



Encore JR/SR High School

Regular Encore Board of Directors Meeting - March 2023

Published on March 24, 2023 at 11:35 AM PDT

Date and Time

Monday March 27, 2023 at 6:30 PM PDT

Location

Encore High School
16955 Lemon Street
Hesperia CA 92345

All public comment, both on agenda items and non-agenda items within the jurisdiction of the Board, should be provided during the agenda item titled, "Invitation for Public to Address the Board." Members of the public who wish to comment during the Board meeting may fill out a public comment card. Individual comments will be limited to three (3) minutes per agenda item and one three (3) minute period to address an item not on the agenda. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes per person per agenda item. The Board limits the total time for public comment to thirty minutes, and may extend this time at its sole discretion. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting after being warned by the Board Chair or designee that they are disrupting the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:30 PM
A. Call the Meeting to Order	Discuss	Chandale Sutton	

	Purpose	Presenter	Time
B. Record Attendance	Discuss	Chandale Sutton	1 m
C. Public Comment	Discuss	Chandale Sutton	3 m

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D. Approval of the Agenda	Vote	Chandale Sutton	1 m
E. Board Member Comments	Discuss	Chandale Sutton	3 m

This agenda item has been included to give Board Members the opportunity to share updates or provide feedback to school staff.

II. Consent Items 6:38 PM

It is recommended that the board considers approving a number of agenda items as a consent list. These items can be **enacted in one motion** without further discussion. Consent items may be called up by any member at the meeting for clarification, discussion, or change.

A. February 27, 2023 Board Meeting Minutes	Vote	Sabrina Bow	1 m
B. Revised 2022-23 Employee Handbook	Vote	Sabrina Bow	1 m
C. February 2023 STRS, PERS, 403b payment report	Vote	Sabrina Bow	1 m
D. February 2023 Warrant Report	Vote	Sabrina Bow	1 m

III. Governance 6:42 PM

A. Appointment of Board Member: Reyna Magaña	Vote	Chandale Sutton	3 m
B. Approval of Refund Policy	Vote	Sabrina Bow	2 m

	Purpose	Presenter	Time
C. Approval of Teleconference Policy	Vote	Sabrina Bow	2 m

IV. Budget and Finance 6:49 PM

A. Approval of February 2023 Financial Report	Vote	Jeff Clanton	2 m
B. Approval of Audit and Tax Engagement Letter with Christy White, Inc.	Vote	Sabrina Bow	2 m

Staff Recommendation: Approve the Audit and Tax engagement Letter with Christy White, Inc, a certified public accountancy deemed the the State Controller's Office as qualified to conduct audits.

C. Approval of ASB Refunds	Vote	Sabrina Bow	2 m
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V. Staff Reports 6:55 PM

A. Executive Director's Report	Discuss	Sabrina Bow	2 m
B. Principal's Report	Discuss	St. Claire Adriaan	3 m
C. Staff Liaison Report	Discuss	Sandi Del Sole	3 m

VI. Operations 7:03 PM

A. Approval of 2022-23 Comprehensive School Safety Plan	Vote	Sabrina Bow	3 m
B. Presentation of Cyber Security Risk Assessment Preliminary Report	Discuss	Andrew Lane, Charter Tech Services	5 m

VII. Adjourn to Closed Session 7:11 PM

Pursuant to Government code section 54957, the Board may adjourn to closed session at any time during the meeting to discuss staff/student personnel matters, negotiations, litigation, and/or acquisition of land or facilities. The board will adjourn to closed session in a private area for discussion and may take action on the following closed session items.

A. CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION
(Paragraph (1) of subdivision (d) of Section 54956.9)

	Purpose	Presenter	Time
Name of case: Griffin v. Encore Education Corporation			

B. CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION

Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: (Two cases)

C. CONFIDENTIAL STUDENT DISCIPLINE MATTER—CONSIDERATION OF POTENTIAL EXPULSION

Case No.:020823-001

A. Reconvene from closed session	Discuss	Chandale Sutton	2 m
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After the closed session is complete, the Board will reconvene and report any action taken on closed session.

VIII. Closing Items

7:13 PM

A. Adjourn Meeting	Vote	Chandale Sutton	1 m
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A copy of the agenda will be posted at least 72 hours before such meeting. A copy of the written materials which will be submitted to the Board of Encore Junior and Senior High School for the Arts is available along with this agenda following the posting of the agenda by emailing Sabrina Bow at sbow@encorehighschool.com.

Requests for disability-related modifications or accommodations to participate in this public meeting shall be made 24 hours prior to the meeting by calling (760) 956-2632 or emailing Joseph Thibodeaux at jthibodeaux@encorehighschool.com. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

Coversheet

February 27, 2023 Board Meeting Minutes

Section: II. Consent Items
Item: A. February 27, 2023 Board Meeting Minutes
Purpose: Vote
Submitted by:
Related Material: 2023_02_27_board_meeting_minutes DRAFT.pdf

DRAFT



Encore JR/SR High School

Minutes

Regular Encore Board of Directors Meeting

February 27, 2023

Date and Time

Monday February 27, 2023 at 6:30 PM

Location

This meeting is being held virtually pursuant to Government Code Section 54953 (e). The public can access this meeting via Zoom as follows:

Join Zoom Meeting

<https://zoom.us/j/5871494303?pwd=Mit3eIRMOVhzYjM4K1d2SSStPeEZiQT09>

Meeting ID: 587 149 4303

Passcode: 936591

One tap mobile

+16699006833,,5871494303#,,,,,0#,,936591# US (San Jose)

+13462487799,,5871494303#,,,,,0#,,936591# US (Houston)

Dial by your location

+1 669 900 6833 US (San Jose)

+1 346 248 7799 US (Houston)

+1 253 215 8782 US (Tacoma)

+1 312 626 6799 US (Chicago)

+1 929 205 6099 US (New York)

+1 301 715 8592 US (Washington D.C.)

Meeting ID: 587 149 4303

Passcode: 936591

Find your local number: <https://zoom.us/u/aFccAHayh>

Members of the public who wish to comment during the Board meeting may use the “raise hand” tool on the Zoom platform. Members of the public calling in will be given the opportunity to address the Board during the meeting. Individual comments will be limited to three (3) minutes. If an interpreter is needed for comments, they will be translated to English and the time limit shall be six (6) minutes. The Board may limit the total time for

public comment to a reasonable time. The Board reserves the right to mute or remove a participant from the meeting if the participant unreasonably disrupts the Board meeting.

Directors Present

C. Sutton (remote), I. Rapier (remote)

Directors Absent

R. Hunt

Guests Present

E. Contreras (remote), J. Barkdull (remote), J. Clanton (remote), J. Simmons (remote), S. Adriaan (remote), S. Bow (remote)

I. Opening Items

A. Call the Meeting to Order

C. Sutton called a meeting of the board of directors of Encore JR/SR High School to order on Monday Feb 27, 2023 at 6:33 PM.

B. Record Attendance

C. Approval of Board Findings Relating to Teleconference Meetings During State of Emergency

I. Rapier made a motion to approve the board findings relating to teleconference meetings during state of emergency.

C. Sutton seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

R. Hunt Absent

I. Rapier Aye

C. Sutton Aye

D. Public Comment

No members of the public made comment.

E. Approval of the Agenda

C. Sutton made a motion to approve the agenda with the exception of item 6B, and postpone the approval of the School Safety Plan to the next regular board meeting.

I. Rapier seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

I. Rapier Aye

R. Hunt Absent

C. Sutton Aye

F. Board Member Comments

- Chandale Sutton: no comments

- Ian Rapier: no comments

II. Consent Items

A. Consent Items

I. Rapier made a motion to approve the consent items.
C. Sutton seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

R. Hunt Absent
C. Sutton Aye
I. Rapier Aye

I. Rapier made a motion to approve the minutes from Regular Encore Board of Directors Meeting - January 23, 2023 on 01-23-23.
C. Sutton seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Rapier Aye
C. Sutton Aye
R. Hunt Absent

I. Rapier made a motion to approve the minutes from Special Board Meeting- January 31, 2023 on 01-31-23.
C. Sutton seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Sutton Aye
R. Hunt Absent
I. Rapier Aye

III. Budget and Finance

A. Approval of the 2022-23 Second Interim Budget

I. Rapier made a motion to approve the 2022-23 second interim budget.
C. Sutton seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

I. Rapier Aye
C. Sutton Aye
R. Hunt Absent

IV. Staff Reports

A. Executive Director's Report

Dr. Bow provided a written and oral report on staffing, enrollment, and governance.

B. Principal's Report

Dr. Adriaan provided an oral report on seniors and college acceptances--nine students accepted to 4-year institutions with over \$1.2 million in scholarships. He reported that Encore will be receiving free consulting services as part of a grant-

funded initiative with Los Angeles Educational Partnership (LAEP). Dr. Adriaan shared that our SBAC window will open on April 17.

C. Staff Liaison Report

Ms. Del Sole provided a written and oral report as Staff Liaison, including an update on the performance of Matilda Jr. and our student performances at the MindFuelED conference in Palm Springs and a Black History Month event in Apple Valley this past week.

V. Governance

A. Brown Act and Conflict of Interest Training

Jerry Simmons of YMC provided training on Brown Act and Conflict of Interest.

VI. Operations

A. Williams Quarterly Report (January 2023)

B. Approval of the 2022-23 School Safety Plan

This item was postponed to the next regular board meeting.

VII. Closing Items

A. Adjourn Meeting

I. Rapier made a motion to adjourn the meeting.

C. Sutton seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

I. Rapier Aye

R. Hunt Absent

C. Sutton Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:10 PM.

Respectfully Submitted,

S. Bow

Documents used during the meeting

- 2023_01_23_board_meeting_minutes DRAFT.pdf
- 2023_01_31_board_meeting_minutes DRAFT.pdf
- ENC_January_Warrant_Report_-_Detail.pdf
- ENC_January_Warrant_Report_-_Summary.pdf
- Jan_2023_STRS__PERS__403b_payment_report.pdf
- Encore - Second Interim Report_Board Final 02.23.23.pdf
- Encore 2022-23 Second Interim - Summary Slide.pdf
- Executive Director Board Report 2023-02.pdf

- Staff Liaison Report for 02_24_2023.pdf
 - Brown Act and COI Workshop February 2023 (4888-5752-5330.v1).pptx
 - Williams Quarterly Report 2023-01-31.pdf
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Coversheet

Revised 2022-23 Employee Handbook

Section: II. Consent Items
Item: B. Revised 2022-23 Employee Handbook
Purpose: Vote
Submitted by: Sabrina Bow
Related Material:
Encore Employee Handbook for Board Approval 2023-03-27 (4857-8390-7655.v1).pdf

BACKGROUND:

The School updates its Employee Handbook annually and as needed to maintain compliance with current laws. The revised Handbook presented today includes corrections to show:

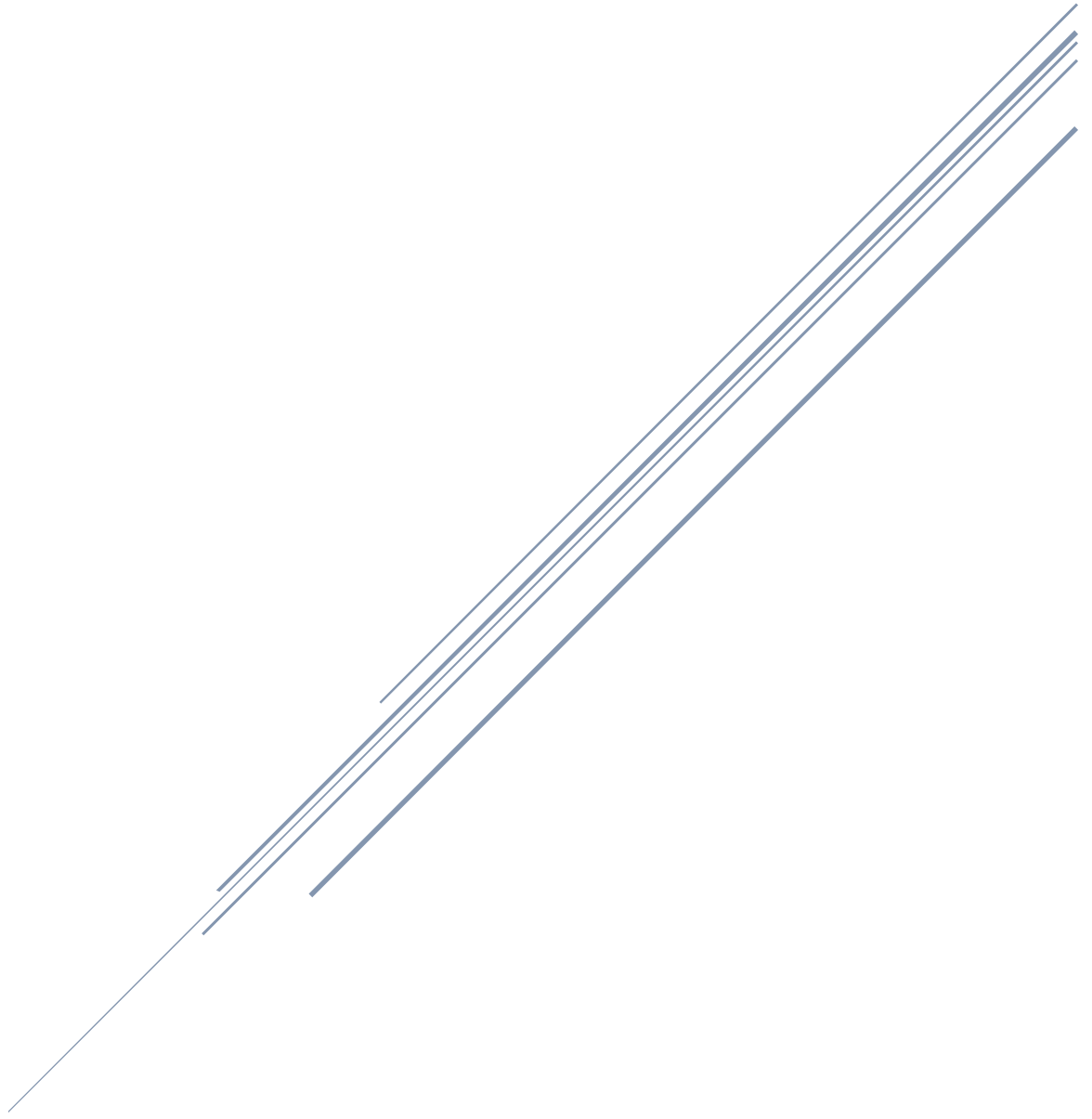
1. Accurate payroll dates and pay periods. Payroll on 10th of the month is for work performed between the 16th and last day of the previous month. Payroll on the 25th of the month is for work performed between the 1st and 15th of the current month.
2. Eligible employees may enroll in the School's health insurance plan/s effective the first day of the month following the month of hire e.g. hire date of August 10 means that coverage would be effective as of September 1.

RECOMMENDATION:

Staff recommends the Board approve the Employee Handbook as revised March 27, 2023.

ENCORE EDUCATION CORPORATION

Employee Handbook



Last Adopted by the Encore Board of Directors January 31, 2023

REVISION HISTORY

March 27, 2023
January 31, 2023
October 17, 2022

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Encore reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

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School Contact Information

Executive Director/CEO (and administrator for Human Resources)

Dr. Sabrina Bow

sbow@encorehighschool.com

Principal

Dr. St. Claire Adriaan

sadriaan@encorehighschool.com

Director of Operations and Finance

Liza Contreras

Lcontreras@encorehighschool.com

Assistant Dean of Activities and Enrollment

Ashlin Barkdull

abarkdull@encorehighschool.com

Assistant Dean of Student Services

Joseph Thibodeaux

jthibodeaux@encorehighschool.com

Executive Manager of IT

Jim Barkdull

it@encorehighschool.com

Facilities Director

Joe Griffin

jg@encorehighschool.com

SCHOOL CONTACT INFORMATION

Encore Jr. & Sr. High School for the Arts

16955 Lemons Street

Hesperia, CA 92345

Tel 760-956-2632

Fax 760-956-3338

www.encorehighschool.com

Acknowledgement of Receipt of Employee Handbook

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO HUMAN RESOURCES.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status. I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____ Date: _____

Please sign/date, tear out, and return to Executive Assistant Joelle Schwarck, and retain this Handbook for your reference.

Section 1.01 Introduction

This Handbook summarizes the **Encore Education Corporation** (hereinafter referred to as “Encore”, “School” or “Company”) personnel policies applicable to all employees. Please review these policies carefully. If you have any questions about the policies outlined in this Handbook, or if you have any other personnel related questions, whether related to policies specifically addressed in this Handbook or otherwise, please consult **Human Resources or the Executive Director/CEO**.

This Handbook is intended only as a guide to the School’s personnel policies, outlining and highlighting those policies and practices. It is not, therefore, intended to create any expectations of continued employment, or an employment contract, express or implied, other than the at-will employment relationship provided to employees. This Handbook supersedes any previously issued handbooks, policies, benefit statements and/or memoranda, whether written or verbal, including those that are inconsistent with the policies described herein.

With the exception of the at-will employment status of its employees, the School reserves the right to alter, modify, amend, delete and/or supplement any employment policy or practice (including, but not limited to, areas involving hiring policies and procedures, general workplace policies, hours of work, overtime and attendance, standards of conduct, employee benefits, employment evaluation and separation) with or without advance notice. Only the CEO with the written approval of the Encore Board of Directors may alter the at-will employment status of any of its employees.

Once you have reviewed this Handbook, please sign the two employee acknowledgement forms at the end, keep one for your files and provide the other to Human Resources or the Executive Manager of Human Resources. This signed acknowledgement demonstrates to the School that you have read, understand, and agree to comply with the policies outlined in the Handbook.

Section 1.02 Hiring Policies and Procedures

(a) At Will Employment

The School is an at-will employer. Employees of the School are hired on an at-will basis and can be released at any time, for any reason, with or without cause, and with or without advance notice. This Handbook does not in any way reflect a modification to this policy and does not reflect a contract of employment, either express or implied, between you and the School. Accordingly, either you or the School may terminate this relationship at any time, for any reason, with or without cause, and with or without prior notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to any employee in connection with his/her employment shall require the School to have "cause" or reason to terminate an employee or otherwise restrict the School's right to terminate an employee at any time for any reason. No School representative is authorized to modify this policy for any employee, unless in writing, signed by the **Executive Director/CEO** and approved in writing by the Board of Directors.

(b) Equal Employment Opportunity Policy

The School is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;

- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact **Human Resources** or the **Executive Director/CEO** and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. The School will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. The School will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

(c) Immigration Compliance

The School will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Encore will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law. The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

(d) Employee Classification

The School's employees are classified in the following categories: exempt or nonexempt, and full-time, part-time or temporary.

Exempt: Exempt employees are those employees assigned as exempt at the start of employment. They are paid a salary and are not legally entitled to rest breaks, meal periods, and overtime pay.

Nonexempt: Nonexempt employees are those employees assigned as non-exempt at the start of employment. They are paid an hourly wage, and may be entitled to rest breaks, meal periods, and overtime pay based on their work schedule.

Full-Time: Full-time employees are those employees who are scheduled to work at least thirty-six (36) hours in a week.

Part-Time: Part-time employees are those employees who are scheduled to work up to thirty-five (35) hours in a week.

Temporary: Temporary employees are those employees who are hired for a limited time period, or for a specific project, and usually are not employed more than one (1) month.

Part-time and temporary employees are not entitled to benefits provided by the School, except as required by law. Independent contractors, consultants, and leased employees (i.e., those working for an employment agency or on loan from another entity) are not employees of the School and are not eligible for benefits provided by the School. If you have any questions about your classification, please consult with **Human Resources**.

(e) First 90 Days of Employment

Except as required by law and as otherwise identified in this Handbook, during the first ninety (90) days of employment for every employee, irrespective of classification, the employee will not be eligible for or accrue any benefits. Please see the School's separate health plan eligibility requirements and sick leave accrual policy. The inclusion of an initial ninety (90) day waiting period does not change the at-will status of the School's employees.

(f) Relationships Between Employees

While the School's policies prohibit discrimination based on an individual's marital status, the individual's relations to another School employee or his or her lawful off duty conduct, some relationships can create conflicts of interest. A conflict, or the risk of a conflict, may require the School to take the employee's relationship with another employee into account.

An employee should not be in a supervisory role over an employee who is a relative (i.e., sibling, parent, spouse, domestic partner, etc.). Supervisors should avoid situations that result in actual or perceived conflicts of interest with supervised employees and situations where favoritism or an unfair advantage may occur or be implied.

A supervisor should avoid dating employees under their direct supervision, or employees that would create actual or perceived conflicts of interest and situations of favoritism. If such relationship arises, both employees shall notify the School so that appropriate measures can be taken to prevent conflicts of interest or favoritism.

The School reserves the right to take appropriate action if employee relationships interfere with the safety, morale or security of the School, or if the relationships create an actual or perceived conflict of interest or favoritism.

Any conflicts of this nature must be reported to the Encore School Board. The Encore School Board is responsible for extreme cases and may make changes to employment to eliminate an actual or perceived conflict of interest at any time.

(g) Certification and Licensure of Instructional Staff

As required by law, each of the School's teachers is required to hold a current California Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Paraprofessional staff may also be required to document that they meet applicable legal requirements for paraprofessional staff.

It is the responsibility and a condition of continued employment of all instructional staff, including teachers, instructors, and paraprofessionals to maintain and keep current such certificates, permits or other documentation and provide to the **Human Resources Office** no later than the close of business on the first day the employee reports for duty for new employees, and no later than the close of business two days after the School provides the employee with its reasonable assurance of continued employment for the next school year. If an instructional staff employee believes that he or she is assigned to teach in a subject in which he or she does not have subject matter competence, the employee should immediately report the same to **Human Resources**. Staff members who are required to meet these state and federal certification, expertise, and related requirements must maintain such qualifications as a condition of employment at the School. Nothing in this section is intended to alter the at-will status of the employee's employment.

(h) Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

(i) Criminal Background Checks

The School requires all volunteers and applicants for employment to submit to a criminal background investigation. As a precondition of employment or volunteer service, the employee/applicant must be cleared in a Department of Justice ("DOJ") background check which involves submitting two sets of fingerprints to the DOJ and cross-references both the DOJ and Federal Bureau of Investigations criminal

records. The School will not employ a person who has been convicted of a violent or serious felony, a controlled substance or sex offense, a crime which indicates any unfitness for the job position or any person who would be prohibited from employment by a school because of his or her conviction for any crime, unless an applicable exception applies. The School will not employ any applicant until the DOJ background check is completed. Employees agree to the School receiving DOJ subsequent arrest notifications upon assuming employment with Encore. Additionally, should an employee be arrested for, charged with, or convicted of any offense during his/her employment with the School, the employee must immediately report as much to Encore.

(j) Mandated Reporter Training

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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 section 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.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Section 1.03 General Workplace Policies

(a) Professional Boundaries: Staff/Student Interaction Policy

Encore recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

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

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

A. Examples of PERMITTED actions (NOT corporal punishment)

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

B. Examples of PROHIBITED actions (corporal punishment)

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

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher

relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct. Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school.
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student for your benefit.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has parent and supervisor permission.)

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
- (c) Emails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when alone with a student.
- (e) Keeping reasonable space between you and your students.
- (f) Stopping and correcting students if they cross your own personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
- (j) Involving your supervisor if conflict arises with the student.
- (k) Informing the Principal about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if you will be alone with any type of special needs student.
- (o) Asking another staff member to be present when you must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping your professional conduct a high priority.
- (s) Asking yourself if your actions are worth your job and career.

(b) [Policy Prohibiting Unlawful Harassment, Discrimination and Retaliation](#)

The School is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. The School's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits historically associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming

practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

The School does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or, third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the principal or designee.

When the School received allegations of unlawful harassment, discrimination or retaliation, the Board (if a complaint is about the principal) or the Principal or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handles in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. The School is committed to the remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

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 because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

The School is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when:

- (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment;
- (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or
- (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile

or offensive working environment. It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

Training

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Principal. See Appendix A for the "Harassment/Discrimination/Retaliation Complaint Form." See Appendix B for the general "Internal Complaint Form."

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 and
 - 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 employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.

- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as: Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials.

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate [FILL IN] policy.

(c) Whistleblower Policy

Encore requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

(d) Workplace Violence

The School takes the safety and security of its employees seriously. The School does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment, and/or coercion, that involve or affect the School or that occur, or are likely to occur, on School property. Employees should report any act or threat of violence immediately to the **Assistant Dean of Student Services**. Employees who violate this policy may be disciplined or dismissed.

(e) Open Door Policy

The School wishes to provide the most positive and productive work environment possible. To that end, it has an open door policy where it welcomes questions, suggestions or complaints relating to the job, conditions of employment, the School or the treatment employees are receiving. Other than in situations involving harassment (as outlined and described above), employees should contact their **direct report, Dean of Academics, or Assistant Dean of Student Services** with questions or concerns. If the situation is not resolved to the employee's satisfaction, they may also contact **Human Resources**, preferably in writing, who may further investigate the issue.

(f) Drug and Alcohol-Free Workplace

It is the School's policy to maintain a drug and alcohol-free workplace. No employee may use, possess, offer for sale or be under the influence of any unauthorized controlled substance, illegal drugs or alcohol during working hours, including lunch and break periods, in the presence of pupils or on School property at any time or on field trips at any time.

Engaging in any of the activities above shall be considered a violation of School policy and the violator will be subject to discipline, up to and including termination. The School complies with all federal and state laws and regulations regarding drug use while on the job.

The School may conduct unannounced searches of School property from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other School-related policy. This includes desks, storage areas, and rooms normally used to store employees' personal property. Employees are expected to keep all prescribed medicine in its original container, which should identify the drug, date of prescription and the prescribing doctor.

The School may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom the School reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more supervisors, employees, or medical personnel observe an employee acting in such a manner to raise suspicion that the employee is under the influence of a drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. The School shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

(g) Smoking

All School buildings and facilities are non-smoking facilities. Smoking includes the use of an electronic smoking device that creates an aerosol or vapor, in any manner or in any form, or the use of any oral

smoking device for the purpose of circumventing the prohibition of smoking.

(h) Health, Safety and Security Policies

The School is committed to providing and maintaining a healthy and safe work environment for all employees. Accordingly, the School has instituted an Injury and Illness Prevention Program designed to protect the health and safety of all personnel. The School maintains an Injury and Illness Prevention Program, which is kept by **Encore's Risk Manager** and is available for review.

Employees are required to know and comply with the School's general safety rules and to follow safe and healthy work practices at all times. Employees are required to immediately report to their supervisor any potential health or safety hazards and all injuries or accidents.

In compliance with Proposition 65, the School will inform all employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

The School has also developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances, exits and service areas. Report any suspicious persons or activities to security personnel or to a supervisor. Secure desks or offices at the end of the day. When called away from the work area for an extended length of time, employees must not leave valuable or personal articles around their workstation that may be accessible. Employees should immediately notify their supervisor when keys are missing or if security access codes, identification materials, or passes have been breached. The security of the facilities, as well as the welfare of employees, depends upon the alertness and sensitivity of every individual.

(i) Company Property Inspections

The School is committed to providing a work environment that is safe and free of illegal drugs, alcohol, firearms, explosives and other improper materials. Additionally, the School provides property and facilities to its employees to carry out business on behalf of the School. Accordingly, employees do not have a reasonable expectation of privacy when using any School property or facilities. In accordance with these policies, all School facilities and property, including all items contained therein, may be inspected by the School at any time, with or without prior notice to the employee. School property includes all desks, storage areas, workstations, lockers, file cabinets, computers, telephone systems, email systems and other school provided storage devices.

The School also reserves the right to inspect any vehicle, its trunk, glove compartment or any container therein that is parked on the School property or premises. The School reserves the right to deny entry to any person who refuses to cooperate with any inspections by the School. Any employee who fails to cooperate with inspections may be subject to disciplinary action, up to and including dismissal.

(j) Housekeeping

Employees are expected to keep their work areas clean and organized. This includes classrooms. Common areas such as lunchrooms and restrooms should be kept clean by those using them. Please clean up after meals and dispose of trash properly.

(k) Lactation Accommodation

The School accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

The School will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Such room/location shall not be a bathroom and shall have electricity. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

(l) Employees Who Are Required to Drive

Employees must be authorized by the School prior to driving for School purposes/business. When employees are required to drive their own vehicle on approved School business, they are required to show proof of a clean driving record from the Department of Motor Vehicles, a current/valid license and proof of current, effective insurance coverage to the **Director of Operations and Finance**. If the employee is transporting students and/or co-workers, the School may identify the required minimum insurance coverage necessary above limits required by law. If an employee's license is revoked or he/she fails to maintain personal auto insurance coverage, the School retains the right to transfer to an alternative position, suspend, or terminate that employee. Reimbursement rates for driving School approved business in private vehicles will be at the rate established by the Internal Revenue Service.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and/or who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by the School or not, are also expected to abide by the provisions above.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. The School will not be responsible for any driving infractions or fines and fees incurred by the employee while driving for the School.

Violations of this policy will be subject to disciplinary action, up to and including termination.

(m) Soliciting/Conducting Personal Business While on Duty

Employees are not permitted to conduct personal business or solicit personal business for any cause or organization while on-duty, or when the employee being solicited is supposed to be working. This prohibition includes distributing literature and other material. Distribution of materials is also against the School's policy if it interferes with access to facility premises, if it results in litter or is conducted in areas

where other employees are working. Personal business during non-work time, e.g., paid breaks, lunch periods or other such non-work periods, is permissible. Entry on the School premises by non-employees is not permitted, unless related to official School business. Solicitation or distribution of written materials by non-employees is strictly prohibited.

(n) Use of Company Communication Equipment and Technology

All School owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of the School and are provided to the employee to carry out business on behalf of the School. Employees have no expectation of privacy in any communications made using School owned equipment and technology. Communications (including any attached message or data) made using School owned communications equipment and technology are subject to review, inspection and monitoring by the School.

Additionally, the School uses technology protection measures that protect against Internet access (by both minors and adults) to visual depictions that are obscene, pornographic and/or materials on the internet that are harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting Internet browsers to block access to adult sites, using a filtering system that will filter all Internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the School's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized School employees. Therefore, employees are required to provide to the **IT Manager** all passwords used in connection with the School's communications equipment and technology any time the employee's passwords are created or change. In addition, employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Internet Use Policy and Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student Internet Use Policy and Agreement, will be subject to discipline, up to and including termination.

Employees must not use personal email accounts or devices for school business without advance permission from the School. Any use of personal email for school business or text messages on the employee's personal cell phone may cause the School-related communications on the personal devices to be subject to disclosure under a Public Records Act request.

Email and internet use while on duty is for business purposes only. All employees using the internet through the School's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use the School's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors.

The email system and internet access is not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their status in a protected class or political beliefs may not be displayed or transmitted. The email system and internet access is not to be used in any manner that is against the policies of the School,

contrary to the best interest of the School or for personal gain or profit of the employee against the interests of the School. Employees must not use the School's communications equipment and technology for the unauthorized disclosure, use or dissemination of personal information of students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent out using his/her School issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

(o) Employee Blogs and Social Media

If an employee decides to keep a personal blog, or use other social media, that discusses any aspect of his/her workplace activities, the following restrictions apply:

- The account cannot appear to be on behalf of the School, discuss any personally identifiable student information, or otherwise use unprofessional, inappropriate, offensive, derogatory, or unlawful language/subjects or appear to associate the School with such harmful materials. While employees are free to express their personal viewpoints on social media, no employee will be permitted to cause a disruption at the School with their social media conduct.
- School equipment, including its computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be adhered to;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf, unless authorized in writing by the **Executive Director/CEO**.
- Employees are not authorized to publish any proprietary, financial marketing, strategic or other confidential business information belonging to the School that is clearly defined and does not relate to terms and conditions of employment;
- Employees are prohibited from making racist, sexist or otherwise discriminatory comments and/or that would create a hostile work environment;
- Employees must comply with all School policies, including, but not limited to, rules against sexual harassment, unlawful harassment, discrimination and retaliation;
- Employees should not make threats of violence or remarks that are obscene, malicious or bullying with relation to the School, students, co-workers, supervisors, parents and/or other School associated persons or entities;
- Employees should not spread rumors or other disparaging statements about the School, co-workers, students, supervisors, parents and/or other School associated persons that the employee knows to be false;
- Nothing in this Handbook is intended to limit an employee's ability to discuss wages, hours, terms and conditions of employment or to their right to self-organize or join labor organizations or any other protected activities.

The School reserves the right to take disciplinary action against any employee whose social media

activities violate this or other School policies.

(p) Participation in Recreational or Social Activities

Employees may participate in non-work community activities sponsored or supported by the School. Participation in such activities is strictly voluntary. As such, employees have no obligation to participate in recreational or social activities and no employee has work-related duties requiring such participation. An employee's participation in social and recreational activities is on an unpaid volunteer basis at the employee's own risk and the School disclaims any and all liability arising out of the employee's participation in these activities.

(q) Personnel Files and Record Keeping Protocols

A personnel file is established for each employee at the start of employment. Employees must keep **Human Resources** advised of changes that should be reflected in a personnel file, such as a change in name, address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact the employee should the change affect their pay/withholdings, eligibility for benefits, or other records.

Employees have the right to inspect their personnel file and/or receive copies of the records, as provided by law. Employees may inspect the file in the presence of a School representative, at a mutually convenient time. A request for inspection or copying of information contained in the personnel file should be directed to **Human Resources, 760-949-2036**.

The School will restrict disclosure of an employee's personnel file to authorized individuals within the School with a business need to access the files only. Only the **Executive Director/CEO** is authorized to release information about current or former employees to third parties. The School will cooperate with subpoenas and court orders from law enforcement, local, state or federal agencies, and third parties as legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

Section 1.04 Hours of Work, Overtime and Attendance

(a) Work Hours and Schedules

The School's normal working hours for teachers and instructors are from **7:30 am to 3:30 pm**, Monday through Friday. The work schedule for full-time nonexempt employees is normally forty (40) hours per week. Encore has numerous activities that take place outside of the normal school day. A supervisor will assign the employee their specific work schedule.

(b) Overtime

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. Encore will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director/CEO, Principal, or Director of Operations and Finance. Encore provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

(c) Work Breaks

Nonexempt employees working at least five (5) hours are provided with an unpaid thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Encore mutually consent to the waiver in writing.

Nonexempt employees are also provided with a paid ten (10) minute rest period for every four (4) hours worked, or major fraction thereof. The rest period should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

(d) Pay Days

Employees are paid twice monthly. For all employees, paydays are scheduled on the **10th** for work performed between the 16th and last day of the previous month and on the **25th** for work performed between the 1st and 10th day of the month. Each paycheck will include earnings for all reported work performed through the end of the payroll period. In the event that a regularly scheduled payday falls on a weekend or holiday, employees will receive their pay on the next day of work after the day(s) off.

Employees should promptly notify **Human Resources** if they have a question regarding their paycheck. If there is a need for correction, any corrections will be noted and will appear on the following payroll.

(e) Payroll Withholdings

The School is required by law to withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period where it will go into effect.

Every deduction from the employee's paycheck is explained on the check voucher. If the employee does not understand a deduction, they are instructed to ask Human Resources to explain it.

Employees may change the number of withholding allowances for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to **the Director of Operations and Finance**. The School's business office maintains a supply of these forms.

All Federal, State and Social Security taxes will be automatically deducted from paychecks. The Federal Withholding Tax deduction is determined by the employee's W-4 form, which should be completed upon

hire. It is the employee’s responsibility to report any changes in filing status to the Director of Operations and Finance is also the employee’s responsibility to fill out a new W-4 form if his/her filing status changes.

At the end of the calendar year, a “withholding statement” (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

The School offers programs and benefits beyond those required by law. Employees who wish to participate in these programs may voluntarily authorize deductions from their paychecks.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee’s earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Principal will discuss the situation with the employee.

(f) Attendance Policy

Employees are expected to adhere to regular attendance and to be punctual. If it is necessary to be absent or late, employees are expected to communicate with their direct reports listed below. We ask that all staff follow email their direct supervisor and copy timeoff@encorehighschool.com when requesting PTO or sick time, arriving late, leaving early, or requesting overtime.

Staff Groups	Reports to
<ul style="list-style-type: none"> • Teachers (Core, Arts, RSP) • Instructional Aides/Sped Aides • School Psychologist 	<p>Principal St. Claire Adriaan</p>
<ul style="list-style-type: none"> • Counselors 	<p>Head Counselor Esther Haskins</p>
<ul style="list-style-type: none"> • Support Staff • Kitchen Staff 	<p>Director of Operations & Finance Liza Contreras</p>
<ul style="list-style-type: none"> • Campus Aides • Theater Tech 	<p>Facilities Director Joe Griffin</p>
<ul style="list-style-type: none"> • Information Technology (IT) 	<p>Executive Manager of IT</p>

	Jim Barkdull
Management <ul style="list-style-type: none"> • Principal • Director of Operations & Finance • Facilities Director • Executive Manager of IT • Assistant Dean of Activities & Enrollment • Assistant Dean of Student Services 	Executive Director Sabrina Bow

If it is not possible to arrange an absence or tardiness in advance, the employee must notify their direct report above, no later than one-half hour before the start of the workday. Teachers and instructors are also requested to contact the receptionist to ensure a qualified substitute is available for coverage. For absences from work longer than one day, employees are expected to keep their direct report and human resources sufficiently informed of the situation.

Excessive absenteeism and tardiness will not be tolerated and will lead to disciplinary action, up to and including termination. An absence or tardiness without notification to their direct report will lead to disciplinary action, up to and including termination.

If an employee fails to report their absence for three (3) or more consecutive work days, the School will presume that the employee has voluntarily terminated their work position with the School.

(g) Time Records

By law, the School is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School’s timecard system.

Nonexempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Manager to make the correction and such correction must be approved by both the employee and the Manager. Encore uses electronic time keeping system. If a timecard is not submitted by the employee, the employer will print a time sheet that the employee and manager must sign.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

(h) Mandatory Training and Meetings

The School will pay nonexempt employees for attendance at mandatory trainings, lectures and meetings outside of regular working hours only, but not voluntary trainings, lectures and meetings, which occur in the following circumstances:

1. The employee's present working conditions or continuation of employment is not adversely affected by nonattendance and the employee was not directed to attend by a supervisor;
2. The course, meeting or lecture is not directly related to the employee's job, meaning it is not designed to improve their job performance (as distinguished from training the employee for another job or to a new or additional skill), and the employee was not directed to attend by a supervisor; or
3. The employee does not perform any productive work during such attendance, and the employee was not directed to attend by a supervisor.

All mandatory trainings, lectures and meetings will be identified as such. If an employee is unsure about the characterization of an offered training, lecture or meeting, they should contact their direct report attending.

All nonexempt employees must accurately reflect attendance at all mandatory trainings, lectures and meetings outside of regular working hours on their time records.

Section 1.05 Standards of Conduct

(a) Personal Appearance

Employees are expected to appear professional and neat in clothes that are appropriate and clean while on duty. Employees are expected to appear well groomed and appear within professionally accepted standards suitable for the employee's position and must at all time wear shoes. The employee's direct supervisor will inform them of any other specific dress code/uniform requirements for the position.

As a general rule, all staff members must be dressed a "step above" the average student dress on campus. All dress code rules for students apply to staff, family, vendors, and anyone else that may visit the campus.

(b) Student Safety

In accordance with the School's policies providing student safety, including those covering anti-harassment, anti-discrimination, anti-intimidation and anti-bullying, each employee is expected to assist in maintaining a student safe environment. Thus, each employee is required to take immediate steps to intervene when it is safe to do so if the employee witnesses an act of discrimination, harassment, intimidation or bullying of a student. The employee is also required to report such actions to the

Assistant Dean of Student Services as soon as practicable.

(c) Prohibited Conduct

The School expects that all employees will conduct themselves in a professional and courteous manner while on duty. Employees engaging in misconduct will be subject to disciplinary action up to and including termination of employment. The following is a list of conduct that is prohibited by the School. This list is not exhaustive and is intended only to provide you with examples of the type of conduct that will not be tolerated by the School. The specification of this list of conduct in no way alters the at-will employment relationship the employee has with the School.

- Unexcused absence and/or lack of punctuality
- Unprofessional conduct
- Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities
- Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks
- Release of confidential information without authorization
- Possession of or reporting to work while under the influence of alcohol or illegal drugs and controlled substances
- Theft or embezzlement
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property
- Conviction of a crime making the employee unfit for the position
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards
- Fighting or instigating a fight on School premises, or any willful act that endangers the safety, health, or wellbeing of another individual, including horseplay
- Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees
- Any conduct that has gained sufficient notoriety so as to impair his/her on-campus relationships
- Any act of sufficient magnitude to cause disruption of work or gross discredit to the school
- Misuse of School property or funds
- Possession of firearms, or any other dangerous weapon, while acting within the course of your employment with the School
- Acts of discrimination or illegal harassment based on gender, ethnicity or any other basis protected by state or federal law
- Failure to comply with the School's safety procedures
- Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority
- Failure to follow any known policy or procedure of the School or gross negligence that results in a loss to the School
- Violations of federal, state or local laws affecting the organization or your employment with the

organization

- Unacceptable job performance
- Dishonesty
- Immoral or indecent conduct
- Failure to keep a required license, certification or permit current and in good standing
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment
- Recording the work time of any other employee, or allowing any other employee to record time on your time record or falsifying any time record
- Unreported absence of any three consecutively scheduled workdays
- Unauthorized use of School equipment, materials, time or property
- Working unauthorized overtime or refusing to work assigned overtime
- Abuse of sick leave
- Sleeping or malingering on the job
- Refusal to speak to supervisors or other employees

(d) Confidential Information

All information relating to students, including schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

(e) Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations that he or she believes may constitute a conflict of interest, should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, or any other appropriate supervisor, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts related to a potential or actual conflict of interest shall constitute grounds for disciplinary action. Employees shall not be financially interested in any financial transactions by the School where the employee was involved in the decision-making on behalf of the School, unless the conflict or potential conflict is first disclosed to the Board.

(f) Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

(g) Outside Employment and Outside Business Ownership

Employees are required to inform the School, and receive approval, before accepting any employment

or consulting relationship with another person or entity that may impact or affect the employee's employment with the School. While the School does not uniformly prohibit outside employment, employees will not be permitted to accept outside work that is competitive with the School where the employee would have a conflict of interest or that interferes with the employee's work for the School.

Employees should not accept any employment or consulting relationship with another person or entity while employed by the School that would interfere with their ability to satisfactorily perform their job duties. Employees should not accept additional employment that requires the employee to conduct work or related activities on the School's property during the School's working hours or using the school's facilities and/or equipment. The School holds all employees to the same standards of performance and scheduling demands and will not make any exceptions for employees who also hold outside jobs.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. The School shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

In accordance with the Political Reform Act, individuals holding designated positions shall file their statements of economic interests with the School, which will make the statements available for public inspection and reproduction (Gov. Code Sec. 81008.) All statements will be retained by the School.

Upon receipt of the statements for the members of the Board, Alternates, Executive Director/CEO, COO, Executive Director, Executive Manager, Administrative Counselor, and Psychologist, the School shall make and retain copies and forward the originals to Human Resources. All other statements will be retained by the School.

(h) Expense Reimbursements

The School will reimburse employees for all actual and necessary expenses incurred in the furtherance of School business. In order to be eligible for reimbursement, employees must follow the protocol set forth in the School's policy regarding expenditures, a copy of which may be obtained from the **Director of Operations and Finance**. In general, all expenses must have been previously approved in writing by **Executive Director/CEO**. All reimbursement forms must be complete and submitted to **Director of Operations and Finance**

Section 1.06 Employee Benefits

(a) Holidays

Encore Education Corporation observes paid holidays during the school year for classified staff. Refer to your calendar for holidays that are paid in the school year.

When a holiday falls on a Saturday or Sunday, it is usually observed on the preceding Friday or the following Monday. However, Encore Education Corporation may close on another day or grant

compensating time off instead of closing. Holiday observance will be announced in advance.

Each regular non-exempt classified employee's eligibility for holiday pay begins after completion of his or her introductory period. To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work your regularly scheduled working days immediately preceding and immediately following the holiday, unless a paid absence on either day is approved in advance by your supervisor. If you are required to work on a paid scheduled holiday, you will receive straight time for hours worked and holiday pay for the holiday itself.

(b) Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., one who is related to the employee by blood or whose association with the employee is the equivalent of a family relationship) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Employees are frontloaded with twenty-four (24) hours of paid sick leave at the beginning of each work year. Full-time and part-time employees continue to accrue paid sick leave on a proportional basis over the remainder of the school year until reaching an equivalent of forty eight (48) hours at which point, accrual stops. On-Call and Daily employees do not accrue additional sick leave beyond the twenty four (24) hours initially frontloaded. Unused paid sick leave does carry over from year to year.

New employees may not use paid sick leave in the first ninety (90) days of employment.

If the need for paid sick leave is foreseeable, the employee must provide reasonable advance notification. If the need is unforeseeable, the employee must provide notice of the need for the leave as soon as practicable. Employees must contact **the Director of Operations and Finance** to schedule or report the need for paid sick leave.

Accrued and unused sick leave is not paid out upon termination, resignation, retirement, or other separation from employment. The School will provide employees with written notice setting forth the amount of paid sick leave available.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work satisfactory to the School may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of sick leave, the School may require a medical certification from an employee verifying the employee's absence.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School.

(c) Insurance Benefits

(i) *Health Insurance*

Employees who work thirty (30) or more hours per week are eligible to participate in the School sponsored group health insurance plan as set forth in the Summary Plan Description (“SPD”). The School will cover the employer portion, the amount of which is based on the employee’s employment status. The employer portion is subject to the following monthly and annual limits:

- For Full Time Executive and Administrative employees, the School will provide up to \$15,000.00 per year prorated on a monthly basis.
- For Full Time Certificated Teaching employees, the School will provide up to \$12,000.00 per year prorated on a monthly basis.
- For Full Time Certificated Teaching employees with 7 years plus service with EHS, the School will provide up to \$14,000.00 per year prorated on a monthly basis.
- For Full Time Non Certificated non-teaching employees, the School will provide up to \$10,000.00 per year prorated on a monthly basis.
- For Part Time Non Certificated non-teaching employees working 30-39 hours a week, the School will provide up to \$7,000.00 per year prorated on a monthly basis.

This contribution can only be used for participation in the employer sponsored group plan. Unused contributions are not available to cash out or transfer to another insurance plan. The employee will be responsible for premium costs in excess of the employer portion. The employee portion of monthly premiums will be deducted from the employee’s paycheck.

If medical insurance premium rates increase, employees may be required to contribute to the cost of increased premiums to retain coverage. Employees may become ineligible for participation in the School’s health insurance plan based on a reduction of work hours and certain kinds of unpaid leave.

Eligible employees may enroll in the School’s health insurance plan/s effective the first day of month following the month of hire e.g. hire date of August 10 means employee is eligible for coverage as of September 1.

COBRA Benefits

When coverage under the School’s medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School’s previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reached age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

The School will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. The School will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- The School stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and there has been a final determination that the employee is no longer disabled.

(ii) State Disability Insurance

All employees are enrolled in and pay into California State Disability Insurance (SDI), which is a partial wage-replacement insurance plan for California workers. Employees may be eligible for SDI during a

qualifying period of disability, as set by the state. SDI is not provided or approved by the School. While the School can assist employees with information on SDI, eligibility determinations and payments are made by the state.

(iii) Paid Family Leave

Employees may be eligible for Paid Family Leave (“PFL”) wage replacement benefits from the state for up to eight (8) weeks for a qualifying FMLA or CFRA absence, such as for the care of a seriously ill family member or to bond with a new child within one (1) year of the child’s birth or placement with the employee in connection with foster care or adoption. While the School can assist employees with information on PFL, eligibility determinations and payments are made by the state.

(iv) Workers’ Compensations Insurance

Encore, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers’ compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure employees receive any worker’s compensation benefits to which they may be entitled, employees will need to:

- Immediately report any work-related injury to the Executive Director, Director of Operations and Finance, or the Principal;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee’s Claim Form (DWC Form 1) and return it to the Principal; and
- Provide the School with a certification from a health care provider regarding the need for workers’ compensation disability leave as well as the employee’s eventual ability to return to work from the leave.

It is the School’s policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. The School, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School’s operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems (“EMS”) such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the Principal and to the individual responsible for reporting to the School’s insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School’s approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers’ Compensation Bureau and

the insurance carrier.

- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

(d) Unpaid Leaves of Absence

Under certain circumstances, the School may grant unpaid leaves of absence to employees. Employees must submit requests for leaves of absence in writing to **Human Resources** as far in advance as is practicable. While on leave, employees should occasionally keep in contact with **Human Resources** and must notify **Human Resources** if the date to return to work changes. If an employee's leave expires and fails to return to work without contacting **Human Resources**, it will be presumed that the employee abandoned his/her position with the School and employment may be terminated. If an employee is unable or unwilling to return to work at the expiration of his/her leave of absence, his/her employment may be terminated.

This Handbook summarizes leave that may be available to employees. Most leave policies have differing requirements for eligibility, duration, benefits, etc. Therefore, employees should contact **Human Resources** to request specific information relating to a particular leave policy.

While out on a paid leave of absence, employees may not accept employment with another company or person unless agreed to in advance in writing by the School's Board. Acceptance of employment in violation of this policy will be considered an abandonment of the employee's position with the School, and employment may be terminated. Employees shall not apply for unemployment compensation insurance while out on leave.

Encore recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

(i) *Family Care and Medical Leave*

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where School must only have at least five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee’s newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.
2. Because of the employee’s own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School’s separate pregnancy disability policy).
 - a. A “serious health condition” is an illness, injury (including, but not limited to, on-the- job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.
 - b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
 - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
 - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes. “Designated person” refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.
 5. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may include a domestic partner.
- Amount of FMLA/CFRA Leave Which May Be Taken
 1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
 2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA/CFRA leave during a twelve (12) month period to care for the servicemember.
 3. The “twelve month period” in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.
 4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee’s leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.
 - Pay during FMLA/CFRA Leave
 1. An employee on FMLA/CFRA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
 2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the

beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted his/her sick leave, leave taken under FMLA or CFRA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Encore may recover the health benefit costs paid on behalf of an employee during his/her FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA/CFRA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
 3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
 4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.
- Procedures for Requesting and Scheduling FMLA/CFRA Leave
 1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.
 2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.
 3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
 4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.
 5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
 6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
 7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of

failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.
2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

(ii) Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her

pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 ¹/₃ weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 ¹/₃ weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 ¹/₃ weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave and may use any or all accrued vacation time at the beginning of any otherwise unpaid leave period.
2. The receipt of vacation pay, sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Vacation and sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

Encore shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Encore can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

- The employee is taking leave under the California Family Rights Act.
- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
- There is a non-pregnancy related medical condition requiring further leave.
- Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the Principal. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

- a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
- b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

- 2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
- 3. In accordance with Encore policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
- 4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

(iii) Organ Donation and Bone Marrow Donation

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require

time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave (“Donor Leave”), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee first uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

(iv) Funeral/Bereavement Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of bereavement leave due to the death of a covered family member. Employees are entitled to up to three (3) days of pay during bereavement leave. For purposes of this policy, an employee’s immediate family member includes a current spouse, parent, parent-in-law, legal guardian, sibling, child, sibling of the employee’s spouse or domestic partner, grandparent, grandchild, or domestic partner.

If any employee requires more than **three (3)** workdays off for bereavement leave, the employee may request additional unpaid leave or may request the opportunity to use any accrued personal time, which may be granted in the discretion of the School.

(v) Military and Military Spouse Leave of Absence

Encore shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 (“USERRA”). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee’s health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Encore will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment

within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

The School shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

(vi) Drug and Alcohol Rehabilitation Leave

The School will reasonably accommodate an employee who voluntarily enters and participates in an alcohol or drug rehabilitation program, including potentially providing unpaid leave to participate in the program. The School will not pay for the costs incurred in attending a rehabilitation program. An employee who wishes to identify him or herself as an individual in need of the assistance of an alcohol or drug rehabilitation program may contact **Human Resources**. The School will take all reasonable steps necessary to maintain the employee's privacy in this situation. The employee may use accrued sick leave or accrued vacation time, if any, during the requested leave.

An employee will not be subject to any discipline or retaliation for voluntarily enrolling in a drug and alcohol rehabilitation program. Employees who violate the School's drugs and alcohol policy will not be protected from discipline or dismissal by attempting to take leave under this policy.

(vii) Time off for Adult Literacy Programs

The School will reasonably accommodate and assist any employee who reveals a problem of illiteracy and requests employer assistance in enrolling in an adult literacy education program. Employees will be required to bear the cost associated with enrollment in an adult literacy education program, but the School will assist the employee by providing the locations of local literacy education programs. The School may also arrange for a literacy education provider to visit the School.

An employee who wishes to reveal a problem of illiteracy and requests School assistance should contact **Human Resources**. The School will take all reasonable steps to safeguard the employee's privacy. Employees may use accrued vacation pay if available to make up for the work that is missed to attend literacy classes.

(viii) School Appearance and Activities Leave

As required by law, the School will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per

school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Encore, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

(ix) Jury and Witness Duty

For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform work duties as assigned. The School will provide nonexempt employees unpaid leave to serve on a jury or grand jury as required by law. The School will also provide employees unpaid leave to appear in court or other judicial proceeding as a witness, as permitted by law, to comply with a valid subpoena or other court order. Please notify **your direct report** of your commitment to serve on a jury or as a witness as far in advance as possible.

(x) Victims of Abuse Leave

The School provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime.. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide the School with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide the Encore one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or

- prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
 4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employees behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Encore will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Principal.

(xi) Victims of Crime Leave

An Employee who is a victim of certain crimes (violent felonies, felony thefts and serious felonies as defined by law) or is an immediate family member of a victim, is a registered domestic partner of a victim or the child of a registered domestic partner of a victim will be given time off as necessary in accordance with the law. Employees may be required to provide reasonable advanced notice of the need for time off if feasible and documentation establishing the right to such time off may be requested. The School will take all reasonable steps to maintain the confidentiality of any employee requesting crime victim leave. Please notify **Human Resources and your direct report** of your need for time off as far in advance as possible. As applicable, an employee may use accrued vacation leave or sick leave for crime victim leave purposes.

(xii) Volunteer Firefighters, Reserve Peace Officers or Emergency Rescue Personnel Leave

Employees who perform emergency duties as volunteer firefighters, reserve peace officers or emergency rescue personnel will be given time off as necessary in accordance with the law. Employees are requested to alert **Human Resources and your direct report** of their status as volunteer firefighters, reserve peace officers or emergency rescue personnel so that the School will have advanced notice of the employee's potential need to leave the School in the event of an emergency. Any time an employee must perform emergency duties, he/she must notify **Human Resources and your direct report** before leaving the School's premises.

Employees who perform duties as a volunteer firefighter are entitled to a temporary leave of absence not to exceed an aggregate of fourteen (14) days per calendar year for the purpose of engaging in fire or law enforcement training. Employees must provide **Human Resources and your direct report** with advanced notice of any training.

(xiii) Voting Leave

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the School at least two (2) days' notice. Employees may

take unpaid leave to serve as an election official on voting day with prior advanced notice to the School.

(xiv) Paid Personal Leave

New employees may not use paid personal leave in the first ninety (90) days of employment.

Full-time employees will accrue four (4) days of personal leave per year. Personal leave does not accrue past the maximum of ten (10) days. Once this cap is reached, no further personal leave will accrue. There is no retroactive grant of personal leave for the period of time the accrued personal leave was at the cap.

Personal leave days must be coordinated and cleared with the employee's supervisor in advance. The School's needs and schedule will determine permissible personal leave days.

Exempt employees must take personal leave in four (4) hour increments. Personal leave may not be utilized before it is earned. An employee whose employment terminates will be paid for accrued unused personal leave days on a pro rata basis.

(xv) Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the **Executive Director/CEO**.

Section 1.07 Employment Evaluation and Separation

(a) Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by their direct supervisor. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the employee's work, their knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions or job retention. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to performance. After the review, employees are required to sign the evaluation report simply to acknowledge receipt and review.

(b) Discipline and Termination

Consistent with the at-will nature of employment, either the employee or the School may terminate the employment relationship at any time, with or without prior notice and with or without cause.

Violation of the School's policies and rules may warrant disciplinary action, which may take multiple forms, including verbal warnings, written warnings, suspensions or termination. The School's disciplinary system is informal and the School may, in its sole discretion, utilize any form of discipline it deems appropriate under the circumstances, up to and including termination of employment upon a first offense. Nothing in this section is intended to alter the at-will nature of employment.

(c) Resignation

While it is not required, the School requests that employees electing to resign to give as much advance notice as possible (preferably two weeks) to allow the School to plan for the employee's departure.

An exit interview will normally be scheduled on the last day of work with **Human Resources** and a member of the **Administrative Team**. The purposes of the exit interview is to review eligibility for benefit conversion, to ensure that all necessary forms are completed, to collect any company property (including keys, equipment, documents and records) that may be in the employee's possession, to review the employee's obligations regarding confidential information, and to provide the employee with the opportunity to make any constructive comments and suggestions on improving the working environment at the School. The School appreciates receiving candid opinions of the employee's employment. Final pay, including pay for any earned but unused vacation time, will be provided in accordance with state law.

(d) References

All requests for references and employment verifications must be promptly directed to **Human Resources**. When contacted for a reference or employment verification, the School will only provide information concerning dates of employment and the title of the last position held. Other employees

may not provide any employment verifications or act as a reference for any other employees.

(e) Arbitration

Employees may resolve their disputes against the School in arbitration as described in the arbitration section of the School's employment agreement.

Section 1.08 INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the President of the School’s Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the complainant’s concerns. The written complaint should set forth in detail the

factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

APPENDIX A Harassment/Discrimination/Retaliation Complaint Form

HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School’s policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

Encore will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else:

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; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School 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.

Signature of Complainant

Date: _____

Print Name

Received by: _____

Date: _____

APPENDIX B Internal Complaint Form

INTERNAL 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; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

I hereby authorize the School 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 providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant: _____ Date: _____

Print Name: _____

To be completed by School:

Received by: _____

Date: _____

Coversheet

February 2023 STRS, PERS, 403b payment report

Section:	II. Consent Items
Item:	C. February 2023 STRS, PERS, 403b payment report
Purpose:	Vote
Submitted by:	
Related Material:	Feb_2023_STRS__PERS__403b_Payment_Report.pdf

Hesperia Payroll Month	STRS/PERS Payment Due Date	Payment Date	PERS CR Number	Date Cleared	STRS CR Number	Date Cleared	403b Check number	Due Date based on regular rules, not safe harbor	Payment Date	Date Cleared
July	15th of the month	7/8/2022	70788	7/14/2022	70788	7/14/2022	70787	7/13/2022	7/8/2022	7/20/2022
July (Additional PERS)		7/13/2022	70790	7/14/2022	70790	7/14/2022				
July	31st of the month	7/26/2022	70846	7/26/2022	70846	7/29/2022	70845	7/13/2022	7/26/2022	8/2/2022
Aug-23	15th of the month	8/10/2022	70907	8/12/2022	70907	8/12/2022	70906	8/13/2022	8/10/2022	8/18/2022
Aug-23	31st of the month	8/29/2022	70945	8/30/2022	70945	8/30/2022	70944	9/1/2022	8/29/2022	9/8/2022
Sep-23	15th of the month	9/12/2022	70972	9/13/2022	70972	9/13/2022	70974	9/13/2022	9/16/2022	9/21/2022
Sep-23	31st of the month	9/29/2022	71019	9/30/2022	71019	9/30/2022	71022	10/1/2022	9/29/2022	10/6/2022
Oct-23	15th of the month	10/7/2022	71035	10/12/2022	71035	10/12/2022	71057	10/12/2022	10/7/2022	10/14/2022
Oct-23	31st of the month	10/26/2022	71087	10/31/2022	71087	10/31/2022	71089	10/27/2022	10/27/2022	11/7/2022
Nov-23	15th of the month	11/15/2022	71146	11/29/2022	71146	11/29/2022	71145	11/13/2022	11/15/2022	11/28/2022
Nov-23	31st of the month	11/30/2022	71160	12/2/2022	71160	12/2/2022	71159	11/30/2022	11/30/2022	12/12/2022
Dec-23	15th of the month	12/9/2023	71166	12/12/2022	71166	12/12/2022	71165	12/8/2022	12/8/2022	12/22/2022
Dec-23	31st of the month	12/28/2022	71208	1/3/2023	71208	1/3/2023	71207	12/28/2022	12/28/2022	1/9/2023
Jan-23	15th of the month	1/11/2023	71242	1/17/2023	71242	1/17/2023	71240	1/10/2023	1/10/2023	1/17/2023
Jan-23	31st of the month	1/26/2023	71273	2/6/2023	71273	2/6/2023	71271	1/26/2023	1/26/2023	2/1/2023
Feb-23	15th of the month	2/14/2023	71306	2/15/2023	71306	2/15/2023	71305	2/13/2023	2/13/2023	2/22/2023
Feb-23	31st of the month	2/27/2023	71325	3/1/2023	71325	3/1/2023	71327	2/28/2023	2/28/2023	3/8/2023
Mar-23	15th of the month	3/8/2023	71354	3/9/2023	71354	3/9/2023	71353	2/13/2023	3/8/2023	3/13/2023
Mar-23	31st of the month									
Apr-23	15th of the month									
Apr-23	31st of the month									
May-23	15th of the month									
May-23	31st of the month									
Jun-23	15th of the month									
Jun-23	31st of the month									

Hesperia Contributions to PERS & STRS: Due date is the 5th business date of the month

To note, the payroll for 7/24 and 8/10 paid July payroll; 8/25 and 9/10 paid August payroll; 9/25 and 10/9 will pay Sept payroll

Contributions to 403b

The DOL rule is somewhat gray. It states that:

An employer is required to deposit your money into your retirement account as soon as the employee assets can be reasonably segregated from employer assets, but no later than 15 business days of the month following the month in which the payroll deduction occurred.

Based on fact patterns in DOL plan audits and other published commentary, some considerations are as follows:

- For plans with fewer than 100 participants, the DOL finalized regulations on January 14, 2010 which establishes a "safe harbor" of 7 business days following the payroll deduction date.

Depositing employee 401K and 403b payroll deduction funds will be considered timely if this 7 day "safe harbor" test is met; and

- No safe harbor time period exists for plans with 100 or more employee-participants. Commentary does exist that suggests funding the retirement plan by the due date of an employer's Form 941 tax deposit will be considered timely (which for large employers is the next day after payroll).

STRS 95% by 5th business day; remainder by 15th

100% of payroll makes up 95% for charter and districts

PERS - 15 days 95%; remainder by end of month

Coversheet

February 2023 Warrant Report

Section:	II. Consent Items
Item:	D. February 2023 Warrant Report
Purpose:	Vote
Submitted by:	
Related Material:	ENC_February_2023_Warrant_Report_-_Detail.pdf

**ENCORE HIGH SCHOOLS
WARRANT REGISTER: February 2023**

Check Number	Check Date	Payee	Reason	Sum of Amount
012023-SUI SEF	2/1/2023	EDD	Variance to GL	(\$0.17)
			Q4 2022 SUI SEF	\$6,211.10
012023-SUI SEF Total				\$6,210.93
MCHK23-0005	2/8/2023	Southern California Edison	SCE Payments	\$0.00
MCHK23-0005 Total				\$0.00
020223-PACE	2/2/2023	Pace Payments Systems	BANKCRD CCDISCOUNT	\$157.59
020223-PACE Total				\$157.59
0202302928082	2/3/2023	Anthem Blue Cross	Anthem, 1/26/23-2/25/23	\$45,655.03
			Anthem, 1/26/23-2/25/23 - Variance	(\$14.47)
0202302928082 Total				\$45,640.56
021423-SWC13962	2/14/2023	AMTRUST NORTH AMERICA - Workman's Comp	AmTrust, 1/26/23 to 2/25/23	\$3,492.87
			AmTrust, 1/26/23 to 2/25/23 - Variance	\$604.13
			Installment Fee	\$15.00
021423-SWC1396234 Total				\$4,112.00
021623-BankDirec	2/16/2023	Bank Direct Capital Finance	Sexual Assault & Molestation Policy Installment	\$17,851.39
021623-BankDirect Total				\$17,851.39
022123-ACH	2/20/2023	The Hanover Insurance Group	Hanover 7/23/22 - 7/25/23	\$737.25
022123-ACH Total				\$737.25
022323-ACH	2/23/2023	Fonality - NetFortis	Fonality monthly payment for phone service	\$1,500.41
022323-ACH Total				\$1,500.41
3941008	2/28/2023	Employee Benefits Corporation	1/1/23 - COBRASecure Administration Fee	\$60.00
			12/1/22 - COBRASecure Administration Fee	\$60.00
			2/1/23 - COBRASecure Administration Fee	\$60.00
3941008 Total				\$180.00
71273	2/2/2023	San Bernardino County Office of Education	SBCOE January 25 2023 PERS	\$22,882.06
			SBCOE January 25 2023 STRS	\$36,330.77
71273 Total				\$59,212.83
71274	2/2/2023	CT Paint Pros	New Bus Paint	\$8,000.00
71274 Total				\$8,000.00
71275	2/2/2023	DMV Renewal	Dodge VIN 12565 LIC 45727J1	\$222.00
			FORD VIN 07704 LIC 26345G3	\$1,092.00
71275 Total				\$1,314.00
71276	2/2/2023	Keenya Gross	Bus Pass Reimbursement	\$90.00
71276 Total				\$90.00
71277	2/2/2023	Miguel Sandoval dba Precision Epoxy	Labor - Office Building Paint	\$2,000.00
71277 Total				\$2,000.00
71279	2/3/2023	3D K9 Partners, LLC	Detection Services	\$750.00
71279 Total				\$750.00
71282	2/8/2023	Advance Disposal Co.	December 2022 Trash Disposal Service	\$1,937.39
71282 Total				\$1,937.39
71283	2/8/2023	Amazon Capital Services, Inc.	3 Door Commercial Grade Stainless Steel Reach in Freezer	\$5,499.00
			Amcrest 5MP Turret POE Cameras	\$999.80
			Bird Spikes	\$239.90
			Business Prime Membership Fee	\$779.00
			Classroom Supplies	\$2,130.87
			Command Picture Hanging Strips Trial Pack	\$189.24
			Craft Supplies	\$1,719.97
			Diploma Covers - Grad expense	\$238.50
			Epison ink maintenance Box	\$22.26
			Flags for Graduation	\$24.91
			How to Reach and Teach English Language Learners	\$100.72
			Janitorial, Gloves, Rainwear	\$218.20
			Kalsan 50 Pack 8gb USB Flash Drives	\$237.96
			Liftgate for Driver Unloading	\$85.00
			Mini HDMI live Switch	\$295.00
			PFC Power Supply	\$39.99
			Pro Grade - Paint Roller Covers	\$11.99
			Shark steam mop, leg stretcher strap, yoga blocks	\$156.80
			Student Events - costumes	\$631.96
			Universal USB Type C Chromebook Charger	\$954.75
			Walkie Talkies Earpiece	\$48.99
			Walkie Talkies Mini	\$254.99
71283 Total				\$14,879.80
71284	2/8/2023	AT&T	December 2022 Services	\$288.68
71284 Total				\$288.68
71285	2/8/2023	California Department of Education / Cashier's Office	Student Meals	\$300.45
71285 Total				\$300.45
71286	2/8/2023	Delta Managed Solutions, Inc.	Accounting Service - January 2023	\$15,750.00
71286 Total				\$15,750.00
71287	2/8/2023	Enrollment Professor West	6-Month Agmnt Pymnt 6 of 6 01/1/23 to 01/31/23	\$4,700.00
71287 Total				\$4,700.00
71288	2/8/2023	Fresh Start Healthy Meals	November 2022 Meals	\$19,336.94
71288 Total				\$19,336.94
71289	2/8/2023	Green Comfort	A/C & Heater Commercial Maintenance & Repair	\$5,283.50
71289 Total				\$5,283.50
71290	2/8/2023	Measure Education Inc.	December 2022 Data Management Services	\$2,197.88
71290 Total				\$2,197.88
71291	2/8/2023	Nigro & Nigro	2021/22 Audit Services	\$10,750.27

**ENCORE HIGH SCHOOLS
WARRANT REGISTER: February 2023**

Check Number	Check Date	Payee	Reason	Sum of Amount
71291	44965	Nigro & Nigro	Final Billing 2019/20 Audit	\$2,230.00
71291 Total				\$12,980.27
71292	2/8/2023	PresenceLearning, Inc.	November 2022 Sped Services	\$4,418.73
71292 Total				\$4,418.73
71293	2/8/2023	Purchase Power	Postage Equipment refill	\$876.90
71293 Total				\$876.90
71294	2/8/2023	SBC Tax Collector	7/1/22-6/30/23 Property Tax for Parc #0410-011-39-0-000	\$4,088.99
71294 Total				\$4,088.99
71295	2/8/2023	Schola	ScholaRecruiter Pro-3 Month Subscription	\$3,500.00
71295 Total				\$3,500.00
71296	2/8/2023	Southwest School and Office Supply	Sales Order: W652814 - School Supplies	\$108.14
			Sales Order: W656760 - School Supplies	\$819.05
			Sales Order: W662261 - School Supplies	\$352.90
			Sales Order: W663201 - School Supplies	\$853.48
71296 Total				\$2,133.57
71297	2/8/2023	State of CA/Franchise Tax Board	Tax Yr End 06/21	\$36.14
71297 Total				\$36.14
71298	2/8/2023	The Stepping Stones Group LLC	SPECIAL EDUCATION TEACHER - WST	\$9,792.00
71298 Total				\$9,792.00
71299	2/8/2023	Teamleader	PO #091322CHEER - Uniform for Cheer Class	\$1,514.76
71299 Total				\$1,514.76
71300	2/8/2023	Warren W Meyer & Sons Const. Co. Inc.	C Ave. & Lemon St, Hesperia, CA - Grading Services	\$4,760.00
71300 Total				\$4,760.00
71301	2/8/2023	Western NRG, Inc.	Western NRG's 24x7 URGENT CARE SUPPORT	\$135.00
71301 Total				\$135.00
71303	2/10/2023	Southwest Gas Corporation	November 2022 Gas Svc	\$1,059.30
71303 Total				\$1,059.30
71304	2/10/2023	San Bernardino County Office of Education	February 10 2023 PERS	\$0.00
			February 10 2023 STRS	\$0.00
71304 Total				\$0.00
71305	2/13/2023	National Benefits Services	February 10 23 403b Contributions	\$700.00
71305 Total				\$700.00
71306	2/14/2023	San Bernardino County Office of Education	February 10 2023 PERS	\$26,273.72
			February 10 2023 STRS	\$36,952.24
71306 Total				\$63,225.96
71307	2/17/2023	Brainiac Center LLC	January 2023 Psychological Supervisory Services	\$1,500.00
71307 Total				\$1,500.00
71308	2/17/2023	School Nutrition Partners	December 2022 Consulting Fee	\$1,401.00
71308 Total				\$1,401.00
71309	2/22/2023	Advance Disposal Co.	Finance Charge on Invoice #0001909087	\$1.58
			Finance Charge on Invoice #0001945659 / Storage Box	\$60.92
			January 2023 Trash Disposal Service	\$1,937.39
71309 Total				\$1,999.89
71310	2/22/2023	Charter Tech Services	Cybersecurity Risk Assessment - Payment 1 of 2	\$4,810.00
71310 Total				\$4,810.00
71311	2/22/2023	College Entrance Examination Board	PSAT/NMSQT (October 2022 admin)	\$162.00
71311 Total				\$162.00
71312	2/22/2023	Delta Managed Solutions, Inc.	Accounting Service - February 2023	\$15,750.00
71312 Total				\$15,750.00
71313	2/22/2023	Fresh Start Healthy Meals	Interest on Overdue Invoices	\$853.70
			January 2023 Meals	\$28,404.01
71313 Total				\$29,257.71
71314	2/22/2023	Measure Education Inc.	November 2022 Data Management Services	\$2,197.88
71314 Total				\$2,197.88
71315	2/22/2023	Quill Corporation	Office Supplies	\$759.58
71315 Total				\$759.58
71316	2/22/2023	Staples Technology Solutions	Managed Print Service Charge for Meter LIFECOUNTMONO	\$122.23
71316 Total				\$122.23
71317	2/22/2023	The Stepping Stones Group LLC	SPECIAL EDUCATION TEACHER - WST	\$9,792.00
71317 Total				\$9,792.00
71318	2/22/2023	Terminix International Company	January 2023 Pest Control	\$124.66
71318 Total				\$124.66
71319	2/22/2023	Verizon	11/24/22 - 12/23/22 Wireless Services	\$250.50
			12/24/22 - 01/23/22 Wireless Services	\$250.50
			11/26/22 - 12/25/22 Wireless Services	\$392.01
71319 Total				\$893.01
71320	2/22/2023	Western NRG, Inc.	Western NRG's 24x7 URGENT CARE SUPPORT	\$135.00
71320 Total				\$135.00
71321	2/22/2023	Young, Minney & Corr, LLP	D. Griffin, et al. v. Encore Education Corporation, et al.	\$5,067.50
71321 Total				\$5,067.50
71325	2/27/2023	San Bernardino County Office of Education	February 24 2023 PERS	\$25,318.29
			February 24 2023 STRS	\$37,553.87
71325 Total				\$62,872.16
71326	2/27/2023	Ebmeyer Charter	22-23 Bus Services - 7th Installment	\$73,660.35
71326 Total				\$73,660.35
71327	2/28/2023	National Benefits Services	February 24 23 403b Contributions	\$700.00
71327 Total				\$700.00
Ck#2271	2/3/2023	DMV Renewal	Ck#2271 - DMV Payment	\$2,841.00

**ENCORE HIGH SCHOOLS
WARRANT REGISTER: February 2023**

Check Number	Check Date	Payee	Reason	Sum of Amount
Ck#2271 Total				\$2,841.00
February 2023	2/28/2023	Emburse	February 2023 Emburse	\$6,439.78
February 2023 Total				\$6,439.78
February 2023 Fee	2/13/2023	Wells Fargo Bank Service Fee	Feb 2023 Client Analysis Service Charge	\$88.99
February 2023 Fees Total				\$88.99
MCHK23-0007	2/9/2023	Staples Technology Solutions	Credit Memo #013920340	\$0.00
		Allstate Benefits	Allstate, Group #64877, 12/1/22 - 12/31/22	\$1,866.99
MCHK23-0007 Total				\$1,866.99
MCHK23-0009	2/17/2023	Southern California Edison	August 2022 Service	\$14,474.00
			January 2023 Service	\$9,299.98
MCHK23-0009 Total				\$23,773.98
Grand Total				\$567,868.93

Coversheet

Approval of Refund Policy

Section: III. Governance
Item: B. Approval of Refund Policy
Purpose: Vote
Submitted by:
Related Material:
Refunding Student Fees Policy (YMC Sample) (4859-4779-7849.v2).pdf

Board Policy #: [INSERT]

Adopted/Ratified: March 27, 2023

STUDENT TICKET FEE REFUND POLICY

Definitions

- “*Fundraising*” means soliciting funds for the benefit of Encore Junior and Senior High School of Performing & Visual Arts. Funds raised in this manner are considered donations and are non-refundable.
- “*Charging a fee*” means that the student has paid a specific price for a ticket to an event. This fee is not a donation and as such is refundable in the event the event is canceled.
- “*Recreational Opportunity*” mean an activity that is *not* deemed to be an extra-curricular or co-curricular activity and is not a fundamental part of the Charter School’s educational program. For example, attendance at a dance or as a spectator at an Encore athletic event.

Refunds for Recreational Opportunities

When a student engages in a recreational opportunity, Encore or the Encore ASB may charge a fee for the student’s optional attendance. The advertisement will clearly state that attendance is optional, the cost of the ticket will be included on the advertisement, and that the ticket price is refundable if the event is cancelled. The fee will be reasonable and is intended to cover the cost of the event.

In the event that the event is cancelled, the person purchasing the ticket will automatically be refunded the cost of the ticket via check within thirty (30) calendar days of the known date of cancellation. Checks will be made payable to the purchaser and mailed to the purchaser’s current home address.

Refunds for fundraising and donations

Student fundraising activities will be clearly identified as voluntary donations to benefit Encore students and are not refundable.

Applicability of Policy

Refunds may be granted for all cancelled events scheduled to be held on or after January 1, 2023.

4859-4779-7849, v. 1

Coversheet

Approval of Teleconference Policy

Section:	III. Governance
Item:	C. Approval of Teleconference Policy
Purpose:	Vote
Submitted by:	
Related Material:	Teleconference Policy 2023-03-27.docx



Teleconference Policy

Draft submitted for Board approval March 27, 2023

This policy describes how Encore may hold meetings of its Board of Directors and School Site Council via teleconference (e.g. Zoom).

Section 1: Board of Directors

Under the Brown Act teleconferencing requirements:

1. At least a quorum of the members of the local public agency body must participate from locations within the boundaries of the territory over which the local public agency body exercises jurisdiction.
2. The teleconference location must be noted on the agenda.
3. The agenda must be posted at the remote location.
4. **Public Access:** Each teleconference location must be accessible to the public so the public may attend the remote location.
5. Any vote must be done by roll call.
6. A majority of the Board must be located within the territory of the district.

Under AB 2449 teleconferencing requirements:

1. At least a quorum of the board must participate in the meeting from a single physical location that is identified on the notice and agenda, is open to the public, and is located within the jurisdiction. This is different from the traditional teleconference rules where a quorum of the board must be within the jurisdiction but not necessarily all at one physical location.
2. **Public Access:** The agenda must provide an option for members of the public to participate in the meeting remotely by phone and internet, e.g. a dial-in number and link, in addition to public participation at the physical location. It is permissible for third-party website or internet platform providers to require the public to register/log-in. The public must be able to comment in real-time, and the board cannot require submission of comments in advance.
3. The board member using AB 2449 must notify the agency at the earliest opportunity possible, even at the start of the meeting. A separate request and disclosure is required for each meeting. The disclosure must include a general description of the need to participate remotely, provided that they need not disclose any medical diagnosis or disability, or personal medical information. At the meeting before any action is taken, the board

member must publicly disclose whether any adults are present in the room with the board member, and the general nature of the person's relationship.

4. The board member must participate remotely by audio *and* video.
5. A board member may only participate remotely based on "just cause" for two meetings per calendar year.
6. In addition, a board member may not participate remotely under AB 2449 for more than three consecutive months, or for 20 percent of the regular meetings within a calendar year. If the governing body meets 10 or fewer times per year, each board member may only use AB 2449 twice per year.
7. If the broadcast of the meeting or the public's ability to comment via call-in or internet-based options is disrupted, the board cannot take further action until restored. Any actions taken during disruption may be challenged.

Section 2: School Site Council

SSC meetings may be conducted remotely via any virtual platform accessible on participants' mobile phones, tablets, and/or computers in any manner that complies with the requirements of Greene Act (*EC* Section 35147), which includes the flexibility of meeting either virtually or in person.

Section 3: Public Access

1. For Board meetings held under traditional Brown Act rules, each teleconference location must be accessible to the public so the public may attend the remote location.
2. For Board meetings held under AB 2449 rules, the agenda must provide an option for members of the public to participate in the meeting remotely by phone and internet, e.g. a dial-in number and link, in addition to public participation at the physical location. It is permissible for third-party website or internet platform providers to require the public to register/log-in. The public must be able to comment in real-time, and the board cannot require submission of comments in advance.
3. Unless otherwise required to provide a teleconference link that is open to the public, Encore will permit public access to its Board and School Site Council meetings via in-person participation. Members of the public may also send comments via e-mail to board@encorehighschool.com
4. Teleconference rules do not apply to board meeting guests or presenters. Encore will coordinate with guests and presenters to provide a teleconference link as needed.

Coversheet

Approval of February 2023 Financial Report

Section: IV. Budget and Finance
Item: A. Approval of February 2023 Financial Report
Purpose: Vote
Submitted by: Sabrina Bow, Executive Director
Related Material: Encore DMU February 2023_FINAL.pdf

BACKGROUND:

Encore's back office provider prepares monthly financial statements comprised of a statement of cash flows, income statement, and balance sheet. Consistent review of these financial statements allow the management team to monitor the School's financial position, and enable the Encore Board of Directors to uphold its fiduciary responsibility.

RECOMMENDATION:

Approve the February 2023 financial statements.



Encore High School for the Arts

DMS Monthly Update
Actuals through: February 28, 2023





SUMMARY NARRATIVE

This report is intended to provide a financial update comparing the Second Interim Budget to the actuals through February 28, 2023. Along with an update on the financial health of the organization, these updates are a means to review and detect coding and budgeting issues and to make corrections throughout the year. Reviewing and collaborating together on an ongoing basis to thoughtfully address these issues, especially early in the year, are the keys to successful financial reporting.

It is important to keep in mind that state and federal revenues do not flow evenly throughout the year and for this reason YTD results are not necessarily a valuable measure of the financial performance.

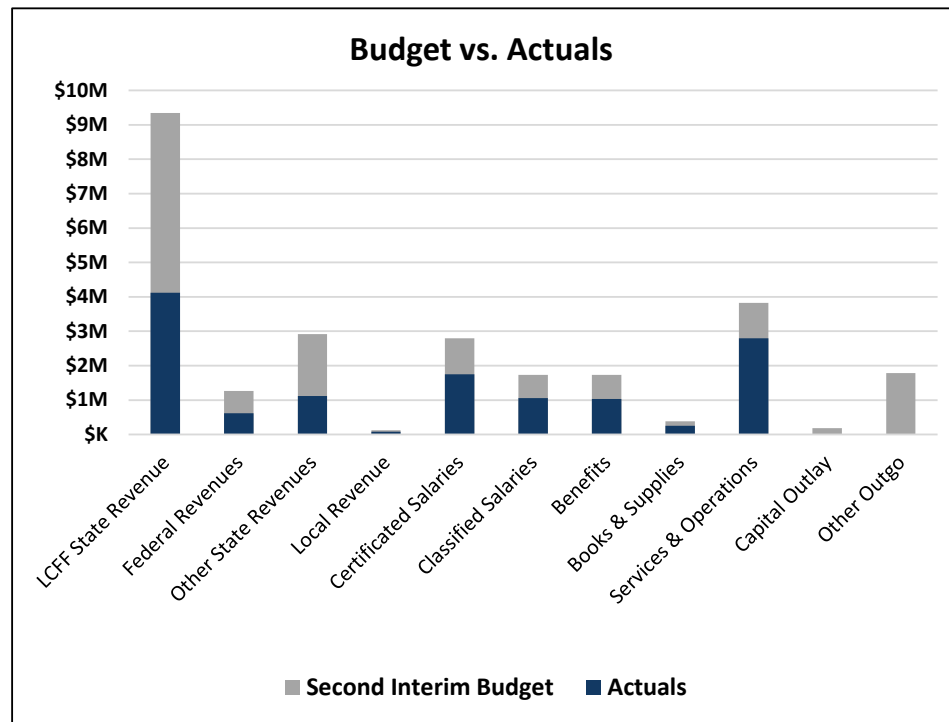
At this juncture with 67% of the year (8 months) completed, compensation and benefits are trending slightly less than budgeted and are sitting where we expect them to be. It is important to note that many expenditure categories are "front loaded" meaning spending is greater in the beginning of the school year and tend to "level out" over the balance.

Cash Flow - Encore High School for the Arts is projected to end the year with 47 days' cash on hand which reflects a solid financial foundation for a high level of fiscal responsibility. DMS will continue to work with Encore and the Authorizer to accelerate payments as much as possible to maximize the cash balance.

Encore High School for the Arts continues to demonstrate fiscal stability and is projected to meet all obligations as scheduled. DMS and Encore continue to monitor the political and economic landscape in an effort to anticipate their potential impacts on the school.

Encore High School for the Arts 2022-23 DMS Monthly Update Budget vs Actuals Summary

Encore Budget vs Actuals	Second Interim Budget	Actuals 2/28/2023	% of Budget
ADA			
Revenues			
LCFF State Revenue	9,345,420	4,121,557	44%
Federal Revenues	1,263,737	612,696	48%
Other State Revenues	2,914,890	1,115,086	38%
Local Revenue	120,472	79,572	66%
TTL Revenues	13,644,518	5,928,911	43%
Expenditures			
Certificated Salaries	2,799,257	1,750,786	63%
Classified Salaries	1,732,568	1,059,707	61%
Benefits	1,728,374	1,029,386	60%
Books & Supplies	381,809	257,421	67%
Services & Operations	3,828,339	2,792,675	73%
Capital Outlay	187,240	0	0%
Other Outgo	1,782,000	0	0%
Total Expenditures	12,439,587	6,889,975	55%
Operating Income/(Loss)	1,204,931	(961,064)	67%



Encore High School for the Arts
2022-23 DMS Monthly Update
Budget vs Actuals Detail

Encore Actuals vs Budget	Code	Description	Second Interim Budget	Actuals 2/28/2023	% of Budget
Revenue					
LCFF Revenue					
	8011	LCFF General Entitlement	4,836,962	3,026,851	63%
	8012	EPA Entitlement	1,724,619	979,948	57%
	8019	Prior Year Unrestricted Revenue	2,565,550	0	0%
	8096	In-Lieu-Of Property Taxes	218,289	114,758	53%
Total LCFF Revenue			9,345,420	4,121,557	44%
Federal Revenue					
	8181	Federal IDEA SpEd Revenue	75,448	0	0%
	8220	School Nutrition Program-Federal	165,000	80,080	49%
	8290	Other Federal Revenue	1,023,289	532,616	52%
Total Federal Revenue			1,263,737	612,696	48%
Other State Revenue					
	8311	AB602 State SpEd Revenue	620,187	197,909	32%
	8520	School Nutrition Program-State	95,000	81,227	86%
	8550	Mandated Cost Reimbursements	25,658	25,658	100%
	8560	State Lottery Revenue	141,015	66,750	47%
	8590	Other State Revenue	2,033,030	743,542	37%
Total Other State Revenue			2,914,890	1,115,086	38%
Local Revenue					
	8634	Student Transportation Fees	45,000	26,409	59%
	8695	Local Grants	10,000	0	0%
	8696	Fundraising	10,000	0	0%
	8698	Other Revenue (Suspense)	0	0	0%
	8699	Other Revenue	55,472	53,164	96%
Total Local Revenue			120,472	79,572	66%
Total Revenue			13,644,518	5,928,911	43%
Expenditures					
Certificated Compensation					
	1100	Teacher Compensation	2,308,877	1,427,990	62%
	1130	Substitute Teacher Compensation	67,440	40,452	60%
	1150	Teacher Stipends/Extra Duty	42,963	33,763	79%
	1200	Student Support	244,978	123,444	50%
	1300	Certificated Administrators	135,000	125,137	93%
Total Certificated Compensation			2,799,257	1,750,786	63%

Encore High School for the Arts
2022-23 DMS Monthly Update
Budget vs Actuals Detail

Encore Actuals vs Budget	Code	Description	Second Interim Budget	Actuals 2/28/2023	% of Budget
Classified Compensation					
	2100	Instructional Aides	248,011	122,379	49%
	2160	Electives Instructional Aides	0	7,114	0%
	2200	Pupil Support Administration	542,524	309,612	57%
	2300	Classified Administrators	466,388	291,492	62%
	2400	Clerical & Technical Staff	475,646	329,110	69%
Total Classified Compensation			1,732,568	1,059,707	61%
Employee Benefits					
	3101	STRS Certificated	509,879	304,903	60%
	3102	STRS Classified	12,932	4,726	37%
	3201	PERS Certificated	32,480	19,399	60%
	3202	PERS Classified	423,028	255,363	60%
	3301	OASDI/Medicare	171,448	105,250	61%
	3401	Health Care Certificated	302,175	144,854	48%
	3402	Health Care Classified	193,615	148,484	77%
	3501	Unemployment Insurance	22,549	18,653	83%
	3601	Workers' Comp Certificated	33,591	14,944	44%
	3602	Workers' Comp Classified	20,527	9,493	46%
	3901	Other Benefits Cert	1,050	705	67%
	3902	Other Benefits Class	5,100	2,612	51%
Total Employee Benefits			1,728,374	1,029,386	60%
Books, Materials, & Supplies					
	4100	Textbooks & Core Curriculum	20,000	12,284	61%
	4310	Materials & Supplies	80,309	35,979	45%
	4320	Office Supplies	12,000	16,260	135%
	4330	Meals & Events	3,500	1,919	55%
	4340	Student Events	25,000	17,664	71%
	4350	Fuel Cost- Transportation for Pupils	50,000	6,890	14%
	4390	Other Supplies	1,000	3,491	349%
	4400	Non-Capitalized Equipment	10,000	5,530	55%
	4700	School Nutrition Program	180,000	157,405	87%
Total Books, Materials, & Supplies			381,809	257,421	67%
Outside Services & Other Operating Costs					
	5100	SpEd Consultants and Vendors Subagreements for Service	90,000	100,069	111%
	5200	Travel & Conferences	9,000	4,605	51%
	5210	Mileage Reimbursements	500	0	0%
	5300	Dues & Memberships	15,000	12,755	85%
	5400	Insurance	337,945	302,308	89%
	5500	Operations & Housekeeping	27,500	12,774	46%
	5510	Utilities (General)	320,000	202,870	63%
	5520	Janitorial Services	28,000	1,543	6%
	5610	Facility Rents & Leases	1,147,199	877,929	77%
	5620	Equipment Leases	12,000	8,306	69%
	5630	Maintenance & Repair	90,000	68,074	76%

Encore High School for the Arts
2022-23 DMS Monthly Update
Budget vs Actuals Detail

Encore Actuals vs Budget	Code	Description	Second Interim Budget	Actuals 2/28/2023	% of Budget
	5635	Vehicle Maintenance & Repairs	3,500	9,445	270%
	5800	Professional Services - Non-instructional	40,000	30,258	76%
	5810	Legal	150,000	127,460	85%
	5820	Audit & CPA	40,000	33,215	83%
	5825	DMS Business Services	237,030	165,765	70%
	5830	Non-Instructional Software Licenses/Fees	45,000	40,848	91%
	5835	Field Trips - Bus Transportations	10,000	9,760	98%
	5840	Advertising & Recruitment	60,000	39,226	65%
	5850	Oversight Fees	67,799	0	0%
	5860	Service Fees	30,000	16,797	56%
	5861	Student Fees	53,542	0	0%
	5862	SBC Tax Collector	8,200	8,178	100%
	5865	General - Bus Transportation	889,000	667,836	75%
	5870	Livescan Fingerprinting	1,000	768	77%
	5880	Instructional Vendors & Consultants	60,000	19,000	32%
	5900	Communications	3,000	1,160	39%
	5910	Telephone	29,000	17,148	59%
	5920	Internet	20,625	13,526	66%
	5930	Postage	3,500	1,051	30%
Total Outside Services & Other Operating Costs			3,828,339	2,792,675	73%
Capital Expenditures					
	6900	Depreciation	187,240	0	0%
Total Capital Expenditures			187,240	0	0%
Other Outgo					
	7439	2022 Bond Repayment	1,782,000	0	0%
Total Other Outgo			1,782,000	0	0%
Total Expenditures			12,439,587	6,889,975	55%
Operating Income/Loss			1,204,931	(961,064)	67%

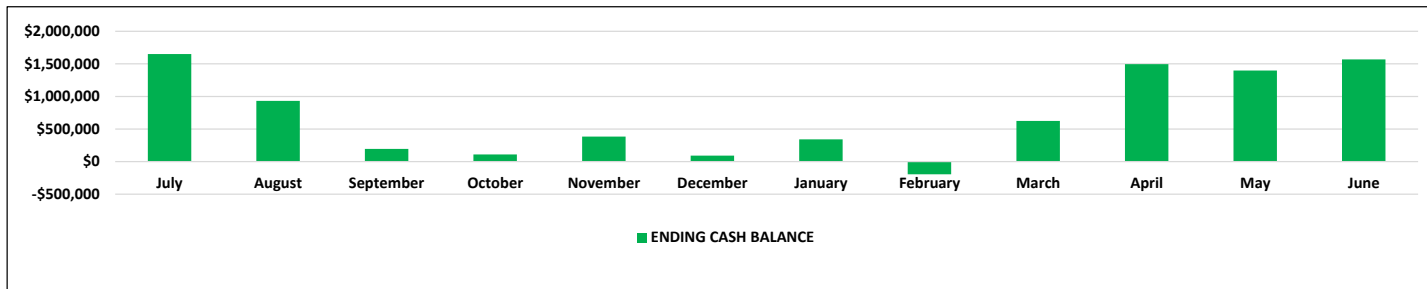
Year Passed

Encore High School for the Arts
2022-23 DMS Monthly Update
Balance Sheet

Balance Sheet	Code	Description	Actuals 2/28/2023
Assets			
Cash & Equivalents			
	9120	Cash in Banks	682,478
	9125	Cash in Banks - Umpqua Bank	(359)
	9140	Cash Awaiting Collection	0
		Total Cash & Equivalents	682,119
Current Assets			
	9200	Accounts Receivable	172,940
	9330	Prepaid Expenses	0
	9335	Emburse - Prepaid Exp	19,489
		Total Current Assets	192,429
Fixed Assets			
	9430	Buildings	131,973
	9435	Accumulated Depreciation - Buildings	(13,526)
	9440	Equipment	2,169,886
	9445	Accumulated Depreciation - Equipment	(1,542,783)
	9450	Work in Progress	9,760
	9495	Lease Adj for SL Amortization	1,212,102
		Total Fixed Assets	1,967,412
Total Assets			2,841,960
Liabilities			
Current Liabilities			
	9500	Accounts Payable	294,884
	9502	Life Insurance	(3,462)
	9503	Medical and Dental Benefits	104,605
	9504	Anthem Blue Cross	(67,276)
	9505	Medical Benefits	(44,834)
	9506	State Disability	1,840
	9507	Medicare	5,929
	9509	Vision	87
	9510	Dental	0
	9511	Federal Tax	15,593
	9512	State Tax	6,159
	9513	OASDI	9,202
	9514	EFT Direct Deposit	0
	9516	Voluntary FSA	835
	9517	Voluntary 403b	0
	9518	Workers Comp	1,063
	9519	Voluntary Insurance - NABCO	73
	9520	Voluntary Insurance - AFLAC	1,841
	9521	Accrued Salary & Wages	99,622
	9522	Voluntary Life Insurance – Allstate	2,116
	9523	Child Support Garnishment	0
	9524	EWO	0
	9525	STRS	130
	9526	PERS	(4,167)
	9527	Union Dues	254
	9529	STRS Excess Contribution	0
	9531	SUI	3,840
	9550	Prior Year AP	135,841
	9552	Use Tax Payable	1,461
	9553	Parent/Student Deposits	(783)
	9560	Liability - Stale-Dated Employee Payables	(51)
	9570	Liability - Stale-Dated Vendor Payables	756
	9581	Health Adjustments	(10,045)
	9582	Workers Compensation Adjustment	0
	9590	Due to Grantor Governments	149,318
		Total Current Liabilities	704,830
Long Term Liabilities			
	9640	Current Loans	0
	9641	Factoring Principal Due	0
	9645	LaFear Settlement	0
	9667	Capital Leases Payable	0
		Total Long Term Liabilities	0
Total Liabilities			704,830
Net Assets			2,137,131
Liabilities + Net Assets			2,841,960

**Encore High School for the Arts
2022-23 DMS Monthly Update
Cash Flow**

BB	Second Interim Budget	July	August	September	October	November	December	January	February	March Budget	April Budget	May Budget	June Budget	Accruals	Total
Beginning Balance		414,330	1,651,459	931,380	196,395	109,569	384,772	91,791	341,229	(193,627)	623,485	1,496,275	1,397,319		
Revenues															
LCFF State Revenue	0	4,836,962	0	275,168	275,168	495,303	495,303	495,303	495,303	359,445	359,445	359,445	359,445	372,331	4,836,962
EPA	0	1,724,619	0	0	0	489,974	0	489,974	0	0	372,336	0	0	372,335	1,724,619
In-Lieu Property Taxes	0	218,289	0	0	0	6,929	107,829	0	0	41,078	27,680	13,840	13,840	7,093	218,289
Prior Year Corrections	0	2,565,550	0	0	0	0	0	0	0	44,700	2,416,747	44,700	44,700	14,703	2,565,550
Federal Revenues	0	1,263,737	0	21,869	187,449	49,593	11,559	32,923	63,109	246,195	315,934	141,043	175,000	19,064	1,263,737
Other State Revenues	0	2,914,890	0	12,246	0	187,107	482,554	318,605	64,474	50,099	439,017	90,407	478,448	303,102	2,914,890
Other Local Revenue	0	120,472	300	10,879	6,556	6,910	3,168	11,404	38,880	1,476	10,039	10,039	10,039	742	120,472
TTL Revenues	0	13,644,518	300	320,162	469,172	1,228,887	999,513	966,064	1,151,739	793,073	1,210,214	3,417,698	906,473	906,126	1,275,097
Expenditures															
Certificated Salaries	0	2,799,257	14,739	136,605	261,941	282,076	260,117	276,526	254,319	264,464	263,856	263,856	263,856	256,902	(0)
Classified Salaries	0	1,732,568	52,066	140,432	150,444	150,702	154,234	139,232	118,580	154,016	155,000	155,000	155,000	52,861	1,732,568
Benefits	0	1,728,374	31,943	109,936	159,206	159,861	145,522	143,666	131,737	147,515	162,500	162,500	162,500	48,988	1,728,374
Books & Supplies	0	381,809	22,201	6,668	27,308	63,352	38,464	21,198	19,110	59,119	20,000	20,000	20,000	44,388	381,809
Services & Operations	0	3,828,339	255,130	424,317	286,309	370,906	460,947	260,479	272,714	461,872	250,000	218,700	218,700	129,564	3,828,339
Capital Outlay	0	187,240	0	0	0	0	0	0	0	0	0	0	0	187,240	187,240
Other Outgo	0	1,782,000	0	0	0	0	0	0	0	0	1,559,449	0	0	222,551	1,782,000
Total Expenditures	0	12,439,587	376,080	817,958	885,208	1,026,897	1,059,285	841,102	796,460	1,086,986	851,356	2,379,505	820,056	813,102	685,592
Other Cash Inflows/Outflows															
Accounts Receivable/Other Assets	(2,995,777)	0	2,076,818	19,560	16,231	14,711	537,951	(5,504)	150,021	(6,440)	598,632	(25,025)	(44,995)	218,669	3,550,629
Due to Grantor Governments	0	0	0	(79,613)	(79,613)	(143,304)	(143,304)	(143,304)	(143,304)	(143,304)	(140,377)	(140,377)	(140,377)	(140,377)	(1,437,254)
Fixed Assets	(724,287)	0	0	0	0	0	(10,338)	(10,000)	(10,685)	0	0	0	0	0	(31,023)
Accounts Payable (net change)	2,248,301	0	(463,909)	(162,231)	(255,567)	(160,224)	(49,333)	(259,136)	(101,874)	(91,199)	0	0	0	0	(1,543,472)
Other Liabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Net Inflows/Outflows	(1,471,763)	0	1,612,909	(222,284)	(318,949)	(288,817)	334,976	(417,944)	(105,842)	(240,943)	458,255	(165,402)	(185,372)	78,292	0
ENDING CASH BALANCE			1,651,459	931,380	196,395	109,569	384,772	91,791	341,229	(193,627)	623,485	1,496,275	1,397,319		1,568,635
Days Cash on Hand			49.20	27.75	5.85	3.26	11.46	2.73	10.17	(5.77)	18.57	44.57	41.63		46.73



Coversheet

Approval of Audit and Tax Engagement Letter with Christy White, Inc.

Section: IV. Budget and Finance
Item: B. Approval of Audit and Tax Engagement Letter with Christy White, Inc.
Purpose: Vote
Submitted by: Sabrina Bow, Executive Director
Related Material: CHRISTY WHITE, INC Audit & Tax Engagement Letter 2023-2025.pdf

BACKGROUND:

As a public school, Encore Jr. & Sr. High School for the Arts must ensure an annual audit of its financial statements. Christy White, Inc. is a certified public accountancy that provided the winning bid for audit and tax services through a Request for Proposal (RFP) process. Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, the School's chartering entity, by December 15 of each year.

RECOMMENDATION:

Approve the Audit and Tax engagement Letter with Christy White, Inc, a certified public accountancy deemed the the State Controller's Office as qualified to conduct audits.



Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

March 23, 2023

Governing Board and Management
Encore Education Corporation
dba Encore High School
16955 Lemon St
Hesperia, CA 92345-5139

We are pleased to confirm our understanding of the services we are to provide for Encore Education Corporation dba Encore Education High School for the fiscal years ending June 30, 2023, 2024, and 2025.

Audit Scope

We will conduct an audit of the financial statements of Encore Education Corporation, (the "Organization"), which comprise the consolidated statement of financial position as of June 30, 2023, 2024 and 2025, the related consolidated statements of activities, functional expenses and cash flows for the years then ended. Also, the following supplementary information accompanying the financial statements will be subjected to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America (GAAS), and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements.

1. LEA Organization Structure
2. Schedule of Expenditures of Federal Awards (if Uniform Guidance applies*)
3. Consolidating Financial Statements
4. Schedule of Average Daily Attendance
5. Schedule of Instructional Time
6. Reconciliation of Financial Reports – Annual Financial and Budget Report with Audited Financial Statements

**A Federal Single Audit under Uniform Guidance is applicable in any year that the Organization expends more than \$750,000 in Federal funds.*

Audit Objectives

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinion about whether your financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America, and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with Government Auditing Standards.

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christywhite.com

- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), *Audits of States, Local Governments, and Non-Profit Organizations*, if applicable
- An opinion (or disclaimer of opinion) on compliance with the types of compliance requirements described in the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, prescribed in Title 5, *California Code of Regulations*, section 19810.

Auditor's Responsibilities

We will conduct our audit in accordance with GAAS, the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the Single Audit Act Amendments of 1996, and the provisions of the Uniform Guidance, and the *Guide for Annual Audits of K-12 Local Education Agencies and the State Compliance Reporting* and will include test of accounting records, a determination of major program(s) in accordance with Uniform Guidance (if applicable), and other procedures we consider necessary to enable us to express such an opinion. As part of an audit in accordance with GAAS and Government Auditing Standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations are attributable to the Organization or to acts by management of employees acting on behalf of the Organization. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audit nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Organization's ability to continue as a going concern for a reasonable period of time.

Audit Procedures-Internal Controls

We will obtain an understanding of the Organization and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance (if applicable), we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

Audit Procedures – Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the Organization's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

When applicable, the Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Guidance Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of the Organization's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on the Organization's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance. A Federal Single Audit under Uniform Guidance becomes applicable when the Organization expends more than \$750,000 in Federal funds in any given year.

Tax Preparation and Other Services

We will prepare your annual informational returns for the IRS (Form 990 or 990-EZ, as appropriate) and Franchise Tax Board (Form 199) with supporting schedules, and perform related research as considered necessary for the fiscal year(s) ending June 30, 2023, 2024, and 2025. We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of the Organization in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. Our work in connection with the preparation of the tax returns does not include any procedures designed to discover defalcations or other irregularities, should any exist. The returns will be prepared solely from information provided to us without verification by us.

These non-audit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statements, schedule of expenditures of federal awards, related notes, and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the informational returns, but management must make all decisions with regard to those matters.

Certain communications involving tax advice are privileged and not subject to disclosure to the IRS. By disclosing the contents of those communications to anyone or by turning over information about those communications to the government, you, your employees, or agents, may be waiving this privilege. To protect this right to privileged communication, please consult with us or your attorney prior to disclosing any information about our tax advice. Should you decide that it is appropriate for us to disclose any potentially privileged communication; you agree to provide us with written advance authority to make that disclosure.

The IRS permits you to authorize us to discuss, on a limited basis, aspects of your return for one year after the due date of the return. Your consent to such a discussion is evidenced by checking a box on the return. Unless you tell us otherwise, we will check that box authorizing the IRS to discuss your return with us.

If, during our tax preparation, we discover information that affects your prior-year tax returns, we will make you aware of the facts. However, we cannot be responsible for identifying all items that may affect prior-year returns. If you become aware of such information during the year, please contact us for the best resolution of the issue.

Management Responsibilities

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes) and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance (if applicable); (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the Organization from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. Management is also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements, or abuse that we report. Additionally, as required by the Uniform Guidance, if applicable, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan. The summary schedule of prior audit findings should be available for our review.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19-related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance (if applicable); (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance (if applicable); (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information.

Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on the organization's website, you understand that electronic sites are a means to distribute information, and therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

With regard to tax preparation, it is your responsibility to provide us with all the information required for preparing complete and accurate returns. You are responsible for the safeguarding of assets, the proper recording of transactions in the books of accounts, the substantial accuracy of the financial records, and the full and accurate disclosure of all relevant facts affecting the return(s) to us. You also have final responsibility for the tax return and, therefore, the appropriate officials should review the return carefully before an authorized officer signs and files it.

You agree to assume all management responsibilities for the tax services, financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

Reporting

We will issue written reports upon completion of our audit. Our reports will be addressed to the Governing Board of Encore Education Corporation. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance.

If issued, the Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

With regard to including the auditor's report in an exempt offering document, you agree that the aforementioned auditor's report, or reference to Christy White, Inc, will not be included in any such offering document without our prior permission or consent. Any agreement to perform work in connection with an exempt offering document, including an agreement to provide permission or consent, will be a separate engagement.

Engagement Administration, Fees, and Other

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing. We will schedule the engagement based in part on deadlines, working conditions, and the availability of your key personnel. We will plan the engagement based on the assumption that your personnel will cooperate and provide assistance by performing tasks such as preparing requested schedules, retrieving supporting documents, and preparing confirmations. If, for whatever reason, your personnel are unavailable to provide the necessary assistance in a timely manner, it may substantially increase the work we have to do to complete the engagement within the established deadlines, resulting in an increase in fees over our original fee estimate.

We will provide an electronic and up to ten copies of our reports to the Organization, however, management is responsible for distribution of the reports and the financial statements. We will file the report by the published deadline with the Office of the State Controller, California Department of Education, the authorizing agency(ies) of the Organization's charter school(s), and, if different, the applicable County Office of Education/Superintendent of Schools where each charter school operates. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

If a Federal Single Audit under Uniform Guidance is performed, we will complete the appropriate section of the Data Collection Form that summarizes our audit findings. It is management's responsibility to submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse. We will coordinate with you the electronic submission and certification. If applicable, we will provide copies of our report for you to include with the reporting package you will submit to pass-through and/or granting entities. The Data Collection Form and the reporting package must be submitted within the earlier of 30 days after receipt of the auditors' reports or nine months after the audit period.

By your signature below, you acknowledge the audit documentation for this engagement is the property of Christy White, Inc and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Office of the State Controller or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Christy White, Inc personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Office of the State Controller. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Christy White, Inc does not keep any original client records, so we will return those to you at the completion of the services rendered under this engagement. It is your responsibility to retain and protect your records (which includes any work product we provide to you as well as any records that we return) for possible future use, including potential examination by any government or regulatory agencies. Christy White, Inc does not accept responsibility for hosting client information; therefore, you have the sole responsibility for ensuring you retain and maintain in your possession all your financial and non-financial information, data and records.

We expect to begin our audit as soon as possible and to issue our reports by the published deadline. The maximum annual fee for professional services under the terms of this agreement shall not exceed the following agreed upon amounts:

	2022-23	2023-24	2024-25
Audit Services	\$ 17,925	\$ 19,000	\$ 20,140
Federal Single Audit*	4,500	4,500	4,500
Tax Preparation (optional)			
Encore Education Corp. (Forms 990/199)	1,500	1,500	1,500
Western Encore Properties Inc. (990/199/RRF-1)	1,600	1,600	1,600
16955 Lemon Street LLC (199)	400	400	400
Total Cost of Professional Services	\$ 25,925	\$ 27,000	\$ 28,140

*A Federal Single Audit under OMB UG is applicable in any given year that the Organization expends more than \$750,000 in Federal funds.

The maximum annual fee for auditing services shall not exceed the above amounts, with the exception that any auditing services provided for (1) significant changes in audit requirements as stated in *Government Auditing Standards* or the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the Education Audit Appeals Panel, or (2) any changes in the number of charter schools or other programs operated by the Encore Education Corporation during the period under this agreement, shall be in addition to the above maximum fee.

Optional tax preparation services will only be performed if noted as agreed upon by selection of “audit and tax preparation” in your response. Selection of “audit only” will exclude our responsibilities to perform the tax preparation services noted within this letter unless these services are outlined in a separate engagement letter. Our responsibilities do not include preparation of any other tax returns not previously mentioned that may be due to any taxing authority.

Our invoices for these fees will be rendered upon completion of fieldwork as follows: 25% of contract upon completion of site testing and/or planning, 25% of contract upon completion of interim testing and 50% of contract upon completion of year end fieldwork and are payable on presentation. In accordance with Education Code Section 14505 as amended, ten percent (10%) of the audit fee shall be withheld pending certification of the audit report by the Office of the State Controller and fifty percent (50%) of the audit fee shall be withheld for any subsequent year of a multi-year contract if the prior year’s audit report was not certified as conforming to the reporting provisions of the *Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. For tax preparation services, each annual engagement will be complete upon the delivery of completed tax returns to you.

In the event that the nonprofit organization operating a single charter school experiences a school closure, a retainer in the full amount of the annual contract would be deemed necessary prior to beginning services for that year.

If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our reports. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination.

If any dispute arises among the parties hereto, the parties agree to first try in good faith to settle the dispute by mediation under Rules for Professional Accounting and Related Services Disputes before resorting to litigation. Costs of any mediation proceeding shall be shared equally by all parties.

Client and accountant both agree that any dispute over fees charged by the accountant to the client will be submitted for resolution by arbitration. Such arbitration shall be binding and final. In agreeing to arbitration, we both acknowledge that in the event of a dispute over fees charged by the accountant, each of us is giving up the right to have the dispute in a court of law before a judge or jury and instead we are accepting the use of arbitration for resolution.

This audit contract is null and void if the firm is declared ineligible to audit K-12 local education agencies pursuant to subdivision (c) of Education Code Section 41020.5. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

The first period to be audited shall be for the fiscal year ending June 30, 2023 and is subject to extension for up to two additional fiscal years, if agreeable to the auditors and the Organization. The agreement may be cancelled annually if notified by the client or auditor by February 15 of each year. Additional extensions beyond 2025 may be secured on a year by year basis, subject to the agreement of the Organization and the auditor.

In accordance with *Government Auditing Standards*, upon request, we will provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract.

Christy White, Inc. has a non-licensee owner who may provide client services in your contract under the supervision of licensed owner.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Marcy Kearney, CPA
Partner
Christy White, Inc.

RESPONSE:

This letter correctly sets forth the understanding of Encore Education Corporation.

Please check your selection:

_____ Audit Only

_____ Audit and Tax Preparation

Signature

Title

Date

Coversheet

Approval of ASB Refunds

Section:	IV. Budget and Finance
Item:	C. Approval of ASB Refunds
Purpose:	Vote
Submitted by:	
Related Material:	ASB Jr. High Dance Refunds .pdf



ASB Jr. High Dance (February 28, 2023) Refunds Due to Event Cancellation

Item Sales Report

Date	Rec Num	Product	Qty	Price
1/31/2023	5059	Valentine's Dance	1	7.00
2/7/2023	5165	Valentine's Dance	1	7.00
2/13/2023	5328	Valentine's Dance	1	7.00
2/13/2023	5331	Valentine's Dance	1	7.00
2/13/2023	5336	Valentine's Dance	1	7.00
2/13/2023	5337	Valentine's Dance	1	7.00
2/14/2023	5366	Valentine's Dance	1	7.00
2/14/2023	5367	Valentine's Dance	1	7.00
2/15/2023	5391	Valentine's Dance	1	7.00
2/15/2023	5392	Valentine's Dance	1	7.00
2/16/2023	5419	Valentine's Dance	1	7.00
2/16/2023	5421	Valentine's Dance	1	7.00
2/16/2023	5425	Valentine's Dance	1	7.00
2/17/2023	5454	Valentine's Dance	1	7.00
2/17/2023	5457	Valentine's Dance	1	7.00
2/17/2023	5467	Valentine's Dance	1	7.00
2/21/2023	5549	Valentine's Dance	1	7.00
2/21/2023	5550	Valentine's Dance	1	7.00
2/21/2023	5559	Valentine's Dance	1	7.00
2/23/2023	5607	Valentine's Dance	1	7.00
2/24/2023	5638	Valentine's Dance	1	7.00
2/24/2023	5639	Valentine's Dance	1	7.00
2/24/2023	5644	Valentine's Dance	1	7.00
TOTAL REFUND			23	161.00

Coversheet

Principal's Report

Section: V. Staff Reports
Item: B. Principal's Report
Purpose: Discuss
Submitted by:
Related Material:
Principal's Report (March 2023) Strengthening Learning Outcomes through NCUSTs
Equity and Excellence Audit.pdf



San Diego State
University



STRENGTHENING LEARNING OUTCOMES THROUGH NCUST'S EQUITY AND EXCELLENCE AUDIT

OUR REASON FOR BEING

NCUST exists because we want to help schools and districts create models of equity and excellence.

- NCUST has visited, awarded, and celebrated amazing schools where children from all demographic groups achieve remarkable learning outcomes.
- At NCUST, the only reason we exist is to help more districts and schools generate outstanding outcomes for all demographic groups. We are eager to partner with schools and districts that share our passion for establishing models of equity and excellence!
- We propose to help district leaders establish a strong foundation for advancing equity throughout the district. As well, we propose to add strength to district efforts in ways that maximize the likelihood that schools become models of educational equity and excellence for the state and the nation.

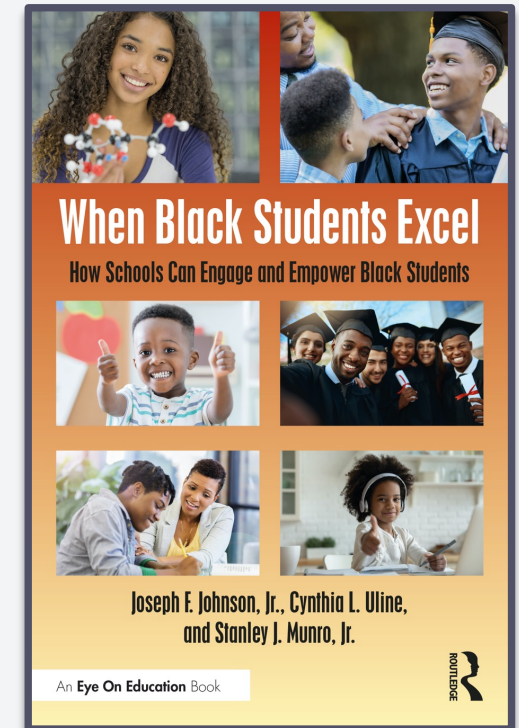
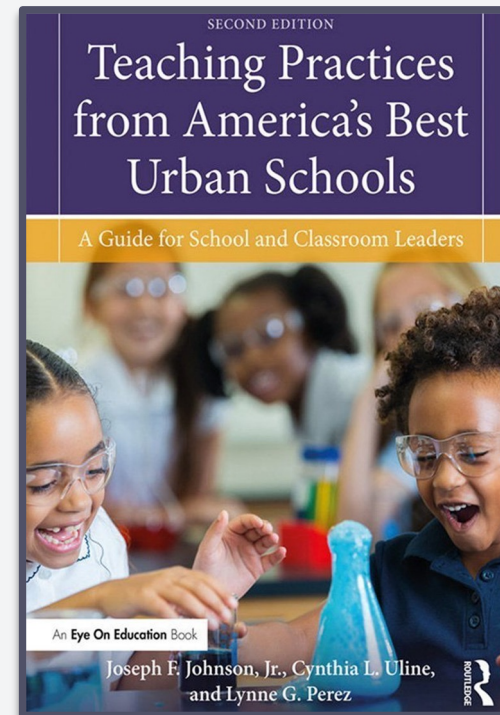
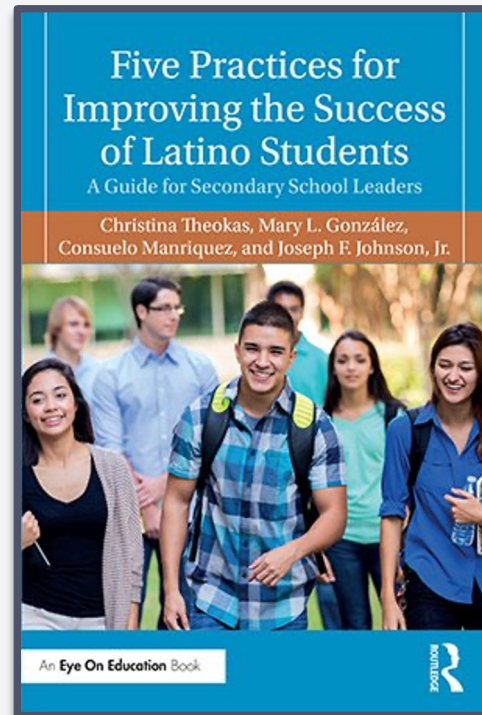
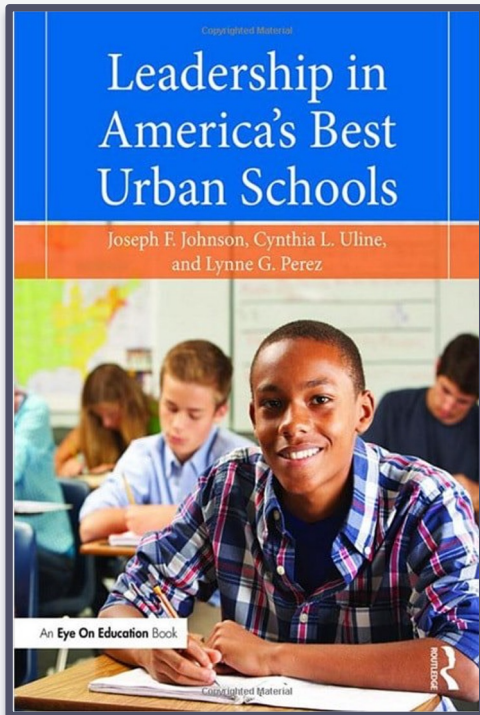


OUR KNOWLEDGE BASE



- **Teaching and Learning Matters!** We recognize that improved learning results require improvements in teaching and learning.
- **Culture Matters!** We know that teaching and learning are not likely to improve unless schools improve the extent to which students, parents, and staff feel valued, respected, and capable.
- **Systems Matter!** We know that critical changes to culture, teaching, and learning will not be sustained without changes to systems and structures.
- **Leadership Matters!** We know that changes in systems, culture, and teaching and learning are not likely to happen without excellent leadership at multiple levels.

KEY FINDINGS ARE DOCUMENTED IN THESE BOOKS



HOW WILL NCUST'S EQUITY AND EXCELLENCE AUDIT WORK?

- An NCUST executive coach will work with the school principal to plan the audit visit. Most visits occur on two consecutive school days. Prior to the visit, the NCUST team will acquire and review school data. The principal will be asked to help collect some of the data.
- During the visit, an NCUST team will observe almost every classroom. Also, the team will observe a teacher planning meeting (if one is occurring during the visit).
- Also, during the visit, NCUST team members will interview groups of students, parents, teachers, and support staff. Additionally, team members will interview the principal and other school administrators and the district-level administrator who supervises the school.
- Approximately two to three weeks after the visit, an NCUST executive coach will send the principal a draft report. After the principal provides feedback, the report will be finalized.

WHAT SUPPORT WILL NCUST PROVIDE AFTER THE AUDIT?

- The principal and the executive coach will agree to focus efforts on specific high-priority recommendations. Then, they will develop a strategy for pursuing those recommendations.
- The principal and the executive coach will agree upon strategies for assessing change related to the implementation of the recommendations. For example, they might agree upon strategies for determining if students from various demographic groups are demonstrating evidence of increased engagement, if instruction is leading students to deeper levels of understanding, or if students are experiencing greater access to rigorous academic content.
- Also, the principal and the executive coach will agree upon a schedule of interactions (both virtual and onsite) to support the implementation of the recommendations and to assess the extent to which the recommendations are generating desired changes. These interactions may include direct coaching support, and/or participation in other NCUST programs designed to help school leaders pursue equity audit recommendations.

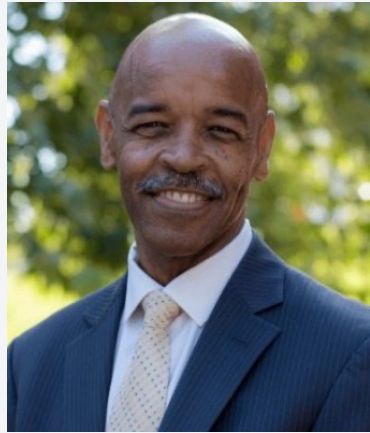
WHY NCUST HAS CAPACITY TO HELP YOU

- All members of the NCUST professional team have served as classroom teachers and principals. Most have served as district-level administrators.
- All members of the NCUST professional team have spent considerable amounts of time studying and engaging with leaders from schools that have made remarkable progress toward equity and excellence.
- The NCUST professional team is racially, ethnically, and linguistically diverse.
- All members of the NCUST professional team have proven records of success in advancing equity and excellence.
- Since NCUST's inception in 2005, the Center has focused explicitly on improving educational equity and excellence in schools and districts.

NCUST PROFESSIONAL TEAM



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Joseph F. Johnson, Jr., Ph.D.



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San Diego State
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MORE INFORMATION



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Coversheet

Staff Liaison Report

Section:	V. Staff Reports
Item:	C. Staff Liaison Report
Purpose:	Discuss
Submitted by:	
Related Material:	Staff Liaison Report for 03_17_2023.pdf

memorandum

date: 03/17/2023
to: Board of Directors
from: Sandi Del Sole
subject: Staff Liaison Report

As we begin the final quarter of this school year, the staff and students are preparing for all of the end of the year events and assessments. The academic staff are doing test prep for state testing, preparing finals, and supporting student grades and achievement towards the close of the school year, graduation, and promotion.

The arts teachers are preparing for student assessments so that students can get their level placements for next year as well as working on pieces for our end of the year recitals. Recitals are our chance to show parents what their students have been doing in their classes for the year and the skills they have acquired. We are all planning and promoting this event to parents, looking forward to a very successful recital week this year.

Our theater department is working on Into the Woods with an opening date on April 28.

Our Ambassador team is going to perform and promote our school at the upcoming Family Expo at the San Bernardino County Fairgrounds on March 25

Coversheet

Approval of 2022-23 Comprehensive School Safety Plan

Section: VI. Operations
Item: A. Approval of 2022-23 Comprehensive School Safety Plan
Purpose: Vote
Submitted by: Sabrina Bow, Executive Director
Related Material: School Safety Plan for board approval 2023-03-27.pdf

BACKGROUND:

On September 27, 2018, Governor Brown signed into law Assembly Bill 1747 School Safety Plans.

The California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. The CDE, public school districts, county offices of education (COEs), and schools and their personnel are responsible for creating learning environments that are safe and secure. First responders, community partners, and families play an essential role, as well. Schools must be prepared to respond to emergencies including natural and man-made hazards, and strive to prevent violence and behavior issues that undermine safety and security. CSSPs include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus and aspects of social, emotional, and physical safety for both youth and adults.

California *Education Code (EC)* Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel.

The law requires designated stakeholders to annually engage in a systematic planning process to develop strategies and policies to prevent and respond to potential incidents involving emergencies, natural and other disasters, hate crimes, violence, active assailants/intruders, bullying and cyberbullying, discrimination and harassment, child abuse and neglect, discipline, suspension and expulsion, and other safety aspects.

Encore's School Site Council reviewed and approved the 2022-23 Comprehensive School Safety Plan at its March 21, 2023 meeting.

The law requires that each school update and adopt its CSSP by March 1 annually.

RECOMMENDATION:

Approve the 2022-23 Comprehensive School Safety Plan.



Comprehensive School Safety Plan *Ed. Code 32282*

A meeting for public input was held on March 21,
2023
Plan Revised TBD

Plan approved by Encore Board of Directors
Scheduled for March 27, 2023

This document is available for public inspection during regular business hours (8:00 – 4:00 p.m.) at the School's Main Office located at 16995 Lemon Street, Hesperia, CA 92345

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

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DRAFT

<p>School Safety Plan Template Self-Monitoring Tool</p>	<p>Adapted from San Diego County Office of Education Adapted from the CDE Comprehensive School Safety Plan <i>Self-Monitoring Tool</i></p>
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School Safety Plan Requirements	Education Code	Located in Section	Comments
The School Safety Plan must include all of the following:	32282. (a)(2)		
A. Child Abuse Reporting procedures	32282. (a)(2)(A)	Page 9	
B. Disaster procedures, routine and emergency, including adaptations for pupils with disabilities.	32282. (a)(2)(B)		
i. Earthquake emergency procedures that include: <ul style="list-style-type: none"> ● A school building disaster plan ● A drop procedure ● Dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools ● Protective measures to be taken before, during, and after an earthquake ● A program to ensure that pupils and both certificated and classified staff are aware of and are trained in the earthquake emergency procedure system 	32282. (a)(2)(B)(i) (I-IV)	Page12	
ii. Procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency which affects public health or welfare.	32282. (a)(2)(B)(ii)		
C. Policies and procedures which lead to suspension and/or expulsion.	32282. (a)(2)(C)	Page 133	
D. Procedures to notify teachers of dangerous pupils.	32282. (a)(2)(D)	Page 137	
E. Policy prohibiting discrimination, harassment, intimidation, and bullying.	32282. (a)(2)(E)	Page 138	
F. Provisions of any school site dress code, including prohibition of “gang-related” apparel.	32282. (a)(2)(F)	Page 139	
G. Procedures for safe ingress and egress of pupils, parents, and employees from school site; including procedures for visitor access to the school campus.	32282. (a)(2)(G)	Page 140	
H. Goals and plans that create a safe and orderly environment conducive to learning at the school.	32282. (a)(2)(H)	Page 141	

I. The rules and procedures on school discipline.	32282. (a)(2)(I)	Page 148	
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J. Procedures adopted under the Safe and Drug-Free Schools Act	Title IV Part A of NCLB	Page 152	
K. Bullying Prevention Policies & Procedures	48900. (r)(1)	Page 153	
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A. Child Abuse Reporting Procedures

[California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

The School 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 section 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. By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions of this section to the reader.

IMPORTANT NOTE: With the passage of [AB 1432](#) in September, 2014, all school districts, county offices of education, and charter schools are required to:

1. Annually train, using the [online training module](#) provided by the State Department of Social Services, or other training, employees and persons working on their behalf who are mandated reporters, as defined in [Penal Code 11165.7](#), on the mandated reporting requirements.
2. Develop a process for all persons required to receive training under the bill to provide proof of completing this training within the first 6 weeks of each school year or within 6 weeks of that person's employment.
3. Ensure that all pupils in grades 7 to 12 receive information on how social media and mobile device applications are used for human trafficking, as part of comprehensive sexual health education, pursuant to Education Code section 51934 (AB 1861 (2018)).
4. Identify methods of informing parents/guardians of their students regarding human trafficking prevention and implement these methods, pursuant to SB 1104 (2018)
5. Provide comprehensive sexual health education, pursuant to Education Code section 51931 (AB 2622 (2018)).

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO	
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()	
	PRESENT LOCATION OF VICTIM				SCHOOL	CLASS	GRADE	
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME			
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)		
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK		
	VICTIM'S SIBLINGS		VICTIM'S PARENTS/GUARDIANS					
1. _____		2. _____		3. _____		4. _____		
D. INVOLVED PARTIES	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY	
	ADDRESS			Street	City	Zip	TELEPHONE ()	
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)							

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

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

Incident Commander:

- Person in charge of disaster procedures/stations/protocol.
- Gets reports from Command Center on all operations of student control/release, damage assessment, sanitation, search and rescue operations, medical triage and security issues.
- Establishes and maintains outside communications with city emergency personnel.

Command Center Operations Chief

- Keeps incident commander up to date with operations.
- Receives reports from these departments.
 - ✓ Logistics/Damage Control
 - ✓ Search and Rescue
 - ✓ Medical Team
 - ✓ Student Control/Student Release
 - ✓ Student Control-Supervision
 - ✓ Sanitation
 - ✓ Security

Search and Rescue Leader:

Oversees five search and rescue teams. Search and rescue Leader will receive reports/counts of persons missing/persons wounded/left behind. Search and Rescue Leader will report to Command Center status of rescue operations. Each team consists of has specific room and area duties. Each team has three members.

Security Leader:

Oversees team that secures the campus. Entrances and Exits will be cordoned off and monitored. Security will ensure that parents/authorized individuals check-in at Student Release to sign out students. Persons picking up students must be listed on Emergency Cards without exception.

Logistics Leader:

Oversees a team that deals with utilities and exterior problems. Assess areas for overnight student and staff if needed. Once duties are completed, will join security.

Medical Treatment Leader:

Sets up, stocks, and oversees the Immediate and Delayed treatment triage areas as well as a morgue.

Sanitation Leader:

Establishes and secures a waste area. As the need arises, students will be signed out and escorted to this location individually. Students will be checked back into the Student Control area.

Student Control Supervision Leader

Monitors and directs staff with regards to student control. Informs students of current status with the situation. Assess students for signs of panic and or anxiety.

Student Release Leader:

Student Release will have Emergency Cards to Release students to parents or other authorized individuals.

Student Grief and Anxiety Counselors:

Counselors are to remain in the Student Control area for the course of the event to ensure the wellbeing of the students.

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

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.

2022/23 Disaster Teams Leaders

Incident Commander: St. Claire Adriaan

Command Center Operations Chief: Liza Contreras

Logistics Leader: Joseph Griffin

Search and Rescue Leader: Joseph Thibodeaux

- **S&R Team Leader:**

- ✓ Team #1 Brandon McAnulty “A” & “B” Buildings
- ✓ Team #2 Joshua Barkdull “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: Melinda Hosea

Medical Treatment Immediate Leader: John Parker

Medical Treatment Delayed Leader: Kelsey Funkhouser

Student Control - Supervision Leaders: Helga Kalis

Student Control – Student Release Leader: James Barkdull

Student Grief/Anxiety Counselors: Esther Haskins

Sanitation Leader: David Caines

Security Leader: Robert Cordova

DISASTER ASSIGNMENTS ROSTER 2022-2023

INCIDENT COMMANDER: St. Claire Adriaan

Assistant/Documentation: Joelle Schwarck

COMMAND CENTER OPERATIONS CHIEF: Liza Contreras

Assistants: Samantha Oros

Documentation: Kathy Cummings / Tammy Sullivan

LOGISTICS LEADER: Joseph Griffin

Assistants: Desiree Huffine / Rebecca Martin

SEARCH AND RESCUE LEADER: Joseph Thibodeaux

Team #1 “A” & “B” Buildings

Leader: Brandon McAnulty

1. Suzanne Hitselberger
2. Carol Rangel
3. Richard Warren

Team #2 “C” Buildings

Leader: Joshua Barkdull

1. Fernando Bedolla
2. Chad Watkins

Team #3 “E” & “F” Buildings

Leader: Sandi Del Sole

1. Dominico Garibay
2. Jordan Watson
3. Gary Applegate

Team #4 “D” & “Big Top” Buildings

Leader: Kyle Barkdull

1. Aaron Knight
2. Kaitlyn Pederson
3. James Quigg

Team #5 “G” Buildings

Leader: Sarah Greene

1. Kirsten Cotton
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: Melinda Hosea

Medical Treatment Immediate Leader: John Parker

DOCUMENTATION ASSISTANTS:

1. Alejandra Gomar
2. Susan Acuna

Medical Treatment Delayed Leader: Kelsey Funkhouser

DOCUMENTATION ASSISTANT:

1. Tanya Herchelroath

Student Control -Supervision Leader: Helga Kalis

ASSISTANTS:

1. Sarai Rodriguez Villela
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: James Barkdull

ASSISTANTS:

1. Kimberly Lambright
2. Rashad Akhnoukh

STUDENT GRIEF/ANXIETY COUNSELOR: Esther Haskins

DOCUMENTATION ASSISTANTS:

1. Blanca Fernandez
2. Darnell Smith

Sanitation Leader: David Caines

1. Valerie Gutierrez
2. Stephanie Delgado

Security Leader: Robert Cordova

1. James Kelly
2. Joshua Brown
3. 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 <u>Bernice Swingle</u> | B2 Helga Kalis* |
| B6 <u>Daniel Krieg</u> | B12 Suzanne Hitzelberger* |
| B14 Richard Warren* | B15 <u>Cynthia Roach</u> |
| B16 Kimberly Lambright* | B17 John Parker* |
| B18 <u>Afira Miller</u> | |

“C” Building

- | | |
|---------------------------|-----------------------------|
| C1 Joshua Barkdull* | C2 <u>Cynthia Hernandez</u> |
| C4 <u>Science Teacher</u> | C12 <u>Mark Zeismer</u> |
| C14 <u>Jose Capella</u> | C15 <u>Bernice Swingle</u> |
| C16 Fernando Bedolla* | C17 Chad Watkins* |

“D” Building

- | | |
|---------------------------|---------------------------|
| D1 Storage room | D2 <u>Ashlin Barkdull</u> |
| D14 Kyle Barkdull* | D15 James Quigg* |
| D16 <u>Robert Hekel</u> | D17 Kaitlyn Pedersen* |
| D18 College resource room | |

“E” Building

- | | |
|--------------------------------|---------------------------------|
| E1 Rebecca Martin* | E4 Vacant Classroom |
| E6 Desiree Huffine* | E15 <u>Grace Choi</u> |
| E14 <u>Vasil Chekardzhikov</u> | E16 <u>Nikola Chekardzhikov</u> |
| E17 <u>Brian Forbes</u> | |

“F” Building

- | | |
|-----------------------------|------------------------|
| F2 <u>Taylor Kitchens</u> | F3 Vacant Dance Room |
| F7 <u>Alexandria Cherry</u> | F11 <u>Erin Newman</u> |
| F29 Gary Applegate* | F30 Sani Del Sole* |

“G” Building

- | | |
|----------------------------|---------------------|
| G1 Vacant Classroom | G2 Vacant Classroom |
| G3 Susan Acuna* | G4 Kristen Cotton* |
| G5 <u>Kimberly Buzzard</u> | G6 Sarah Greene* |
| G8 <u>David Fleming</u> | |

****Attention all on-campus 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: Joelle Schwarck

Person in charge of disaster procedures/stations/protocol.

Overseas Operations Chief at Command Center.

Mobile person to check in on all disaster stations/staff/students.

Gets reports from Command Center on all operations of student control/release, damage assessment, sanitation, search and rescue operations, medical triage and security issues.

Establishes and maintains outside communications with city emergency personnel.

Makes final recommendations in disaster procedures.

Looks over and proofreads all disaster documentation that gets sent to Sacramento for accuracy.

COMMAND CENTER OPERATIONS CHIEF

Liza Contreras

Assistant: Samantha Oros

DOCUMENTATION:

Tammy Sullivan / Samantha Oros/ Jessica Carlisle

Record all important information

Keeps incident commander up to date with operations.

Set up Command Center Table (Near Disaster Storage Container)

Organize paperwork and hand out packets to Team Leaders of each group as listed below:

- Logistics/Damage Control (Joseph Griffin)
- Search and Rescue (Joseph Thibodeaux)
- Medical Team (Melinda Hosea)
- Student Control/Student Release (James Barkdull)
- Student Control-Supervision (Helga Kalis)
- Sanitation (David Caines)
- Security (Robert Cordova)

Direct assistants to get reports periodically from these groups.

COMMAND CENTER SUPPLY LIST

- Large, laminated map
- Dry erase markers
- Post-it notes
- Permanent markers
- Pencils
- Emergency instructions to turn off electricity and water.
- Envelopes and clipboards for each station

LOGISTICS LEADER

Joseph Griffin

Assistants:

Desiree Huffine

Rebecca Martin

Obtain tool kit from Disaster Storage Container.

Turn off utilities around campus.

Observe and assess exterior problems.

- ✓ List problem areas by building.
- ✓ Note any nearby off-campus problems that may affect school site. (Auto accidents, down power lines, water leaks.)
 - ✓ Advise Operations Chief at Command Center.

Secure/lock doors once checked by Search and Rescue to eliminate re-entry by staff/students.

Scout secure area for overnight student/staff accommodations.

Turn on electricity and water if safe in shelter building/s.

Once duties are done, join with Security to secure the campus.

SEARCH AND RESCUE LEADER

Joseph Thibodeaux

Search and Rescue Leader oversees five search and rescue teams. Search and rescue Leader will receive reports/counts of persons missing/persons wounded/left behind. Search and Rescue Leader will report to Command Center status of rescue operations.

TEAM LEADERS:

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

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.

MEDICAL TREATMENT LEADER

Leader Melinda Hosea

Medical Treatment Immediate Leader: John Parker
Documentation Assistants: Alejandra Gomar / Susan Acuna

Medical Treatment Delayed Leader: Kelsey Funkhouser
Documentation Assistants: Tanya Herchelroath

Retrieve Supplies:

2 team members as directed by team leader must get rolling medical bins from the Disaster Storage Container.

Establish treatment areas and lay down tarps.

#1 area for Immediate injury treatment
#2 area for Delayed injury treatment

Set up Supplies:

Medical supplies will be taken out of bins and laid out on tarps or tables between the two treatment areas placing like items together.

Triage:

Victims will come to Medical Area and be triaged by Team Leader as Immediate or Delayed.

*Team leader will document pertinent information on triage card and the victim will be sent to the appropriate station.

*Triage cards are taped to victim's chest.

*Victims are laid head-to-toe next to each other.

Remember not to diagnose.... treat by the symptoms.

Medical Supplies for Triage Station

- Bottled water
- Hydrogen peroxide
- Alcohol
- Gauze
- Kleenex
- Misc./size band-aids
- Butterfly/ band-aids
- Scissors
- Stethoscope
- Maxi pads
- Eyewash
- Boxed gloves
- Ace wraps
- Gauze slings/triangular bandages
- Paint sticks (for splints)
- Emergency/space blankets
- Blankets/sheets
- Q-tips/cotton balls
- Vaseline
- Bactine
- Light sticks
- Flashlights
- Duct tape
- Tarps 2-3
- Backboards
- Office supplies/paper/pens
- Clipboards

STUDENT CONTROL

SUPERVISION LEADER

Helga Kalis

Assistants:

Sarai Rodriguez Villela / 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.

*Keep students calm and informed of what is going on.

*Assess for signs of panic and/or anxiety. Distraught students may need counseling.

Signs/Symptoms of Anxiety and/or Panic Attack:

*Uncontrolled crying

*Shortness of breath

*Chest pain

*Numbness/tingling anywhere in the body (not associated with injury)

Practice breathing technique with slow, deep breaths in through the nose and out through the mouth. If this technique is not resolving the numbness, have adult or responsible student bring the victim to triage.

Esther Haskins, Darnell Smith and Blanca Fernandez will be in the Student Control area to provide counseling.

Once buildings are secure you will move students into the shelter as directed.

STUDENT RELEASE LEADER

James Barkdull

Assistants:

Kimberly Lambright
Rashad Akhnoukh

Student Release will assemble at a table near Command Center and not far from Student Control.

Student Release will have Emergency Cards to Release students to parents or other authorized individuals.

Student Release will use assistants to retrieve students from Control Area for pick up.

Ultimately the school is responsible for all students until picked up by a parent/authorized individual.

If parent/authorized individual cannot be reached and the student is left at school beyond a reasonable time after a disaster the sheriff will be called to take the student home.

STUDENT GRIEF/ANXIETY COUNSELORS

Leader Esther Haskins

Documentation:

Blanca Fernandez / Darnell Smith

Counselors will remain with student control during a disaster for assistance as needed.

Counselors will assist students as needed with grief/anxiety issues.
during evacuation assembly of disaster.

Counselors will send students to Medical Triage as needed for unresolved and escalated anxiety issues that result in shortness of breath.

SANITATION LEADER

David Caines

Assistants:

Valerie Gutierrez
Stephanie Delgado

The waste area will be established in a desert area (north-west of student control)

Sanitation Leader and/or those designated will obtain sanitation supplies from Disaster Storage Container to set up and secure waste area.

Once the waste area has been established, students may be taken there under supervision.

Procedure:

Students will be signed out by Student Control Leader and taken to the sanitation area with Restroom Pass by Sanitation Leader/Assistant/s.

Leader/assistant/s will wait for all students to use the restroom and return with them to the Control area.

Students will be checked back into the control area at student Control Table.

Sanitation Leader may use other assistants/leaders from other stations if needed and available to help.

SECURITY LEADER
Robert Cordova

Assistants:

James Kelly

Joshua Brown

Teresa Wentworth

Security will request assistance from Logistics and other Teams as needed.

Security will set up roadblocks with orange cones at entrance/exit areas to maintain a secure environment. Will also patrol area for intruders or students trying to leave.

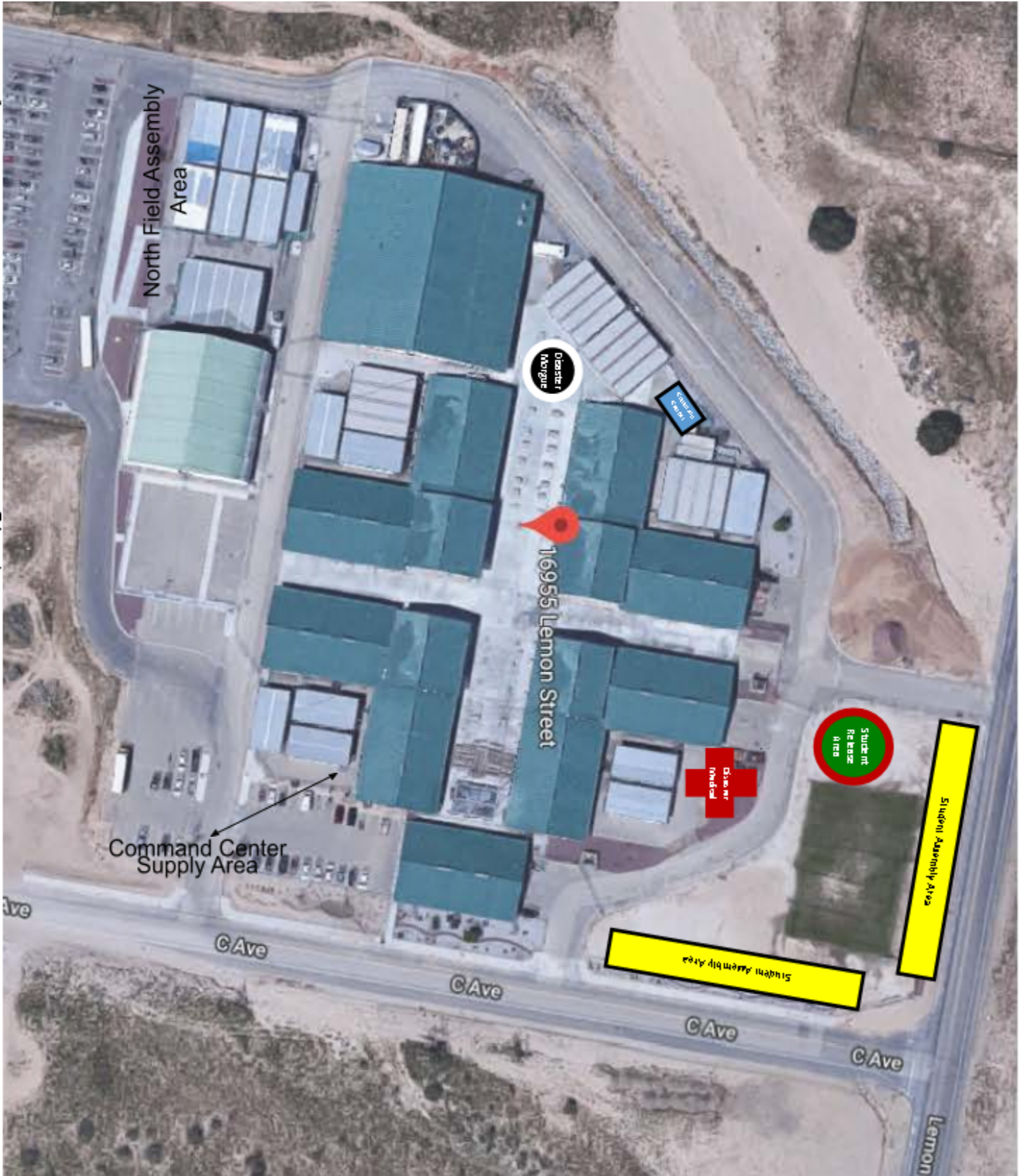
Security will ensure that parents/authorized individuals check-in at the Student Release Table to sign out the student. Persons picking up a student must be listed on Emergency Card. **NO EXCEPTIONS.**

Students will be escorted from Control Area to Student Release Area for pick-up.

Security will establish and secure area for overnight assembly if necessary.

Security will inform Command Center/Incident Chief of problems/details as needed.

Evacuation Map



Site Layout Map



**Encore High
School 16955
Lemon Street
Hesperia, California 92345

(760) 949-2036**

Administrator's Redbook



**Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan**

REDBOOK TABLE OF CONTENTS

Oath/Disaster Service Workers & Public Employees - Use of School Facilities
B-1 Important Telephone Numbers
Situational Communication Plans
Plan for Loss of Technology
Evacuation Sites
Incident Command System Flow Chart
Staff Duties and Assignments
Incident Command Locations
Alarm Information/Utility Shut-Offs
Incident Command Post
Security, Search and Rescue Area Map
Student Release Team
Medical Team
Teacher Buddy List
Activity/Documentation Log
Student Emergency Evacuation Absence List
Support Personnel Absence List
Student Release Sign Out Sheet
Valve Shut-Off Location Map
On-Site Evacuation Map
Off-Site Evacuation Map
Sample Required School Emergency Drill Report
Optional Emergency Drill Planning Calendar
Site Emergency Procedures & Plans for Special Needs Students

EMERGENCY ACTIONS

- "All Clear"
- Emergency Damage Assessment
- Lockdown
- Secure Campus
- Shelter in Place
- Take Cover
- Duck, Cover and Hold On
- Evacuation
- Structured Reunification

EMERGENCY RESPONSES (Alphabetical Index)

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident
- Civil Disturbance
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Utility Failure

Disaster Service Workers

Under California law, all public employees are disaster service workers. As such, before beginning employment with the Charter School, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all school employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

(Amended by Stats. 1971, Ch. 38.)

The Board shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

2022-2023

ENCORE JR. & SR. HIGH SCHOOL EMERGENCY PLAN

<p>Governing Board</p> <p>Chandale Sutton Ian Rapier Randi Hunt</p>
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KEY EMERGENCY NUMBERS

Office/Department	Phone Number
Executive Director, Sabrina Bow	760-949-2036
Child Nutrition, Liza Contreras	ext. 1103
Information Technology Services, James Barkdull	ext. 1604
Maintenance & Operations, Joseph Griffin	ext. 1213
Special Education, Michelle Schneider	ext. 12021
Learning Student Support Services, Esther Haskins	ext. 1801
Transportation, Joseph Griffin	ext. 1213

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
San Bernardino County Sheriff		(760) 947-1500
FIRE		Phone
If more than one agency serves your area list each in alpha order in a separate box below.		
17433 Lemon St. Hesperia, Ca. 92345		1(800) 645-9228
HOSPITALS		Phone
St. Mary's Hospital	18300 Highway 18, Apple Valley Ca. 92307	(760) 242-3111
Desert Valley Hospital	16850 Bear Valley Rd. Victorville, Ca. 92395	(760) 241-8000
Victor Valley Hospital	15248 Eleventh St. Victorville, Ca. 92395	(760) 245-8691
OTHER SERVICES		
Animal Control		(760) 947-1715
Poison Control		(800) 222-1222
County Environmental Health		(800) 442-2283
County Hazardous Materials and Waste		(909) 382-5401
County Public Health and Human Services		(877) 410-8829
County Office of Education		(909) 386-2704
County Office of Emergency Services		(800) 645-9228
Electric Service		(800) 684-8123
Natural Gas Service		(877) 860-6020
Sewer		(760) 947-1000
Water		(760) 947-1000
Hesperia Unified School District		(760) 244-4411

ENCORE ADMINISTRATION PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Executive Director	Sabrina Bow	760-949-2036 ext.1117	
Principal	St. Claire Adriaan	760-949-2036 ext.1102	
Assistant Dean of Student Services	Joseph Thibodeaux	760-949-2036	
Administrative Head Counselor	Esther Haskins	760-949-2036	
Assistant Dean of Activities and Enrollment	Ashlin Barkdull	760-949-2036	
Facilities Director	Joseph Griffin	760-949-2036	
Executive Manager of IT	Jim Barkdull	760-949-2036	

Board President	Chandale Sutton		
Board Member	Ian Rapier		
Board Member	Randi Hunt		
Attendance Manager	Kathy Cummings	760-949-2036	
Records Manager	Rashad Akhnoukh	760-949-2036	

STAFF PHONE LIST

This information will be used only during a school emergency.

OFFICE	EXT.	ROOM	OFFICE	EXT.	ROOM
A Building Reception - Front Office	1100	A	Transportation/Maintenance- Joe Griffin	1213	B13
Activities & New Enrollment - Ashlin Barkdull	1101	A1	Pirate Radio - Joshua Barkdull	1303	C3
Principal - St. Claire Adriaan	1102	A2	ASB - Period 3	1402	D2 - P3
Director of Operations/Finance Liza Contreras	1104	A4	Exec. Manager IT - Jim Barkdull	1406	D6
Records - Rashad Akhnoukh	1114	A14	IT - Kyle Barkdull	14062	D6
Exec. Director - Dr. Bow	1117	A3	IT - Aaron Knight	14063	D6
SPED-Main Office - Carol Rangel	1201	B1	IT - Nico Garibay	14063	D6
SPED-Lambright, Kimberly	12011	B1	Kitchen/Cafeteria	1605	F5
SPED-Bernice Swingle	12012	B1	Student Store	1619	F19
SPED-Daniel Krieg	12013	B1	Isolation Health Room	1620	F20
SPED-Abdul-Khabir, Kareema	12014	B2	Nurse - Melinda Hosea	1808	G Admin
School Psychologist	12022	B2	G Bldg. Reception - Kathy Cummings	1809	G Admin
NAME	EXT.	ROOM	NAME	EXT.	ROOM
Abdul-Khabir, Kareema	1216	B16 - P4 & 5	F3 - Multi Use Dance Room	1603	F3
Acuna, Susan	1703	G3	GA1 - Multi Use Room	1701	GA1
Adriaan, St. Claire	1102	A2	Gomar, Alejandra	1512	E12
Akhnoukh, Rashad (Richard)	1114	A14	Greene, Sarah	1706	G6
A15 - Vacant Office	1115	A15	Griffin, Joe	1213	B13
A16 - Vacant Office	1116	A16	Haskins, Esther	1801	GA7
A18 - Vacant Office	1118	A18	Hekel, Bob	1416	D16
Barkdull, Ashlin - ASB/Enrollment	1101/1402	A1/D2 P3	Hernandez, Cynthia	1302/1514	C2 P1-5&8/E14 P6&7
Barkdull, Jim - IT	1406	D6	Hosea, Melinda	1808	GA8
Barkdull, Joshua	1301/1306	C1/C5/C6	Huffine, Desiree	1506	E6
Barkdull, Kyle	1414	D14	G Conference Room	1800	G Conference
Bedolla, Fernando	1316	C16	C15	1315	C15
Bow, Sabrina	1117	A17	Krieg, Daniel	1206	B6 - 6 & 7
Buzzard, Kimberly	1705	G5	Kalis, Helga	12022/1702	B2/G2 - P3
B4 - Multi Use Room	1204	B4	Lambright, Kimberly	1206	B6 - 4 & 8
B16 - Multi Use Room	1216	B16	Lunch Service Room	1604	F4
B12	1212	B12	McAnulty, Brandon	12023	B2
Capella, Jose	1314	C14	Miles, Taylor	1602	F2
Cherry, Lexi	1607	F7	Miller, Afira	1218	B18
Chekardzhikov, Nikola	1516	E16	Newman, Erin	1611	F11
Chekardzhikov, Vasil	1514	E14	Oros, Samantha	1100	A Bldg
Choi, Grace	1515	E15	Parker, John	1217	B17
Contreras, Liza	1104	A4	Pedersen, Kaitlyn	1902/1417	Big Top/D17
Cotton, Kirsten	1704	G4	Quigg, James	1415	D15
C4 - Science Class	1304	C4	Applegate, Gary	1629	F29
Cummings, Kathy	1809	G9	Roach, Cindy	1215	B15
Delgado, Stephanie	1605	F5	Rodriguez, Sarai	1202/1702	B2/G2 - P3
Del Sole, Sandi	1630	F30	Schneider, Michelle	12021	B2
D4 - Multi Use Room	1404	D4	Schwarck, Joelle	1118	A12
D18 - VVC Courses	1418	D18 - P1, 4, 8	Smith, Darnell	1803	GA3
E1&2 - Costume Storage	1501	E1 & E2	Swingle, Bernice	1315	C15
Fernandez, Blanca	1802	GA2	Thibodeaux, Joe	1806	GA6
Fleming, David	1901	Big Top	Warren, Rick	1214	B14
Forbes, Brian	1517	E17	Watkins, Chad	1317	C17

Funkhouser, Kelsey	1112	A17	Ziesmer, Mark	1312	C12
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SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, what communication procedures are in place on your site? Develop a clear plan for the following aspects of emergency response.

911 Calls	<ul style="list-style-type: none"> ● When placing a 911 call: give your name, school name, and school address ● Give specific location of shooter, intruder, fire, hazardous material or other emergency ● Indicate location of incident command post
Mass Notification to Parents	<p><u>During an emergency:</u></p> <p><u>Remind 101</u></p> <p><u>Call em all</u></p>
	<p><u>After an emergency:</u></p> <p><u>Remind 101</u></p> <p><u>Call em all</u></p>

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

Describe a specific plan to provide for the following in the event of loss of services.

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

If no land lines are not available we will use cellular or radio communication

If no Internet service:

Use cellular communication

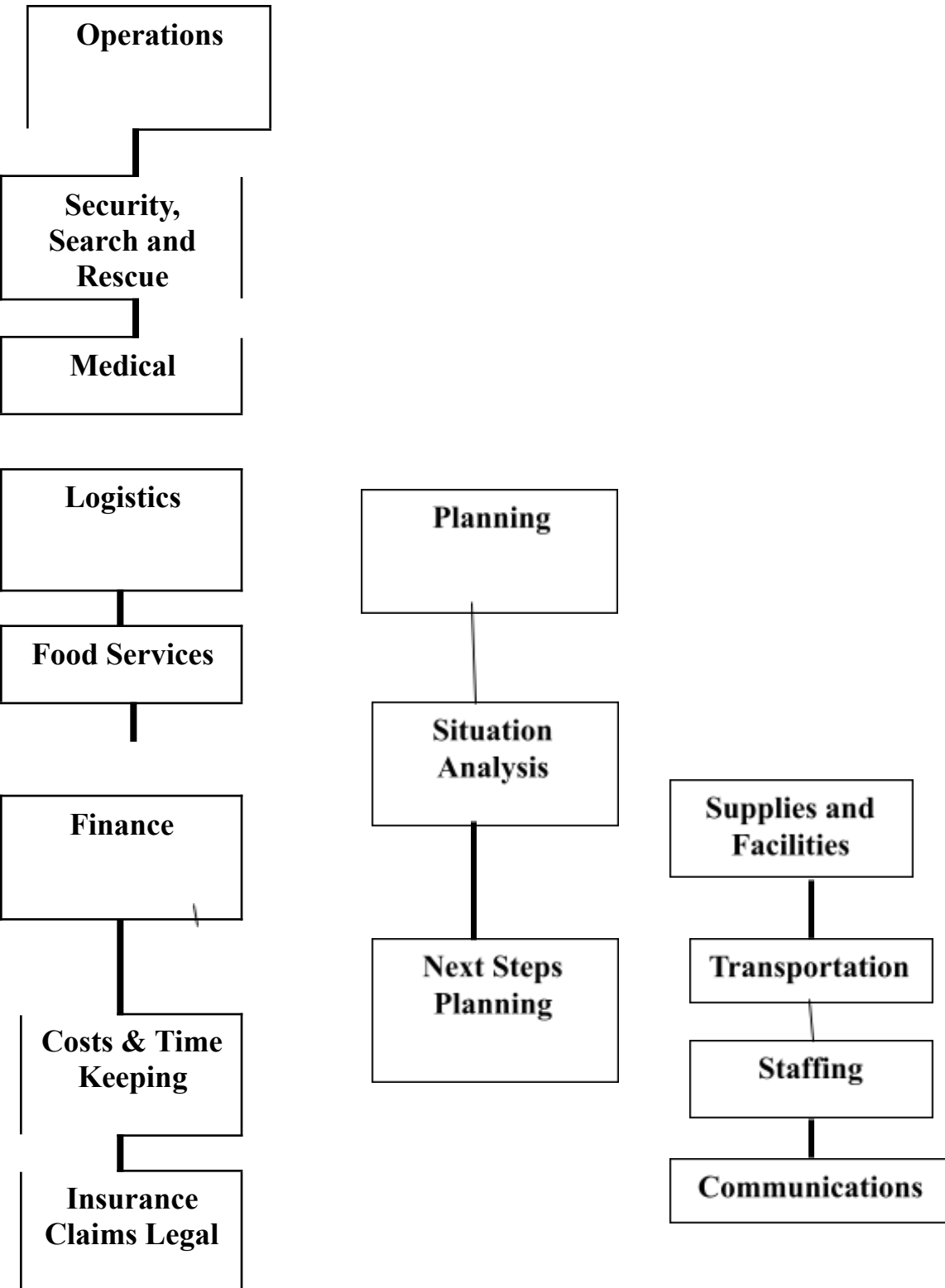
PLAN FOR LOSS OF ELECTRICITY:

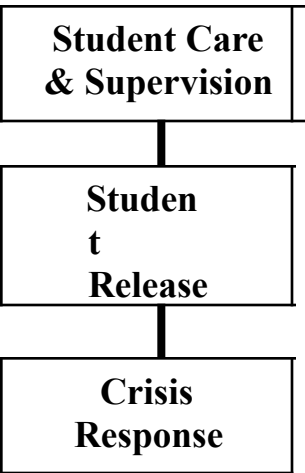
List loss of services in event of electrical outage:

On site portable generator, Flash Lights.

List capability of backup power:

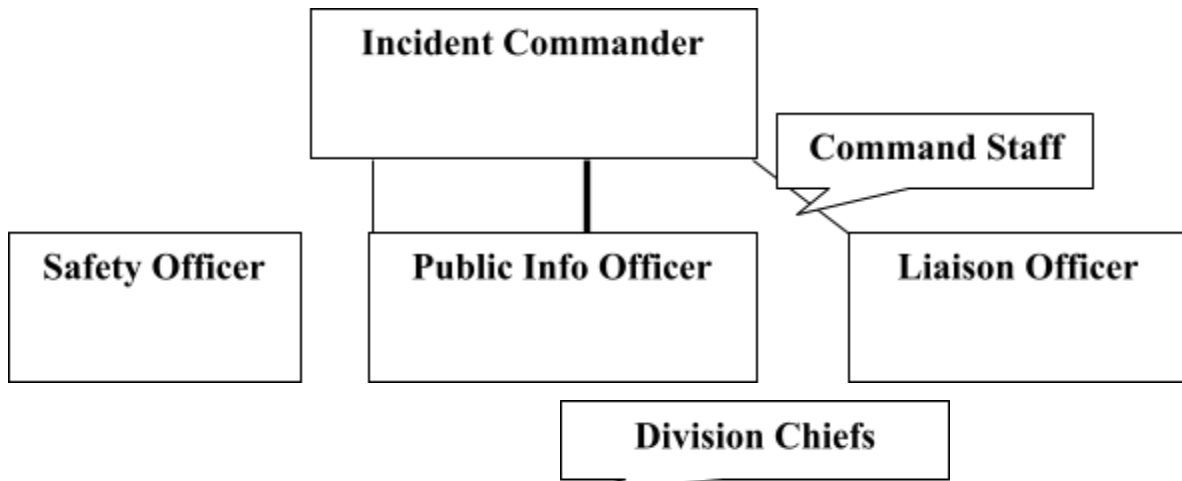
On site portable generator.
Cummins 6500 Watt Generator 120/240 V Located in BU1





INCIDENT COMMAND

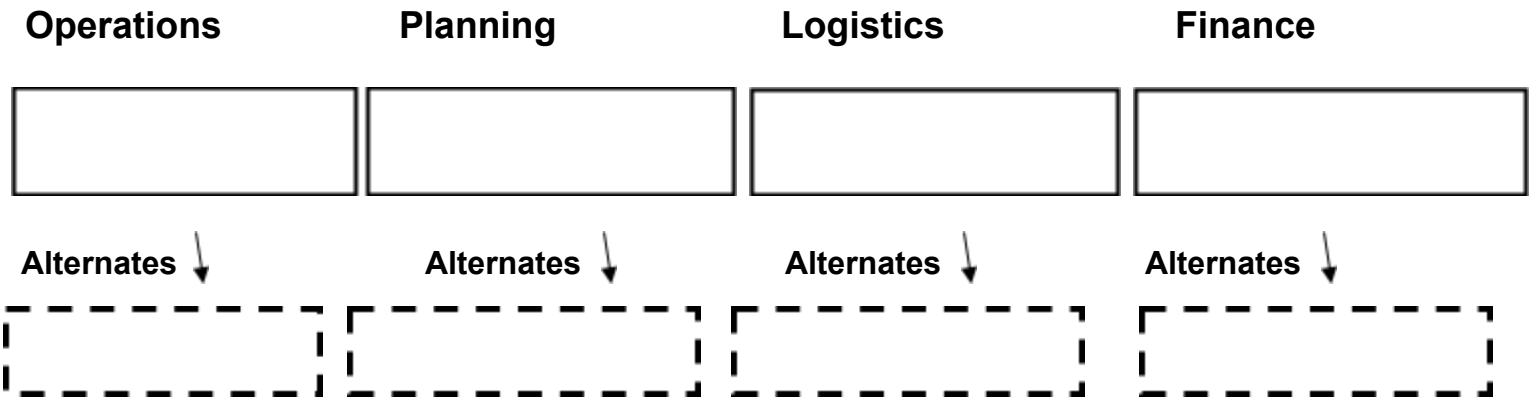
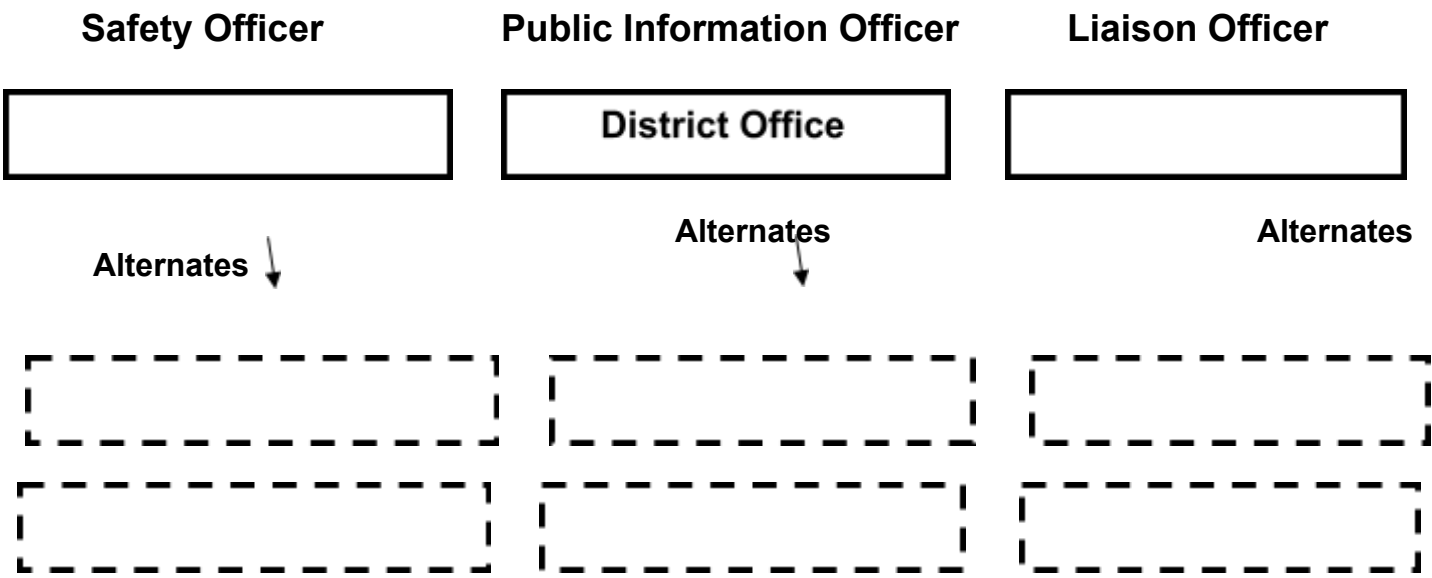
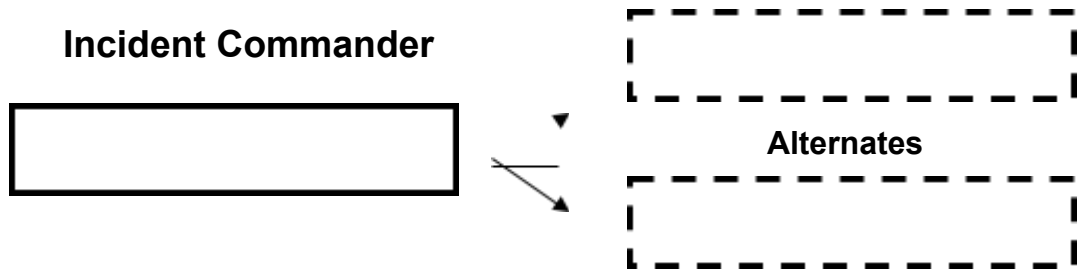
Incident Command System
Reference Only



INCIDENT COMMAND SYSTEM

School Site Assignments

Model Emergency Plan: Pages 24-34



OPERATIONS

Operations Chief

Liza Contreras

Security, Search and Rescue Team Members

Security Leader: Joseph Griffin

Search and Rescue Leader: Joseph Thibodeaux

Medical Team Members

Medical Treatment Leader: Melinda Hosea

Medical Treatment Immediate Leader: John Parker

Medical Treatment Delayed Leader: Kelsey Funkhouser

Student Release Team Members

Student Control-Student Release Leader: James Barkdull

Student Care and Supervision Team Members

Student Control-Supervision Leader: Helga Kalis

Student Grief/Anxiety Counselor: Esther Haskins

INCIDENT COMMAND STAGING LOCATIONS

(Disaster Preparedness Plan: Page 12)

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post	F Bldg. Quad	A Bldg. Quad
Media Staging (PIO)	A Building Parking Lot	A Bldg. Back Parking Lot
Security Team	E Bldg. Quad	A Bldg. Quad
Search & Rescue	F Bldg. Quad	G Bldg. Quad
Medical	A Bldg. back parking lot.	G Bldg. Quad
Student Care	Big Top	Center Quad
Student Release Area	North field on the corner of C St. & Lemon St.	South Parking Lot
Emergency Vehicles	South Parking Lot	North Bus Lane

BUILDING INFORMATION

SCHOOL SITE

DOCUMENT DATE

Encore High School	
---------------------------	--

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		
Gas	Total main gas shutoff?		X	
Water	Total main water shutoff?	X		
Knox Box		X		

ALARM COMPANY INFORMATION

Company Name	High Desert Alarms	
Office Phone	(760) 245-8600	
Emergency Phone	(760) 245-8600	
Responsible Parties	Joseph Griffin	Liza Contreras
Locations of Control Panels	Utility Closets	Utility Closets

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Emergency Storage Container

INCIDENT COMMAND POST

PREPARATION:

Principal, Office Staff, Support Staff

1. Update teacher Crisis Envelopes with:
 - a. Emergency evacuation plan
 - b. Evacuation Absence Lists
 - c. Class lists to be updated each Semester
 - d. ID tag
 - e. Teacher name sign
 - f. Pencil
2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have message tapes prerecorded for use during an emergency.
7. Update Emergency Response Boxes with:
 - a. Student lists with parent phone numbers (each trimester)
 - b. Lists of students with special needs
 - c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update emergency plans.

EMERGENCY:

Principal or Designee: St. Claire Adriaan

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to the Incident Command Post with a cell phone, walkie-talkie.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with the Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
 - a. Fire extinguishers
 - b. Central cut-off for water and electricity
 - c. Emergency supply/tool barrels

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area.
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in the room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for the next assignment.

STUDENT RELEASE TEAM

- See the Student Release Emergency Action on page 28.

MEDICAL TEAM

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of the location of first aid supplies.

EMERGENCY:

1. Check in with the evacuation area leader.
2. Report to the first aid center.
3. Take student "health logs" to the first aid/triage area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with the injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
 - Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.
 - If you are a buddy teacher and do not know who is absent or missing, please check “buddy teacher” below and indicate the total number of students present at the evacuation site.

“Buddy Teacher” Total # of students present _____

TEACHER _____

All students present and accounted for.

Student Name	Absent	No Show / Location?

***This page is to be revised annually.**

EMERGENCY EVACUATION SUPPORT PERSONNEL ABSENCE LIST

- This list should include all staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologist, itinerant teachers, etc. It should be updated, as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out students by filling in the information below. (Copies are located in your emergency folder.)

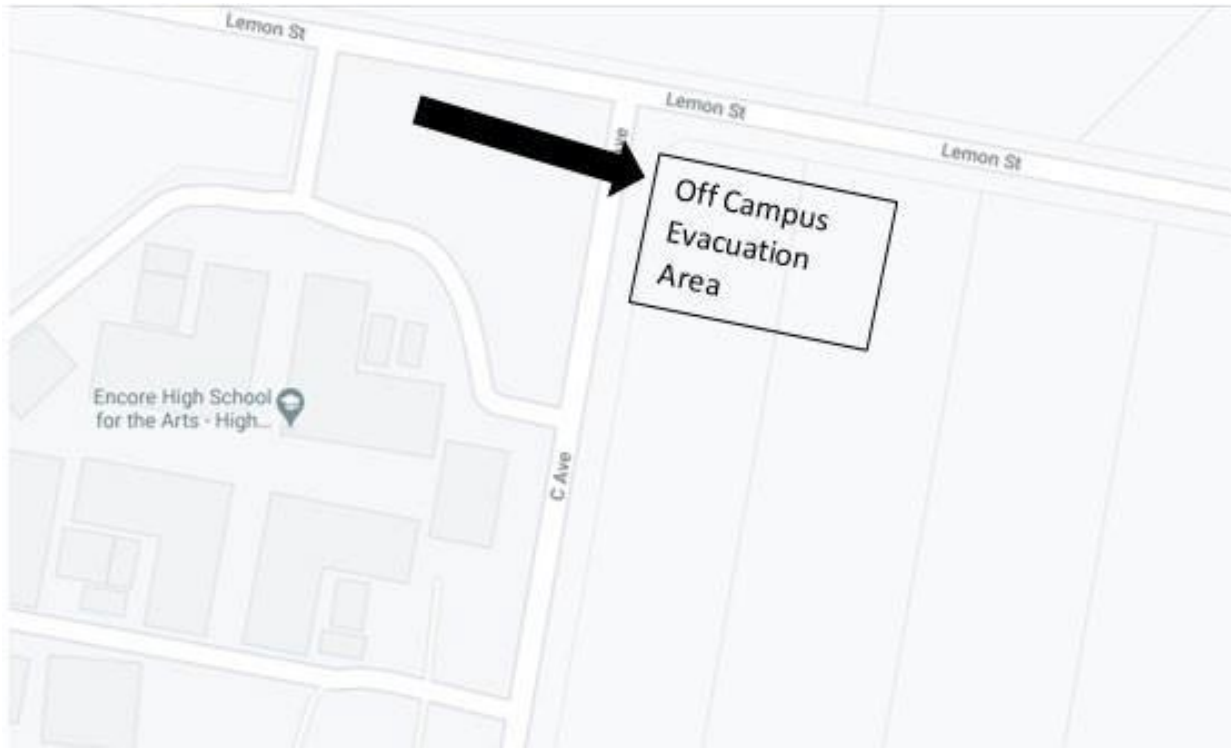
Student's Name	Signature of Parent/Guardian

Valve Shut-off Location Map



Encore High School

Evacuation Map (Off-Site Empty Lot Next to 16955 Lemon St.)



REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report
School Year: _____ B

School: ENCORE HIGH SCHOOL

REQUIRED:

1. FIRE DRILLS-TWICE ANNUALLY
2. EARTHQUAKE DRILLS – ONCE PER SEMESTER

Fire Drills (One each month)					Earthquake Duck and Cover Drills (Four annually)			
Month	Date	Time Conducted	Evacuation Time	Administrator Signature	Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
August					1.			
September					2.			
October					3.			
November					4.			
December								
January								
February								
March								
April								
May								
June								

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

SUBMIT TO (Insert contact) AT (Insert Department):			
JANUARY __, ____		JUNE __, ____	
_____ Principal's Signature	_____ Date	_____ Principal's Signature	_____ Date

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not, and procedures should be modified, as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site’s emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include	<u>Date of Drill</u>
A.M. Fire Drill (regular evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include	<u>Date of Drill</u>
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	
Other:	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - A wheelchair on a daily basis
 - Specialized equipment
 - Physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Site Safety Specialist is responsible for:
 - Identifying all students who will require additional assistance
 - Working with the designated certificated staff (classroom teachers) and the Principal to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Individual Student Emergency Procedures Plan

Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below)		

Individual Student Emergency Procedures Plan

Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner (complete below)		

GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
S T A T U S	<p>“ALL CLEAR” communicates to students and staff that the emergency is over and normal school operations can resume.</p>
	<p>EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage to school facilities or equipment.</p>
R E S T R I C T E D M O V E M E N T & A C C E S	<p>LOCKDOWN is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.</p> <ul style="list-style-type: none"> ● Lock the doors ● Close and lock windows, and close blinds or cover windows ● Turn off lights ● Silence all electronic devices ● Remain silent ● Use strategies to silently communicate with first responders, if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	<p>SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community, or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain</p>

S	<p>inside through the duration of that event. The school perimeter should be secured.</p>
	<p>SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs, and hazardous material spills.</p>
	<p>TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornadoes.</p> <ul style="list-style-type: none"> ● Move students and staff into the school’s permanent buildings, on the ground floor. ● Group students/staff together at the furthest point away from windows on the floor. <ul style="list-style-type: none"> ✓ Face the wall with backs to the windows ✓ Crouch down on knees and elbows ✓ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. <p>An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.</p>
	<p>DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site’s buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.</p>
E V A C U A T I O	<p>EVACUATION is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.</p>
	<p>OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations, OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.</p>

N	<p>EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping</p>
	<p>students at school inadvisable. EARLY RELEASE must be authorized by the district superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.</p>
R E U N I F I C A T I O N	<p>STRUCTURED REUNIFICATION is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires:</p> <ul style="list-style-type: none"> ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody of the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

EMERGENCY ACTION “ALL CLEAR”

“ALL CLEAR” is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. “ALL CLEAR” signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: “Your attention please. (Pause) “ALL CLEAR”. (Pause) “ALL CLEAR”. (Pause) “ALL CLEAR”. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”

2. Use messengers with oral or written words as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over, and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the “ALL CLEAR” announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the “ALL CLEAR” announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement **LOCKDOWN** procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the "**ALL CLEAR**" instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the Principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the Principal or police.

EMERGENCY ACTION SECURE CAMPUS

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked, and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases, and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked
- Requires that no one goes in or out for **any** reason
- Requires that students and staff remain in Secure Campus status until **"ALL CLEAR"** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assume Incident Command role

- Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

“Your attention please. Due to reported police activity in the surrounding community, please implement **SECURE CAMPUS procedures immediately.”**

-REPEAT-

- Instruct Office Manager/Secretary to call law enforcement non-emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- Contact school resource officer or other security personnel and provide available information
- When able, alert the HUSD office
- Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status, and ask that all students return to assigned classrooms immediately
- If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- After the emergency has been neutralized, initiate **“ALL CLEAR”**

- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue class instruction or activity as normal
- Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- Be alert to the possibility that response may elevate to **LOCKDOWN**
- Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- Wait for another action or, if "ALL CLEAR" is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- Proceed to on-campus shelter location as quickly as possible

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Once inside, take attendance to ensure all present students are accounted for
- By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students
- Implement all classroom policies and procedures for **SECURE CAMPUS** status
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

- Wait for another action or, if **“ALL CLEAR”** announcements are issued, return to normal class routine.

EMERGENCY ACTION SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have a hazard in the community and are instituting **SHELTER IN PLACE** procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- ❑ When clearance is received from appropriate agencies, give the "ALL CLEAR" instruction to indicate that the normal school routine can resume.
- ❑ Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- ❑ Immediately clear students from the halls. Stay away from all doors and windows.
- ❑ Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- ❑ Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- ❑ Take attendance and call a report in to the school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Enemy attack imminent.**"

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written words as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

Example: "Attention please. (Pause) **TAKE COVER** (Pause) **TAKE COVER**. (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent.**"

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written words as an alternate means of faculty notification.

EMERGENCY ACTION DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "Attention please. We are experiencing seismic activity. For your protection, follow **DUCK, COVER AND HOLD ON** procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place your head between your knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When the quake is over, leave the building. Do not run. Avoid routes with architectural overhangs. Do not re-enter the building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover the back of the neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation. See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: "Attention please. We need to institute an **EVACUATION** of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."

3. Implement Special Needs Evacuation Plan.
4. Use messengers with oral or written words to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- When clearance to return to the buildings is determined or received from appropriate agencies, announce "**ALL CLEAR**" to return to classrooms and resume school activities.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- Remain in the Assembly Area until further instructions are given.
- Wait for another ACTION or the “**ALL CLEAR**” instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE 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 vapors 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 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 a person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: "Attention please. We need to institute an **OFF-SITE EVACUATION** Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **"ALL CLEAR"** instruction, and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to the Principal/designee.

Remain in place until further instructions are given.

STRUCTURED REUNIFICATION

Please refer to emergency actions summary on page 13.

Emergency Responses

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident
- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Utility Failure

EMERGENCY RESPONSE ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- Report the accident to the Principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to the school office or school nurse for assistance.
- Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

“*Active shooter situations*” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” *Active shooters / armed assailants frequently use firearms, but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

No single response fits all *active shooter / armed assailant situations*; therefore, it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur.
 - a. **Act immediately** if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
 - b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
 - c. **Be decisive.** Communicate your plan to your students and act quickly.
 - d. **Call 911 and the School Office** as soon as it is safe to do so.

2. Options: *Run, Hide or Fight*

- a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
- Do not evacuate unless you...
 - know with certainty, the exact location of assailant (do not trust unofficial, secondhand accounts),
 - **and** can visualize a route that will get your students and yourself safely off campus.
 - Do not carry anything with you.
 - Police may mistake an item in your hands as a weapon.
 - Leave everything behind.
 - If you encounter people along the way...
 - Adults: Warn them and take them with you if you can but do not stop if they refuse to come.
 - Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care.*
 - Place terrain and buildings between you and the assailant to cover your escape.
 - Keep going until you are certain you are out of danger.
 - Call 911 as soon as it is safe to do so.
 - Keep your students with you. Call **911** to report your location and obtain instructions.
- b. **Hide:** If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.
- Lock the doors;
 - Close and lock windows and close blinds or cover windows;
 - Turn off lights;
 - Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
 - Silence all electronic devices;
 - Remain silent;
 - Position occupants spread out and out of line of site from room entrance.
 - Prepare to take action if the assailant attempts to get in the room;
 - Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
 - Call 911 as soon as it is safe to do so.
 - Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
 - Construct a strong barricade.
 - If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

- a. Provide as much information as possible (slow down – be calm):
 - State the emergency: “I hear gunfire.” “I saw...”
 - Give information on people who are wounded.
 - Location of the assailant (if known):
 - Description of the assailant (if known):
 - Your precise location: “room ___”
 - The number of children with you:
- b. Keep the line open, even if you cannot talk, unless instructed by the dispatcher to end the call.

4. Special Topics

- a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.
 - *Run* – If you encounter injured persons while you are trying to get out of danger...
 - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
 - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.

- o As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
 - o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
 - o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.
- b. Law Enforcement: If you encounter law enforcement officers...
 - Immediately raise your hands in the air and display your open palms.
 - Do not run up to officers or attempt to hug or talk to them.
 - Do not talk unless they ask you a question.
 - Do exactly what they tell you to do.
- c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
 - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
 - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.
- d. Ongoing Communication: (School and district staff should develop means to safely provide updates to staff to keep them informed during the incident.)
- e. Extended Day Programs / After School Activities: (School sites must also plan for and train all district / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
 - o Include as much actionable information on the announcement as possible.
 - *Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”*
 - o If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.

- *Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”*
- Notify the district office after you call 911.
- If possible, assist emergency personnel.
 - Assist police in entering the school;
 - Provide officers with keys, maps and any other information requested.

DISTRICT STAFF ACTIONS

- **Emergency Operations Center (EOC)**
 - Activate the district’s Emergency Operations Center
 - Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.
- **Offsite Reunification**
 - The Operations Section should prepare an off-site evacuation site for reunification.
 - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
 - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
 - School staff and students will remain in lockdown until evacuated on a room by room basis.
 - Buses should be placed on standby for evacuation.
 - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.
- **Crisis Intervention**
 - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
 - This team will also provide ongoing support throughout the recovery phase of the emergency response.
 - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
 - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

EMERGENCY RESPONSE

AIRCRAFT CRASH

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal
- Move students away from the immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal/Designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include

EVACUATION, or OFF-SITE EVACUATION

- That may include the use of busses or alternate transportation.
- Notify the Executive Staff, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until the Fire Department arrives.
Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter the building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to the designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify the Executive Staff, who will contact the Office of Emergency Services.
- Fire department officials will secure the area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do.

EMERGENCY RESPONSE AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.
- Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- Remain indoors with students.
- Minimize physical activity.
- Keep windows and doors closed.
- Resume normal activities after the "All Clear" signal is given.

EMERGENCY RESPONSE

ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify the Principal.
- Assist in getting the “Epi” (Epinephrine) pen for individuals who carry them (usually in a backpack), and prescription medications (kept by the school nurse).
- If an insect sting, remove the stinger immediately.
- Assess the situation and help the student/staff member to be comfortable.
- Move the student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using “Epi” pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply an ice pack to the affected area, keep the victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an “Epi” pen in the school office and notify staff as to location.
 - Emergency health cards should be completed by parents for each child and should be easily accessible by school personnel.
 - Provide bus drivers with information sheets for all known acute allergic reactors.
-

EMERGENCY RESPONSE ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolate the animal.
- If the animal is outside, keep students inside and institute **Secure Campus**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal.
- Contact the Hesperia Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the Principal if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g., anthrax, smallpox, plague, ricin etc.) is difficult because it usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of danger (if outside, implement **Take Cover**).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to a central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify Executive Staff of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department

determines it is safe to leave.

- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify the Principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify Executive Staff of the situation.
- Arrange for immediate psychological counseling for students and staff.
- Complete the Biological and Chemical Release Response Checklist
- Wait to return to the building until it has been declared safe by local HazMat or the appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing.
- Do not use bleach on potentially exposed skins.
- Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

EMERGENCY RESPONSE

BOMB THREAT

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt the caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify Executive Staff immediately after completing the call.
- Complete the Bomb Threat Checklist.

Telephone Bomb Threats

Remain calm/courteous.
Read phone's visual display.
Listen, do not interrupt.
Keep caller talking. Pretend hearing difficulty.
Notice details: background noises, voice description.
Ask: When? Where? What? How?
Do not touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of the item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify Executive Staff or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the District Superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If a suspicious item is found, make no attempt to investigate or examine the object.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the Principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. **DO NOT HANG UP**, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: Time:

Time Caller Hung Up: Phone Number Where Call Received:

Ask Caller:

- Where is the bomb located? (Building, Floor, Room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise) _____
- Estimated age _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds:	Threat Language:
<input type="checkbox"/> Accent	<input type="checkbox"/> Animal Noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Angry	<input type="checkbox"/> House Noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Calm	<input type="checkbox"/> Kitchen Noises	<input type="checkbox"/> Taped
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> Street Noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Coughing	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Crying	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Deep	<input type="checkbox"/> Music	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Motor	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Clear	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Static	
<input type="checkbox"/> Excited	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Female	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Local	
<input type="checkbox"/> Lisp	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Loud		
<input type="checkbox"/> Male	Other Information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		



EMERGENCY RESPONSE

BUS ACCIDENT

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of the bus and other unique circumstances.

BUS DRIVER:

- Turn off power, ignition and headlights. Use safety lights, as appropriate.
- Evaluate the need for evacuation.
- Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify the Principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify the school community about the incident and status of injured students and/or staff. Prepare the news release for the media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- Issue **DUCK, COVER** and **HOLD ON** instruction.
- Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- Set the brake, turn off ignition and wait for shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and

condition of students and the bus.

- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,

- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from the site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- Do not drive through flooded streets and/or roads.
- Take an alternate route or wait for public safety personnel to determine a safe route.
- If the bus is disabled, stay in place until help arrives.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- Account for all students and staff throughout the emergency.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Alert others in the immediate area to leave the area.
- Close windows and doors and restrict access to the affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
- Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify Executive Staff of school status and location.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- If **EVACUATION** is implemented, direct all students to report to the nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at the evacuation site, take attendance. Notify the Principal/Site Administrator of any missing students.
- Upon arrival at the evacuation site, take roll and report attendance to the Principal immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- Disrupt school activities;
- Cause injury to staff and students; and/or
- Damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to the Principal/Site Administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in the classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or the uncontrolled behavior is aggressive, notify police of the situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so,

have students lie down and cover their heads.

- ❑ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- ❑ Cancel all outside activities.
- ❑ Maintain an accurate record of events, conversations and actions.
- ❑ Assign staff members to assist the nurse as necessary.

STAFF ACTIONS:

- ❑ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ❑ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- ❑ Care for the injured, if any.
- ❑ Remain with students within locked classrooms until “All Clear” is given, regardless of bells and the school schedule.

EMERGENCY RESPONSE

DEATH OF A STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such a tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- Allow students who wish to meet in the counseling office or other appropriate place to do so.
- Encourage students to report any other students who might need assistance.

- ❑ **Arrange with a facilitator/counselor to individually escort each student to the counseling support site.**

EMERGENCY RESPONSE DEATH OF A STAFF MEMBER

A reported death or serious illness among the school community may have a profound effect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongings.
Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

EMERGENCY RESPONSE

DIRTY BOMB

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up a decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify Executive Staff of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.
- Immediately remove the outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put the plastic bag away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- Do not return outside after decontamination. Remain in a safe area, isolated from

those who are unaffected, until emergency response personnel arrive.

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- Move to a central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify Executive Staff of the situation.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Keep students calm. Instruct students to **DUCK and COVER**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

EMERGENCY RESPONSE

EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send the Search and Rescue Team to look for trapped students and staff. Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify the District Office of school and personnel status. Determine who will inform public information to the media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by the appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under a table or other sturdy furniture with back to windows.
- Check for injuries and render First Aid.
- After shaking stops, **EVACUATE the building**. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to the Principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks.
- Do NOT re-enter the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under the table or other sturdy furniture with back to the windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over your head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to the Principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of the Principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify the fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents.

- Arrange for alternative learning arrangement such as portable classrooms if school will be closed for some duration of time.
- Executive staff representative will inform the public and media.

EMERGENCY RESPONSE

EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound the fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings, but others may be used for **SHELTER IN PLACE**.
- Notify the Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify the utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate **DROP, COVER AND HOLD ON**.
- If an explosion occurred inside the school building, **EVACUATE** to the outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout the evacuation process.
- Upon arrival at the assembly area, check attendance. Report status to site administrator immediately.
- Render first aid, as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.

- ❑ If an explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**.
Keep students at a safe distance from the site of the explosion.

EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify the District Office of situation.
- Notify the appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE** students from the building using primary or alternate fire routes.
Take an emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Determine the need to implement an **EVACUATION**. If the fire threatens the

school, execute the actions above. If not, continue with the school routine.

EMERGENCY RESPONSE

FLOOD

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Monitor AM radio weather station KFI AM 640 for flood information.
- Notify District Superintendent of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, **EVACUATE** students using the evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to the principal/site administrator and emergency response personnel.
- Do not return to the school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- If evacuation is by bus, **DO NOT** drive through flooded streets and/or roads. **DO NOT** attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

EMERGENCY RESPONSE

GAS ODOR / LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- Notify the Principal.
- Move students from the immediate vicinity of danger.
- Do not turn on any electrical devices such as lights, computers, fans, etc.
- If the odor is severe, leave the area immediately.
- If the building is evacuated, take student attendance and report any missing students to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If a gas leak is internal, evacuate the building immediately.
- Call 911.
- Notify the utility company.
- Determine whether to move to an alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

EMERGENCY RESPONSE HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off ventilation systems in affected areas.
- Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **Off Site Evacuation**, which may include the use of busses. Move students and staff away from the path of the hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Follow standard student assembly, accounting and reporting procedures.
- Report names of missing students to the office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

EMERGENCY RESPONSE HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- Identify an assembly area for responding officers away from the hostage situation.
 - Have the school liaison wait at the assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify the media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger.
 - Protect students by implementing a **LOCKDOWN**.
- Alert the Principal/site administrator.
- Account for all students.

EMERGENCY RESPONSE

INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident.
Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard a person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - “What can we do to make this better?”*
 - “I understand the problem, and I am concerned.”*
 - “We need to work together on this problem.”*
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Take measures to keep the subject away from students and building.
- Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

- Notify the Principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep the intruder in view until police or law enforcement arrives. Stay calm.
Do not indicate any threat to the intruder.
- Isolate intruder from students. Lock classroom and office doors. Close blinds

and stay clear of windows and panes of glass. Remain inside rooms until the **“ALL CLEAR”** instruction is announced.

EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for necessary care of individuals.
- If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- School professionals (psychologist, counselor, social worker, nurse) should recommend next steps to the Principal. The next steps may include:
 - Provide parents/guardians with the names and phone numbers of mental health resources.
 - Recommend that the parents make immediate contact with a therapist.
 - Request that parents/guardians to sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school.
- Develop a safety plan prior to the student's return to school.
- Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- Notify Principal/site administrator.
- Notify school nurse, school psychologist, counselor or social worker.
- Protect individuals from injury.

EMERGENCY RESPONSE

KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the Principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- Notify Principal, providing essential details:
- Name and description of the student
- Description of the suspect
- Vehicle information
- Move students away from the area of abduction.

EMERGENCY RESPONSE

MEDICAL EMERGENCY

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911.

Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate.

Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number
- Do not hang up until advised to do so by dispatcher

Universal Precautions when Treating a Medical Emergency

Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.

Wash hands thoroughly after providing care.

- Assign staff members to meet rescue service and show medical responders where the injured person is.
- Assemble emergency care and contact information of victim
- Monitor medical status of the victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with an individual, even if he or she is transported to the hospital.
- Notify parents/guardians if the victim is a student. Describe type of illness or injury, medical care being administered, and location where a student has been transported.
- Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- Notify Principal/Site Administrator.
- Stay calm. Keep the individual warm with a coat or blanket.
- Ask the school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- Do not give the individual anything to eat or drink.

EMERGENCY RESPONSE

MISSING STUDENT

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see a student.
- Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with the child's bus stop location and nearest other bus stops.
- Have the driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with

parents/guardians.

- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that the student attended school that day. Notify the Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

EMERGENCY RESPONSE MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify District Superintendent.

STAFF ACTIONS:

- Notify the Principal.
- Move students away from the immediate vicinity of the crash.
- EVACUATE** students to a safe assembly area away from the crash scene.
- Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal/designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide a list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify the District Superintendent of the situation and number of students and staff affected.
- Confer with the Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of the situation and actions taken.

STAFF ACTIONS:

- Notify Principal/site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Keep poisonous materials in a locked and secure location.
- Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

EMERGENCY RESPONSE PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Obtain information on when, why and how many people are expected. Identify the spokesperson for the group.
- Contact the local police department for the school's jurisdiction and advise them of the situation.
- Notify staff of the planned demonstration.
- Develop an information letter to parents.
- Assign a staff member to act as liaison with police, media and possibly the demonstrating group.
- Designate a staff member to handle incoming calls during the demonstration.
- Establish areas where demonstrators can set up without affecting the operation of the school.
- Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- Do not allow students to be interviewed by the media or join in the demonstration.

EMERGENCY RESPONSE

SEXUAL ASSAULT

Sexual assault and abuse are any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify the victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on the student and staff population. Plan appropriate school events for the next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Determine if immediate medical attention is needed. If so, call 911.
- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.

EMERGENCY RESPONSE

SEVERE WEATHER

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees.
- Post school status on the school website.
- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts to determine onset of storm conditions that may affect school operations.
- Notify utility companies of any break or suspected break in utility lines.
- Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to the lower floor of the school building near the inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building.
Stay away from windows.
- Take attendance. Report any missing students to the Principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make

arrangements for special needs, snacks and quiet recreational activities.

EMERGENCY RESPONSE

STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrators or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify the school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff members to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

EMERGENCY RESPONSE

SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call an ambulance in event of overdose or injury requiring medical attention.
- Call 911 if an immediate threat exists to the safety of the student or others.
- Calm the student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Cancel all outside activities.
- Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.

Steps for Suicide Intervention

Stabilize individual
Assess risk
Determine services
needed
Inform
Follow-up

- ❑ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone close by.

EMERGENCY RESPONSE SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air.
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- Do not open the package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop packages.
- Put packages in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- Leave the room promptly and prevent anyone from entering.
- Notify Principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- Do not sniff, touch, taste, or look closely at the spilled contents.
- Do not clean up the powder.
- Put the package on a stable surface.

- Leave the room promptly and prevent anyone from entering.
- Wash hands thoroughly with soap and water.
- Notify Principal or Site Administrator.

EMERGENCY RESPONSE TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries
- Victims who are contaminated or seriously injured
- Widespread fear and panic
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Move students to the closest suitable shelter.
- If the above is not advisable, remain in school building and initiate **DUCK, COVER and HOLD.**

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- Keep students calm.
- Close all curtains and blinds.
- Instruct students to **DUCK AND COVER.**

EMERGENCY RESPONSE

THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at “Threat Level Red”, specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Listen to radio and TV for current information and instructions.
- Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER**.
- Continue to monitor the media for specific situations.
- Be alert and immediately report suspicious activity to proper authorities.
- If circumstances and time allow, move students to the closest suitable shelter.
- Location: Big Top
- Procedure for movement to shelter:
- Move students by group from designated areas
- If moving students is not advisable, remain in the building as a place of shelter.
- Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- Require identification check for anyone entering school other than students, staff and faculty.
- Escort visitors to locations in the school building.

EMERGENCY RESPONSE THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates, or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - Is the individual moving towards violent action?
 - Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Isolate the threatening person from other students and staff if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until "**ALL CLEAR**" is given.

EMERGENCY RESPONSE

UTILITY FAILURE

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- Notify the utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written words as an alternate means of faculty notification.
- Notify the District Office of loss of service.
- Implement plans to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____

Drinking

Water:

Food

Service:

Fire

Suppression:

Other: _____

B. Plan for Loss of Electricity

Ventilation: _____

Emergency _____

Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas

Heat: _____

Food Service:

Other:

B. Suspension & Expulsion Policies

DISCIPLINE

Behavioral Intervention

- When a student violates policies that are described in the school discipline policy as major, severe, or other offense that is described as grounds for suspension or expulsion, a conference will be held between administrative staff, the student, and the parents / guardians.
- The student will be informed of the reason for the disciplinary action and the evidence against the student.
- At this time, the student will be given the opportunity to present their version and evidence in their defense.
- A behavior contract will be developed and signed by all parties present in which the student pledges to complete the specified tasks and/or uphold specified codes.
- If this contract is broken by the student, another conference will be scheduled from which dismissal is a possible outcome.

Informal Conference

For an off campus suspension, an informal conference will take place by the administrative staff with the student and the parent / guardian. The student will be informed of the reason for the disciplinary action and the evidence against them. At this time, the student will be given the opportunity to present their version and evidence in their defense. This conference may be omitted from due process if administration determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to lives, safety, or health of students or school personnel. If a student is suspended without conference, the parent / guardian will be notified of the suspension and a conference will be scheduled as soon as possible. An informal conference can be a phone call.

Notice to Parent / Guardians

At the time of suspension, an employee of Encore will make a reasonable effort to contact the parent / guardian by telephone or in person, to be followed up with written notice. This notice will state the specific offense committed by the student. In addition, the notice will state the date the student may return to school. If the school officials wish to ask the parent / guardian to call regarding matters of the suspension, the notice will require the parent / guardian to respond to this request within three days following that violation.

Length of Suspension / Independent Study

Students cannot exceed five (5) consecutive days of off campus suspension without first scheduling a second conference between administration and guardians to discuss the progress of the suspension. Arrangements will be made to provide the student with supplied independent study agreements and work to be completed at home during the length of the suspension.

BULLY TRAFFIC SCHOOL / LUNCHTIME DETENTION

Encore is exploring the option of implementing a lunchtime detention “bully traffic school” for students that engage in bullying. Like traffic school, students would participate in a one or two lunchtime program that will teach them strategies on how to engage in respectful behavior and conflict resolution. They are required to take notes and write thoughts that are turned in at the end of the session to prove that they were taking part in bully traffic school

Bullying Traffic School addresses social behaviors that promote a culture of respect among students and or toward teachers and staff, and how to access support from teachers and or counselors regarding conflict resolution

DEMERITS

A demerit is a way for a student to be reprimanded for breaking the rules. Demerits are cumulative. This means that if a student breaks a rule in their science class, during nutrition, and then during lunch – those three demerits will add up toward a detention or Saturday school. Any staff member can give a demerit. A demerit is a two part document. The first part goes to the student so they know they have received a demerit. The second part goes to the discipline office where they are logged. Once a student receives five demerits, they will receive an after school detention. Demerits are cumulative for the school year.

MINOR BEHAVIOR OFFENSES

A minor behavior offense is something that happens within the classroom that is a nuisance only in the classroom, but not a disruption that interrupts the educational process. Examples of these minor behavior offenses include:

- Breaking classroom rules
- Use of or bringing personal items from home (toys, roller blades, skateboards, laser pointers) Having food, drinks, candy, etc. in the classroom
- Chewing gum
- Minor disrespect
- Throwing objects, littering (objects that do not pose a safety hazard)
- Running in the hallways, classrooms
- Failing to return contracts

For these offenses, teachers will handle the discipline within the classroom. Teachers will give demerits to the student for each offense. When a student acquires five demerits, they will receive an after school detention.

MINOR OFFICE OFFENSES

Since Encore has a strict discipline policy, some offenses that would be considered minor at other schools will still be referred to the discipline office. The following offenses are “cite and release offenses” that should not require a lot of time at the front office, but need to be documented so behaviors can be determined.

- Dress Code
- No ID Card
- Public Display of Affection (PDA)
- Horseplay

First offense – Demerit to be signed by parent and returned to discipline office

Second offense – Demerit to be signed by parent and returned to discipline office

Third offense – Lunch Detention or equivalent

Fourth offense – After School Detention (PENDING SCHOOL IMPLEMENTATION OF THIS PROGRAM)

Fifth offense – Behavior Contract

MEDIUM OFFENSES

These offenses will require the student to fill out an incident report in the front office.

- Obscene language, materials, gestures or behavior, racial remarks or comments
- Defiance or disrespectful behavior
- Excessive horseplay
- Disrupting the classroom
- Misbehavior for substitute teacher
- Unauthorized selling inventory (inventory will be confiscated)

First Offense – After School Detention

Second Offense – Saturday School

Third Offense – On campus suspension

Fourth Offense – 1 day off campus suspension / behavior contract

MAJOR OFFENSES

These offenses will require an investigation, incident report, and interviews will take place before any action is taken. Major offenses include:

- Ditching (on or off campus)
- Bullying (threatening, extorting and language of aggressive nature)
- Throwing hazardous objects (rocks, pencils, etc.) or any other activity that poses an extreme safety hazard
- Deceitful behavior (false accusations, forgery, lying, cheating, plagiarism, etc.)
- Unauthorized distribution, selling, or buying of materials or information without prior administration approval

First Offense – 1 day on campus suspension

Second Offense – 2 days on campus suspension

Third Offense – 3 days on campus suspension / Behavior Contract

SEVERE BEHAVIOR OFFENSES

These offenses will require an investigation, incident reports, and interviews before any discipline takes place. Students will be placed on independent study until the discipline hearing can take place. Severe offenses include:

- Fighting / battery (employing hostile contact in which at least one party or both individuals have contributed to a situation by verbal action and/or bodily harm or intent of harm)
- Assault (or conspiracy for assault)
- False alarms, unauthorized calls; dialing 911 from any phone
- Vandalism
- Bomb threats; terrorist threats
- Gang related activities

- Possession, use, being under the influence, sale or distribution of a controlled substance (this includes look alike items, tobacco, and any version of e-cigarettes)
- Weapon possession (this includes but is not limited to knife, pocket knife, chain, gun, etc.)
- Stealing
- Arson

This is not an all-inclusive list, however, the offenses listed here will result in five days off campus suspension pending an expulsion hearing.

SUSPENSION PROCEDURES

ON CAMPUS ALL DAY SUSPENSION

Students that have been placed on “on campus all day detention” will be required to serve their disciplinary time in an assigned area. The detention is served at school. Absence from “on campus detention” will result in additional disciplinary action. A student cannot be absent for their “on campus detention” date.

Written notice of on campus all day detention is made and given to the student. The student must have the notice of detention signed by a parent or guardian before they can serve this detention. Students will retrieve work from their teachers and work independently in the office for the entire school day. Campus Aides will release the student to retrieve lunch and bring it back to the assigned area. Students in “on campus all day detention” are not allowed to speak, roam, or leave the area. If they are found breaking the rules, they will be forced to add an additional day to “on campus all day detention.”

No more than five (5) days of an on campus all day detention can be given to a student in a row. If action requires different discipline, off campus suspension and / or expulsion process will ensue. If five (5) days of on campus detention are given to a student during the school year, they will be placed on a behavior contract.

A PUPIL CAN BE EXPELLED OR SUSPENDED IF: (this is not an all inclusive list)

- 51.1 Attempted to cause or threatened to cause physical injury to another person
- 51.2 Willfully used force or violence upon another person, except in self defense
- 51.3 Possessed, sold, or otherwise furnished any firearm, knife, explosive or other dangerous object, unless, in the case of possession of any object of this type that the student had obtained written permission to possess the object from the administration
- 51.4 Unlawfully possessed, used, sold or otherwise furnished or been under the influence of any controlled substance, alcoholic beverage, or

intoxicant of any kind

- 51.5 Unlawfully offered, arranged, or negotiated to sell any controlled substance
- 51.6 Committed or attempted to commit robbery or extortion
- 51.7 Attempted to cause damage to school or private property.
- 51.8 Stole or attempted to steal school or private property.
- 51.9 Possessed or used tobacco, or any product containing Nicotine including but not limited to cigarettes, cigars, e-cigarettes, clove cigarettes, smokeless tobacco snuff, chew packets, betel
- 51.10 Committed an obscene act or engaged in habitual profanity or vulgarity
- 51.11 Had unlawful possession of, or willfully offered or arranged for the sale of any drug paraphernalia.
- 51.12 Disrupted school activities or otherwise willfully defied the authority of supervisors, teachers, administrators, school officials, or staff
- 51.13 Knowingly received stolen school or private property.
- 51.14 Possessed an imitation firearm (like a replica) that would lead a reasonable person to believe the replica is a firearm
- 51.15 Committed or attempted to commit sexual assault.
- 51.16 Committed sexual battery.
- 51.17 Harassed, threatened, or intimidated a student who is a complaining witness or witnesses in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- 51.18 Unlawfully offered, arranged to sell, negotiated to sell prescription drugs
- 51.19 Engaged in or attempted to engage in hazing
- 51.20 Aids or abets the infliction or attempted infliction of physical injury to another person
- 51.21 Caused, threatened to cause, or participated in an act of hate violence.
- 51.22 Made terrorist threats against school officials or school property, or both.
- 51.23 Sale of any goods for private or fundraising purpose without express written consent from the school administration.
- 51.24 Destruction of school property
- 51.25 Gang related activity
- 51.26 Excessive cyber bullying, threats
- 51.27 Criminal behavior
- 51.28 Cyber hacking

In the event that any of these offenses lead a student to suspension or expulsion, the administration of Encore will notify the parents as soon as possible of the infraction and will arrange a parent / student conference with administration to discuss the infraction and consequences of the act.

If a student receives more than a total of fifteen (15) days of suspension within a single school year, they can be placed for a dismissal hearing from the school. Encore will collect and produce data regarding the suspension and expulsion of special education students as required by the Modified Consent Decree. Encore will adhere to

all provisions of the individuals with disabilities education act (IDEA) and its amendments

The decision to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Encore District Office. The student, guardian or representative, and District Office must determine whether the student has successfully completed the rehabilitation plan and whether there is a threat of harm or disruption posed to others on campus. The student's admission is also contingent on the capacity of Encore at the time the student seeks readmission or admission. All previously expelled students will be required to complete all admissions requirements including but not limited to lottery, new auditions and workshops.

EXPULSION PROCEDURES

Encore High School is zero tolerance, so any behavior that is unsatisfactory or dangerous will lead to immediate consequences. **ALL CRIMINAL BEHAVIOR WILL IMMEDIATELY BE FORWARDED TO THE LOCAL AUTHORITIES AND PROSECUTED IF NECESSARY.**

Students recommended for expulsion are entitled to a hearing to determine whether they should be expelled or not. This hearing must be held within thirty (30) days after the administration determines that an act warranting expulsion has occurred. If all parties agree to the expulsion, the hearing can be waived.

- Written notice of the hearing will be communicated to the student's parent or guardian at least ten (10) calendar days prior to the date of the hearing using one or more of the following means of communication
 - A copy of the notice will be hand delivered to the parent/guardian
 - A copy of the notice will be emailed to the parent/guardian
 - A copy of the notice will be mailed USPS to the parent/guardian
 - A copy of the notice will be mailed certified to the parent/guardian
 - A copy of the notice will be shipped via FedEx to the parent/guardian
 - The notice will include
 - date, time, and place of the hearing
 - statement specifying the fact, charges, offenses upon which the proposed expulsion is based
 - copy of the school's disciplinary rules as it relates to the alleged violation
 - statement that the student and parent / guardian may appear in person at the hearing

In the event of an expulsion, Encore will work with the district of residence, county, and / or private school to assist with academic placement of the expelled student. Incidents of violent and / or serious student misconduct will be communicated to the district / school that the student enrolls in.

When a student is expelled, written notice of the expulsion will be sent by administration to the student's legal guardian. This notice will include:

1. Specific reason for expulsion
2. Notice of the student and / or legal guardian obligation to inform any new school in which the student seeks to enroll about their status with Encore.
3. Encore will notify the school where transcripts are requested of the expulsion

RIGHT OF APPEAL FOR EXPULSIONS

Parents and students will have the right to appeal a decision for suspension or expulsion from the discipline committee. A legal guardian or a student can request an appeal by submitting a formal letter of appeal to the Encore Education Corporation Board. This formal letter must be received by the Board within seven business days of the formal decision.

This formal letter must be mailed to

Encore Education Corporation
Attn. Appeals
16955 Lemon Street
Hesperia, CA 92345

Upon receipt of the appeal, the board will have ten (10) business days to review the case and give their recommendations regarding the specific suspension or expulsion. The school board can choose to meet with the student and their legal guardian during a closed session to determine the final outcome of an expulsion, although not required. The administration of Encore will be required to uphold the final recommendation by the Encore Education Corporation Board.

The suspension and expulsion policy will be reviewed annually and when necessary, modified.

D. Procedures for Notifying Teachers of Dangerous Pupils

California State Education Code 49079

A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts (described in E.C. §48900) that are grounds for suspension and/or expulsion. The district shall provide the information based upon records it maintains, or receives from a law enforcement agency, regarding a pupil. The information provided shall be from the previous three school years and it shall be received in confidence.

Suspension by Teacher (Ed. Code 48910)

A teacher may suspend a pupil from his/her class or class period, for any act specified in Ed. Code 48900, for the day of the suspension and the day following. The suspension must be immediately reported to the principal and the student sent to the principal for further action. The teacher must also request a parent/teacher conference as soon as possible. The pupil shall not be returned to the class from which the pupil was suspended without the concurrence of the teacher and principal.

Notification of Law Enforcement (Ed. Code 44014)

Whenever any school employee is attacked, assaulted, or physically threatened by a pupil, it is the duty of the employee and the supervisor who has knowledge of the incident to promptly report the matter to law enforcement authorities. Failure to make such a report is an infraction punishable by a fine. Any school employee who attempts to impede the making of a required report is guilty of an infraction punishable by a fine. No board member or school district employee may impose any sanctions against a person for making this report.

E. Discrimination & Harassment Policy

Refer to Employee Handbook and Student Handbook

F. School-wide Dress Code Prohibiting Gang Attire

DRESS CODE - In order to create a healthy, safe, and educationally motivating environment at Encore, a dress code has been implemented to support the learning environment. Staff, students, and parents are required to follow dress code policies at all school functions on and off campus. A student may not remain at school when clothing:

1. Creates a safety hazard for said student or other students at school
2. Presents a serious and unnecessary distraction to the learning process or campus order

The administration of Encore will maintain the determination of whether or not clothing or apparel constitutes a threat to safety and order or if the apparel is disrupting the educational process.

CONSEQUENCES FOR BREAKING DRESS CODE:

First offense – warning

Second offense – call home

Third offense – Lunch Detention

Fourth offense – After School Detention

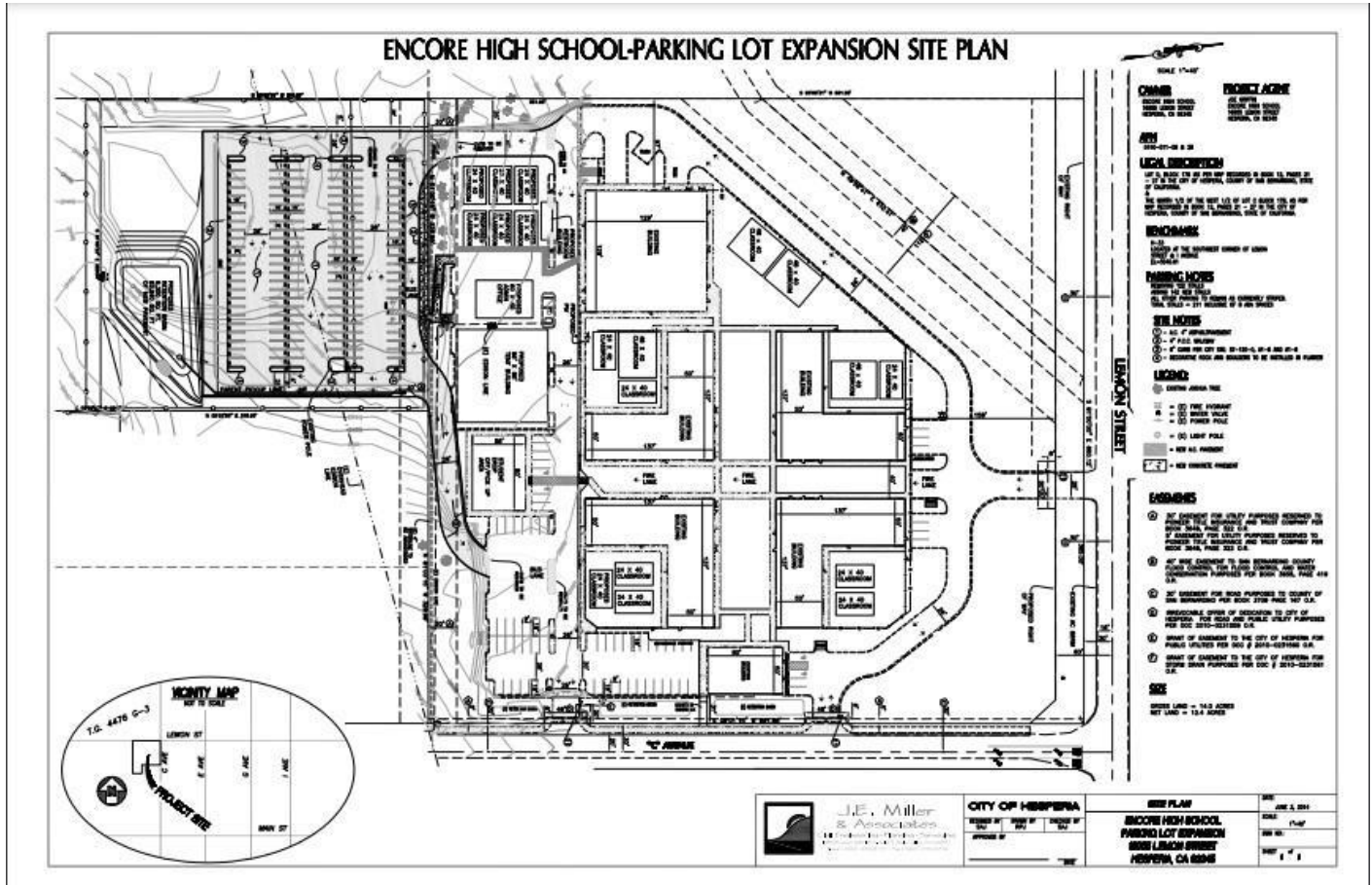
Fifth offense – Saturday School

NONE OF THE FOLLOWING ARE PERMITTED AT ANY SCHOOL FUNCTION ON OR OFF CAMPUS:

1. Sagging pants – pants must be worn at the waist and shall not slide down below the waistline
2. Short Shorts – shorts must meet reach the bottom of the fingertips OR halfway between the hip and knee cap
3. Spaghetti Straps – Any tank style top must have at least two fingers of fabric at the thinnest part of the shoulder strap
4. Clothing or accessories identified by the San Bernardino County Sheriff's Department as being gang or hate group related.
5. Raiders, Kings, Skin, and Player 69 etc. clothing may not be worn
6. Items that promote hate, intolerance, or drug/alcohol use
7. Tube tops and halter tops
8. Unsafe jewelry and accessories including wallet chains and belts hanging from the waist.
9. Visible undergarments
10. Clothing that is too tight, revealing, or sexually provocative
11. Gang style headwear
12. Oversized shorts, pants, or shirts

SHOES MUST BE WORN AT ALL TIMES IN THE COMMON AREAS AND WHEN OUTSIDE OF PHYSICAL ARTS CLASSES.

G. Safe Ingress and Egress



H. Safe and Orderly Environment

Encore has used several different forms of data to ensure a safe and orderly environment.

Assessment of the Current Status

Encore is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, Encore has conducted a thorough review of its emergency mitigation/prevention, preparedness, response, and recovery procedures relevant to natural and human caused disasters. The School Safety and Security Policy and Procedures that follows is the official policy of Encore. It is the result of a comprehensive review and update of Encore's policies in the context of its location in Hesperia, California.

Data sources the School Site Council will review may include:

- a) California Healthy Kids Survey (CHKS) and staff climate survey
- b) California School Parent Survey
- c) California School Staff Survey
- d) Crime data <http://www.fbi.gov/stats-services/crimestats>
- e) DataQuest

School Mission Statement:

Our mission is to provide a creative, challenging, and nurturing environment that offers students innovative Preparation for a University Education and Pursuit of the Arts.

Policies & Procedures on Positive School Climate

The Encore Board of Directors will adopt Encore's Comprehensive School Safety Plan at least annually by March 1. It shall be the responsibility of the Principal or their designee to establish and carry out the written policies that will:

- Identify those staff members who will be responsible for the effective administration of the Plan.
- Provide staff time and other necessary resources for the effective administration of the policies and procedures.
- Establish periodic written review of the activities of the staff to ensure compliance with the policies and procedures.
- Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and parents.
- Provide reports to the Encore Board of Directors regarding the significant aspects of safety and security of the School.

Assessment of the Current Status:

The Encore administration has determined the following two goals are to be addressed: Component 1 & 2 People and Programs, Goal 1 Tobacco use/Vaping, Goal 2 Student Behavior.

Component 1 – People and Programs		
Goal 1: Tobacco use/Vaping		
	Strategies to be Used	Person Responsible
Objective 1:	Distributing information for a smoke-free campus.	Counseling
Objective 2:	Preparing students for peer pressure	Counseling
Objective 3:	Classes on the health danger of smoking/vaping	School Nurse
Objective 4:	Maintaining dialog about students smoking/vaping	Counseling

Component 2 - People and Programs		
Goal 2: Student Behavior		
	Strategies to be Used	Person Responsible
Objective 1:	Use the Social Emotional Learning (SEL) tools.	Discipline
Objective 2:	Add Other Means of Correction (OMC) program vs suspension/expulsion.	Discipline
Objective 3:	Create open dialog with students and parents to help parents support the program.	Counseling & Discipline
Objective 4:	Use Counselor resources to help with student behavior.	Counseling

I. Rules and Procedures on School Discipline

Since Encore opened in 2008, the discipline department has always taken the approach of helping to support the students and create opportunities for students to learn how to improve their behavior. While Encore's discipline department maintains standards and expectations to keep the campus safe, orderly, and healthy – the implementation of SEL strategies are important for the equity, balance, and growth of all students. Encore will use "**Other Means of Correction**" (OMC) to ensure the student receives appropriate interventions to correct the behaviors.

SEL Definition

The definition of Social Emotional Learning (SEL) according to the California State Board of Education *reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to: set and achieve positive goals. feel and show empathy for others.*

Our goal of preparing all students for college, careers, and civic life cannot be met without first creating safe schools where effective teaching and learning can take place. Simply put, no school can be a great school and ultimately prepare all students for success if it is not first a safe school.

Creating and maintaining such schools is both challenging and complex. No student or adult should feel unsafe or unable to focus in school. At Encore, relying on suspensions and expulsions is not the answer to creating a safe and productive school environment. As a proactive measure we provide other means of correction

The widespread overuse of suspensions and expulsions has tremendous costs to students and our school ADA. Students that have been suspended or expelled from Encore may be unsupervised during daytime hours and cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Suspending students has not helped to diminish inappropriate behaviors or help students develop the skills and strategies they need to improve their behavior and avoid future problems.

Leaders Formalizing SEL According to State Guidelines

Our administrative leaders are reexamining school discipline in light of three guiding principles:

First, we must take deliberate steps to create a positive school climate that can help prevent and change inappropriate behaviors. Such steps include training staff, engaging families, and deploying resources to help students develop the social, emotional, and conflict resolution skills needed to avoid and de-escalate problems. Targeting student supports also helps students address the underlying causes of misbehavior, such as trauma, substance abuse, and mental health issues. The Desert Mountain SELPA and Encore has partnered with *Care Solace*, an organization that helps pair student mental health needs with mental health providers.

Second, we must ensure that clear, appropriate, and consistent expectations and consequences are in place to prevent and address misbehavior. By holding students accountable for their actions in developmentally appropriate ways, students learn responsibility, respect, and the bounds of acceptable behavior in our school and society.

This also means relying on suspension and expulsion only as a last resort and for appropriately serious infractions, and equipping staff with alternative strategies to address problem behaviors while keeping all students engaged in instruction to the greatest extent possible.

Finally, Encore must be cognizant of our civil rights obligations and strive to ensure fairness and equity for all students by continuously evaluating the impact of their discipline policies and practices on all students using data and analysis.

The Shift in School Discipline

California Ed Code, **48900.5** indicates the revised discipline laws which enhance local discretion, curtail zero-tolerance requirements, and encourage the development of alternative disciplinary approaches such as restorative justice.

Encore is already a school choice for students to attend in lieu of attending their traditional district school. In some cases, students come to Encore because they were struggling or failing in the structure of their traditional public school. As a result of this, sometimes the students bring behavior that does not meet the expectations of Encore onto the campus.

Encore's administrative team works directly with students on a case by case basis to help instill practices that help develop better behavior rather than just suspending or expelling a student. Sometimes the recommendations include online webinars, off campus community programs, on campus discipline programs, and positive reinforcement behaviors.

This has helped Encore remain a safe place for students while helping to create a positive impact on behaviors for students that struggle with behavior issues.

School Discipline

School discipline is the system of rules, consequences, and behavioral strategies appropriate to the regulation of students and the maintenance of order in schools.

· It is the intent of the Encore Charter School to provide a safe and nurturing learning environment to facilitate student academic success. Should a student exhibit undesirable behaviors, the school will make use of suspensions and expulsions as a matter of last resort.

· Encore will use "Other Means of Correction" to ensure the student receives appropriate interventions to correct the behaviors. These may include, but not limited to:

- A conference between school personnel, the student's parent or guardian, and the student.
- Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support services personnel for case management and counseling.
- Study teams, guidance teams, or other intervention-related teams that assess the behavior and develop and implement individualized plans to address the behavior in partnership with the student and his or her parents.
- Referral for a comprehensive psychoeducational assessment.
- Enrollment in a program for teaching prosocial behavior or anger management.
- Participation in a restorative justice program.
- A positive behavior support approach, with tiered interventions that occur during the school day on campus.
- After-school programs that address specific behavioral issues.
- Community service.

Encore is formalizing discipline practices that have been previously used informally that refrain from the punitive authoritative model towards the restorative authoritative model which still holds students accountable for their behavior and offers direct educational opportunities for students to learn how to break the cycle of undesirable behavior in the educational setting.

<p>TO</p> <p>PUNITIVE</p>	<p>WITH</p> <p>RESTORATIVE</p>
<p>FROM</p> <p>AUTHORITARIAN</p>	<p>AUTHORITATIVE</p>

J. Procedures adopted under the Safe and Drug-Free Schools Act

The Safe and Drug-Free Schools and Communities Act (SDFSC) as Title IV, Part A of the No Child Left Behind (NCLB) became effective on July 1, 2002. The purpose of the SDFSC is to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and drugs; that involve parents and communities; and that are coordinated with related federal, state, school, and community efforts and resources to foster a safe and drug-free learning environment that supports student academic achievement.

Encore believes that research- validated effective drug and violence prevention programs will both prevent risk behaviors and create safe, disciplined, and drug-free schools conducive to setting high academic standards for all students. Youth development is essential to ensure that all students achieve academically. The programs we have selected are implemented with fidelity and will be evaluated regularly through the California Healthy Kids Survey and our District Climate Survey. Encore Jr/Sr High School for the Performing and Visual Arts believes that a comprehensive drug and violence prevention program, with age- appropriate and developmentally based activities, must be coordinated with other school and community-based services. The programs selected by Encore:

- Address the consequences of violence and the illegal use of drugs, as appropriate.
- Promote a sense of individual responsibility.
- Teach students that most people do not illegally use drugs.
- Teach students to recognize social and peer pressure to use drugs illegally and the skills for resisting illegal drug use.
- Teach students about the dangers of emerging drugs.
- Engage students in the learning process
- Incorporate activities that reinforce prevention activities implemented in elementary schools

K. Bullying Prevention Policies & Procedures

BULLYING & HARASSMENT

All stakeholders of Encore are committed to a safe and civil educational environment for all employees, students, patrons, and volunteers. This means that the campus must be free from harassment, intimidation, and bullying.

What is harassment, bullying or intimidation?

This is any intentional verbal, physical or written/pictorial act (including social media) that:

- Physically or mentally harms a person or harms their property.
- Substantially interferes with the education process of one.
- Is persistent, severe, or pervasive that it creates an intimidating or threatening environment.
- Disrupts the operation of the school or classroom.

Nothing in this policy requires that the affected person has a characteristic that would be the basis for harassment, bullying, or intimidation. Examples of harassment, bullying, and intimidations are – SLURS, JOKES, INNUENDOS, DEMEANING COMMENTS, CARTOONS, PRANKS, GESTURES, PHYSICAL ATTACKS, THREATS, WRITTEN ACTIONS, PHYSICAL ACTIONS.

“Intentional acts” refers to the individual’s choice to engage in the act rather than the ultimate impact of the action(s).

This policy is not a prohibition of expression of religious, philosophical, or political views as long as the expression does not disrupt the education environment. Many behaviors that are not at a level of harassment, intimidation, or bullying may still be prohibited by other program rules.

Counseling, corrective discipline, and / or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate interventions, restoration of a positive intimidation, or bullying also warrants violations of this policy.

CYBER BULLYING DEFINITIONS AND POLICY

Policy Statement - A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a student at Encore directed toward another student or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate it's pupils in a safe environment. The administration of Encore prohibits acts of cyberbullying by students.

What is Cyber Bullying?

Cyber Bullying is the use of electronic information and communication devices, to include but not limited to e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, social media websites, and defamatory websites that:

1. Deliberately threatens, harasses, intimidates an individual or damage to the individual's; or 2. Places an individual in reasonable fear of harm to the individual or group of individuals; or 3. Has the effect of substantially disrupting the orderly operation of the school.

Reporting Procedures and Investigation

- Any student or staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the front office.
- The administrative designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the affected parties of the investigation will be informed of the results. In the event the investigation results indicate cyber-bullying was committed by a school student on school grounds and/or using school technologies, the student will be subjected to appropriate discipline.
- In the event the investigation results indicate cyber-bullying was committed by an Encore student using non school technologies away from school grounds, the administration may report the investigation results to local law enforcement.
- In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including the school bus or at a school function. This shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds.
- This shall be exercised only when the conduct, which is the subject consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school.

Reprisal or Retaliation Prohibited

Encore prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by administration after consideration of the nature and circumstances of the act.

Coversheet

Presentation of Cyber Security Risk Assessment Preliminary Report

Section:	VI. Operations
Item:	B. Presentation of Cyber Security Risk Assessment Preliminary Report
Purpose:	Discuss
Submitted by:	
Related Material:	Encore High School - Status Report.pdf



charter tech services

Cybersecurity Risk Assessment - Status Report (3/27/2023)

Description

This document provides a brief status update on the Cybersecurity Risk Assessment work being completed by Orion Technology Group, L.L.C. d.b.a. Charter Tech Services (CTS) for Encore Jr./Sr. High School for the Performing and Visual Arts (Encore). The goal of this work is to map out data repositories, software systems, staff users, system administrators, and the flow of digital information within the organization and identify areas of concern/vulnerability.

Current Status: 70% Complete

1. Staff Interviews

- a. CTS has conducted 15 staff interviews for the purposes of building data flow maps and understanding the handling of sensitive information.
- b. There are approximately 10 interview sessions remaining that will be conducted in April.

Methods of Review

2. Data Privacy Laws

- a. CTS will be comparing the handling of student data with the requirements set forth in numerous data privacy laws including California's Student Online Personal Information Protection Act (SOPIPA) and the Family Educational Rights and Privacy Act (FERPA).

3. Cybersecurity Protections

- a. CTS is evaluating the use of common cybersecurity protections, including those that are increasingly required by insurance carriers. These include but are not limited to:
 - i. Computer Management Tools (Azure/MDM/Etc)
 - ii. Multi-Factor Authentication (MFA)
 - iii. Endpoint Detection & Response (EDR/MDR)
 - iv. Centralized Password Manager Tools
 - v. End User Training
 - vi. Offsite Backup

Final Report

4. Report Compilation

- a. CTS will distill the technical systems diagrams, information flows, support processes, other findings, and recommendations into two reports (confidential and non-confidential).
- b. Reports will be completed and delivered ahead of the April 24th board meeting.**