the Westside of A1 & A2 Bldgs’
  - Also adding PIP Rubber under the shade behind A2
- Early Stages of planning and developing additional HS Classrooms on the Southside of F-wing

#### LCER

- AVCI
  - Installed new sign covers for the outside signage.

### Upcoming Dates

#### AAE

4/22 SFJROTC Annual Awards Ceremony  
4/22 Interview for ELOP Programs  
4/22 PTC Spring Paint Night  
4/24 Parents and Pastries  
4/25 MS Evening of Elegance Dance  
4/27 CAASPP Testing for 11th Grade  
4/28 SSC/ELAC Meeting  
4/29 LCER Management Meeting

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**NSLA**

4/22 Cafecito/ELAC Parent Meeting  
4/23, 29, 30 CAASPP Grade Level Launch Assemblies  
4/24 Secondary Color Run (Rescheduled)  
4/25 Saturday Attendance Recovery Day  
4/27, 28, 29 CAASPP Testing for 11th Grade  
5/1 Multicultural Fair  
5/4 - 15 CAASPP Testing for 3rd - 8th  
5/4 - 19 A.P. Exams

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**LCER**

5/18 Regularly Scheduled LCER Board Meeting  
5/28 Special Board Meeting- Budget Workshop at NSLA from 9 am-1 pm

**2025-2026 GRANT TRACKING SHEET**

<b>Grant</b>	<b>Purpose / Description</b>	<b>Total Grant Amount</b>	<b>Direct Amount</b>	<b>Due Date</b>	<b>Date Submitted</b>	<b>Awarded?</b>	<b>Award Date</b>	<b>Grant Manager</b>
None								

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 3/1/2026 Through 3/31/2026

Effective Date	Check #	Vendor Name	Check Amount	Transaction Description
3/2/2026	56927	SBCSS	183,103.11	NSAA STRS contributions for February 2026
3/2/2026		SBCSS	220,437.48	LCER/AAE - STRS contributions for February 2026
3/3/2026	56948	SBCSS	98,921.14	NSAA PERS contributions for February 2026
3/3/2026		SBCSS	154,859.75	LCER/AAE - PERS contributions for February 2026
3/3/2026	56952	Waxie Sanitary Supply	13,141.13	Account #19979 3
3/5/2026	56964	Pizza Factory Apple Valley	15,000.00	Lunch Program, month of February 2026
3/5/2026	56965	ServeSmart K-12 Products	20,357.35	Final Payment, prior to shipping custom products
3/5/2026	56967	The Stepping Stones Group	16,388.00	Account #LCER6305
3/5/2026	56968	Top Notch Lunches	134,523.10	Breakfast, Lunch and A La Carte Program, February 2026
3/12/2026	56986	American Fidelity Assurance	17,471.25	American Fidelity - February 2026
3/12/2026	56988	Apple Inc.	21,911.63	PO 2526-1232-LCER
3/12/2026	57010	Softchoice Corporation	23,901.00	PO 2526-1185-LCER
3/12/2026	57025	SISC	329,507.80	Health Coverage for March 2026
3/12/2026	57026	THINK Together	14,297.86	NSLA ELOP Cheer Arts Accelerators FY26
3/13/2026	321		344,658.95	Group: Payroll; Pay Date: 3/13/2026
3/13/2026	322		409,270.32	Group: 11mo Payroll; Pay Date: 3/13/2026
3/13/2026	57033	Southern California Edison	11,121.94	Account #700119778270
3/13/2026		Southern California Edison	14,050.53	Account #700281016926
3/16/2026	57042	Town of Apple Valley	12,585.60	Account #06-AC 196653
3/16/2026		Town of Apple Valley	13,500.00	Month of January 2026 ASAP
3/16/2026	57043	US Bank	33,131.82	Account #4148 4400 7955 5648
3/17/2026	57048	CharterSAFE	70,734.00	Account #1087
3/31/2026	323		347,219.38	Group: Payroll; Pay Date: 3/31/2026
3/31/2026	324		403,808.90	Group: 11mo Payroll; Pay Date: 3/31/2026
Report Total			2,923,902.04	

**Comparison**

**2024/2025 to 2025/2026**

**2024-2025**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	
Revenue				
Revenue	46,015,580	28,509,245	17,506,335	38.04%
Expense				
Certificated Salaries	16,204,167	11,952,403	4,251,764	26.24%
Classified Salaries	6,658,847	4,859,436	1,799,411	27.02%
Benefits	9,167,802	6,326,317	2,841,485	30.99%
Books and Supplies	3,714,086	3,040,074	674,012	18.15%
Services & Other	10,775,807	6,926,365	3,849,442	35.72%
Capital Outlay	725,000	1,008,824	(283,824)	-39.15%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>47,245,709</b>	<b>34,113,420</b>	<b>13,132,289</b>	<b>27.80%</b>
Add (Subtract) to Reserves	(1,230,129)	(5,604,175)	4,374,046	

Total Revenue	46,015,580	28,509,245	17,506,335	61.96%
Total Expense	47,245,709	34,113,420	13,132,289	72.20%
Add (Subtract) to Reserves	-1,230,129	-5,604,175	4,374,046	

**2025-2026**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru March	Remaining Budget	
Revenue				
Revenue	51,073,572	28,202,910	22,870,662	44.78%
Expense				
Certificated Salaries	17,202,279	12,545,716	4,656,563	27.07%
Classified Salaries	6,967,378	5,115,648	1,851,730	26.58%
Benefits	9,685,108	6,756,776	2,928,332	30.24%
Books and Supplies	3,530,643	2,572,815	957,828	27.13%
Services & Other	12,617,556	6,936,296	5,681,261	45.03%
Capital Outlay	272,760	498,887	(226,127)	-82.90%
Other Outgo	0	0	0	N/A
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>50,275,724</b>	<b>34,426,138</b>	<b>15,849,586</b>	<b>31.53%</b>
Add (Subtract) to Reserves	797,848	(6,223,228)	7,021,076	

Total Revenue	51,073,572	28,202,910	22,870,662	55.22%
Total Expense	50,275,724	34,426,138	15,849,586	68.47%
Add (Subtract) to Reserves	797,848	-6,223,228	7,021,076	

**AAE - Budget Comparison**

**2024/2025 to 2025/2026**

**2024-2025**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	
Revenue				
Revenue	21,538,855	13,521,132	8,017,723	37.22%
Expense				
Certificated Salaries	7,982,661	5,710,120	2,272,541	28.47%
Classified Salaries	2,157,986	1,671,777	486,209	22.53%
Benefits	3,981,689	2,733,676	1,248,013	31.34%
Books and Supplies	1,377,811	1,217,943	159,868	11.60%
Services & Other	4,757,450	1,825,360	2,932,090	61.63%
Capital Outlay	440,000	602,030	(162,030)	-36.82%
Other Outgo	0	0	0	N/A
Share of LCER	2,797,290	2,097,968	699,323	25.00%
<b>Total Expense</b>	<b>23,494,887</b>	<b>15,858,873</b>	<b>7,636,014</b>	<b>32.50%</b>
Add (Subtract) to Reserves	(1,956,032)	(2,337,741)	381,709	

Total Revenue	21,538,855	13,521,132	8,017,723	62.78%
Total Expense	23,494,887	15,858,873	7,636,014	67.50%
Add (Subtract) to Reserves	-1,956,032	-2,337,741	381,709	

**2025-2026**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru March	Remaining Budget	
Revenue				
Revenue	23,374,941	13,089,613	10,285,328	44.00%
Expense				
Certificated Salaries	8,153,024	6,007,716	2,145,308	26.31%
Classified Salaries	2,407,714	1,742,615	665,099	27.62%
Benefits	4,294,112	2,901,996	1,392,116	32.42%
Books and Supplies	1,680,499	1,271,320	409,179	24.35%
Services & Other	3,432,613	1,937,954	1,494,659	43.54%
Capital Outlay	160,000	175,354	(15,354)	-9.60%
Other Outgo	0	0	0	N/A
Share of LCER	2,688,734	2,016,551	672,184	25.00%
<b>Total Expense</b>	<b>22,816,696</b>	<b>16,053,505</b>	<b>6,763,191</b>	<b>29.64%</b>
Add (Subtract) to Reserves	558,245	(2,963,891)	3,522,136	

Total Revenue	23,374,941	13,089,613	10,285,328	56.00%
Total Expense	22,816,696	16,053,505	6,763,191	70.36%
Add (Subtract) to Reserves	558,245	-2,963,891	3,522,136	

**NSLA - Budget Comparison**

**2024/2025 to 2025/2026**

**2024-2025**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	
Revenue				
Revenue	24,279,735	14,861,789	9,417,946	38.79%
Expense				
Certificated Salaries	7,257,142	5,491,619	1,765,523	24.33%
Classified Salaries	2,225,732	1,549,460	676,272	30.38%
Benefits	3,622,851	2,510,350	1,112,501	30.71%
Books and Supplies	2,158,775	1,758,559	400,216	18.54%
Services & Other	5,491,254	4,612,162	879,092	16.01%
Capital Outlay	265,000	175,208	89,792	33.88%
Other Outgo	0	0	0	N/A
Share of LCER	2,624,019	1,968,014	656,005	25.00%
<b>Total Expense</b>	<b>23,644,773</b>	<b>18,065,372</b>	<b>5,579,401</b>	<b>23.60%</b>
Add (Subtract) to Reserves	634,962	(3,203,583)	3,838,545	

Total Revenue	24,279,735	14,861,789	9,417,946	61.21%
Total Expense	23,644,773	18,065,372	5,579,401	76.40%
Add (Subtract) to Reserves	634,962	-3,203,583	3,838,545	

**2025-2026**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru March	Remaining Budget	
Revenue				
Revenue	27,476,365	14,981,976	12,494,389	45.47%
Expense				
Certificated Salaries	8,251,618	5,932,429	2,319,189	28.11%
Classified Salaries	2,134,165	1,575,220	558,945	26.19%
Benefits	3,835,509	2,723,300	1,112,209	29.00%
Books and Supplies	1,809,694	1,259,159	550,535	30.42%
Services & Other	8,556,122	4,504,681	4,051,441	47.35%
Capital Outlay	82,260	292,902	(210,642)	-256.07%
Other Outgo	0	0	0	N/A
Share of LCER	2,595,059	1,946,294	648,765	25.00%
<b>Total Expense</b>	<b>27,264,427</b>	<b>18,233,984</b>	<b>9,030,443</b>	<b>33.12%</b>
Add (Subtract) to Reserves	211,938	(3,252,008)	3,463,946	

Total Revenue	27,476,365	14,981,976	12,494,389	54.53%
Total Expense	27,264,427	18,233,984	9,030,443	66.88%
Add (Subtract) to Reserves	211,938	-3,252,008	3,463,946	

**LCER - Budget Comparison**

**2024/2025 to 2025/2026**

**2024-2025**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Revised	Actual thru March	Remaining Budget	
Revenue				
Revenue	196,990	126,325	70,665	35.87%
Expense				
Certificated Salaries	964,364	750,664	213,700	22.16%
Classified Salaries	2,275,129	1,638,199	636,930	28.00%
Benefits	1,563,262	1,082,292	480,970	30.77%
Books and Supplies	177,500	63,572	113,928	64.18%
Services & Other	527,103	488,843	38,260	7.26%
Capital Outlay	20,000	231,587	(211,587)	#####
Other Outgo	0	0	0	N/A
Share of LCER	(5,421,309)	(4,065,982)	(1,355,327)	
<b>Total Expense</b>	<b>106,049</b>	<b>189,175</b>	<b>(83,126)</b>	<b>-78.38%</b>
Add (Subtract) to Reserves	90,941	(62,851)	153,792	

Total Revenue	196,990	126,325	70,665	64.13%
Total Expense	106,049	189,175	(83,126)	178.38%
Add (Subtract) to Reserves	90,941	-62,851	153,792	

**2025-2026**

Note - Revenue Reported is % of Budgeted Revenue Earned

	Current Period			Percent Remaining
	Total Budget \$ - Original	Actual thru March	Remaining Budget	
Revenue				
Revenue	222,266	131,321	90,945	40.92%
Expense				
Certificated Salaries	797,637	605,572	192,065	24.08%
Classified Salaries	2,425,499	1,797,813	627,686	25.88%
Benefits	1,555,487	1,131,480	424,007	27.26%
Books and Supplies	40,450	42,337	(1,887)	-4.66%
Services & Other	628,821	493,661	135,160	21.49%
Capital Outlay	30,500	30,631	(131)	-0.43%
Other Outgo	0	0	0	N/A
Share of LCER	(5,283,793)	(3,962,845)	(1,320,948)	25.00%
<b>Total Expense</b>	<b>194,601</b>	<b>138,649</b>	<b>55,952</b>	<b>28.75%</b>
Add (Subtract) to Reserves	27,665	(7,329)	34,993	

Total Revenue	222,266	131,321	90,945	59.08%
Total Expense	194,601	138,649	55,952	71.25%
Add (Subtract) to Reserves	27,665	-7,328	34,993	

# LCF Balance

## Lewis Center Foundation

July 1, 2025-March 31, 2026

	TOTAL
<hr/>	
Income	
Capital Campaign	\$50,112.70
AAE Capital Campaign (Restricted)	
AAE Gym Weight Room	2,150.00
High Desert Turtle and Tortoise Club	2,500.00
Interest Earned 2025/26 (AAE Capital Campaign)	334.09
Watertower, Gristmill, Shade Structures	25,060.39
<b>Total for AAE Capital Campaign (Restricted)</b>	<b>\$30,044.48</b>
NSLA Capital Campaign (Restricted)	1,239.54
<b>Total for Capital Campaign</b>	<b>\$81,396.72</b>
Global and Local Programs	
Chile Exchange (Club Chile NSLA)	-695.01
Destination Imagination (DI)	3,227.14
<b>Total for Global and Local Programs</b>	<b>\$2,532.13</b>
HiDAS	
HiDAS Club Funds (Unrestricted)	2,807.64
HiDAS Endowment (Restricted)	50,520.46
Interest Earned 2025/26 (HiDAS Endowment)	240.54
<b>Total for HiDAS</b>	<b>\$53,568.64</b>
Scholarships	\$8,026.24
AAE Staff Scholarship	333.72
AWARDED TO Natalie Ritter (Extension Granted)(Moose Lodge Scholarship)	500.00
Bud Biggs Memorial Scholarship	540.41
Davis Endowment (Restricted)	\$12,751.85
AWARDED TO Natalie Ritter (Extension Granted)	500.00
Interest Earned 2025/26 (Bill Davis Endowment)	53.45
<b>Total for Davis Endowment (Restricted)</b>	<b>\$13,305.30</b>
Gerardo Diaz, Jr. Scholarship	\$0.00
AWARDED TO McKayla Sullivan (Extension Granted)	2,500.00
<b>Total for Gerardo Diaz, Jr. Scholarship</b>	<b>\$2,500.00</b>
GSA Club Scholarship	1,919.55
Interest Earned 2025/26 (Scholarships)	160.35
LCER Ambassador Scholarship	\$500.00
AWARDED TO Natalie Ritter (Extension Granted)	500.00
<b>Total for LCER Ambassador Scholarship</b>	<b>\$1,000.00</b>
Mike Mangold Scholarship	2,250.00
NSLA Staff Scholarship	501.55
Poetry Out Loud Scholarship	
AWARDED TO Max Goodly	500.00
<b>Total for Poetry Out Loud Scholarship</b>	<b>\$500.00</b>
Rick Piercy Scholarship	5,000.00
Sandra Perea Scholarship	1,535.00

# LCF Balance

Lewis Center Foundation

July 1, 2025-March 31, 2026

	TOTAL
Senior Leadership Team (SLT) Scholarship	-\$500.00
AWARDED TO McKayla Sullivan (Extension Granted)	500.00
<b>Total for Senior Leadership Team (SLT) Scholarship</b>	<b>\$0.00</b>
String Orchestra Music Achievement Scholarship (AAE)	568.05
<b>Total for Scholarships</b>	<b>\$38,640.17</b>
Unrestricted Funds	\$153,743.83
Interest Earned 2025/26 (Unrestricted)	548.69
<b>Total for Unrestricted Funds</b>	<b>\$154,292.52</b>
<b>Total for Income</b>	<b>\$330,430.18</b>
<b>Gross Profit</b>	<b>\$330,430.18</b>
Expenses	
<b>Net Operating Income</b>	<b>\$330,430.18</b>
<b>Net Other Income</b>	
<b>Net Income</b>	<b>\$330,430.18</b>

# LCF Monthly Transactions Report

## Lewis Center Foundation

March 1-31, 2026

	TOTAL
Income	
Capital Campaign	
AAE Capital Campaign (Restricted)	
Interest Earned 2025/26 (AAE Capital Campaign)	33.10
<b>Total for AAE Capital Campaign (Restricted)</b>	<b>\$33.10</b>
<b>Total for Capital Campaign</b>	<b>\$33.10</b>
Global and Local Programs	
Destination Imagination (DI)	7,000.00
<b>Total for Global and Local Programs</b>	<b>\$7,000.00</b>
HiDAS	
HiDAS Club Funds (Unrestricted)	4.35
Interest Earned 2025/26 (HiDAS Endowment)	23.83
<b>Total for HiDAS</b>	<b>\$28.18</b>
Scholarships	
AAE Staff Scholarship	9.92
Davis Endowment (Restricted)	
Interest Earned 2025/26 (Bill Davis Endowment)	5.30
<b>Total for Davis Endowment (Restricted)</b>	<b>\$5.30</b>
Interest Earned 2025/26 (Scholarships)	15.89
LCER Ambassador Scholarship	1,000.00
NSLA Staff Scholarship	501.55
<b>Total for Scholarships</b>	<b>\$1,532.66</b>
Unrestricted Funds	\$2,000.74
Interest Earned 2025/26 (Unrestricted)	54.34
<b>Total for Unrestricted Funds</b>	<b>\$2,055.08</b>
<b>Total for Income</b>	<b>\$10,649.02</b>
<b>Gross Profit</b>	<b>\$10,649.02</b>
Expenses	
<b>Net Operating Income</b>	<b>\$10,649.02</b>
<b>Net Other Income</b>	
<b>Net Income</b>	<b>\$10,649.02</b>

## 2026 Lewis Center for Educational Research Board Attendance

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	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Yolanda Carlos	Present	Present	Present								100%
Amber Hom	<b>Absent</b>	Present	Present								67%
Dr. Steve Levin	<b>Absent</b>	Present	Present								67%
Marisol Sanchez	Present	Present	<b>Absent</b>								67%
Lucy Tello	Present	Present	Present								100%
Michael Razo	<b>Absent</b>	Present	Present								67%
Pat Schlosser	Present	<b>Absent</b>	Present								67%

	Special Meetings		
	None		
Yolanda Carlos			
Amber Hom			
Dr. Steve Levin			
Marisol Sanchez			
Lucy Tello			
Michael Razo			
Pat Schlosser			

**LCER Board Give and Get**

**Fiscal Year 2025/2026 - As of 04/20/2026**

<b>Member</b>	<b>Give</b>	<b>Get</b>	<b>In-kind</b>	<b>Total</b>
Yolanda Carlos	\$ 25	\$ -	\$ -	\$ 25
Steven Levin	\$ 300	\$ -	\$ 576	\$ 876
Mike Razo	\$ -	\$ -	\$ -	\$ -
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
Pat Schlosser	\$ -	\$ -	\$ -	\$ -
Lucy Tello	\$ -	\$ -	\$ 100	\$ 100
<b>Total</b>	<b>\$ 2,980</b>	<b>\$ -</b>	<b>\$ 1,376</b>	<b>\$ 4,356</b>

**Lewis Center Foundation Board Give and Get**

<b>Member</b>	<b>Give</b>	<b>Get</b>	<b>In-kind</b>	<b>Total</b>
Buck Goodspeed	\$ 500	\$ -	\$ -	\$ 500
Vianey Gonzalez	\$ 667	\$ -	\$ -	\$ 667
Ambar Martinez	\$ 517	\$ -	\$ -	\$ 517
Jessica Rodriguez	\$ 155	\$ -	\$ -	\$ 155
Marisol Sanchez	\$ 2,500	\$ -	\$ 700	\$ 3,200
<b>Total</b>	<b>\$ 4,339</b>	<b>\$ -</b>	<b>\$ 700</b>	<b>\$ 5,039</b>

	<b>Give</b>	<b>Get</b>	<b>In-kind</b>	<b>Total</b>
<b>Total Combined Boards</b>	<b>\$ 7,319</b>	<b>\$ -</b>	<b>\$ 2,076</b>	<b>\$ 9,395</b>

**Lewis Center for Educational Research Board  
Agenda Item Cover Sheet**

Date of meeting: April 20, 2026

Title: Update LCER BP 6183 Home and Hospital Instruction

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action:  x  Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

The Home and Hospital Instruction board policy has not been updated since 2002. The proposed revisions bring this policy into alignment with the current educational code and allow flexibility for virtual instruction. Additional revisions removed any reference to the district and aligned with the charter status.

**Fiscal Implications (if any):**

N/A

**Impact on Mission, Vision or Goals (if any):**

N/A

**Recommendation:**

Approve the revisions as presented.

Submitted by:  
Dr. Lisa Lamb

## Lewis Center for Educational Research

**BP 6183      INSTRUCTION  
HOME AND HOSPITAL INSTRUCTION**

**Adopted:      October 3, 2002**

**Revised: April 20, 2026**

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”), which operates Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively “LCER”) recognizes the importance of continuity of instructional support for students who are temporarily disabled by accident or by physical, mental or emotional illness. Students may receive individual instruction at home, virtually, or in a hospital or residential health facility from one to five hours per week.

Home or hospital instruction shall be provided only when a student is expected to be out of school for two weeks or longer. Home or hospital instruction shall be provided by LCER certificated employees.

Insofar as possible, the home teacher shall consult with the student's current classroom teacher or teachers so as to provide a continuity of instruction that enables the student to keep up with the regular school program.

When a student who is temporarily disabled receives individual instruction in a hospital or residential health facility for fewer than five days per week, the LCER may provide virtual or in home instruction for the remainder of the week, in accordance with applicable law, to ensure continuity and coordination of educational services.

When seeking instruction for a student at home or in a hospital, the parent/guardian shall present this request to the school Attendance Officer, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

Within five days of notification, the school shall determine whether the student is able to receive instruction and, if so, when it shall begin. If approved, instruction shall begin within five days of this determination.

## **Lewis Center for Educational Research**

**BP 6183      INSTRUCTION  
HOME AND HOSPITAL INSTRUCTION**

**Adopted:      October 3, 2002**

**Revised:**

Students temporarily disabled by accident or by physical, mental or emotional illness may receive individual instruction at home or in a hospital or residential health facility within the district. Such instruction may be given from one to five hours a week.

Home or hospital instruction shall be provided only when a student is expected to be out of school for two weeks or longer.

Home or hospital instruction shall be provided only by teachers with valid California teaching credentials.

Insofar as possible, the home teacher shall consult with the student's current classroom teacher or teachers so as to provide a continuity of instruction that enables the student to keep up with the regular school program.

When seeking instruction for a student at home or in a hospital located within the district, the parent/guardian shall present this request at the home school, together with a physician's written description of the disabling condition. The physician shall have determined that the student is unable to attend school and will not expose the home teacher to any contagious disease that can be transmitted by casual contact.

The LCER shall notify parents annually that (1) individual instruction is available for temporarily disabled students and (2) when a student becomes temporarily disabled, it is the parent/guardian's responsibility to notify the LCER in which the student is receiving care.

An out-of-LCER student temporarily disabled and confined to a hospital or health facility within this LCER shall receive individual instruction when the LCER is notified by the student's parent/guardian. Within five days of notification, the LCER shall determine whether the student is able to receive instruction and, if so, when it shall begin. If given, instruction shall begin within five days of this determination.

**Lewis Center for Educational Research Board  
Agenda Item Cover Sheet**

Date of meeting: April 20, 2026

Title: Adopt new Board Policy 5141.8 Behavioral Health Referrals

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action:  x  Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

This policy is legally required for LEAs that serve students in grades 7-12. This policy must be adopted at a regularly scheduled meeting of the governing board by 1/31/26 and developed in consultation with school and community stakeholders and school-linked behavioral health professionals.

The language aligns with the requirements of Ed Code 49428.2, and is based on the CDE’s Model Policy and Referral Protocols. Please tailor as needed.

**Fiscal Implications (if any):**

N/A

**Impact on Mission, Vision or Goals (if any):**

N/A

**Recommendation:**

Approve the new board policy as drafted by YM&C.

Submitted by:  
Dr. Lisa Lamb

## Lewis Center for Educational Research

### BP 5141.8: STUDENTS BEHAVIORAL HEALTH REFERRALS

Adopted: April 20, 2026

Revised:

The Board of Directors of The Lewis Center for Educational Research (which operates the Academy for Academic Excellence and Norton Science and Language Academy – collectively, the “LCER”) adopts the following policy on referral protocols for addressing student behavioral health concerns in grades 7–12. This policy has been developed in consultation with school and community stakeholders and school-linked behavioral health professionals and establishes the adopted procedures for referrals to behavioral health professionals and support services.

LCER will comply with all state and federal student data and privacy requirements, including but not limited to the Family Educational Rights and Privacy Act (“FERPA”) in the administration of this Policy.

Whenever possible and practicable, the protocols and procedures below will be used in lieu of disciplinary actions, and students who may be subject to disciplinary action will be able to access them and will not be prohibited from doing so.

All protocols will reflect evidence-based and culturally appropriate approaches to student behavioral health referrals.

#### **Addressing the Needs of High-Risk Groups**

LCER recognizes the importance of ensuring equitable access to behavioral health supports for all students, including the unique needs of high-risk student groups, which include but are not limited to the following:

- Students with disabilities, mental illness, or substance use disorders, foster youth, and youth placed in out-of-home settings.
- Homeless youth.
- Students experiencing bereavement or loss of a close family member or friend.
- Students for whom there is a concern due to behavioral health disorders, including common psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
- Lesbian, gay, bisexual, transgender, or questioning students.

LCER staff who oversee the mental and behavioral health needs of students are responsible for coordinating implementation of these group-specific referral protocols, in collaboration with the Director of Student Services (IEP/504), Foster Youth Liaison, Homeless Liaison, and LCER administrators.

LCER may also identify additional student groups, such as English learners or recently immigrated students, if local data or partner input show increased behavioral health risks.

#### **Referral Protocols and Procedures**

##### **1. Needs Assessment**

The President/CEO or designee shall conduct an annual needs assessment to:

- Identify behavioral health trends;
- Review available resources; and
- Detect service gaps within the school community.

**Commented [MB1]:** Revise title as needed.

**Commented [MB2]:** The below is a model protocols framework that the school can tailor. Please note that the only legally required component below is #4 - Implementation. The school has significant flexibility in how it chooses to do this, and the procedures it implements.

**Commented [MB3]:** Optional, but recommended by CDE. Please tailor as needed to the school's procedures.

**Commented [MB4]:** This can be a survey administered to student.

LCER shall review referral volume, response times, and outcomes on a quarterly basis for continuous improvement.

**2. Capacity Building**

LCER shall:

- Provide professional development on referral pathways and staff roles;
- Clarify responsibilities among certificated and classified staff; and
- Maintain partnerships with school-linked behavioral health professionals and community providers

**Commented [MB5]:** Optional, but recommended by CDE. Please tailor as needed to the school's procedures.

**3. Planning**

The President/CEO or designee shall:

- Define referral pathways for crisis and non-crisis concerns;
- Establish goals and assign responsible roles for each step in the referral process; and
- Enter into memoranda of understanding with external partners, where appropriate, to support referral handoffs and information-sharing.

**Commented [MB6]:** Optional, but recommended by CDE. Please tailor as needed to the school's procedures.

**4. Implementation**

LCER shall establish step-by-step procedures to:

- Initiate referrals;
- Document concerns;
- Notify parents/guardians consistent with law;
- Triage level of need;
- Link students to appropriate services; and
- Schedule follow-up checks.

**Commented [MB7]:** This should include any pathways/staff assignments that are distinct for special populations, including IEP/504 students, homeless/foster students, and students identified pursuant to the school's suicide prevention policy.

**Commented [MB8]:** Legally required to be included in this policy. Please tailor as needed to the school's procedures. This should include any pathways/staff assignments that are distinct for special populations, including IEP/504 students, homeless/foster students, and students identified pursuant to the school's suicide prevention policy.

**5. Evaluation and Continuous Improvement**

LCER shall conduct an annual evaluation of referral protocols that includes:

- Data collection and analysis;
- Input from staff, families, and community stakeholders; and
- Targeted improvements based on results.

**Commented [MB9]:** Please tailor this section to include the school's step-by-step procedures here.

**Commented [MB10]:** Optional, but recommended by CDE. Please tailor as needed to the school's procedures.

Evaluation monitors outcomes such as:

- Median time to first contact;
- Percentage of follow-ups completed within ten school days;
- Referral closure rates; and
- Results for the student groups identified in EC Section 49428.2(b)(3).

**Commented [MB11]:** Legally required. Please note that these training requirements components below may overlap with the staff training requirement under the school's Suicide Prevention Policy, or bullying prevention training. The employee can be trained once to meet the requirements under this policy as well as the suicide prevention policy/anti-bullying policy. E.g., a separate training under this policy is not required as long as the training meets the requirements below.

A summary of results is reported to the LCER Board annually to support transparency and continuous improvement.

**Staff Training**

LCER shall ensure that teachers of students in grades 7–12 receive training at least once on student behavioral health. Training shall include the following:

1. Instruction around the unique risk factors and warning signs of behavioral health problems in adolescents,
2. Understanding the importance of early intervention,
3. How to help an adolescent in crisis or experiencing a behavioral health challenge, including guidance on when to make referrals consistent with this Policy

**Commented [CB12]:** Here is one optional training that complies with Education Code 49428.2(c): <https://www.cdph.ca.gov/Programs/CCDPHP/Pages/Training.s.aspx?utm>

**Commented [MB13]:** If a classified or certificated employee receives the youth behavioral health training in a manner other than through an in-service training program provided by the local educational agency, the employee may present a certificate of successful completion of the training to the local educational agency for purposes of satisfying the requirements of this subdivision.

4. Instruction on recognizing the signs and symptoms of youth behavioral health disorders, including, but not limited to, psychiatric conditions and substance use disorders such as opioid and alcohol abuse.
5. Instruction on how to maintain student privacy and confidentiality in a manner consistent with federal and state privacy laws.
6. Instruction on the safe deescalation of crisis situations involving students with a youth behavioral health disorder.

**Commented [MB14]:** These last three components are optional but strongly recommended.

Training materials approved by LCER shall include:

- How to identify appropriate contacts for behavioral health evaluation, services, or both evaluation and services, at both LCER and within the larger community; and
- When and how to refer students and their families to those services.
- Recognizing the signs and symptoms of youth behavioral health disorders.

**Commented [MB15]:** This component is optional but strongly recommended.

LCER shall provide certification of compliance with staff training requirements to the California Department of Education (“CDE”) on or before July 1, 2029.

**Commented [MB16]:** We recommend keeping some type of record of who was trained and when. E.g. a certificate of completion, evidence of logging into the training online, etc.

**Authorization and Scope of Practice**

To ensure that all school employees act only within the authorization or scope of their credential or license, LCER shall:

- Provide training and guidance to staff clarifying their roles in the referral process and the limits of their credentials or licenses.
- Direct employees to refer students to appropriately credentialed or licensed professionals when behavioral health concerns are identified.
- Maintain referral protocols that specify which staff positions are authorized to act at each stage of the referral process.
- Review job descriptions and assignments to confirm they align with credentialing and licensing requirements.
- Inform staff clearly that only licensed or credentialed professionals are permitted to diagnose or treat behavioral health conditions.

Subject to EC Section 49428.2(d), the LEA shall certify, on or before July 1, 2029, to the CDE that 100 percent of its certificated employees and 40 percent of its classified employees who have direct contact with pupils in grades 7–12 have received youth behavioral health training at least once, in accordance with EC Section 49428.2(c)

No LCER staff will diagnose or treat youth behavioral health disorders unless they are specifically licensed and employed to do so.

**Lewis Center for Educational Research Board  
Agenda Item Cover Sheet**

Date of meeting: April 20, 2026

Title: Update LCER BP 5144 Discipline, Suspensions/Expulsions

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: x Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

The Discipline, Suspension/Expulsion board policy was updated by our attorneys at YM&C as part of our charter renewal process. The proposed revisions bring this policy into alignment with the current educational code.

**Fiscal Implications (if any):**

N/A

**Impact on Mission, Vision or Goals (if any):**

N/A

**Recommendation:**

Approve the revisions as presented.

Submitted by:  
Dr. Lisa Lamb

**Lewis Center for Educational Research**

**BP 5144      DISCIPLINE  
                  SUSPENSION/EXPULSION**

**Adopted:      January 24, 2008**

**Revised: April 20, 2026**

Deleted: June 12, 2023

The Lewis Center for Educational Research (“LCER”) Board of Directors (“Board”), which operates Academy for Academic Excellence (“AAE”) and Norton Science and Language Academy (“NSLA”) (collectively “LCER”) recognizes the need to establish a comprehensive Suspension and Expulsion Policy and Procedures in order 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 noncharter 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<sup>1</sup> 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

<sup>1</sup> [The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.](#)

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 of the Rehabilitation Act of 1973 (“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 mandates 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, 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 LCER shall utilize the same hearing procedures 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study written agreement pursuant to Education Code Section 51747(g).

**Alternative Means of Correction**

For a student facing discipline for a discretionary offense listed below, the President/CEO 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.

LCER 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 school’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, LCER 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, LCER may require both

**Deleted:** or, if the student is a foster child or youth or a homeless child or youth, the student’s educational rights holder

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**Commented [MB1]:** Per Ed Code 48900.5, these include but are not limited to, the following:  
Other means of correction include, but are not limited to, the following:  
(1) A conference between school personnel, the pupil’s parent or guardian, and the pupil.  
(2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.  
(3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and the pupil’s parents.  
(4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).  
(5) Enrollment in a program for teaching prosocial behavior or anger management.  
(6) Participation in a restorative justice program.  
(7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.  
(8) After school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.

**Deleted:** Executive Director

**Commented [MB2]:** Per SB274/EC 48901.1; specifically applicable to charter schools.

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the victim and the perpetrator to engage in restorative justice practices. LCER may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity to combat racism and ignorance.

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**Commented [MB3]:** Per Ed Code 48900.5c/AB1165 effective 1/1/24.

**Deleted:** Charter School

LCER 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, 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.

**Commented [MB4]:** Per SB274; Ed Code 48900(w)(2).

## **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

**Commented [MB5]:** Per AB2711, effective 1/1/25.

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 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.
- 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.

**Commented [MB6]:** Per AB2711, effective 1/1/25.

- 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.

**Deleted:** <#>Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

- 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, 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.
  - ii. 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.
  - iii. 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 recording 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.

3. 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. However, if a juvenile court adjudicates the student to have committed a crime of physical violence as an aider or abettor, and the victim suffered great bodily injury or serious bodily injury, the student may be subject to suspension and/or expulsion for causing, attempting to cause, or threatening to cause physical injury to another person, and/or willfully using force or violence upon the person of another, except self-defense.

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

e.

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:

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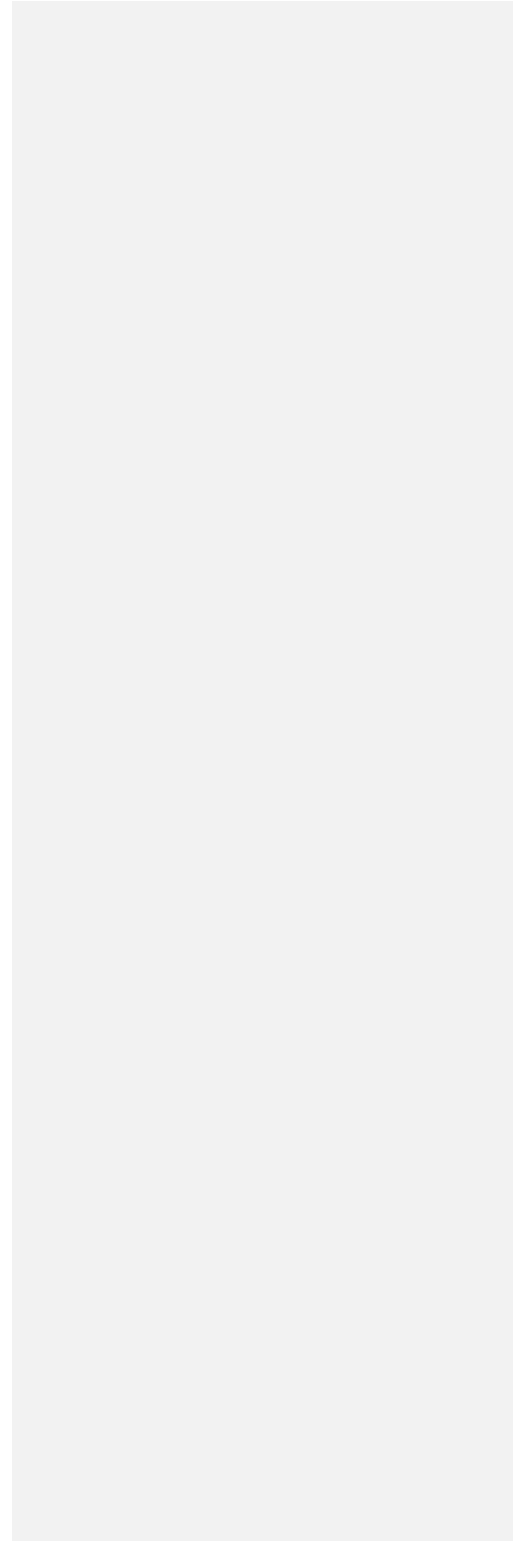
**Deleted:** or committed a sexual battery

**Deleted:** <#>Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:   
 Caused, attempted to cause, or threatened to cause physical injury to another person.   
 Willfully used force or violence upon the person of another, except self-defense.   
 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.

**Deleted:** <#>nlawfully 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.   
 Committed or attempted to commit robbery or extortion.   
 Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.   
 Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.   
 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.   
 Committed an obscene act or engaged in habitual profanity or vulgarity.   
 Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.   
 Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.   
 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.   
 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.   
 Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.   
 Engaged in, or attempted to engage in, hazing. For the ... [1]

**Deleted:** Administrative Panel

- 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 for



stabbing; (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 held in-person, telephonically, or via other electronic means.](#)

The conference may be omitted if the Principal or designee determines that an emergency situation 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.

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. No penalties may 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

**Deleted:** , in accordance with Education Code Section 47605(c)(5)(J)(i).

of return following suspension. This notice shall state the specific offense(s) committed by the student, [term of the suspension](#), as well as the date the student may return to school following the suspension. ~~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.~~

**Deleted:** In addition, the notice may also state the time when the student may return to school.

### 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 or representative will 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(c)(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.

[The Charter School Board of Directors \("Board"\) may expel a student following a hearing adjudicated by a neutral hearing officer \("Hearing Officer"\) or expulsion panel \("Panel"\) selected by the Principal, to determine whether the student should be expelled.](#)

[If a panel adjudicates the hearing, the School Director shall appoint a minimum of at least three \(3\) members who are certificated and neither a teacher of the student nor a member of the Board of Directors. The Panel shall be presided over by a designated neutral hearing](#)

**Commented [A7]:** As a charter school you have the option of designating a single hearing officer to hear a case. This person must be "neutral," which means they are NOT 1) a current teacher of the student, 2) a Board member, 3) an administrator who was in any way involved in the initial recommendation to suspend or expel, or 4) an administrator who was involved in the investigation.

**Deleted:** 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

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chairperson.

The Hearing Officer or 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.

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### 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.

The Principal or designee shall either select a Hearing Officer or appoint a Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act “FERPA”).

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**Deleted:** 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

**Deleted:** 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. 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. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. 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 Hearing Officer or Panel 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.

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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 complaining witness 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 or Panel, 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 or Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer or Panel 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 or Panel from removing a support person whom the presiding person finds is disrupting the hearing. The Hearing Officer or Panel 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 or Panel 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 or Panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing Officer or Panel 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

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entity 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 [Hearing Officer or 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.

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**Deleted:** 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.

**Deleted:** 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 Section 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.

**Deleted:** The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors

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.

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The Hearing Officer, Panel, or Board (upon final review) 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 Hearing Officer or Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Principal 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 Principal revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order.

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**Deleted:** 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 set forth 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 [Hearing Officer or Panel](#) 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.

Deleted: Board of Directors

**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 discipline 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, 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 to determine:

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

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

**Deleted:** <#>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 Education Unit 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 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 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 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 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.\*

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.

