



Parent - Student Handbook 2023-2024

JLPAA

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Executive Director and Principal's

Welcome Letter

Dear Students and Parents,

Welcome to Julia Lee Performing Arts Academy! Our academy is happy you are with us and hope that your stay will be gratifying and academically challenging.

The vision for Julia Lee Performing Arts Academy (“JLPAA”) was born out of the belief that every child has the right to an excellent education.

“The arts are a dynamic presence in our daily lives, enabling us to express our creativity while challenging our intellect. Through the arts, children have a unique means of expression that captures their passions and emotions and allows them to explore ideas, subject matter, and culture in delightfully different ways. Achievement in the arts cultivates essential skills, such as problem solving, creative thinking, effective planning, time management, teamwork, effective communication, and an understanding of technology.

Starting with a core group of educators and business leaders who are committed to educational equity, we designed a school where all children could learn at high levels, while allowing our children to explore the arts in a capacity that offers beyond what is required by the state of California. Schools delivering Visual and Performing Arts closely aligned to a college preparatory education have proven very effective at preparing students for finishing college and beyond.

Tanya Lee Taylor

Tanya Lee Taylor, Executive Director

Rachel Thomas

Rachel Thomas, Principal



Julia Lee Performing Arts Academy



A California public charter school that received its authorization on April 11, 2018 by the Riverside County Office of Education. Charter schools are established to:

- ✓ *Improve pupil performance,*
- ✓ *Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving,*
- ✓ *Encourage the use of different and innovative teaching methods,*
- ✓ *Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site,*
- ✓ *Provide parents and students with expanded educational opportunities within the public-school system without the constraints of traditional rules and structure,*
- ✓ *Provide schools a way to shift from a rule-based to a performance-based system of accountability, and*
- ✓ *Provide competition within the public-school system to stimulate improvements in all public schools (Ed Code 47601).*



Mission Statement

TK-8 that develops the whole person through a curriculum that integrates both performing arts and college preparatory academics. The Julia Lee Performing Arts Academy strives to develop the students academically, artistically, and socially so that they leave the school as independent, cooperative, responsible, and creative young adults with a lifelong interest and ability in learning and the arts. As we encourage and provide our students with the foundation of these skills and qualities, we will prepare our students to pursue further educational goals and allow them to contribute to the life and wellbeing of society as a whole.

Our Mission Includes:

- ✓ A strong academic program that unlocks and supports the artistic potential of our students, while providing a rigorous liberal arts education and performing arts program.
- ✓ An encouraging atmosphere where each individual can work in a creative, cooperative and collaborative manner, while promoting the desire for excellence in one's chosen pursuits.
- ✓ The promotion of independent thinking in the areas of academics and performing arts.
- ✓ A participative and creative environment placed within a firm framework of high standards in teaching and learning.
- ✓ The development of students' individual talents, critical thinking, and technology skills by being actively engaged in the learning process.
- ✓ A continuous commitment to improvement ensuring that our students are well-rounded, self-directed, lifelong learners.
- ✓ A group of teachers, administrators, parents, and the community sharing the responsibility for advancing the school's mission while promoting high standards and expectations.

Vision Statement

The Julia Lee Performing Arts Academy is a supportive educational community where our students achieve high academic standards and pursue excellence in the performing arts. We believe in inspiring confident lifelong learners who have the courage to dream, imagine, explore and to realize their full potential through hard work, curiosity and creativity.



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JULIA LEE PERFORMING ARTS ACADEMY CORE BELIEFS

Motto

“Find your path and plan for the future!” JLPAA will make it known that it’s never too early to plan for your future.

Core Values

SIX PILLARS OF CHARACTER - CHARACTER COUNTS!



Trustworthiness:

- Be honest. Don’t deceive, cheat or steal.
- Be reliable. Do what you say you will do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal. Stand by your family, friends, and country.

Respect

- Be tolerant of differences.
- Be considerate of the feelings of others.
- Deal peacefully with anger, insults, and disagreements.
- Don’t threaten, hit, or hurt anyone.
- Do what you are supposed to do.

Responsibility

- Preserve. Keep on trying.
- Use self-control. Be self-disciplined.
- Always do your best.
- Think before you act. Consider the consequences

Fairness

- Play by the rules.
- Take turns and share.
- Don’t take advantage of others.
- Be open-minded.
- Listen to others
- Don’t blame others carelessly.

Caring

- Be kind.
- Be compassionate and show you care. Express gratitude.
- Forgive others.
- Help people in need.

Citizenship

- Do your share to make your school and community better
- Cooperate.
- Stay informed. Vote.
- Be a good neighbor.
- Obey laws and rules. Respect authority.
- Protect the environment. Recycle.

Character Counts! And the Six Pillars of Character are service marks of the CHARACTER COUNTS!

Coalition, a project of the Josephson Institute of Ethics.



What It Means to be an Educated Person in the 21st Century

JLPAA founders believe an educated person in the 21st century must be prepared to understand and solve complex and novel problems. The world is changing at an unprecedented rate due to technology and the increasingly global nature of our society. JLPAA aims to develop five central attributes in our students necessary to adapt and thrive in this time of change. To be educated in the 21st century, one needs to be:

- " Academically and intellectually motivated; college and career ready.
- " Able to use technology and digital media strategically and capably.
- " In possession of a broad range of skills and interests including the Performing/Visual Arts.
- " Able to collaborate with others.
- " A lifelong learner.

School Goals

JLPAA will consult with teachers, our principal, administrators, other school personnel, parents, and pupils in developing the annual update.

Knowledge

- A deep understanding of the local community: economically, socially, scientifically, and politically.
- A deep understanding of our national heritage, including the philosophical, religious, scientific, economic, and political ideas that have shaped our institutions.
- Able to criticize and evaluate the messages and opinions promoted by mass media.
- Able to analyze, manipulate and evaluate the use of mathematical symbols.
- Able to comprehend, analyze, interpret, and evaluate written text.
- Able to utilize technology to analyze, interpret and evaluate the natural and social world.

Critical Skills

- Problem Solving—Develops effective solutions to the multi-dimensional and complex problems ever- present in personal and professional arenas.
- Decision Making—Can and does make responsible decisions in diverse situations.
- Critical Thinking—Can critically think for oneself by justifying opinions based on evidence and sound reasoning.
- Creative Thinking—Has both the confidence in and capacity for the creative thinking that enhances both experience and results in a variety of life roles.
- Communication—Can express oneself with clarity and authenticity.
- Organization—Can efficiently and productively organize time, space, materials, and tasks.
- Management—Can skillfully help others to optimize their work together through effective management.



- Leadership—Can recognize quality leadership and can assume it when appropriate.

Fundamental Dispositions

- Ownership—A responsible and invested owner of life-long learning.
- Self-Direction—A reflective self-directed individual with a strong work ethic.
- Quality—A well-developed internal model of quality work.
- Character—Develops a strong sense of purpose within a moral community by exercising such virtues as honesty, integrity, perseverance, thoughtfulness, respect, wisdom, self-control, courage, caring, and justice.
- Collaboration—Seeks to optimize work through collaboration.
- Curiosity and Wonder—Has a sense of curiosity and wonder.
- Community—Is a responsible and active member of a community.

Charter Petition

The charter for the Julia Lee Performing Arts Academy Charter School is available at the school's office as well as the school's website <https://www.jlpaa.org/>. The charter has the complete information about our school and its programs.

Explained below are school policies and procedures to ensure your child will be successful at our school:

Attendance

Your student's consistent and prompt presence at school is imperative. While we understand that children do become ill occasionally and have appointments that may interfere with the school schedule, it is important, **especially in a highly collaborative environment such as our program**, to attend consistently.

Tardiness

Parents and students are expected to be prompt and responsible in attendance of classes and meetings. Excessive student tardiness may result in a meeting with your child's teacher or the principal depending on the circumstances. If the issue of tardiness is not remedied at that level, your family may be referred to the District Attorney for appropriate action/intervention. If your child is tardy, you must check in with the main office and receive a tardy slip to enter into the classroom.

Absences

In the event that your child must miss school, please contact the office ahead of time to arrange for an Independent Study Contract. Calling the office, the morning of the absence will provide sufficient time for your child to participate in Independent Study (see Independent Study below). While Independent Study does not replace our regular academic program, it will allow the opportunity for your child to keep up with the content of the program and, upon completion, the day(s) will not be recorded as absences.



Please be aware that should your child have consecutive unexcused absences, your child may be dropped from the school's roster and you would need to reenroll. Admission is based on availability at the time of re-enrollment.

Policy/Procedure

Attendance: Regular daily attendance is important for academic success. It is crucial that you arrive at school on time and attend school on the days your program runs. Attendance in every class is vital to your academic success. Regular attendance is vital to a student's success in school. The student who is frequently absent misses social interaction and direct instruction from his/her teachers even though written work can be made up. Any day or hour absent is a missed learning opportunity. Attendance is a key predictor of dropout. Students who create economic loss and jeopardize the future workforce since only 31% of dropouts keep a job for more than one year. In addition, the school loses funding for each absence, regardless of the reason; including illness or excused absences.

Because of Julia Lee Performing Arts Academy's ('JLPAA') commitment to quality education, we are concerned when a student misses school for any reason. Students who are excessively absent from school are not able to accomplish their educational goals. According to the California Compulsory Attendance Laws (Education Code 48200), parents and students are responsible for regular school attendance.

Truancies are not acceptable at JLPAA. Truancy is defined as an unexcused absence without a written excuse from parent/guardian or JLPAA staff member. Repeated violation of the truancy policy will result in further disciplinary action up to and including suspension and/or expulsion. When families choose to attend JLPAA, it is assumed that they are serious about their educational experiences and will avoid missing classes or activities.

Attendance Records: School officials will keep an accurate record of attendance, including accurate attendance records for each class. Such records will be maintained by the classroom teacher, office manager and office clerk. Absences must be reported to the school office. Attendance records will be used to enforce the Compulsory Attendance Law. If truancy is suspected, the case must be investigated by school personnel and may be referred to local police and/or the local district attorney.

Absences: Excused absences are those that are recognized by the state as legal excused absences:

- Student is personally ill, and his/her attendance in school would endanger his/her health or the health of others (Three (3) or more days of absence for illness will require a doctor's note);
- Due to quarantine under the direction of a county or city health officer;
- For the purpose of having medical, dental, optometry, or chiropractic services rendered;
- Serious illness in the student's *immediate family;
- Death of family member;
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent;



- Observance of a holiday or ceremony of the pupil's religion or attendance at religious retreat (shall not exceed 4 hours/semester);
- For the purpose of jury duty in the manner provided for by law;
- Appearance in court;
- Attendance at a funeral service;
- Attendance at employment conference;
- Attendance at educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board;
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code;
- For the purpose of spending time with a member of the pupil's *immediate family, who is an active duty member of the uniformed services, defined in Ed Code Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Executive Director/Principal;
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen;

*Immediate family is defined as mother, father, grandmother, grandfather, brother, sister or any relative living in the immediate household.

A pupil absent from school for excused reasons set forth above shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

Unexcused absences are those not defined above, including, but not limited to:

- Unverified absence;
- Truancy;
- Absence due to leaving campus without permission;
- A tardy of twenty minutes or more;
- Absence due to taking an early vacation or extending a vacation;
- A tardy of twenty minutes or more;
- Absence due to oversleeping;
- Absence due to transportation problems, including missing the bus;
- Absence due to not knowing it was a school day; and
- Family emergency without valid reason, as determined solely by JLPAA



School Excused Absences

Field Trips
 Academic Events
 School Office Appointments
 Suspension
 Athletes participating in athletic event

Excessive Absences: Ten (10) or more days of excused absences within a school year are considered excessive and shall require a doctor's note to excuse subsequent absences. Three (3) or more consecutive days of illness shall require a doctor's note upon return to school.

After three (3) or more days of unexcused absences or tardy for more than any 30-minute period during the school day without a valid excuse on three occasions, or any combination thereof within a school year, will result in the school mailing the parent the 1st Truancy Letter asking for the parent's help with their student's attendance and warning of consequences for further truancy.

After five (5) days of unexcused absences and/or tardies within a school year, the school will mail the 2nd Truancy Letter and invite the family to a meeting with the Executive Director/Principal or Designee. The intent is to create and implement a written plan for improving attendance.

After five (5) additional unexcused absences, your child may be subject to discipline up to and including suspension and/or expulsion.

After fifteen (15) or more days of unexcused absences and/or tardies will be referred to the District Attorney. Students who miss 5% or more of school for any reason, may be subject to retention.

Tardy is Truancy: A tardy occurs when the student is not in his/her assigned seat within [10] minutes of his/her assigned grade level start time. Unexcused tardies are defined as arriving any time after a class/activity has begun without an excuse from a parent/guardian or JLPAA staff member. Repeated violation of the tardy policy will result in disciplinary action up to and including suspension and/or expulsion.

Tardy of more than Thirty Minutes: ("T-30") is a ½ day Truancy A T-30 tardy occurs when the student is not in his/her assigned seat within 30 minutes of his/her assigned grade level start time. T-30 tardies are considered ½ day truancy and will be counted against the student's attendance. Unexcused tardies are defined as arriving any time after a class/activity has begun without an excuse from a parent/guardian or JLPAA staff member. Repeated violation of the tardy policy will result in disciplinary action up to and including suspension and/or expulsion.

Excused tardies include only the following:

- Medical, dental, optical or other health-related appointment (with note from the office where appointment was scheduled)
- Circumstances discussed with the school ahead of time, and preapproved by a school administrator
- All late arrivals other than those described above will be considered unexcused



Regular attendance is essential to any school. A doctor's release note must accompany the student when returning back to school from any doctor/dental/orthodontic appointment. A student who fails to attend school without a valid excuse is considered truant.

Parents/guardians will make every effort to schedule medical and dental appointments before or after school or during the time that school is not in session. Parents/Guardians should notify the school office at least 30 minutes prior to Student's start time if your child will be absent. The school will call to verify and code any absences not reported by you. Any child who arrives 10 minutes after their designated start time must report to the JLPAA office with his/her parent (or car pool driver) to receive a tardy slip.

Students are subject to the absence/tardy policy. Excessive tardies /absences may result in suspension and/or expulsion of student.



**Julia Lee Performing Arts Academy
Bell Schedule for Morning TK/
Kindergarten 2023-24-2022**

| Time | Day | Minutes | Subject/Activity |
|---------------|--|----------------|-------------------------|
| 8:00 – 9:30 | M, T, W, THU | 90 | Instructional Time |
| 9:30 – 10:00 | M, T, W, THU | 30 | Nutrition/PE |
| 10:00 – 11:40 | M, T, W, THU | 100 | Instructional Time |
| | | | |
| 8:00 – 9:10 | Friday | 70 | Instructional Time |
| 9:10 – 9:40 | Friday | 30 | Nutrition/PE |
| 9:40 – 10:30 | Friday | 50 | Instructional Time |
| | Weekly Instructional Minutes | 1030 | |
| | Total Annual Instructional Minutes | 37080 | |

**Julia Lee Performing Arts Academy
Bell Schedule for Afternoon TK/
Kindergarten 2023-24-2022**

| Time | Day | Minutes | Subject/Activity |
|---------------|--|----------------|-------------------------|
| 11:50 – 1:30 | M, T, W, THU | 100 | Instructional Time |
| 1:30 – 2:00 | M, T, W, THU | 30 | Nutrition/PE |
| 2:00 – 3:30 | M, T, W, THU | 90 | Instructional Time |
| | | | |
| 11:00 – 12:10 | Friday | 70 | Instructional Time |
| 12:10 – 12:40 | Friday | 30 | Nutrition/PE |
| 12:40 – 1:30 | Friday | 50 | Instructional Time |
| | Total Weekly Instructional Minutes | 1030 | |
| | Total Annual Instructional Minutes | 37080 | |



**Julia Lee Performing Arts Academy
Bell Schedule for Grades 1-3
2023-24**

| Time | Day | Minutes | Subject/Activity |
|---------------|------------------------------|----------------|-------------------------|
| 8:00 – 9:50 | M, T, W, THU | 110 | Instructional Minutes |
| 9:50 – 10:15 | M, T, W, THU | 25 | Snack/Play |
| 10:15 – 11:40 | M, T, W, THU | 85 | Instructional Minutes |
| 11:40 – 12:30 | M, T, W, THU | 50 | Lunch/Recess |
| 12:30 – 2:30 | M, T, W, THU | 180 | Instructional Minutes |
| | | | |
| 8:00 – 9:50 | Friday | 110 | Instructional Minutes |
| 9:30 – 10:15 | Friday | 25 | Snack/Play |
| 10:15 – 11:40 | Friday | 85 | Instructional Minutes |
| 11:40 – 12:30 | Friday | 50 | Lunch/Recess |
| 12:30 – 1:30 | Friday | 60 | Instructional Minutes |
| | | | |
| | Weekly Instructional Minutes | 1755 | |
| | Annual Instructional Minutes | 63180 | |
| | | | |



Julia Lee Performing Arts Academy
Bell Schedule for Grades 4 - 8
2023-24

| Time | Day | Minutes | Subject/Activity |
|---------------|------------------------------|----------------|-------------------------|
| 8:00 – 10:15 | M, T, W, THU | 135 | Instructional Minutes |
| 10:15 – 10:40 | M, T, W, THU | 25 | Snack/Play |
| 10:40 – 12:05 | M, T, W, THU | 85 | Instructional Minutes |
| 12:05 – 12:55 | M, T, W, THU | 50 | Lunch/Recess |
| 12:55 – 2:30 | M, T, W, THU | 155 | Instructional Minutes |
| | | | |
| 8:00 – 10:15 | Friday | 135 | Instructional Minutes |
| 10:15 – 10:40 | Friday | 25 | Snack/Play |
| 10:40 – 12:05 | Friday | 85 | Instructional Minutes |
| 12:05 – 12:55 | Friday | 50 | Lunch/Recess |
| 12:55 – 1:30 | Friday | 35 | Instructional Minutes |
| | | | |
| | Weekly Instructional Minutes | 1755 | |
| | Annual Instructional Minutes | 63180 | |



Arrival/Departure Time

Students may arrive on campus at 7:20 a.m. Students must be picked up within 20 minutes of the final dismissal time (no later than 2:50 pm). No child is permitted to leave the school grounds before school is dismissed without permission from the office. Teachers will wait outside with their students and check them in with a sign in sheet in the morning and after school. No child will be released until the Parent/Guardian signs in or signs out the child.

Late Student Pick-Up

School personnel will supervise students that arrive 20 minutes before the start of the day as well as 20 minutes after the final dismissal. Parents who habitually neglect to pick-up their children on time or drop-off their children more than the time specified above, will have a mandatory meeting with the Principal. The third occurrence will require a meeting with the Executive Director and, if needed, appropriate authorities will be contacted.

Leaving School during the Day

No child is to leave school during the day without permission from the office. If parents are taking their child out of school early, they must go to the office to have their child released. Anyone picking up a student must be on the emergency card and be able to provide photo identification.

Minimum Day

Every Friday is a modified day. Dismissal is at 10:30am for Morning TK & K classes. Students in Grades 1-7 are dismissed at 1:30 p.m. There is also modified schedule for Afternoon TK & K classes; students arrive at 11:00 and are dismissed at 1:30 p.m. Lunch break is provided at school on those days. Please review bell schedules on pages 16-18 for clarification.

Registration Requirements

Admission requirement is that students wishing to attend Julia Lee Performing Arts Academy must follow the Charter School's admission procedures with respect to completing applications and enrollment forms and documents by the announced deadlines. It is recommended, though not a requirement/condition of admittance, that parents/guardians attend an enrollment informational meeting after admission.

Such meetings will occur multiple times, and will be held during the day, evenings, and weekends to accommodate parent schedules. Should a parent be unavailable for a scheduled meeting, a private appointment arranged, at the parent/guardian's convenience. Late return of enrollment documentation (after 48 hours, a student may lose their spot if enrollment documentation is not submitted), following notification of admission, will result in loss of place on the admission list and placement at the end of the waiting list.

Parents of children entering Kindergarten must provide dates and place of service where the child received the state mandated immunizations. Record of a physical examination is required for students entering first grade. The child's birth certificate is also required for registration. Children entering Kindergarten must be five years old on or before September 1, in the year in



which the student enters Kindergarten. A registration packet must be completed before the student is allowed to enter school.

The Charter School establishes an annual recruiting and admission cycle (See Figure 2.6 below), which includes reasonable time for all of the following:

Figure 2.6 – Anticipated Application, Drawing, Admission Process

| | |
|--|---|
| Open enrollment begins | Application forms available in Charter School office or other publicized and accessible location and online at the Charter School’s website. Prospective parent tours scheduled and publicized. |
| Open enrollment ends | All application forms due to Charter School |
| Within two weeks of close of open enrollment | Public random drawing (if necessary). |
| Within a week of lottery | Admission notifications made. |
| Within two weeks of notifications | Enrollment Information meetings held |
| One month after enrollment packet handed out | Completed enrollment packets due back to the Charter School including, but not limited to: Proof of age, immunization records, Home language Survey, and emergency medical information. |

Release of Child

Only those people designated on the Pupil Release Form are allowed to pick-up your children. Make sure this list is current. If you are sending a person to pick-up your child that is not on the Pupil Release Form, please send a FAX to the school office informing the school that the person has your permission to pick-up your children. Provide the person’s name and phone number and include the date, your signature and immediate telephone contact number. We will not release a child to a person without the parents’/guardians’ written permission: therefore, having anyone come to pick up your child without having submitted appropriate documentation, puts both the school and the person picking up the child in a very awkward and potentially liable position. The Pupil Release Form should be updated whenever there is a change in: persons, addresses, phone numbers, jobs, baby-sitters, etc.

Court Orders

Given the current status of many marriages, divorces, custody battles, etc., the list of people to whom we can release your children is vitally important. If you have a custody order, stipulated agreement, or restraining order regarding your child, be sure to present a copy to the school office. Without the court order present and stating the contrary, former, and/or estranged spouses are still



the legal guardian of the child and may pick-up their children at any time. It is expected that all parties engaged in Family Law disputes act cordially while on the campus or at school events or be subject to removal from the event. School is a safe place for students and staff will take any steps needed to ensure that all students are sheltered from adult disputes while at school.

Transfers

When a student is moving, please advise the school office as early as possible as we often have students waiting for a seat. The office will forward appropriate files to your child's new school. If your children have school materials at home, please return them to the teacher or the office prior to leaving.

Suspensions / Expulsions

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the non-charter schools' list of offenses and procedures for suspensions and expulsions. Please see JLPAA Petition on page 233 for list of offenses.

Communication

We use electronic means of communication to reduce the amount of paper sent home so we can be more ecologically friendly as well as put those savings into our classrooms. However, please let the office know if you do not have electronic access as mentioned above and we will provide you with a hardcopy of the communications.

Website and Social Media

In an effort to maintain strong home-school communication, upcoming events and announcements will be sent to parents via email as well as being posted on our website (<https://www.jlpaa.org/>).

You can also get reminders and updates by "liking" us on our Facebook page: <https://www.facebook.com/JLPAAcharter>.

If you are not receiving emails from us, please email the office so we can make sure you will get all future emails.

Parent Portal

Parents will be provided with an access code in order to create an account in the Schools Pathways

This online resource allows parents to access their child's most current grades and attendance information. Within the Parent Portal, you have several options regarding receiving email progress reports, school bulletins and other reports. If you need assistance in setting up automatic updates or if you have questions, please see your child's teacher or an office staff member. The account



that you set up in the Parent Portal remains active as long as your child attends Julia Lee Performing Arts Academy, you do not need to set up a new account each year.

Complaints

The Julia Lee Performing Arts Academy Charter School welcomes your concerns and it is our intent to resolve issues as soon as possible. Concerns regarding your child should first be discussed with the classroom teacher. Parents will have access to a parent/ community needs/concerns form that must be completed and signed. The forms will be reviewed by the Principal and addressed accordingly. If you believe that the issue is still unresolved after meeting with the teacher, please make an appointment with the Executive Director to address your concern.

All complaints regarding the Julia Lee Performing Arts Academy Charter School's operations should be referred to the school's Director/Principal for resolution. If you believe your concern has still not been addressed to your satisfaction, you may appeal to the Julia Lee Performing Arts Academy Charter School Governing Board. Complaints must be submitted in writing to the Director/Principal one week before the Governing Board meeting so that it can be put on the agenda (See Calendar for Governing Board meetings). You may use our Uniform Complaint form for this purpose, which is available from the office. If your complaint involves the Director/Principal, you may email the Governing Board directly at GoverningBoard@JuliaLeePerformingArtsAcademyCharter.org or mail your written complaint to the school, Attention: Board President. Mail marked "Attention: Board President" will not be opened by school staff.

Homework

Julia Lee Performing Arts homework allows flexibility in order to accommodate the various schedules and demands of life away from school and provide a format for homework that will not become intrusive to the other activities that make up your personal lives. The structure of our homework is such that it can address any of the required standards in all subject areas as well as an opportunity to practice the Critical Skills and Fundamental Dispositions outlined in our charter. It is in no way meant to limit a child's choices of topics to pursue but rather guide them in choosing things that they are interested in while enhancing their academic knowledge. We encourage students to explore areas of interest and share their learning through self-developed projects.

Parent Advisory Committee

These are special events scheduled throughout the year to provide parents with additional information and resources about our program and ways to help your child(ren) learn. Email notifications will be sent out prior to each event. You can also check the school's website for this information. If you have a topic or idea you believe should be addressed, please provide your thoughts to the office.

Showcase of Learning

Throughout the year, we have events to showcase learning. These include whole school showcases such as Winter performance and our Summer performance. Keep your eye on our website calendar and emails from the office for information about upcoming events.



Parent/Student/Teacher Conferences

Parent/Student/Teacher conferences are held throughout the year. At these conferences students, in collaboration with parents and teacher, set personal goals. These conferences are lead by the student, unless the child is too immature or has not learned the skills to conduct the conference productively and effectively. We encourage strong communication between home and school. Parents are welcome to request conferences any time during the school year. Should you have any concerns, do not hesitate to contact your child's Homeroom teacher.

Parent Involvement

Parents at JLPAA will be provided with many opportunities to become engaged at the Charter School and provided information on how best to support their children in their pursuit of academic success. One of these opportunities will be the offering of a variety of Parent Workshops held throughout the year.

Suggested Parental Involvement

- " Commitment (voluntary) and willingness to adhere and support all policies as outlined in the Julia Lee Performing Arts Academy Family Handbook.
- " Two-way communication between the Charter School and home regarding the education and wellbeing of the student.
- " Parent attendance at two student conferences per year (highly recommended).

Report Cards

Parents have 24/7 access to grades and attendance in the Schools Pathways Parent Portal. If you need assistance setting up your Parent Portal account, please contact your child's Homeroom teacher or the office staff. Report Cards are printed per parent request and as required for your child's Cumulative File. Progress reports are sent home every five weeks.

Telephone/Cell Phones

We do not put calls through to the classroom during instructional time. Parents may leave messages for teachers and calls will be returned within 48 hours.

Students are permitted to bring cell phones to school, however, they must remain off or silenced in the student's backpack at all times except as allowed by the classroom teachers. We recognize that cell phones are useful as an educational tool; however, it is our intent to provide for the safety and consideration of all students and staff. We do not allow students to take cell phones outside during break, lunch or recess. Pictures of other students or staff is not permitted. Texting is not permitted while at school, including during pick up. Students remaining after dismissal time will be allowed to use personal cell phones to contact parents/guardians once in the office.

We will not allow students to use cell phones during dismissal because that takes the attention off watching for their parents. We understand that parents might be communicating about being late, however, staff is not able to monitor all students' texting and manage the traffic. Students will be



allowed to check cell phones and respond once in the office (approximately 20 minutes after the dismissal time).

Phones will be held in the office for parent pick up when a student is found in violation of any part of this policy. Any future occurrence may result in the student no longer being allowed to have the phone out of the backpack during the school day. The school is not responsible for lost, broken, or stolen phones.

Visitors

State law requires all visitors to sign in at the office. Each visitor must sign in and out with the office and wear a badge while on campus. Visitors are restricted to one hour on campus.

Volunteers

Parents/guardians are encouraged to visit and volunteer in classrooms. Parents working at the school need to comply with certain requirements such as completing forms, acquiring evidence TB clearance, and passing a Megan's Law check before they work in the classrooms or with students. Volunteers are supervised by school personnel. Volunteers must sign-in with office personnel upon arrival and sign-out when leaving school grounds. Volunteers must wear a badge at all times. Questions about volunteer needs should be directed to the teachers, questions about volunteer requirements should be directed to the office.

Parent Participation

- Parent Advisory Committee
- Classroom support (reading, leading a center, assisting with preparations, etc.)
- Field trip chaperon
- Event coordinator
- Governing Board
- School Site Council
- ELAC (English Language Advisory Committee)
- Organized Play
- Classroom (Mom/Dad)
-

Check the school's website for the exact date and time of the meetings and/or participation requests.



Figure 4.1 – Parent Participation Opportunities (see below)

Figure 4.1 – Parent Participation Opportunities

| Informal | Formal |
|--|--|
| <ul style="list-style-type: none"> • Tutoring • Homework Center • Classroom volunteer • Parenting classes • Parent workshops • Parent-teacher conferences • Family fieldtrips • Community-building activities and celebrations • My Community • Eighth grade Exit Interview Teams • Family orientation sessions • Prospective parent tours • Various other committees as deemed necessary | <ul style="list-style-type: none"> • Safety Team • Leadership Team • Leadership Training • Schools Advisory Committee • Governing Board • Lunch Program • Greeter • Organized Play Duty • Morning Duty • Afterschool Duty • Afterschool Girls and Boys Club • ELAC Committee • School Site Council- SSC • Parent Advisory Council- PAC |

Local group comprised of parents, teachers and administration that are responsible for such school level matters as fundraising, review of parent surveys, review of parent involvement opportunities, community celebrations and activities, audit of instructional practices and student achievement, etc.

Health and Safety

Your child’s safety is our priority and therefore we have established the following guidelines in order to keep our students safe. We appreciate your cooperation. Our Safe School Plan is available for parent review in our office and on our website. If you have suggestions, comments, or concerns, please contact the school Principal.



Personal Property

We strongly recommend students do not bring personal property to school as these items may be lost, damaged or become a distraction to the learning environment. The school is not responsible for loss of personal property.

Bicycles, Scooters and Skateboards

Students who ride bikes or scooters to school are required by state law and school policy to wear bicycle helmets. A student who happens to ride to school without a helmet will not be allowed to leave school with his/her bicycle or scooter without a helmet. The parents must provide a helmet that day or come and pick up the bicycle themselves. Bicycles must be kept in the designated bicycle area. It is highly recommended that your child locks his or her bike. For safety reasons only, students in 3rd grade or higher may ride their bicycles or scooters to school. Bicycles and scooters must be walked on and off the school grounds. Skateboards are prohibited on campus at all times unless the Director/Principal has given prior approval.

Child Abuse

The parent or guardian has the right to file a complaint against a school employee or other person that they suspect has engaged in abuse of a child at a school site. To ensure that proper investigation takes place, a written complaint must be filed with the local child protective agency or the school. Public school employees are mandated by law to report to a child protective agency, any suspected child abuse.

Dress Code Policy

The school needs your cooperation in developing proper standards of dress and grooming among our pupils. *If you would like the school's logo placed on your child's items, you can have this done **only** at Tri-Lakes School Uniforms 32100 Menifee Rd, Menifee, CA 92584, Phone: (951) 301-8884.*

Apparel

Students are to be dressed in clothing which allows them to participate in games and activities. Parents are asked to help us by discouraging "message" T-shirts of questionable taste and clothing that is inappropriately revealing.

Boys:

Pants: Boys are to wear navy blue, or khaki dress slacks only. Correct size and properly worn at the waist with a belt. Pants are not to be worn sagging, baggy or worn tight pants are not allowed.

Shirts: White, navy, or burgundy shirts. Polo shirts, with /or without logo is acceptable.

Girls:

Pants / Skirts / Skorts: Girls are to wear navy blue, or khaki dress pants, skirts, or skorts only. Pants and skirts (if needed) are to be properly worn at the waist with a belt. Pants are not to be worn sagging, baggy or worn tight pants are not allowed. No miniskirts are allowed.



Shirts: White, navy, or burgundy shirts. Blouses or Polo shirts with /or without logo is acceptable.

Footwear

For safety reasons, thongs and/or sandals may not be worn by students. Students should bring or wear socks and athletic-type shoes as part of appropriate attire for daily Physical Education. It is essential that shoes be correctly tied when worn to lessen injuries to ankles and feet. For safety concerns/reasons, girls are not to wear heels, flip flops, open-toe shoes, skate-shoes, heeled, platform shoes, or over-sized shoes.

Socks

White or black for both boys and girls

Hats

Hats are not to be shared, or worn backwards, and to be worn as outside.

Parents will be called to supply more appropriate clothing or students may be given spare articles of clothing to cover up inappropriate dress.

Hygiene

Parents will be contacted if a student come to school with strong body odor or heavily soiled clothes, to correct the problem. By making sure your children are well groomed you avoid such unpleasant situations for your children.



Dress Code Samples



Polo shirts, blouse, and skirts

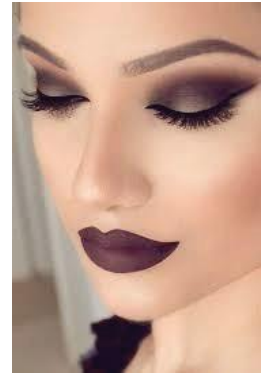


SHOES





Undesirable Uniform Images





Insurance

The school does not provide accident and medical insurance coverage for students. If you do not have medical insurance that covers your children, it is a good idea to seriously consider purchasing a student medical insurance policy.

Medication at School

When your child's physician prescribes medication to be administered at school, under state law, the dosage and times to be administered must be in writing from the doctor. An Authorization for Medication form is to be completed by the parents/guardians. JLPAA will follow Education Code 49423 regarding administration of medicine to students during school day. The school will request a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, to provide a release for the Health Technician or other designated school personnel such as Office Manager to consult with the health care provider of the student regarding any questions that may arise with regard to the medication. The release will include a waiver from civil liability for JLPAA and school personnel if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

Free and or Reduced Lunch Available

Our school is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aimed to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

Nutritional Snacks

Students are encouraged to bring a snack that will help sustain them between breakfast and lunch. We ask that these snacks be nutritional in nature, like fruits, vegetables or cheese. Junk food and soda pop are discouraged at school. JLPAA is a NUT FREE SCHOOL.

Parking Lot

The parking lot can be a very dangerous place so we have developed a process to ensure student safety as well as efficiency for student drop-off and pick-up. Julia Lee Performing Arts staff members appreciate your cooperation and cheerful disposition during arrival and departure times.

Pick Up

Please see parent pick up and drop off map at the administrative office.

Please remember that at the beginning of the year, this is a slower process as staff gets to know families. We appreciate your patience and cooperation. Parents are to enter the parking lot in one entrance point on the right side of the parking lot.



Pets

Children may not to bring pets from home.

Student Discipline

The role of discipline at JLPAA is to create an environment conducive to learning. It is to provide an atmosphere of civility in which due respect will be given to teachers and to individual students, so that all students will be allowed to pursue learning without distraction. JLPAA recognizes that student's good conduct in school promotes their education on campus. This requirement will also promote good behavior off campus and prepare students for good citizenship in adulthood. Accordingly, all students will be expected to adhere to the general rules of the school as well as those rules established by each teacher within his or her classroom. JLPAA Harassment, Anti-Discrimination, and Bullying policy is available upon request.

Governing Law: The procedures by which pupils can be suspended or expelled. –California *Education Code Section 47605(b)(5)(J)*.

When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction. Compliance with the procedures set forth in our Charter Petition shall be the only processes for JLPAA to remove or otherwise exclude a student who attends JLPAA from attendance at JLPAA.

JLPAA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom JLPAA 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.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- A.Related to school activity;
- B Related to school attendance occurring at the Charter School or any other school; or
- C.Related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
 - 1) While on school grounds;
 - 2) While going to or coming from school;
 - 3) During the lunch period, whether on or off the school campus;
 - 4) During, going to, or coming from a school-sponsored activity.

Students shall be suspended or expelled according to the following Enumerated Offenses as required by law:

Enumerated Offenses

Discretionary Suspension and Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:



- a) Either:
- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - 2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- c) Caused or attempted to cause damage to school property or private property.
- d) Stole or attempted to steal school property or private property.
- e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.
- f) Committed an obscene act or engaged in habitual profanity or vulgarity.
- g) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these acts constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.
- i) Knowingly received stolen school property or private property.
- j) Possessed an imitation firearm. "Imitation firearm" means a replica of a fire arm 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.
- k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- l) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- m) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- n) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- i) "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:
- (1) 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 his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.



- (2) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - (3) Causing a reasonable student to experience substantial interference with his or her academic performance.
 - (4) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- ii) “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:
- (1) A message, text, sound, video, or image.
 - (2) 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 pupil for the purpose of having one or more of the effects listed in sub paragraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil 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 pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii) An act of cyber sexual bullying.
- (1) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil 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.
 - (2) For purposes of this clause, “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.
- iv) Notwithstanding the 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.
- v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- o) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- p) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Executive Director/Principal or Designee determines that the pupil has



committed sexual harassment as defined in Ed. Code section 212.5. 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 enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.

q) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.

r) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

s) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the Executive Director or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

1) "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 his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

t) "[S] school property" includes, but is not limited to, electronic files and databases.

u) For a pupil subject to discipline, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

Shall Recommend for Expulsion Offenses The Executive Director/Principal or Designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director or Designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.



- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

Immediate Suspension and Mandatory Recommendation for Expulsion Offenses

- 1) Possessing, selling, or furnishing a firearm, as defined below. E.C.48915(c)(1)
- 2) Brandishing a knife¹ at another person. E.C. 48915(c)(2)
- 3) Unlawfully selling a controlled selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)
- 4) Committing or attempting to commit a sexual assault or committing asexual battery, as de fined in the enumerated offenses above. E.C.48915(c)(4)
- 5) Possession of an explosive². E.C. 48915(c)(5)

1 “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

2 The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

Suspensions

The Executive Director/Principal may suspend any student for unacceptable behavior at any time. Suspensions may range from one to five days, depending on the circumstances and severity. Parent/guardian will be contacted to pick up student. Additionally, a staff member and /or witness will write a report on the incident. Prior to a student’s return from suspension, a parent and staff conference will be scheduled, as well a behavioral contract will be recommended.

Alternatives to Suspension or Expulsion

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil’s record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the principal or principal’s designee determines that the pupil’s presence causes a danger to persons or that the pupil committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.



- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.

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 psychologist 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 his or her parents.
- 4) Referral for a comprehensive psychosocial or psycho educational 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 school day on campus.
- 9) 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.
- 10) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's non-school hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action then community service may be assigned.



In-School Suspensions

A pupil suspended from a school for any of the reasons enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” may be assigned, by the Executive Director/principal or designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the school site for the period of suspension in a separate classroom, building, or site for pupils under suspension.

The Charter School may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- (1) The supervised suspension classroom is staffed as otherwise provided by law.
- (2) Each pupil has access to appropriate counseling services.
- (3) The supervised suspension classroom promotes completion of school work and tests missed by the pupil during the suspension.
- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign school work. At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil’s parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil’s parent or guardian.

Alternative Education Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for 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.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the administrative 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 year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the Executive Director/Principal or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or



will be disruptive to the school environment. The Executive Director/Principal or designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

Probation

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program. The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

Expulsion Appeals If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision. The full details of our suspension and expulsion policies are stated in our charter, which is available in the school office or online at www.JLPAA.org. Students that use technology as a means to harass or bully other students will receive discipline up to and including suspension or expulsion.

Sexual Harassment

The Governing Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the school. Any student who engages in the sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment will be subject to disciplinary action up to and including dismissal. Any student who feels that he/she is being harassed should immediately contact the Director/Principal. A complaint of harassment can also be filed in accordance with our Uniform Complaint Procedures. The school prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.



JLPAA Rules

Respect:

- ✓ Speak to adults appropriately.
- ✓ Use polite and language and behavior.
- ✓ Preserve school property and the property of others.
- ✓ Honor our country.

Responsibility:

- ✓ Demonstrate excellence at all times. Demonstrate integrity in all things.
- ✓ Be on time and prepared to learn.
- ✓ Be accountable for completion of work. Acknowledge your actions.
- ✓ Follow all rules.
Follow the dress code.

Banned Slang Words

The purpose of this section is to emphasize the importance of the use of appropriate language for situations. Our goal is to teach students to engage in civil conversations when communicating with each other and with adults at school in a 'polite' manner.

Rules should be encouraged on slang in a bid to make pupils more employable by using correct English, so that they can write cover letters and resumes that can probably lead to a job.

Conversation using the words below is unacceptable at school.

| | | |
|----------------------------|---|--|
| My bad You Woz | Coz Shut up | We Woz Fricken/Freaken |
| Stupid/Retard True that | That/it sucks Ending a sentence with "Yeah" | What's up **Any and All cuss words/profanity |

Bare', slang for 'lots of', and 'extra', which means 'unnecessary'

Closed Campus

Julia Lee Performing Arts Academy is a closed campus. Students must remain on campus for their entire school day.



Students are not allowed off campus unless they have been checked out of the office by a parent/guardian.

Property

Lost and Found

Students or parents may check the “Lost and Found” for missing items. Parents are urged to mark lunch boxes, sweaters, jackets, etc. with their child’s name. Unclaimed items are donated to charities at the end of each school year.

Lost/Damaged Books, Materials and School Property

Students are expected to take care of school materials and books. Parents/Guardians will be charged for lost or damaged books and other school materials that are damaged by their child. Parents are also held financially responsible if a child deliberately destroys or defaces school property.

Programs and Activities

Our school has a well-rounded program of instruction based on meeting the needs of the individual. The focus of the program is to teach children the basic skills necessary to increase learning and fully develop their abilities and talents.

English Language Learners

Students identified as English Language Learners are assessed annually in the fall. The data obtained from these assessments (presently CELDT) is used to target specific skills the student needs in order to become proficient in English. A complete description of our English Language Development program is available on our website, <https://www.jlpaa.org/>, in our charter document.

Gifted and Talented Education (G.A.T.E.)

In the spring, selected students in grades 3-6 are tested for G.A.T.E. Parents of selected students are provided information regarding G.A.T.E. designation and the G.A.T.E. program at Julia Lee Performing Arts and must authorize student participation, prior to any G.A.T.E. testing. A complete description of our G.A.T.E. program can be found on our website, <https://www.jlpaa.org/>, in our charter document.

Meet the Masters

Meet the Masters is an award winning visual arts program. Children begin with a multi-media presentation and learn about the fascinating lives and famous works of the Master Artists. Then students learn the techniques that made the art revolutionary in its time. After learning the inspiration and techniques of each master artist, the students are lead through a step-by-step journey of the art project. For more information on Meet the Masters visit their website at www.meetthemasters.com.

Student Study Team (SST)

The Student Study Team is to help students who may need additional supports as demonstrated by:

- Academic difficulty.
- Excessive absences/tardiness.



- Behavior problems.

The team may be comprised of parents/guardians, teachers, the principal or designee and in some situations, the student. The concern or issue is clarified and the means to help solve the problem are developed. Interventions are documented and tracked to ensure the student continues to progress academically and/or behaviorally.

Special Education

Julia Lee Performing Arts Academy will comply with all applicable State and Federal laws in serving students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act and the Individuals with Disabilities in Education Act of 2004, California Education Code, Part 3b.

State Testing

In the spring of each year, children in grades 3-8 will be administered the California Assessment of Student Performance and Progress (CAASPP). The fifth and eighth grade students will take a science test. Fifth and seventh grade students are administered the physical fitness test. A CAASPP Parent Information Event will be held prior to CAASPP administration in the spring. All parents are encouraged to attend.

The Charter School follows the rules and procedures for all State required testing (i.e. Physical Fitness Test or the “PFT”, Smarter Balance Assessment or “SBA”, California English Language Development Test or “CELDT”, English Language Proficiency Assessment for California or “ELPAC”, and the California Science Test or “CAST”).

****All students will participate in applicable test such as PFT, CELDT, SBA**, and CAST****

***A parent or guardian may annually submit to the Charter School a written request to excuse for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil’s records.*

The Charter School will follow state and federal guidelines for accommodations, modifications, and designated supports of all test deemed necessary for students with exceptional needs as determined by IEP team. Parents will be notified of testing dates, as well as noted on the website.

California Department of Education
Assessment Development and Administration Division
1430 N Street
Sacramento, CA 95814
E-mail: caaspp@cde.ca.gov



State Assessments

School agrees to comply with and adhere to the state requirements for participation and administration of all state mandated tests. The state tests required to be administered are 4:

CAASPP

Smarter Balanced Assessments

California Alternate Assessments Science Tests (CAST)

Standards-Based Tests In Spanish (STS)

Physical Fitness Test

English Language proficiency assessments for California (ELPAC)

Technology

Students have access to a variety of technology and are expected to utilize these resources to enhance learning.

Students are provided with many learning programs and games and are sometimes required to demonstrate competency through specific elements of assignments.

Birthdays

Individual celebration must be coordinated with your child's teacher.

Field Trips

Field trips are a supplement or a follow-up to classroom instruction. All students are required to have a signed parent permission slip before being allowed to go on a field trip. Parent chaperones are needed for field trips and must be cleared through the office. Parents that have been cleared to work in the classroom may chaperon daytime field trips. Additional requirements must be met for over-night field trips. Children that are not students of Julia Lee Performing Arts Academy are not allowed to ride on the bus for field trips due to insurance requirements. A parent that wishes to bring a student's sibling on a field trip (when those circumstances can be accommodated) is responsible for his/her own costs as well as those of the sibling. A parent may sign the student out during a field trip and transport his/her own child home if he/she so desires. A meeting with all parent chaperones will be conducted prior to the field trip to clarify responsibilities and liability issues.



COVID-19 RETURN TO SCHOOL PLAN FOR 2023-24-22 SCHOOL YEAR

In accordance with the California Department of Public Health's (CDPH) most recent COVID-19 Public Health Guidance for K-12 Schools in California, 2023-24-22 School Year, this plan outlines the Julia Lee Performing Arts Academy (JLPAA) current safety measures in response to the COVID-19 pandemic. This document can change as CDC sends out updates or as needed.

WHAT TO EXPECT FOR THE SCHOOL YEAR

As of August 2023-24, JLPAA schools are all slated to open for the 21-22 school year with face to face instruction and a full regular bell schedule and lunch program.

Universal masking is a mitigation strategy that prevents outbreaks and permits modified quarantine under certain conditions in K-12 settings, supporting more instructional time and minimizing missed school days for students. Additionally, universal masking indoors is critical to enabling all schools to offer and provide full in- person instruction to all students without minimum physical distancing requirements at the outset of the school year.

JLPAA has developed protocols that every school site will be required to follow when schools open for students and staff. Protocol:

- Masking required for indoor activities
- Masking is optional for outdoor activities
- Parent Square health screening for symptomatic students and staff
- Testing resources information will be provided via parent square and our website
- Parents should be prepared to pick up their student(s) immediately in the instance they develop COVID19 symptoms while at school. Please be sure to have updated emergency contacts in Infinite Campus.

Under the Charter's Protocols, JLPAA is responsible for creating the overall Schools Plan and responsible for providing training for employees and students.



DAILY HEALTH SCREENINGS

To ensure a safe and healthy school environment, staff and students should screen for symptoms of illness **DAILY** prior to arriving at school.

STAFF

- When staff logs onto campus the device they are self-attesting that they have no COVID-19 symptoms.
- Symptomatic staff should self-report any COVID-19 symptoms or COVID-19 exposure to the Principal and front office and a staff member will contact for follow-up.

STUDENTS

- Families should check their child(ren) daily for any COVID-19 symptoms. If symptoms are present students should stay home from school.
- Symptomatic students should self-report any COVID-19 symptoms or COVID-19 exposure through the Parent square app and a staff member will contact for follow-up.

COVID-19 symptoms may include:

- respiratory symptoms
- fever of 100 or more
- cough
- shortness of breath
- muscle pain or body aches
- new loss of smell/taste
- sore throat
- fatigue
- headache
- stomach ache
- nasal congestion/runny nose
- nausea
- vomiting, or diarrhea, or poor eating/appetite prior to coming to school each day.

ARRIVING AT SCHOOL

- Students, staff members, all visitors will be required to wear face masks indoors.
- Parents & visitors will have limited access to the school campus.
- School sites will have signage throughout campus to remind students and staff about staying home when they're ill, hand washing, and limiting the spread of germs.
- Hand sanitizer will be provided to all campuses.



FACE MASKS & PERSONAL PROTECTIVE EQUIPMENT (PPE)

In accordance with CDPH and Riverside County's Department of Public Health Guidance student's pre-school up to 12th grade are required to wear a face mask indoors.

For additional face mask information & exemptions please see below.

Students and Staff must wear face masks while indoors except while eating and drinking. Personal face masks will be allowed in compliance with the dress code policy. This will allow for a consistent approach across all school sites. PPE will be provided to staff and students.

FACE SHIELDS AND EXEMPTIONS

According to CDPH Guidelines unless a person is exempt, as explained below, in limited indoor situations where a face mask cannot be used for pedagogical or developmental reasons, (i.e. communicating or assisting young children or assisting those with special needs) a face shield with a drape can be used instead of a cloth face mask while in the classroom.

- Individuals must submit a JLPAA Medical Exemption Form with verification from their provider in order to be exempt from wearing a face mask on campuses. The exemption form applies to individuals with a disability, mental or physical health condition that prevents them from wearing a face mask.
- Individuals who are hearing impaired or communicating with a person who is hearing impaired, where the ability to see the mouth is essential for communication.

CAMPUS CLEANING & VENTILATION

- Indoor spaces will be cleaned daily.
- High contact food service areas will be cleaned between uses.

CLEANING & DISINFECTING PRODUCTS

Cleaning and disinfectant products align with the Environmental Protection Agency (EPA) approved list.

VENTILATION

HVAC systems will be serviced and inspected across to ensure proper operation and circulation of outside air. Regularly cleaning and inspecting air vents in classrooms and work spaces is part of JLPAA's COVID-19 protocol. CDC guidelines include adjusting HVAC equipment to increase the outdoor/indoor air mixture to pull in more fresh air from the outside.



SAFETY CONSIDERATIONS FOR STUDENTS WITH DISABILITIES

- All students, including students on an IEP or 504 Plan, are required to have a verified medical exemption if unable to wear a face mask. The JLPAA medical exemption form may be requested and submitted to the front office.

CONSIDERATIONS FOR STAFF WORKING WITH STUDENTS WITH DISABILITIES

- Staff will be required to wear a face covering.
- IEP services will be delivered with adherence to the wearing of facial coverings, physical distancing, increased hand washing, and sanitizing.

SOCIAL EMOTIONAL WELL-BEING OF OUR STUDENTS

Attending to the social emotional well-being of our students will be a top priority as they return to school. Our school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly. Support may include social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families along with the school will need to work together to check how students are feeling and assess their individual needs to provide the support our students need as we return to campus.

SOCIAL EMOTIONAL LEARNING

As part of the community of education, we know that our students' mental and emotional health is important to their overall success in the classroom and in life. COVID-19 has been stressful on everyone, children are no exception. Perhaps you have heard the acronym 'SEL.' This stands for Social Emotional Learning. One of our goals in educating your children is to increase their abilities in coping, adapting and managing various situations. SEL does just that by providing students with appropriate strategies. JLPAA has great resources and staff to provide students with the appropriate support.

We care about the Social Emotional aspect of students because:

- When students feel emotionally safe, they have more focus on learning.



- When students feel emotionally safe, they are able to ask for help from teachers and/or peers.
- When students feel emotionally safe and connected, they want to attend school.
- Learning about emotional responses and social skills will help them in life.

Does Social Emotional Learning only apply to Elementary age children?

1. Everyone has social emotional needs, we can all benefit from taking a closer look at how we handle situations and identifying ways to manage our emotions.
2. When we pause and reflect on what made us happy, sad, angry and/or other emotions and our Reaction to these emotions, we are addressing our Social Emotional needs.

What can I do to support my child's social emotional needs?

1. Ask your child questions about their emotional state:
 1. "What are you feeling right now?"
 2. "What do you think is causing this feeling?"
 3. "Is there something I can do to help?"
2. Calm voice tones help open up conversations and communication. If you can model calm, your child will often join you in the calm attitude.
 - a. If you feel yourself getting frustrated taking a "time out" yourself can model and appropriate coping strategy.
 - i. "I need to take some time to control my emotions right now. Let's take a break and we can talk more when we are both able to hear each other."
3. Remember, when it comes to feelings, children do not have a right or wrong feeling.
 1. Allow your child to express their feelings.
 2. Discuss appropriate ways to let out more aggressive or harmful emotions.
 - a. "It is okay to be angry but we must not break things or hurt yourself or others."
 3. Non-judgmental questions allow children to feel supported and more willing to engage in dialogue with you.

JLPAA continues to be your partner in all areas of your child's education. Please visit our website for additional resources.

COVID-19 QUARANTINE GUIDELINES

COVID-19 RECOVERED PERSONS:

- Individuals who have recovered from COVID-19 do not need to quarantine or get tested again within 3 months unless they develop symptoms.



UNVACCINATED PERSONS:

- Quarantine recommendations for: when both parties were wearing a mask in the indoor classroom setting: unvaccinated students who are close contacts (more than 15 minutes over a 24-hour period within 0-6 feet indoors) will undergo a 10-day quarantine.
- They may continue to attend school for in-person instruction if they:
 - o Are asymptomatic;
 - o Continue to appropriately mask, as required;
 - o Undergo testing at least twice in a 10 day period from the date of exposure; and
 - o Students may participate in all required instructional components of the school day, except activities where a mask cannot be worn, such as while playing certain musical instruments.

For these contacts, those who remain asymptomatic, meaning they have NOT had any symptoms, may discontinue self-quarantine under the following conditions:

1. Quarantine can end after Day 10 from the date of last exposure without testing; OR
2. Quarantine can end after Day 7 if a PCR test or antigen is taken after day 5 from the date of last exposure and tests negative.

FULLY VACCINATED PERSONS:

Fully vaccinated is defined as at least 14 days from the last dose.

- Fully vaccinated students would be subject to quarantine if symptomatic.
- Fully vaccinated asymptomatic students are not subject to quarantine.

COVID-19 EXPOSURE PROTOCOL

According to the CDC exposure occurs when you are in close contact with an individual who has tested positive for COVID-19. "Close Contact" is defined as closer than 6 feet for a cumulative 15 minutes within a 24-hour period.

Positive COVID-19 cases may lead to the closure of a classroom, multiple classrooms, or the school. This will be determined by the number of cases, the number of staff/students that test positive and consultation from Riverside County Public Health.

Situations that may indicate the need for school closure:

- Within a 14-day period, at least three outbreaks have occurred in the school AND more than 5% of the school population is infected.
- The Public Health Department may also determine school closure is warranted for other reasons including results from public health investigation or other local epidemiological data.



Length of closure: 14 days, or according to a decision made in consultation with the Public Health Department.

Universal masking is a mitigation strategy that prevents outbreaks and permits modified quarantine under certain conditions in K-12 settings, supporting more instructional time and minimizing missed school days for students. Additionally, universal masking indoors is critical to enabling all schools to offer and provide full in- person instruction to all students without minimum physical distancing requirements at the outset of the school year.

NOTIFICATION

When JLPAA receives confirmation of a positive COVID-19 case, the following protocols will be followed:

- Notify Disease Control and report the exposure to CDPH School Portal for Outbreak Tracking (SPOT).
- A general exposure notice will be sent to staff and students where exposure occurred with information that an individual tested positive for COVID-19 including known exposure date, protocols, and resources.
- Persons who are identified as having close contact (closer than 6 feet for a cumulative 15 minutes within a 24- hour period) will be contacted and provided the applicable quarantine procedure.
- A written follow-up notice will include:
 - o If known, date of potential exposure
 - o Information on incubation period and safety protocols to limit exposure
 - o Phone numbers/contact information to schedule an appointment at local testing site
 - o School contact information for Personnel for both staff and students
 - o Return to work or school protocol
- Desks, furniture, surfaces, restrooms, classrooms, conference rooms, etc. will be disinfected.

Students & Staff returning to school after a diagnosis of COVID-19:

- After a positive diagnosis is made, individuals should expect to be in isolation for at least 10 days after the test, and potentially longer if they continue to remain symptomatic.

Household or anyone you know COVID-19 Exposure:

- Students and staff who have been exposed to anyone in their household with COVID-19 should report symptoms and/or exposure on Parent Square. Remain home for further communication from staff.



TESTING

According to the California Department of Public Health and Riverside County Department of Public Health, once schools are re-opened to in-person instruction, it is recommended asymptomatic testing be implemented based on the local disease trends. If epidemiological data indicates for increasing community transmission,

schools may increase testing of staff to detect potential cases as lab testing capacity allows. JLPAA will follow the testing requirement according to CDPH and local health guidance.

CENTER FOR DISEASE CONTROL (CDC) COVID-19 PREVENTION RECOMMENDATIONS

Everyone should:

- Wash your hands often with soap and water for at least 20 seconds, especially after you've been in a public space, after blowing your nose, coughing, or sneezing.
 - o If soap and water are not regularly available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a cloth face cover.



Code of Conduct

Any parent/guardian interested in participating in any JLPAA activity, including but not limited to volunteering, field trips, special events, and athletics, or to be on campus for any reason must have a Code of Conduct and a Parent/Guardian Acknowledgement and Agreement form signed and on file at the school prior to doing so.

As a parent/guardian of a student at JLPAA I agree to:

- Not loiter while on campus, including the parking lots located in front and back of building. Schools are a place of work and learning.
- Not loiter in the JLPAA Administrative Offices, including but not limited to the ED/Principal office and JLPAA reception area. The Administration Offices, including the reception area, are reserved for those conducting official business. Those creating disruption or distraction of official day to day JLPAA business will be asked to leave.
- Make every attempt to schedule an appointment with Administration for any and all questions.
- Make sure my child/children attend(s) regularly, arrive(s) on time and remain(s) in school until dismissal.
- While on JLPAA campus, maintain direct supervision of my non-enrolled JLPAA child(ren) or any non-enrolled child(ren) under my care and control for events where their presence is permissible. At no time will I leave my non-enrolled child(ren) or any non-enrolled child(ren) under my care and control at JLPAA.
- Maintain positive and productive communication with school staff and be supportive of all efforts to maintain an outstanding educational program.
- Maintain a constructive attitude and refrain from making negative comments about JLPAA, personnel, students or other parents/guardians/visitors/relatives.
- Read, sign, and return all papers when requested.
- Provide accurate, up to date telephone numbers, addresses and emergency information to the JLPAA office.
- Drop off and pick up my child/children in the assigned area, following designated parking and safety procedures. Drop off and pick up at appropriate times and not leave my child unsupervised before or after school.
- Agree to not post, transmit, publish, or display harmful or inappropriate internet content that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.
- Maintain discretion and not disclose confidential parent, student or staff information outside of school or any concerns that I may have with teachers and school administrators/staff outside of school, on social media or with third persons.



- Not operate my cell phone within the confines of the classroom or any other educational setting or lunch area while acting in the capacity of a volunteer or while supervising children engaged in a school sponsored activity or event.
- Provide my full attention if/when I agree to volunteer.
- Only to do what is in the best personal and educational interest of every child with whom I come into contact.

By placing my name below, I agree I have read, understand and will abide by the Code of Conduct outlined in this Parent/Student Handbook. Further, by placing my name below I also am declaring that I am not a registered sex offender.

Parent/Guardian (Printed Name)

Date

Parent/Guardian Acknowledgement and Agreement This is to acknowledge that my student and I have received a copy of the JLPAA School Parent/Student Handbook and I understand that it sets forth the terms and conditions of student enrollment at JLPAA, as well as the duties, responsibilities, and obligations of me, a JLPAA parent/guardian and students.

I understand and agree that it is my responsibility to read the Parent/Student Handbook in its entirety and to abide by the rules, policies, and standards set forth within, including the dress code and the code of conduct.

I further understand that the Parent/Student Handbook may be changed during the school year as necessary and that when I am notified of any changes, it is my responsibility to follow the revised policies.

I understand that volunteering is a privilege and that this privilege may be revoked.

Parent/Guardian Name Printed Parent/Guardian Signature

Parent/Guardian Name Printed Parent/Guardian Signature

Parent/Guardian Email Address

Date