



School Safety Plan
2023-24

Approved by School Site Council February 23, 2024

To be presented to Board of Directors February 26, 2024

Grades 7-12
16955 Lemon Street
Hesperia, CA 92345
(760) 956-2632

**Encore Junior and Senior
High School for the Arts
School Safety Plan
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I. The School Safety Plan Overview

The School Safety Plan (CSSP) is prepared to fulfill the obligation of the charter school as set forth in Education Code section 47605(c)(5)(F) by developing a school safety plan that includes the safety topics listed in subparagraphs (A) to (L) of paragraph (2) of subdivision (a) of Education Code section 32282. It will be reviewed and updated annually by the charter school by March 1.

- Development of the 2024-25 School Safety Plan took place in February 2024.
- A hearing will be held to approve the School Safety Plan on February 26, 2024.
- The current version of the plan will be available in the school office for review.

For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Dr. Sabrina Bow, Executive Director
Tel 760-956-2632
sbow@encorehighschool.com
16955 Lemon Street
Hesperia, CA 92345

Reviewed and approved by the undersigned members of the Encore Safety Committee:

Authorized Representative Signature	Date
_____ Dr. Sabrina Bow, Executive Director	_____
_____ Dr. St. Claire Adriaan, Principal	_____
_____ Joe Griffin, Facilities Director	_____
_____ Patricia Alaimalo, Director of Operations and Finance	_____
_____ Joseph Thibodeaux, Assistant Dean of ST	_____
_____ Jennifer Grant, Assistant Principal	_____
_____ Representative of Law Enforcement Agency (Optional)	_____
_____ Representative of Fire Department (Optional)	_____

II. General School Information

School Profile

2023-24 enrollment: 525

Grades: 7-12

Safe School Mission

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

School Site Council:

The School Site Council is comprised of the requisite administrators, teachers, classified staff, parents, and students per the Education Code.

III. Emergency Response Plan

Emergency Situation Parent Communication

In an emergency situation, The School Principal or Assistant Principal will gather members of the Safety Response Team immediately to draft a plan to communicate with families. When deemed necessary, the Safety Response Team will use **Text-Em-All** to send out an urgent alert text message and phone call to every parent registered on the platform.

Emergency Supplies

Emergency Backpack Location

- Each classroom (including music room, art room, intervention room, wellness room, etc.)
- PE closet
- Cafeteria
- Each office area
- Front office

Emergency Backpack Supplies

Item	Recommended Quantity
Backpack	1
Flashlight	1
Batteries	2
Pair of scissors	1
First Aid instruction summary sheet	1
Pad of paper (for name tags, etc.)	1
Pen	1
Pencil	1
Light stick	1
Whistle	1
Sewing kit	1
Package of safety pins	1 package
Package of plastic trash bags	6 packages
Package of small paper bags	2 packages
Package of paper cups	2 packages
Package of pre-moistened towelettes	1 package
Bottle of hydrogen peroxide	1
Small package of Tylenol	2 packages
Package of Tums	1 package
Ammonia inhalants	4
Ziploc sandwich bags	2
Box of Telfa pads	1

Box of Band-Aids	1
Cold packs	2
Roll of adhesive tape	1
Pair of disposable gloves	10
Box of toilet tissue	1

Emergency Response Plans

The school site's safety coordinator (or Office Manager if none is designated otherwise) is responsible for assigning staff to the Safety Response Team, and for ensuring that the list is updated regularly. It is required by fire codes to exhibit an evacuation map specific to the school site in each and every classroom and office room by the door, as well as by each fire extinguisher and fire exit.

Please note: make sure to share the procedures with and collect contact information for any after-school staff. Please instruct any night custodial staff to assist after-school staff with emergency supplies as needed.

Fire Emergency

Fire Emergency Response - Staff Members and Safety Response Team Combined	
Step 1 Fire Alarm	<ul style="list-style-type: none"> If there is a fire and the alarm has not been set off, any member witnessing the fire may initiate the fire alarm.
Step 2 Announcement	<ul style="list-style-type: none"> Safety Response Team Member will announce via phone speaker and walkie talkie <i>"Attention please, leave the building. Evacuate the building. Leave the building. Evacuate the building and listen for further instructions."</i>
Step 3 Walkie Talkie and backpacks	<ul style="list-style-type: none"> If walkie talkies are not already on, turn on walkie talkies to Channel 14. Classroom teachers to take Emergency Backpack and Emergency Contact Roster
Step 4 Evacuate	<ul style="list-style-type: none"> Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: <ul style="list-style-type: none"> THE ATHLETIC FIELD ON THE NORTH SIDE OF CAMPUS Safety Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. Safety Response Team will search for any missing students and staff.
Step 5 Take roll	<ul style="list-style-type: none"> Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in meeting area for further instruction.
Step 6 Further instructions & Return	<ul style="list-style-type: none"> Await further instructions from the Fire Department

Earthquake Emergency

Earthquake Emergency Response - Staff Members and Safety Response Team Combined

<p>Step 1 Announcement</p>	<ul style="list-style-type: none"> At the onset of an earthquake, Safety Response Team Member will announce via phone speaker and walkie talkie: <i>“Earthquake. Duck and cover. Earthquake. Duck and cover. Earthquake. Duck and cover.”</i>
<p>Step 2 Immediate response</p>	<p>If indoors...</p> <ul style="list-style-type: none"> Turn away from windows, suspended objects or outside walls Drop to the floor, take cover under a desk, table or against an interior wall. Make your body as small as possible; cover head and neck while protecting chest. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation. If an aftershock occurs while you are exiting the building, “Drop, Cover and Hold On” until the shaking stops. <p>If outdoors...</p> <ul style="list-style-type: none"> Teachers get to a clear space (away from buildings, poles, overhead wires and other tall objects) call out to student, “Duck and cover” Students drop to the ground and cover their head and neck with arms. Watch for dangers that may demand movement. Be prepared to duck and cover again due to aftershocks. Hold position until the ground stops shaking or the Safety Response Team has announced over radios to begin Evacuation.
<p>Step 3 Walkie Talkie and backpacks</p>	<ul style="list-style-type: none"> If walkie talkies are not already on, turn on walkie talkies to Channel 14. Classroom teachers to take Emergency Backpack and Emergency Contact Roster
<p>Step 4 Evacuate</p>	<ul style="list-style-type: none"> Staff and students will evacuate the building in a quiet and orderly fashion using emergency exit routes. We will meet at the Emergency Meeting Area: <ul style="list-style-type: none"> THE ATHLETIC FIELD ON THE NORTH SIDE OF CAMPUS Safety Response Team will ensure all classrooms, hallways, cafeteria, kitchen, restrooms and offices are empty. Safety Response Team will search for any missing students and staff.
<p>Step 5 Take roll</p>	<ul style="list-style-type: none"> Once you arrive at the Emergency Meeting Area, take roll, and notify the Safety Response Team of any missing students. Stay in the meeting area for further instruction.
<p>Step 6 Further instructions & Return</p>	<p>If there is minimal damage:</p> <ul style="list-style-type: none"> Safety Response Team will announce <i>“All Clear. All Clear. Please return to your normal activity.”</i> Staff and students will return to classrooms in a quiet and orderly fashion. <p>If there is damage to the campus:</p> <ul style="list-style-type: none"> Safety Response Team will enact the Reunification Plan at the site of evacuation, or where a Law Enforcement Agency indicates.

Active Shooter or Intruder Emergency

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Bomb Emergency

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Other Emergency Situations

Flood/Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the

weather conditions develop during school hours, without sufficient warning, students should be held at school.

1. **Principal (Dr. St. Claire Adriaan)** will assess the situation.
2. Safety Response Team will make an announcement over the phone speaker and walkie talkie to evacuate, stand by, stay indoors or may release students to go home.
3. Safety Response Team will listen to the battery or crank-operated radio for further emergency information.

Electrical/Gas/Water Failure

1. **Facilities Director (Joe Griffin)** will notify the electrical company (Southern California Edison) at (800) 655-4555, water utility company at City of Hesperia Water Services at (760) 947-1840 and/or the San Bernardino Fire Protection District at (909) 387-5974.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate or stand by.
3. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Chemical Spill/Biological Threat

If substance released indoors:

1. Safety Response Team will make an announcement over the intercom speaker or walkie talkie to evacuate the building.
2. Safety Response Team will call 911 and the Office of Environmental Health Hazard Assessment (OEHHA) at 916-323-2514 to check chemical safety data.
3. Safety Response Team locks or ropes off area – DO NOT TOUCH ANYTHING.
4. Evacuate room and TURN OFF air conditioning system.
5. If N95 masks are accessible, all staff and students should place them over their noses and mouths.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of contaminated persons should be provided to the Principal.
7. Safety Response Team should check for chemical safety data to determine clean-up procedure with custodians.

If substance released outdoors:

1. Upon hearing of a chemical leak (usually from the fire department or other city office) Principals will determine if students should be evacuated.
2. Safety Response Team will make an announcement over the PA or megaphone to evacuate the building or stay indoors.
3. Close doors and windows and TURN OFF air conditioning / HVAC system.
4. If N95 masks are accessible, all staff and students should place them over their nose and mouth.
5. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
6. Any persons who contacted the substance should wash with soap and water in the bathroom. Contaminated clothing should be immediately removed. Contaminated persons should remain in the bathroom separate from the general school population. A list of the contaminated people should be provided to the Principal.
7. Give first aid.
8. Do not reopen the school campus until ALL CLEAR response is activated by the Safety Response Team.

Explosion

If explosion is indoors on school campus:

1. All drop down to the floor and DROP AND COVER.
2. Turn away from the windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover.
5. After the initial blast, the Safety Response Team will consider the possibility of another imminent explosion, call 911 and elect the appropriate response which may include staying indoors or evacuating the building.
6. Once safely assembled in the Emergency Meeting Area, Teachers will take roll and report missing persons to the Safety Response Team.

If explosion is outdoors in surrounding areas:

1. Safety Response Team will activate STAY INDOORS.
2. Safety Response Team will call 911.
3. All remain indoors until the ALL CLEAR signal is given by the Safety Response Team.

Death/Suicide

1. Board of Directors, Executive Director and Principal will be notified in the event of a death or suicide on campus.
2. Safety Response Team will phone 911 and the San Bernardino County Office of Education.
3. Safety Response Team will activate STAY INDOORS.
4. Communication and Development Manager will control and organize media.
5. Safety Response Team or Principals will notify relatives where the victim(s) have been taken and not divulge unnecessary details.

6. Assigned person(s) will ensure that counseling services are available as soon as possible.

Adaptation for Students with Disabilities

Students with known disabilities will have an emergency response plan included in their 504 or IEP to indicate additional assistance or accommodations that will need to be implemented in case of various emergencies covered by this CSSP. Students with known disabilities will also have a pre-designated location in their classrooms that are reserved for them during lockdown, shelter-in-place, and earthquakes.

In the event of an emergency, students with disabilities may have an additional staff person assigned to their classroom to carry out accommodations and assistance with disaster response procedures. The additional staff person will assist the student and teacher during the emergency response.

General Strategies for Assisting Individuals with Disabilities During an Evacuation

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapor immediately.

To alert visually impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell the person where you are going, obstacles you encounter.

When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures -OR-

Write a note with **EVACUATION** directions.

To evacuate individuals using crutches, canes or walkers

- ❑ **Evacuate** these individuals as injured persons.
- ❑ Assist and accompany to **EVACUATION** site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-

Help carry individuals to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators.
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.

Reunite the person with the wheelchair as soon as it is safe to do so.

Reunification Plan

After an emergency situation is resolved, if deemed necessary, we will initiate the reunification process where all students must be picked up by a parent, guardian, or authorized caregiver.

Reunification from Classrooms

Step 1 Return	<ul style="list-style-type: none"> Teachers will lead their students to return to homeroom classrooms quietly.
Step 2 Role Assignment	<p>Safety Response Team will assign members to the following roles:</p> <ul style="list-style-type: none"> (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents (2) Runners: to retrieve students from classrooms (1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	<p>The Safety Response Team will designate the following areas and mark with signage</p> <ul style="list-style-type: none"> Point of Entry - Front gate Reunification Point - Classrooms Point of Exit - Side gate First Aid Station - Office
Step 4 Student Release Procedure	<ul style="list-style-type: none"> Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity. The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information. Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well. Support Services will be available at the Reunification Point Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.

Reunification from Evacuation Point

Step 1 Line-up	<ul style="list-style-type: none"> Students will line up with their homeroom teacher and sit quietly. Classes will be lined up according to grade.
Step 2 Role Assignment	<p>Safety Response Team will assign members to the following roles:</p> <ul style="list-style-type: none"> (1) Identifier: to located at Point of Entry, equipped with a list of students and their parents (2) Runners: to retrieve students from classrooms (1) Guard at Point of Exit: to prevent unauthorized entrance
Step 3 Area Designation	<p>The Safety Response Team will designate the following areas and mark with signage</p> <ul style="list-style-type: none"> Point of Entry - Front gate Reunification Point - Classrooms Point of Exit - Side gate First Aid Station - Office
Step 4 Student Release	<ul style="list-style-type: none"> Parents will come to the Point of Entry and fill out a Student Release Form with the student name, grade and class and provide proof of identity.

Procedure	<ul style="list-style-type: none"> ● The Identifier on the Safety Response Team will be at the Point of Entry with a list of students and their parents, and will verify all information. ● Once identity is verified, a Runner will collect the Student Release Form and retrieve the student from their classroom and bring them to the Reunification Point. The parent will be directed to the Reunification Point as well. ● Support Services will be available at the Reunification Point ● Once the parent and the student are ready to leave, they will be escorted through the Point of Exit.
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Emergency Drill Schedule

It is the Operations Team’s responsibility to schedule emergency drills throughout the year and record the date and time of each drill. The following drills are required:

- **Fire Drill:** At least once per semester, a fire drill should be conducted in which all pupils, teachers, and other employees are required to vacate the building. Additionally, please note that the fire alarm shall be sounded every month, which can be performed when students are not at school, separately from the drill schedule. (See Ed. Code, § 32001.)
- **Earthquake Drop & Cover Drill:** This drill should be performed twice per school year.
- **Major Disaster Drill:** This drill should be performed twice per school year so personnel are oriented to the School’s Major Disaster Plan.
- **Lock Down Drill:** This drill should be performed twice per school year.

Below is the drill schedule for our 2024-25 school year:

Drill	Date	Day	Time
Fire 1	8/21/23	MO	TBD
Lock Down 1	9/12/23	TU	TBD
Fire 2	9/22/23	FR	TBD
Fire 3	10/18/23	WE	TBD
Bomb Threat	11/2/23	TH	TBD
Earthquake 2	1/17/23	TU	TBD
Fire 3	2/15/23	WE	TBD
Lockdown 2	3/23/23	TH	TBD
Fire 4	4/24/23	MO	TBD

**Dates and times are subject to change.*

Training

We provide training on emergency drills to teachers and staff during our beginning of the year summer in-service as well as on the professional learning day on each Wednesday before the drill. We also send out email reminders on the drill procedures one day before the drill to remind teachers.

Teachers conduct training for students according to their own schedule.

Safety Response Team developed checklists for every type of drill. We consolidate feedback for improvement after each drill, update our drill procedures as needed, and re-train the teachers and students accordingly.

Emergency Contact Datasheet

Emergency Phone Numbers

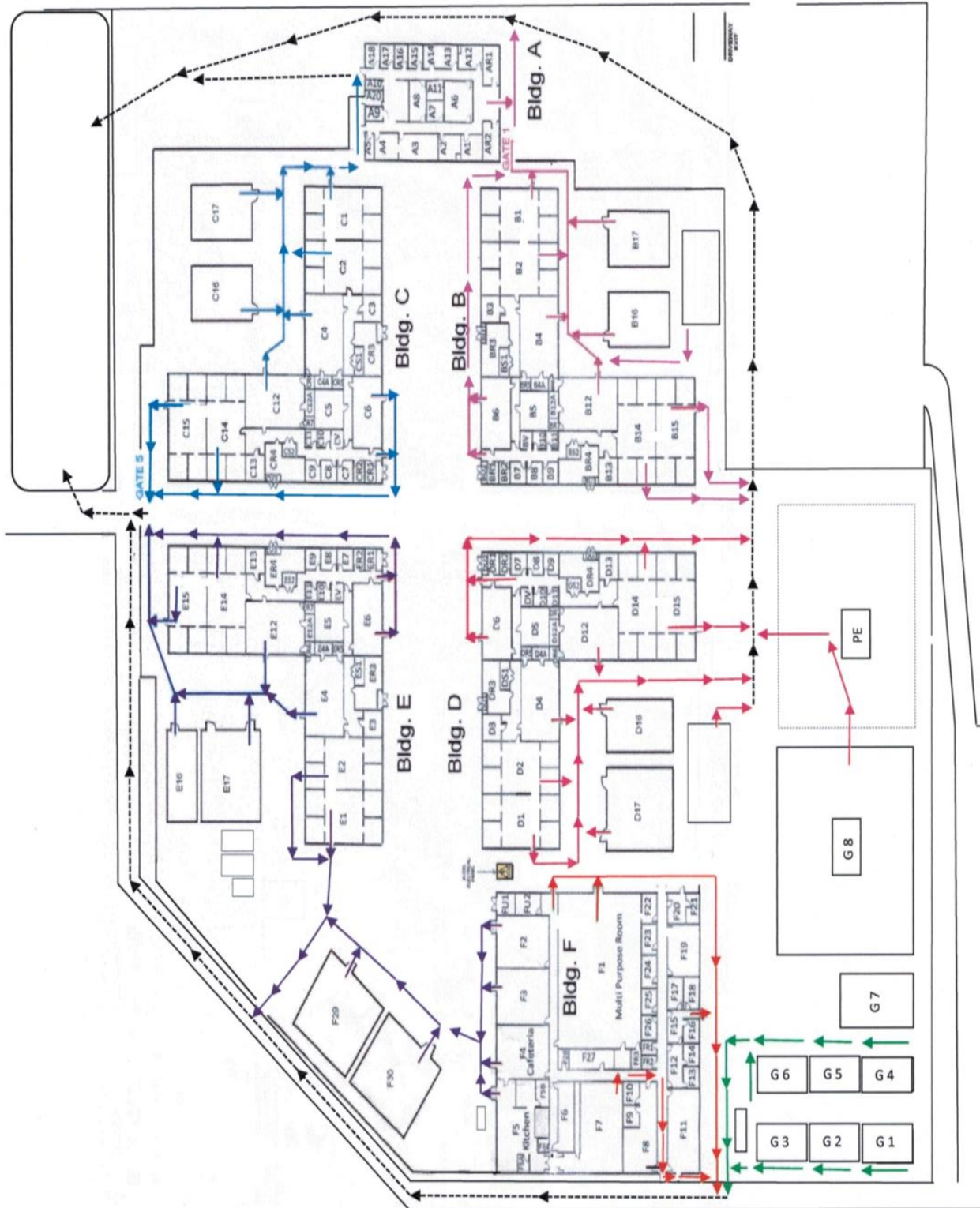
Entity	Number
EMERGENCY	
Emergency	911
American Red Cross	(442) 286-0079
Animal Services	(760) 947-1700
Hesperia Police Department	(760) 947-1500
Hesperia Fire Department	(760) 949-5506
San Bernardino Fire Protection District	(909) 387-5974
San Bernardino Office of Emergency Services	(909) 356-3998
HOSPITALS	
Desert Valley Hospital	(760) 241-8000
Victor Valley Hospital	(760) 245-8691
St. Mary's Hospital	(760) 242-2311

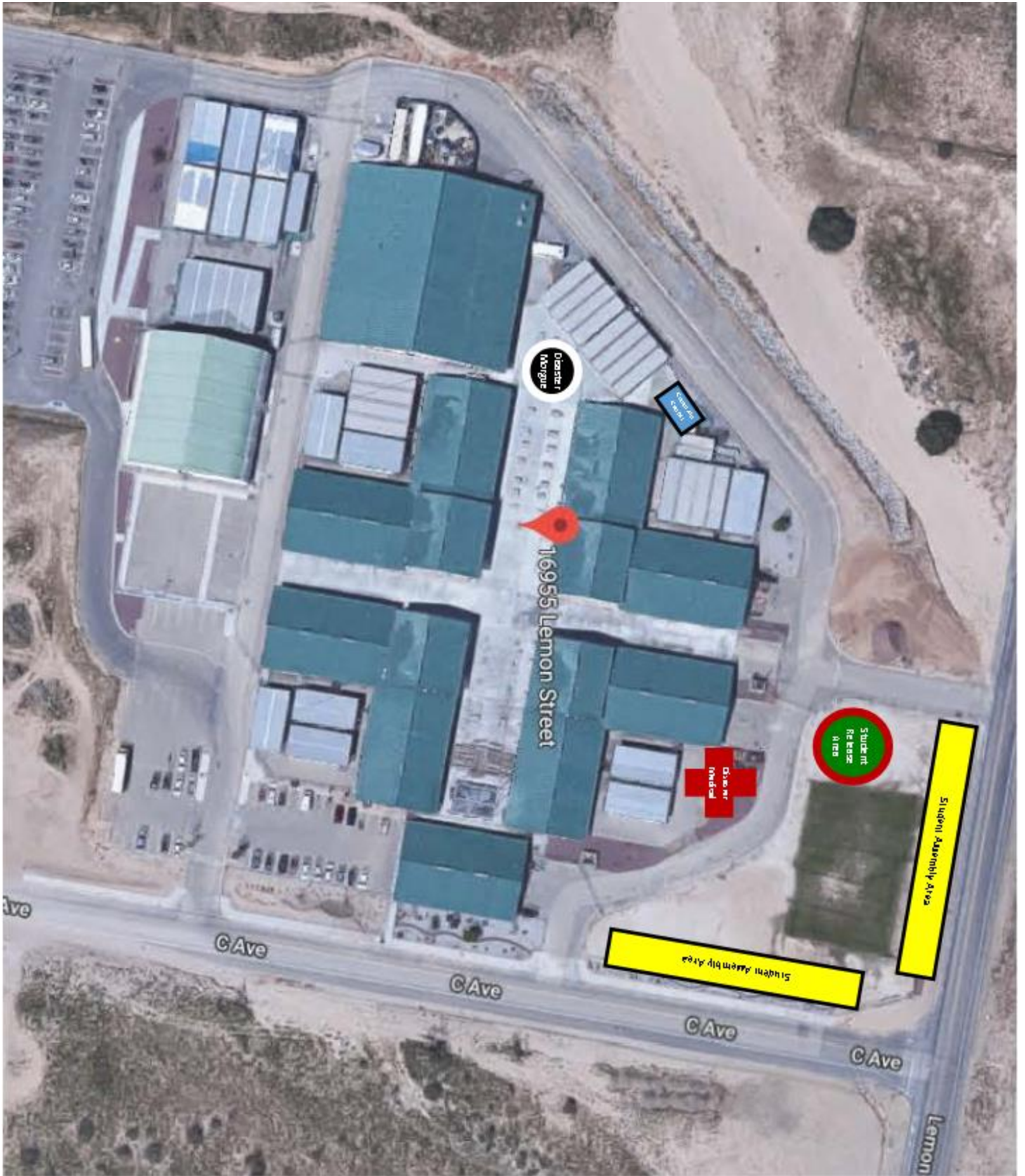
UTILITIES	
Advance Disposal (Trash)	(760) 244-9773
City of Hesperia Water Services	(760) 947-1840
Southern California Edison	(800) 655-4555
Southwest Gas	(877) 860-6020
POISON/CHEMICAL	
California Poison Control	(800) 222-1222
Office of Environmental Health Hazard Assessment	(916) 323-2514
SBC Hazardous Materials Division	(909) 386-8401
COMMUNICATIONS	
Frontier (Internet & Phones)	(800) 921-8102
ROAD CONDITIONS	
Caltrans	(800) 427-7623
TRAIN	
Union Pacific Emergencies	(888) 877-7267
BNSF Train Resource Operations	(800) 832-5452

Emergency Broadcast Stations

- KFRG 95.1 FM. San Bernardino
- KZXY 102.3 FM. San Bernardino
- KFI. 640 AM. Los Angeles
- KNX. 1070 AM. Los Angeles
- KFWB. 980 AM. Los Angeles
- KROQ. 106.7 FM. Los Angeles
- KHTS. 1220 AM. Santa Clarita
- KRLA. 870 AM. Los Angeles
- KCBS. 93.1 FM. Los Angeles
- KABC. 790 AM. Los Angeles
- KAVL. 610 AM. Antelope Valley

School Maps





IV. SEMS (Standardized Emergency Management System Plan)

Roles and Responsibilities

DISASTER PLAN OVERVIEW

In the event of any type of disaster, Encore has a multi-tiered plan in place to ensure the safety, health, and welfare of Encore students and staff. This plan has been taught and drilled so that each staff member at Encore knows their specific duties and knows how to implement the plan in the event of a disaster.

Disaster Assignments

DISASTER PREPAREDNESS

Each staff member should be assigned and know their specific responsibilities.

The plan should be practiced until a response is automatic and students and staff know and can do their part. Students look to teachers for leadership. REMAIN CALM. Panic is the greatest danger in times of emergency.

Each teacher must keep a class list at all times. Students must stay with their teachers until they reach the student control/supervision area. Teachers must present the roll of present and absent/missing students to the student control leader/supervisor or designee.

Triage will be set up. The medical team will provide first aid to injured students. In a serious disaster, survival injuries will be treated first.

Student control/release protocol will be followed to ensure that students only be released to parents or other authorized persons listed on student's emergency cards.

Emergency supplies and rations are stored on-site in the event that students and staff must remain on campus for an extended period of time.

Disaster Plan Summary

In the event of a disaster, teachers will evacuate students according to an exit map that is posted in every classroom. They will proceed in an orderly manner to a secured holding area. Attendance will be taken, and any missing students will be notated.

The staff that has Disaster Assignments will then hand their students off to “buddy teachers.”

Staff with Disaster Assignments will then assemble in their designated areas and set up their stations.

Missing student’s names and possible locations will be sent to the Command Center. These names and possible locations will be given to the Search and Rescue teams.

Search and rescue teams will search their designated areas locating any missing or injured students or staff. Teams will mark buildings and classrooms that have been searched, locate and move injured students to the triage area, and return any missing students to the Student Control area.

Injured students will be brought to the medical area to be evaluated. They will then be tagged and triaged into the appropriate level of medical care: Immediate or Delayed care. In case of death, bodies will be moved to the morgue area.

Student Release will have Emergency Cards to identify parents or guardians of students for pick up. Student Release will have assistants to retrieve students from the Control Area for pick up once identification has been confirmed.

DISASTER VEST/COLORS

<u>COLOR</u>	<u>ROLE</u>
RED	Command Center, Incident Commander
ORANGE	Student Control, Student Release
ORANGE w/stripe	Sanitation
YELLOW	First Aid/Medical
BLUE	Search and Rescue
GREEN	Security, Logistics

All Encore staff should have a color-coordinated vest for whatever station they are assigned to.

Any adult without the appropriate vest will be identified as an intruder who should not be here.

2023-24 Disaster Teams Leaders

Incident Commander: St. Claire Adriaan

Command Center Operations Chief: Patricia Alaimalo

Logistics Leader: Joseph Griffin

Search and Rescue Leader: Joseph Thibodeaux

 **S&R Team Leader:**

- ✓ Team #1 Brandon McAnulty “A” & “B” Buildings
- ✓ Team #2 Jacob Arbittier “C” Buildings
- ✓ Team #3 Sandi Del Sole “E” & “F” Buildings
- ✓ Team #4 Kyle Barkdull “D” & “Big Top” Buildings
- ✓ Team #5 Sarah Greene “G” Buildings

Medical Treatment Leader: Dasjah Rose

Medical Treatment Immediate Leader: John Parker

Medical Treatment Delayed Leader: Kelsey Funkhouser

Student Control - Supervision Leaders: Helga Kalis

Student Control – Student Release Leader: Jennifer Grant

Student Grief/Anxiety Counselors: Esther Haskins

Sanitation Leader: David Caines

Security Leader: Robert Cordova

DISASTER ASSIGNMENTS ROSTER 2023-24

Encore Staff: If you do not find your name listed under any specific area, report to the Command Center for instructions. You will be sent to areas needing assistance.

INCIDENT COMMANDER: St. Claire Adriaan

Assistant/Documentation: Joelle Schwarck

COMMAND CENTER OPERATIONS CHIEF: Patricia Alaimalo

Assistants: Samantha Oros

Documentation: Kathy Cummings / Jessica Carlisle

LOGISTICS LEADER: Joseph Griffin

Assistants: Desiree Huffine / Toni Adkins

SEARCH AND RESCUE LEADER: Joseph Thibodeaux

Team #1 "A" & "B" Buildings ----- Leader: Brandon McAnulty

1. Kimberly Lambright
2. Carol Rangel
3. Richard Warren

Team #2 "C" Buildings ----- Leader: Jacob Arbittier

1. Cynthia Hernandez
2. Chad Watkins

Team #3 "E" & "F" Buildings ----- Leader: Sandi Del Sole

1. Lexi Cherry
2. Brian Forbes
3. Nikola Chekardzhikov

Team #4 "D" & "Big Top" Buildings ----- Leader: Kyle Barkdull

1. Ismael Garcia
2. Kaitlyn Pederson
3. James Quigg

Team #5 "G" Buildings ----- Leader: Sarah Greene

1. Nathan Wright
2. Eric Tellefson

****Search and Rescue Teams may assist and/or relieve as needed in Medical**

Treatment Triage when Search and Rescue are complete.

Medical Treatment Leader: Dasjah Rose

Medical Treatment Immediate Leader: John Parker

DOCUMENTATION ASSISTANTS:

1. Alejandra Gomar
2. Erin Newman

Medical Treatment Delayed Leader: Kelsey Funkhouser

DOCUMENTATION ASSISTANT:

1. Tanya Herchelroath

Student Control -Supervision Leader: Helga Kalis

ASSISTANTS:

1. Esperanza Hedger
2. Victoria Clark

Teachers and students will walk quickly, quietly, and in single file, to designated Student Assembly area in the North field on the corner of "C" Street and Lemon Street. They will line up by room number. Room numbers are located on the fence.

Student Control –Student Release Leader: Jennifer Grant

ASSISTANTS:

1. Kimberly Lambright
2. Rashad Akhnoukh

STUDENT GRIEF/ANXIETY COUNSELOR: Esther Haskins

DOCUMENTATION ASSISTANTS:

3. Blanca Fernandez
4. Darnell Smith

Sanitation Leader: David Caines

1. Tammy Sullivan
2. Stephanie Delgado

Security Leader: Robert Cordova

1. Kamai Keyes
2. Teresa Wentworth

TEACHER SUPERVISION

The asterisk (*) means you will leave your students with the teacher next to you in the assembly area on the grass field. The underline means you will stay and supervise students in the assembly area.

“B” Building

B1 Kimberly Lambright*
B4 Strats Classroom
B12 Vacant Classroom
B15 Cynthia Roach
B17 John Parker*

B2 Helga Kalis*
B6 Reflection Room
B14 Richard Warren*
B16 Vacant Classroom
B18 Citlali Rios

“C” Building

C1 Jacob Arbittier*
C4 Bio teacher TBD
C12 Mark Ziesmer
C15 Vacant Classroom
C17 Chad Watkins*

C2 Cynthia Hernandez*
C6 Film/Media Set Classroom
C14 Bernice Swingle
C16 Jose Capella*

“D” Building

D1 ASB Classroom
D4 Vacant Classroom
D12 Staff Breakroom
D15 James Quigg*
D17 Erin Newman

D2 Ashlin Barkdull
D6 IT Office
D14 Kyle Barkdull*
D16 Robert Hekel*
D18 College resource room

“E” Building

E1 Toni Adkins
E4 Visual Art Classroom
E12 Alejandra Gomar*
E15 Grace Choi
E17 Brian Forbes*

E2 Costume Design Storage
E6 Desiree Huffine*
E14 vacant classroom
E16 Nikola Chekardzhikov

“F” Building

F2 Taylor Miles
F7 Lexi Cherry*
F29 Multipurpose Room

F3 Kaitlyn Pedersen
F11 Vacant Dance Room
F30 Sani Del Sole*

“G” Building

G1 Vasil Chekardzhikov
G3 Vacant Classroom
G5 Kimberly Buzzard
G8 Nathan Wright

G2 8th grade classroom (vacant)
G4 Shannon Esposito
G6 Sarah Greene*

V. School Safety Practices, Policies and Procedures

Child Abuse and Neglect Reporting

In California, certain professionals are required to report known or suspected child abuse. Educators, including teachers, aides, school administrators, office workers, and all other employees of public schools are considered “mandated reporters” by law. All employees of Encore who have regular contact with children are mandated reporters. A mandated reporter must make a report to a “child protective agency” such as the Department of Family and Children’s Services and local law enforcement whenever, in his/her professional capacity and within the scope of employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been a victim of child abuse.

This “Mandated Reporter Policy” is intended to educate Encore employees of their responsibilities and rights under the Child Abuse and Neglect Reporting Act (“Act”), as well as the procedures for complying with the Act.

When Must You Report?

The Act requires a report to be made when a mandated reporter has a “reasonable suspicion” of abuse. According to CA Penal Code § 11166(a)(1) “reasonable suspicion” means that it is “objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.”

What Types of Abuse Must Be Reported?

Under applicable law, when the victim is a child (ordinarily a person under the age of eighteen), the following types of abuse must be reported by all legally mandated reporters.

Physical Abuse, meaning non-accidental bodily injury that has been or is being willfully inflicted on a child. It includes willful harming or injuring of a child or endangering of the person or health of a child defined as a situation where any person willfully causes or permits any child to suffer, or inflicts thereon, unjustifiable physical pain or mental suffering, or having the care or custody of any child, willfully causes or permits the person or health of the child to be placed in a situation such that his or her person or health is endangered.

Severe Physical Abuse, meaning any single act of abuse which causes physical trauma of sufficient severity that, if left untreated, would cause permanent physical disfigurement, permanent physical disability, or death; any single act of sexual abuse which causes significant bleeding, deep bruising, or significant external or internal swelling; or repeated acts of physical abuse, each of which causes bleeding, deep bruising, significant external or internal swelling, bone fracture, or unconsciousness.

Neglect, meaning the negligent treatment or maltreatment of a child by acts or omissions by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare, including physical and/or psychological endangerment. The term includes both severe and general neglect.

Severe Neglect, meaning the negligent failure to protect a child from severe malnutrition or medically diagnosed non-organic failure to thrive and/or to permit the child or the child's health to be endangered by intentional failure to provide adequate food, clothing, shelter or medical care.

General Neglect, meaning includes the failure to provide adequate food, shelter, clothing, and/or medical care, supervision when no physical injury to the child occurs.

Sexual Abuse, meaning the victimization of a child by sexual activities including, but not limited to sexual assault, rape (statutory rape and rape in concert), incest, sodomy, lewd and lascivious acts upon a child under fourteen (14) years of age, oral copulation, penetration of a genital or anal opening by a foreign object, child molestation and unlawful sexual intercourse.

Sexual Exploitation, meaning any person or person who is responsible for a child's welfare who knowingly promotes, aids or assists, employs, uses, persuades, induces or coerces a child, or knowingly permits or encourages a child to engage in, or assists others to engage in, prostitution or live performance involving obscene sexual conduct or to either pose or model alone or with others for the purpose of preparing a film, photograph, negative, slide, drawing, painting or other pictorial depiction involving obscene sexual conduct.

Non-Sexual Exploitation, meaning forcing or coercing a child into performing acts which are beyond his/her capabilities, such as being employed for long hours and/or in a job which is dangerous or beyond his/her capabilities or forcing or coercing the child into illegal or degrading acts such as stealing, panhandling, and/or drug sales. Generally, these acts benefit the perpetrator in some way.

Emotional Abuse, meaning non-physical mistreatment, the results of which may be characterized by disturbed behavior on the part of the child, such as severe withdrawal, regression, bizarre behavior, hyperactivity, or dangerous acting-out behavior. Such disturbed behavior is not deemed, in and of itself, to be evidence of emotional abuse. Exposure to repeated violent, brutal or intimidating acts among household members (domestic violence) is emotional abuse.

Caretaker Absence

Caretaker Absence is specific to the caregiver's situation rather than to the child's and may be used in addition to general neglect or substantial risk of harm allegations. This allegation type shall be used in either of the following circumstances:

- **Caretaker Absence:** The child's parent has been incarcerated, hospitalized or institutionalized and cannot arrange for the care of the child; parent's whereabouts are unknown or the custodian with whom the child has been left is unable or unwilling to provide care and support for the child.
- **Caretaker Incapacity:** The child's parent or guardian is unable to provide adequate care for the child due to the parent or guardian's mental illness, developmental disability or substance abuse.

Procedures for Reporting

The moment you have a reasonable suspicion of abuse, reports must be made immediately or as soon practically possible by phone.

Reports must be made to a county welfare department, probation department (if designated by the county to receive mandated reports), or to a police or sheriff's department.

Training

Encore will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code § 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee's employment.

Suspension and Expulsion Policy and Procedures

Please refer to the Student & Parent Handbook for these procedures.

Notification of Dangerous Pupils

Encore notifies teachers of the reason(s) a student has been suspended consistent with Education Code section 49079. Teachers of each pupil who has engaged in, or is reasonable suspected of engaging in, any of the acts described in any of the subdivisions, except (h), of Section 48900, 48900.2, 48900.3, 48900.4, or 48900.7 of the Education Code shall be informed that the pupil did or is suspected of having engaged in those acts.

This information shall be provided to those teachers based on records kept in the ordinary course of school business or received from a law enforcement agency. All information regarding suspension, expulsion, or any of the acts eliciting notification under this policy are confidential and any teachers receiving such notification will be instructed not to share it with any students or other teachers or parents.

Anti-Discrimination/Anti-Harassment Policy and Hate Crime Reporting

Harassment, Intimidation, Discrimination & Bullying Policy

See Appendix A: Harassment, Intimidation, Discrimination & Bullying

Uniform Complaint Procedures

See Appendix B: Uniform Complaint Policy

School Dress Code and Prohibition of Gang-Related Apparel

Encore's dress code requirements apply equally to all students and are gender neutral and consistent. During the school day and at any school-sponsored events, the following rules apply. Students attending Encore shall dress and groom (personal hygiene) for all school activities with emphasis on neatness, safety, cleanliness, modesty, and decency. Students shall dress in a manner which will not cause a distraction to the learning environment, or in any way compromise the safety, order, and discipline of the campus. Students in violation of the dress code may be required to change into clean dress code loaners, requested to call home and seek clothes to be brought to school, and/or will be subject to administrative discipline.

School Attire

1. Tops (i.e.: shirts, sweaters, sweatshirts, dresses, etc.): No tops may be sheer or expose undergarments. No strapless, racer-back, or off the shoulder tops. No shirts may be worn that expose bare midriff.
2. Bottoms (i.e.: pants, leggings, skirts, shorts, dresses, etc.): Bottoms must be worn above the hip and underwear should not be visible. Belts must be worn with bottoms that are too big to fit securely around the student's waist. All bottoms must be fingertip length or four (4) inches above the knee without leggings or stockings.

The following are not permitted: fishnet stockings, sagging pants, or bottoms with extensive rips.

3. Hats/Hoods: No hats, beanies, or hoods are to be worn in the classroom or any building on school grounds. Head coverings worn for religious reasons will be allowed. Hats may be worn outside as sun-protection. Bandanas, curlers, "do-rags," hairnets, or other head coverings are not permitted.
4. Shoes: Appropriate shoes must be worn which include: sandals with a heel strap, tennis shoes, shoes with laces, and slip on shoes. The following shoes are not permitted:, shoes with grind plates, shoes with wheels.
5. Accessories: The following are not permitted: wallet chains or spiked bracelets, spiked collars.
6. Grooming: Hair, sideburns, mustaches, and beards may be worn at any length or style.
7. No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) **gang related**; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Chains of any kind are not permitted. Chains of any type which may be considered a safety hazard or used as a weapon are not permitted. Safety pins and clothing accessories are not allowed.

The following are inappropriate: Half shirts, bare midriffs, open-back, or open-side shirts; See-through, sheer or net shirts, with no undershirt; Tube tops; Strapless, backless, and/or low-cut tops or dresses; braless outfits; Bandannas (gang related); Cut off pants or shorts that are revealing; Swastika or anarchy symbols; "69", "13" or other gang related numbers on any clothing or accessories; Torn pants, ragged cuffs, or cut seams on pants; Shorts that cover long or pulled-up socks; Pajama tops, bottoms and/or slippers; Visible undergarments

Safe Ingress/Egress Procedures

Classroom and School Volunteer, Visitation, and Removal Policy

While Encore encourages parents/guardians and interested members of the community to visit the charter school and view the educational program. Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the school has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with the school office a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Except for special circumstances, approved by the Principal, a volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.

7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. This Policy does not authorize the school to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

Visitation

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's Permit in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Encore shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by the school consistent with the law. The Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
5. Except for unusual circumstances, approved by the Principal, visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless

permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.

7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
8. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the school's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
10. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor that is denied registration or has his/her registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Board of Directors. The Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
13. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

Drop-off And Pick-up Policy

Student bus riders will be dropped off and picked up at the bus lane area near the Big Top. Parents and family members who are dropping off and picking up are asked to use the drop off/pick up lane along the perimeter of the G-parking lot. Students who arrive late or leave early must check in and out through the A-building main office.

Safe and Orderly Environment/Disciplinary Procedures

Encore maintains a safe and orderly learning environment by, among other things, enforcing its rules and procedures on student discipline as set forth in this safety plan and in the Encore Student Handbook.

Encore students are required to adhere to Encore's Student Code of Conduct, which is included in the Encore Student Handbook.

Reporting of Dangerous, Violent, or Unlawful Activities

Encore takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of Encore's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anononymously if necessary—to the Executive Director and or Principal

Executive Director

Principal

Dr. Sabrina Bow
760-956-3800
sbow@encorehighschool.com

Dr. St. Claire Adriaan
760-953-2632
sadriaan@encorehighschool.com

A report can be sent by a legible written note, by email, or by telephone to the following:

Encore Jr. & Sr. High School
16955 Lemon Street, Hesperia, CA 92345

Telephone: 760-956-2632
Email: tips@encorehighschool.com

Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Encore shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Opioid Overdose Response Protocol

STEP 1: Evaluate for Signs of Overdose.

- a. All employees will be trained to recognize the signs of an opioid overdose:
 - Unconsciousness or inability to awaken;
 - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened;
 - Fingernails or lips turning blue/purple
- b. In case a person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by
 - Calling the person's name;
 - Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip;
- c. If the person responds, assess whether he or she can maintain responsiveness and breathing;
- d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
- e. If unresponsive, call 911, provide rescue breathing if the person is not breathing on their own, and administer one dose of naloxone.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is “Someone is unresponsive and not breathing” and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher’s instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

- a. If a person does not respond within 2-3 minutes after administering a dose of naloxone administer a second dose of naloxone.
- b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
- c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
- d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person’s Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If trained to perform rescue breathing, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

- a. Rescue breathing for adults involves the following steps:
 - Be sure the person’s airway is clear (check that nothing inside the person’s mouth or throat is blocking the airway).
 - Place one hand on the person’s chin, tilt the head back, and pinch the nose closed.
 - Place your mouth over the person’s mouth to make a seal and give two slow breaths.
 - Watch for the person’s chest (but not the stomach) to rise.
 - Follow up with one breath every 5 seconds.
- b. Chest compressions for adults involve the following steps:
 - Place the person on his or her back.

- Press hard and fast on the center of the chest.
- Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

- ✓ **DO** attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.
- ✓ **DO** administer naloxone and utilize a second dose if no response to the first dose.
- ✓ **DO** put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.
- ✓ **DO** stay with the person and keep them warm.
- **DON'T** slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.
- **DON'T** put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.
- **DON'T** inject the person with any substance. The only safe and appropriate treatment is naloxone.
- **DON'T** try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Appendices

Appendix A: Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Encore Junior and Senior High School for the Performing and Visual Arts ("Encore" or the "Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Encore school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, the Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with whom Encore does business, or any other individual, student, or volunteer. This Policy applies to all employee, student, and volunteer actions and relationships, regardless of position or gender. Encore will promptly and thoroughly investigate and respond to any complaint of misconduct prohibited by this Policy in a manner that is not deliberately indifferent and will take appropriate corrective action, if warranted. Encore complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

Joseph Thibodeaux
Assistant Dean of Student Services
16955 Lemon Street
Hesperia, CA 92345
760-956-2632
jthibodeaux@encorehighschool.com

Definitions

Prohibited Unlawful Harassment

- ✚ Verbal conduct such as epithets, derogatory jokes or comments or slurs.
- ✚ Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school because of sex, race or any other protected basis.
- ✚ Retaliation for reporting or threatening to report harassment.
- ✚ Deferential or preferential treatment based on any of the protected characteristics listed above.

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et seq.*; 34 C.F.R. Part 106) and California state law prohibit discrimination and harassment on the basis of sex. Under Title IX, “sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

- ✚ An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
- ✚ Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
- ✚ “Sexual assault” as defined in 20 U.S.C. 1092(f)(6)(A)(v), “dating violence” as defined in 34 U.S.C. 12291(a)(10), “domestic violence” as defined in 34 U.S.C. 12291(a)(8), or “stalking” as defined in 34 U.S.C. 12291(a)(30).

In accordance with Title IX and California law, discrimination and harassment on the basis of sex in education institutions, including in the education institution’s admissions and employment practices, is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination and harassment in education programs or activities conducted by Encore.

Encore is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against themselves or against another individual.

Sexual harassment may include, but is not limited to:

- ✚ Physical assaults of a sexual nature, such as:
 - ✚ Rape, sexual battery, molestation or attempts to commit these assaults.
 - ✚ Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- ✚ Unwanted sexual advances, propositions or other sexual comments, such as:
 - ✚ Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - ✚ Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
 - ✚ Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

- ✚ Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:
 - ✚ Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
 - ✚ Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
 - ✚ Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable student 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 the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Encore.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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:

5. A message, text, sound, video, or image.
6. A post on a social network Internet Web site including, but not limited to:
 - f. 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 the definition of "bullying," above.
 - g. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - h. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a

profile using the likeness or attributes of an actual student other than the student who created the false profile.

7. An act of “Cyber sexual bullying” including, but not limited to:
 - i. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. 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.
 - j. “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.

8. Notwithstanding the definitions of “bullying” and “electronic act” 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.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in Encore’s education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that Encore investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, a complainant must be participating in or attempting to participate in Encore’s education program or activity.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

Encore has adopted the following procedures for preventing acts of bullying, including cyberbullying.

9. Cyberbullying Prevention Procedures

Encore advises students:

- k. To never share passwords, personal data, or private photos online.
- l. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- m. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- n. To consider how it would feel receiving such comments before making comments about

others online.

Encore informs Charter School employees, students, and parents/guardians of Encore's policies regarding the use of technology in and out of the classroom. Encore encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

10. Education

Encore employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. Encore advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at Encore and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

Encore's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

Encore informs Encore employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

11. Professional Development

Encore annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other Encore employees who have regular interaction with students.

Encore informs certificated employees about the common signs that a student is a target of bullying including:

- ✚ Physical cuts or injuries
- ✚ Lost or broken personal items
- ✚ Fear of going to school/practice/games
- ✚ Loss of interest in school, activities, or friends
- ✚ Trouble sleeping or eating
- ✚ Anxious/sick/nervous behavior or distracted appearance
- ✚ Self-destructiveness or displays of odd behavior

- ✚ Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by Encore, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- ✚ Students who are lesbian, gay, bisexual, transgender, or questioning youth (“LGBTQ”) and those youth perceived as LGBTQ; and
- ✚ Students with physical or learning disabilities.

Encore encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for Encore’s students.

Grievance Procedures

1. Scope of Grievance Procedures

Encore will comply with its Uniform Complaint Procedures (“UCP”) policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person’s association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- o. Are written and signed;
- p. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- q. Submitted to the Encore UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

If the complainant is unable to put the complaint in writing, due to conditions such as a disability or illiteracy, the Encore will assist the complainant in the filing of the complaint.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, Encore will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Dr. Sabrina Bow, Executive Director
16955 Lemon Street
Hesperia, CA 92345
760.956-2635
sbow@encorehighschool.com

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Encore will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, administrator, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Encore acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Encore prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly

making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker and any person who facilitates an informal resolution process will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

The training of these individuals will include training on the definition of sexual harassment in 34 CFR § 106.30, the scope of the school's education program or activity, how to conduct an investigation and grievance process including appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.

Encore will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and decision-makers are trained on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to Encore's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or Encore's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. Encore will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of Encore to provide the supportive measures.






4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Encore, the Coordinator (or administrative designee) will promptly initiate an investigation. In the event a complaint is filed against the coordinator, the complaint will be investigated by an administrator who holds a position above the Coordinator, or by a member of the Board. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.



At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

Notice of the Allegations

-  Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
 -  A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
 -  A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
 -  A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
 -  A statement that Encore prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

-  Encore may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with Encore's policies.
-  Encore may remove a respondent from Encore's education program or activity on an emergency basis, in accordance with Encore's policies, provided that Encore undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity

to challenge the decision immediately following the removal.

- ✦ This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

✦ Informal Resolution

- ✦ If a formal complaint of sexual harassment is filed, Encore may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If Encore offers such a process, it will do the following:

- ✦ Provide the parties with advance written notice of:

- ✦ The allegations;

- ✦ The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

- ✦ The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

- ✦ Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

- ✦ Obtain the parties' advance voluntary, written consent to the informal resolution process.

- ✦ Encore will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

✦ Investigation Process

- ✦ The decision-maker will not be the same person(s) as the Coordinator or the investigator. Encore shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents. The decision maker will be the Executive Director, unless the complaint concerns the Executive Director or the Executive Director is otherwise unable to be unbiased, in which case the decision maker will be the Chair of the Board.

- ✦ In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

✦ If, in the course of an investigation, Encore decides to investigate allegations about the complainant or respondent that are not included in this notice, Encore will provide notice of the additional allegations to the parties whose identities are known.

- ✦ The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.

- ✦ The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.

- ✦ A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the

- meeting or interview with sufficient time for the party to prepare to participate.
- ✚ Prior to completion of the investigative report, Encore will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
- ✚ The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- ✚ Dismissal of a Formal Complaint of Sexual Harassment
- ✚ If the investigation reveals that the alleged harassment did not occur in Encore's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable Encore policy.
- ✚ Encore may dismiss a formal complaint of sexual harassment if:
 - ✚ The complainant provides a written withdrawal of the complaint to the Coordinator;
 - ✚ The respondent is no longer employed or enrolled at Encore; or
 - ✚ The specific circumstances prevent Encore from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
- ✚ If a formal complaint of sexual harassment or any of the claims therein are dismissed, Encore will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- ✚ Determination of Responsibility
- ✚ The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
- ✚ Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- ✚ Encore will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
 - ✚ The allegations in the formal complaint of sexual harassment;
 - ✚ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - ✚ The findings of facts supporting the determination;
 - ✚ The conclusions about the application of Encore's code of conduct to the facts;
 - ✚ The decision and rationale for each allegation;
 - ✚ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
 - ✚ The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from Encore or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by Encore in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find Encore's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of Encore's decision or resolution, submit a written appeal to the Encore Board, who will review the investigation and render a final decision. In the event that the Board Chair served as the decision maker, the Board Chair will be recused from the appeal process.

The following appeal rights and procedures will apply to formal complaints of sexual harassment:

- ✚ The complainant and the respondent shall have the same appeal rights and Encore will implement appeal procedures equally for both parties.
- ✚ Within five (5) business days of Encore's written decision or dismissal of the complaint, the complainant or respondent may submit a written appeal to the Coordinator.
- ✚ The decision-maker(s) for the appeal will not be the same person(s) as the Coordinator, the investigator or the initial decision-maker(s).
- ✚ The complainant and respondent may appeal from a determination regarding responsibility, and from Encore's dismissal of a formal complaint or any allegations therein, on the following bases:
 - ✚ Procedural irregularity that affected the outcome of the matter;
 - ✚ New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - ✚ The Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- ✚ Encore will notify the other party in writing when an appeal is filed.
- ✚ The decision-maker for the appeal will: 1) give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; 2) issue a written decision describing the result of the appeal and the rationale for the result; and 3) provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

Encore will maintain the following records for at least seven (7) years:

- ✚ Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- ✚ Records of any appeal of a formal sexual harassment complaint and the results of that

appeal.

- ✚ Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- ✚ All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process. These training materials will be made publicly available on the Encore website.
- ✚ Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Title IX, Harassment, Intimidation, Discrimination & Bullying Complaint Form

Your Name: _____

Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements=, etc.) (Attach additional pages, if needed):

I hereby authorize Encore to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Name

Print

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

Appendix B: Uniform Complaint Policy