



Governing Board of Directors REGULAR BOARD MEETING AGENDA March 7, 2022 — 8:30 AM

Barona Band of Mission Indians Tribal Office at 1095 Barona Road, Lakeside, CA 92040

Members of the public may make Public Comment at the Board meeting in person or by calling 1 619-390-2005.

- I. Call to Order/Roll Call**
 - Ray Welch- Chairman, Tawnya Phoenix- Vice Chair, Mandy Curo de Quintero- Secretary/Treasurer, Shirley Ruis- Founder/Member, & Danthia Gil- Member
- II. Approval of Agenda-** Any changes to the agenda must be made at this time
- III. Approval of Minutes-** February 14, 2022
- IV. Executive Session-** Per GC 35146 the Board will meet in Executive Session to discuss matters related to a student and that student's attendance, academic, and social performance. (Education Code Section 48320)
- V. Report on Action Taken in Executive Session-** Return to regular session is expected to occur at approximately 9:30 AM.
- VI. Public Comment-** *Any person may address the Board concerning any item on the agenda and may, at the discretion of the Board, be granted five (5) minutes to make a presentation to the Board at the time a specific item is under discussion. A yellow card must be completed prior to the start of the meeting and given to the Chairperson. Additional time may be granted if circumstances permit. The total time per agenda item devoted to presentations to the Board shall be determined based on the number of speakers wishing to address the board. This time will not exceed 30 minutes unless additional time is granted by a majority of the Board. All presentations shall be heard by the Board prior to the formal discussion of the agenda topic under consideration.*
- VII. Action Items**
 - A. Approve 2nd Interim Budget Report-** The Second Interim Budget Report is attached for review and approval by the Board. This is the second of two interim budget reports required each year by state law. Changes made are minor.
 - B. Approve 2022 – 2023 School Calendar-** The Board will consider approval of the next school year calendar. This calendar has been approved by BICS' teachers.
 - C. Approval of 2022 Comprehensive School Safety Plan-** 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. School Safety Plans 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.

VIII. Discussion and Action

A. Vision/Mission and Goals of BICS- The only constant in the course of time is change. Charter school boards must provide the leadership to reach a desired future state which is in the best educational interests of the students. With that picture of what that future might be, they need to develop plans that will take them to that desired future. Good leadership is future directed – articulated as a vision and a plan. If the Board reaches a consensus of thought, they may take action to adopt a plan, or may wait until a future meeting.

IX. Organizational Business

A. Future agenda items and/or Board member comments

B. Upcoming meetings

1. March 21 regular meeting, 4:00 PM
2. April 18 regular meeting, 8:30 AM
3. May 16 regular meeting, 8:30 AM
4. June 20 regular meeting, 4:00 PM

X. Adjournment

Accommodating Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or ylachappa@barona-nsn.gov by noon of the business day prior to the regular meeting you wish to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or ylachappa@barona-nsn.gov.

Barona Indian Charter School Board Study Session for March 7, 2022

Review the Vision and Mission of the Barona Indian Charter School

1. Do these two statements reflect your personal viewpoint?
2. Are you satisfied enough with the two statements to form 5-year Goals for BICS today based upon those statements and the philosophy upon which they stand?
3. If not, how would you change the Vision and Mission statements?

Three Wishes Activity

Outcomes of the Three Wishes Activity

1. To understand the Board needs and wishes for the future of BICS
2. To connect Board Wishes to the Vision/Mission
3. To clearly define Goals with specific timelines

Activity to develop the Board Wishes

We will reach consensus on 3 to 5 wishes and look at the linkage to the charter's mission. Each board member will be asked to write their individual 3-5 wishes on post-its for the following question:

What do you wish and/or hope the Barona Indian Charter School will do for its students?

1. *Facilitator will ask the members to share their wishes and cluster the post-its on large chart paper to focus on general themes. Have one chart labeled Parking Lot.*
2. *General themes will be defined.*
3. *Board members will then work together to combine their wishes into 3-5 wishes.*
4. *Consensus will be reached.*

Link Three Wishes to Vision/Mission

1. *Members will review the Vision/Mission of BICS*
2. *Members will review Wishes to verify they match with Vision/Mission*
3. *Wishes that do not fit will be placed on the Parking Lot chart*

Create Goals from the Remaining Three Wishes

1. Does the Goal support the wishes of the Board?
2. Does the Goal support the Vision/Mission?
3. Does the Goal have a specific timeline?
4. When should the Board review progress of the Goal?
5. Should other Goals be considered in the future?



BARONA INDIAN CHARTER SCHOOL



1095 Barona Rd., Lakeside, CA 92040 ♦ (619) 443-0948 ♦ baronaindiancharterschool.com/

Vision Statement

Our children and parents deserve the best education possible in a system that promotes opportunity and choice. Our school will provide an educational alternative for children where accountability, flexibility, innovation, parent choice, parent-teacher involvement, and public-private partnerships work together to provide a better future for our children.

Mission Statement

Our school invests in children as our future providing K-8 students with a small, nurturing educational environment, that is culturally rich, academically rigorous, and accountable to the following objectives:

1. Leadership
2. Academic excellence in core subjects
3. Social and community awareness
4. Cultural appreciation
5. Character

**Barona Indian Charter School
Board of Directors Regular Meeting
Minutes for February 14, 2022**



The meeting was held at the Barona Community Center Meeting Room at 1095 Barona Road, Lakeside, CA 92040
A phone line was established for public to join the meeting virtually. The public may call (619) 390-2005.

1. Call to Order/Roll Call: Chairman Raymond Welch called the meeting to order at 12:01 PM. **Members in attendance:** Ray Welch, Tawnya Phoenix, Shirley Ruis, Danthia Gil, and Mandy Quintero. Others in attendance: Dr. Jeff Felix, Interim Principal, Julie Cushman, Assistant to the Principal, Kathy Clenney Legal Counsel, Nina Drammissi, Family Resource Coordinator, and Yvonne LaChappa, Recording Secretary. Two long-term substitute teachers were introduced.

2. Approval of Agenda – A change was requested to move Item VI on the agenda, *Discussion on School Attendance* Review Board SARB, so that Nina Drammissi can give her report after approval of minutes. **Motion** by Tawnya to approve the agenda with change. Second by Mandy. Carried 5, 0, 0.

3. Approval of Minutes – January 4, 2022. **Motion** by Tawnya to approve the minutes of January 4, 2022. Second by Danthia. Carried 4, for and one abstain.

4. Public Comment – there was no request for public comment. Nina Dramamissi reported and shared with the Board a handout of SARB Procedures that the board may want to follow, forming a SARB Board Committee. There was a high absentee of 33%, now at 17%. Nina has been working with families; wake-up calls encouraging students and parents to get to school on time. First SARB meeting will be on March 7, 2021 at 8:30 AM.

5. Action Items

A. Approve Annual Audit – The audit firm of Wilkinson Handley King & Co. has audited the financial statements of Barona Indian Charter School, Inc. as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements. The firm has no findings and no recommendations. **Motion** by Mandy to approve the Audit Report of June 30, 2021, Second by Danthia. Carried 5, 0, 0.

B. Approve Annual Contract with Multiple Measures, LLC – Staff would like Board to ratify an annual contract for assimilation, aggregation, and report of student data from Multiple Measures (MMARS). This allows staff to get full assessment history complete with student information, notes, and documentation. Knowing the details and the achievement gaps, staff can identify curriculum/systemic issues to direct and allocate resources. The cost for an annual contract is \$1500.00. **Motion** by Mandy to approve the Annual Contract with Multiple Measures at a cost of \$1500.00. Second by Danthia. Carried 5, 0, 0.

C. Approve Internal Complaint Procedures – Special Education Policy – This policy outlines a complaint procedure that must be followed for certain special education law, Education Code, violations of settlement terms agreements relating to the provision of a free, appropriate public education. This policy aligns with federal regulations and provides that an organization or individual may file a signed written complaint with the California Department of Education.

D. Approve Harassment, Discrimination, and Retaliation Prevention Policy – This policy defines the Board's wish to create and maintain a work environment where employees are treated with dignity, decency and respect and to maintain an environment that encourages and fosters appropriate conduct among all persons and respect for individual values. Approval will assist the School with enforcement.

E. Approve Complaints for Pupil Nutrition Policy – This policy relates to complaints of violations of law or regulations relating to Child Nutrition Programs, National School Lunch Program, Special Milk Program, and the School Breakfast Program.

F. Approve Title IX Grievances Policy – This policy pertains to Title IX a federal civil rights law that protects people from discrimination based on sex in education programs or activities that receive federal financial assistance. Title IX regulations require extensive standards and grievance procedures for complaints of sexual harassment. **Motion** by Mandy to approve Policies C, D, E, and F. Second by Danthia. Carried 5, 0, 0.

6. Reports

A. Supplement to the Annual Update to the 2021-22 Local Control and Accountability Plan – California’s 2021-2022 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided BICS with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. This is a one-time mid-year report to the board and educational partners related to engagement on, and implementation of, these Acts.

B. Lakeside USD Annual Visit on March 4 – Administrators from LUSD will conduct their annual visit at BICS. They will meet with the BICS leadership team, and tour classrooms. Board members are invited to participate in this visit that begins at 8:30 AM.

C. Discussion on School Attendance Review Board (SARB) Process – Discussed prior to Action Items.

D. First Draft of the 2022 – 2023 School Calendar. The Board was shown and were impressed with the first draft of the next school year calendar. Staff will finalize the calendar for approval at March 7th meeting.

E. Principal Report – Julie Cushman will report to the Board for the Interim Principal

- MAPS testing for seventh/eighth grade is completed. Third – fifth will be doing their testing today. Make-up testing for students that were absent will be completed by February 25
- New signs were installed around the campus. The signs look professional and give parents clear direction
- School Ambassador Training (School Buddies) will begin again this year March 15, 16. This is a free program that was implemented in the past
- Read Across America, Dr. Seuss Day, March 2 will begin with a school-wide assembly in the Community Room. Chairman Welch will read “Green Eggs and Ham” book to the students. The students will have a Green Eggs and Ham breakfast followed by activities in the classrooms

7. Organizational Business

A. Future agenda items and/or Board member comments.

B. Upcoming meetings – Board went over the upcoming board meetings to June 20, 2022.

No further business, by **Motion** of Mandy. the meeting adjourned at 1:31 PM. Second by Shirley. Carried 5, 0, 0.

Respectfully submitted by Yvonne LaChappa, Recording Secretary

Barona Indian Charter
Lakeside Union School District
San Diego County

2021-22 Second Interim
Charter Schools Enterprise Fund
Expenses by Object

37 68189

	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals to Date	Projected Year Totals	Difference
A. REVENUE							
1) LCFF Sources		8010-8099	958,924.00	957,924.00	458,503.00	957,924.00	0.00
2) Federal Revenue		8100-8299	285,895.58	189,359.25	78,996.05	202,117.00	12,757.75
3) Other State Revenue		8300-8599	166,517.46	362,654.03	84,719.14	260,244.03	-102,410.00
4) Other Local Revenue		8600-8799	159,653.00	145,827.00	87,900.71	145,827.00	0.00
5) Total Revenue			1,570,990.04	1,655,764.28	710,118.90	1,566,112.03	
B. EXPENSES							
1) Certificated Salaries		1000-1999	602,538.24	638,487.30	319,194.84	614,031.31	-24,455.99
2) Classified Salaries		2000-2999	186,348.24	208,374.42	131,154.30	237,330.62	28,956.20
3) Employee Benefits		3000-3999	313,834.28	351,918.02	130,616.67	342,216.64	-9,701.38
4) Books & Supplies		4000-4999	40,341.00	70,076.70	40,051.02	68,896.21	-1,180.49
5) Services and Other Operating Expenses		5000-5999	265,751.63	283,691.15	181,270.60	348,460.80	64,769.65
6) Depreciation		6000-6999	0.00	0.00	0.00	0.00	0.00
7) Other Outgo - (excluding Transfers of Indirect Costs)		7100-7299	0.00	0.00	0.00	0.00	0.00
		7400-7499	0.00	0.00	0.00	0.00	0.00
8) Other Outgo - Transfer of Indirect Cost		7300-7399	0.00	0.00	0.00	0.00	0.00
9) TOTAL EXPENSES			1,408,813.39	1,552,547.59	802,287.43	1,610,935.58	
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES			162,176.65	103,216.69	-92,168.53	-44,823.55	-148,040.24
D. OTHER FINANCING SOURCES/USES							
1) Interfund Transfers							
a) Transfers In		8900-8929	155,000.00	155,000.00	155,000.00	155,000.00	0.00
b) Transfers Out		7600-7629	155,000.00	155,000.00	155,000.00	155,000.00	0.00
2) Other Sources/Uses							
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00
3) Contributions		8980-8999					
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00	
E. NET INCREASE (DECREASE) IN NET POSITION			162,176.65	103,216.69		-44,823.55	
F. NET POSITION							
1) Beginning Net Position							
a) As of July 1 - Unaudited		9791	1,444,474.65	1,444,474.65		1,444,474.65	0.00
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00
c) As of July 1 - Audited			1,444,474.65	1,444,474.65		1,444,474.65	
d) Other Restatements		9795	0.00	0.00		0.00	0.00
e) Adjusted Beginning Net Position			1,444,474.65	1,444,474.65		1,444,474.65	
2) Ending Net Position, June 30			1,606,651.30	1,547,691.34		1,399,651.10	
Components of Ending Net Position							
a) Net Investment in Capital Assets		9796	0.00	0.00			
b) Restricted Net Position		9797	191,269.65	200,255.13			
c) Unrestricted Net Position		9790	1,415,381.65	1,347,436.21			

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Lakeside Union School District
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	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals to Date	Projected Year Totals	Difference
LCFF SOURCES							
Principal Apportionment							
State Aid-Current Year		8011	533,168.00	419,356.00	266,193.00	419,356.00	0.00
Education Protection Account State Aid - Current Year		8012	202,986.00	309,159.00	125,647.00	309,159.00	0.00
State Aid - Prior Years		8019	0.00	0.00	-6,467.00	0.00	0.00
LCFF Transfers							
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00		0.00	0.00
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00		0.00	0.00
Transfers to Charter Schools in Lieu of Property Taxes		8096	222,770.00	229,409.00	73,130.00	229,409.00	0.00
Property Taxes Transfer		8097	0.00	0.00	0.00	0.00	0.00
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00
TOTAL, LCFF RESOURCES			958,924.00	957,924.00	458,503.00	957,924.00	0.00
FEDERAL REVENUE							
Maintenance and Operations		8110	182,423.58	112,945.25	0.00	125,703.00	12,757.75
Special Education Entitlement		8181	30,783.00	26,294.00	0.00	26,294.00	0.00
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00
NCLB: Title I, Part a, Basic Grants	3010	8290	13,913.00	15,070.00	0.00	15,070.00	0.00
Low-Income and Neglected							
NCLB: Title I, Part D, Local	3025	8290	0.00	0.00	0.00	0.00	0.00
Delinquent Programs							
NCLB: Title II, Part A, Teacher Quality	4035	8290	0.00	0.00	0.00	0.00	0.00
NCLB: Title III, Immigrant Education Program	4201	8290	0.00	0.00	0.00	0.00	0.00
NCLB: Title II, Limited English	4203	8290	0.00	0.00	0.00	0.00	0.00
Proficient (LEP) Student Program							
NCLB: Title IV, Part B, Public Charter	4610	8290	0.00	0.00	0.00	0.00	0.00
Schools Grant Program (PCSGP)							
Other No Child Left Behind	3011-3020,3026-3199,4036-4126,5510	8290	0.00	0.00	0.00	0.00	0.00
Cvocational and Applied Technology Education	3500-3699	8290	0.00	0.00	0.00	0.00	0.00
Safe & Drug Free Schools	3700-3799	8290	0.00	0.00	0.00	0.00	0.00
All Other Federal Revenue	All Other	8290	58,776.00	35,050.00	78,996.05	35,050.00	0.00
TOTAL, FEDERAL REVENUE			285,895.58	189,359.25	78,996.05	202,117.00	12,757.75

OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311		0.00	0.00	0.00	0.00	0.00
Prior Years	6500	8319		0.00	0.00	0.00	0.00	0.00
All Other State Apportionments - Current Year	All Other	8311		0.00	0.00	0.00	0.00	0.00
All Other State Apportionments - Prior Year	All Other	8319		0.00	0.00	0.00	0.00	0.00
Child Nutrition Programs		6520		0.00	0.00	0.00	0.00	0.00
Mandated Cost Reimbursements		8550		1,787.43	1,787.00	1,787.00	1,787.00	0.00
Lottery - Unrestricted and Instructional Materials		8560		24,624.00	24,852.00	7,259.77	24,852.00	0.00
After School Education and Safety (ASES)	6010	8590		0.00	0.00	0.00	0.00	0.00
Charter School Facility Grant	6030	8590		50,000.00	50,000.00	4,239.37	50,000.00	0.00
Drug/Alcohol/Tabacco Funds	6690	8590		0.00	0.00	0.00	0.00	0.00
California Clean Energy Jobs Act	6230	8590		0.00	0.00	0.00	0.00	0.00
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00	0.00	0.00	0.00
Specialized Secondary	7370	8590		0.00	0.00	0.00	0.00	0.00
All Other State Revenue	All Other	8590		90,106.03	286,015.03	71,433.00	183,605.03	-102,410.00
TOTAL, OTHER STATE REVENUE				166,517.46	362,654.03	84,719.14	260,244.03	-102,410.00
OTHER LOCAL REVENUE								
Sales								
Sale of Equipment/Supplies		8631		0.00	0.00	0.00	0.00	0.00
Sale of Publications		8632		0.00	0.00	0.00	0.00	0.00
Food Service Sales		8634		0.00	0.00	0.00	0.00	0.00
All Other Sales		8639		0.00	0.00	0.00	0.00	0.00
Leases and Rentals		8650		0.00	0.00	0.00	0.00	0.00
Interest		8660		0.00	0.00	4,762.57	10,000.00	10,000.00
Net Increase (Decrease) in the Fair Market Value of Investments		8662		0.00	0.00	0.00	0.00	0.00
Fees and Contracts								
Child Development Parent Fees		8673		0.00	0.00	0.00	0.00	0.00
Transportation Fees From								
Individuals		8675		0.00	0.00	0.00	0.00	0.00
Interagency Services		8677		0.00	0.00	0.00	0.00	0.00
All Other Fees and Contracts		8689		0.00	0.00	0.00	0.00	0.00
All Other Local Revenue		8699		62,000.00	12,000.00	969.14	12,000.00	0.00
Tuition		8710		0.00	0.00	0.00	0.00	0.00
All Other Transfers In		8781-8783		0.00	0.00	0.00	0.00	0.00
Transfer of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791		0.00	0.00	0.00		
From County Offices	6500	8792		97,653.00	123,827.00	82,169.00	123,827.00	0.00
From JPAs	6500	8793		0.00	0.00	0.00		
All Other Transfers in from All Others		8799		0.00	0.00	0.00		
TOTAL, OTHER REVENUE				159,653.00	145,827.00	87,900.71	145,827.00	10,000.00
TOTAL, REVENUES				1,570,990.04	1,655,764.28	710,118.90	1,566,112.03	

Barona Indian Charter
Lakeside Union School District
San Diego County

2021-22 Second Interim
Charter Schools Enterprise Fund
Expenses by Object

37 68189

	Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals to Date	Projected Year Totals	Difference
CERTIFICATED SALARIES							
Certificated Teacher's		1100	505,005.00	541,631.30	287,245.58	575,531.31	33,900.01
Certificate Pupil Support		1200	0.00	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators'		1300	0.00	0.00	0.00	0.00	0.00
Other Certificated		1900	97,533.24	96,856.00	31,949.26	38,500.00	-58,356.00
TOTAL, CERTIFICATED SALARIES			602,538.24	638,487.30	319,194.84	614,031.31	-24,455.99
CLASSIFIED SALARIES							
Classified Instructional		2100	38,346.24	47,473.27	26,665.94	67,045.43	19,572.16
Classified Support		2200	0.00	0.00	0.00	0.00	0.00
Classified Supervisors' and Administrators'		2300	0.00	0.00	0.00	0.00	0.00
Clerical, Technical and Office		2400	126,913.00	133,604.54	82,131.94	135,428.77	1,824.23
Other Classified		2900	21,089.00	27,296.61	22,356.42	34,856.42	7,559.81
TOTAL, CLASSIFIED SALARIES			186,348.24	208,374.42	131,154.30	237,330.62	28,956.20
EMPLOYEE BENEFITS							
STRS		3101-3102	144,534.87	149,323.05	47,722.67	152,520.93	3,197.88
PERS		3201-3202	33,907.00	47,749.14	23,342.34	50,181.70	2,432.56
OASDI/Medicare		3301-3302	23,149.87	25,198.69	14,521.65	29,817.95	4,619.26
Health and Welfare Benefits		3401-3402	96,580.00	114,217.00	36,692.94	94,113.02	-20,103.98
Unemployment Insurance		3501-3502	4,892.15	4,320.85	2,235.56	4,343.34	22.49
Workers' Compensation		3601-3602	10,770.39	11,109.29	6,101.51	11,239.70	130.41
TOTAL, EMPLOYEE BENEFITS			313,834.28	351,918.02	130,616.67	342,216.64	-9,701.38
BOOKS AND SUPPLIES							
Textbooks and Core Curricula Materials		4100	5,341.00	7,085.00	0.00	4,085.00	-3,000.00
Books and Other Reference Materials		4200	5,000.00	5,000.00	1,745.13	5,000.00	0.00
Materials and Supplies		4300	25,000.00	41,318.23	22,213.82	43,137.74	1,819.51
Noncapitalized Equipment		4400	5,000.00	16,673.47	16,092.07	16,673.47	0.00
Food		4700	0.00	0.00	0.00	0.00	0.00
TOTAL, BOOKS AND SUPPLIES			40,341.00	70,076.70	40,051.02	68,896.21	-1,180.49

SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	1,500.00	1,500.00	7,872.89	13,997.00
Dues and Memberships	5300	0.00	1,044.00	2,132.31	2,132.31
Insurance	5400-5450	6,250.00	6,494.00	6,494.00	6,494.00
Operations and Housekeeping Services	5500	0.00	0.00	0.00	0.00
Rentals, Leases, Repairs, and Noncapitalized Improvements	5600	72,735.63	101,610.48	83,390.48	140,000.00
Transfer of Direct Cost	5710	0.00	0.00	0.00	0.00
Transfer of Direct Cost - Interfund	5750	0.00	0.00	0.00	0.00
Professional/Consulting Services and Operating Expenditures	5800	184,616.00	172,392.67	81,380.92	185,187.49
Communication	5900	650.00	650.00	0.00	650.00
TOTAL, SERVICES AND OTHER OPERATING EXPENSES		265,751.63	283,691.15	181,270.60	348,460.80
DEPRECIATION					
Depreciation Expenses	6900	0.00	0.00	0.00	0.00
TOTAL, DEPRECIATION		0.00	0.00	0.00	0.00
OTHER OUTGO (excluding Transfer of Indirect Costs)					
Tuition	7110-7143	0.00	0.00	0.00	0.00
Other Transfers Out					
All Other Transfers	7299	0.00	0.00	0.00	0.00
All Other Transfers Out to All Others		0.00	0.00	0.00	0.00
Debt Services					
Debt Service - Interest	7438	0.00	0.00	0.00	0.00
TOTAL, OTHER OUTGO (excluding Transfer of Indirect Cost)		0.00	0.00	0.00	0.00
OTHER OUTGO TRANSFERS OF INDIRECT COSTS					
Transfer of Indirect Costs	7310	0.00	0.00	0.00	0.00
Transfer of Indirect Costs - Interfund	7350	0.00	0.00	0.00	0.00
TOTAL, OTHER OUTGO TRANSFERS OF INDIRECT COSTS		0.00	0.00	0.00	0.00
TOTAL, EXPENSES		1,408,813.39	1,552,547.59	802,287.43	1,610,935.58

Barona Indian Charter
 Lakeside Union School District
 San Diego County

2021-22 Second Interim
 Charter Schools Enterprise Fund
 Expenses by Object

37 68189

Resource Codes	Object Codes	Original Budget	Board Approved Operating Budget	Actuals to Date	Projected Year Totals	Difference
INTERFUND TRANSFERS						
INTERFUND TRANSFERS IN						
	8919	155,000.00	155,000.00		155,000.00	
		155,000.00	155,000.00	0.00	155,000.00	0.00
INTERFUND TRANSFERS OUT						
	7619	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
OTHER SOURCES/USES						
SOURCES						
Other Sources						
	8965	0.00	0.00	0.00	0.00	0.00
	8979	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
USES						
	7651	0.00	0.00	0.00	0.00	0.00
	7699	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
CONTRIBUTIONS						
	8980	0.00	0.00	0.00	0.00	0.00
	8990	0.00	0.00	0.00	0.00	0.00
		0.00	0.00	0.00	0.00	0.00
		155,000.00	155,000.00	0.00	155,000.00	

Barona Indian Charter School

2022 – 2023 Calendar

	M	T	W	T	F	Miscellaneous Information
August	15	16	17	18	19	8/17-19 Teacher Workdays
	22	23	24	25	26	8/22 First Day of School
September	29	30	31	1	2	
	5	6	7	8	9	9/5 Labor Day
	12	13	14	15	16	
	19	20	21	22	23	9/23 Native American Day
	26	27	28	29	30	
October	3	4	5	6	7	
	10	11	12	13	14	
	17	18	19	20	21	
	24	25	26	27	28	
November	31	1	2	3	4	
	7	8	9	10	11	11/11 Veterans Day
	14	15	16	17	18	
	21	22	23	24	25	11/21-25 Thanksgiving Recess
December	28	29	30	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	12/23-1/6 Winter Recess
	26	27	28	29	30	
January	2	3	4	5	6	1/6 Teacher Work Day
	9	10	11	12	13	
	16	17	18	19	20	1/16 Dr. M.L. King, Jr. Day
	23	24	25	26	27	
February	30	31	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	2/17 Lincoln Day
	20	21	22	23	24	2/20 Washington Day
March	27	28	1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
	20	21	22	23	24	
	27	28	29	30	31	
April	3	4	5	6	7	4/3-14 Spring Recess
	10	11	12	13	14	4/14 Teacher Work Day
	17	18	19	20	21	
	24	25	26	27	28	
May	1	2	3	4	5	
	8	9	10	11	12	
	15	16	17	18	19	
	22	23	24	25	26	
June	29	30	31	1	2	5/29 Memorial Day
	5	6	7	8	9	
	12	13	14	15	16	6/14 Last Day of School
	19	20	21	22	23	6/15 Teacher Workday
	26	27	28	29	30	

Schools closed on bordered days

Approved by Governing Board ??/??/22



BARONA INDIAN CHARTER SCHOOL

1095 Barona Rd., Lakeside, CA 92040 ♦ (619) 443-0948 ♦ baronaindiancharterschool.com/



SCHOOL SAFETY PROCEDURES, PREVENTION, and RESPONSE HANDBOOK

Updated FEBRUARY 2022



REVISED FEBRUARY 2022
APPROVED: _____
BICS Governance Board
BICS Board Chair:

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COMPREHENSIVE SCHOOL SAFETY PLAN PURPOSE

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at www.baronaindiancharterschool.org

SAFETY PLAN VISION

Barona Indian Charter School (BICS) will ensure all students, teachers, staff, families are informed and prepared to execute all aspects of the school wide safety plan before, during, and after school.

COMPONENTS OF THE SCHOOL SAFETY PLAN

This plan addresses situations that present varying risk factors in a school environment while operating under the assumption of the four phases of school crisis management: Being reasonably prepared for such an event; the art of mitigation or preventing such events when possible; responding appropriately to said events and recovering following the event.



Mitigation and Prevention

The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability.

- Connect with community emergency responders to identify local hazards.
- Review the last safety audit to examine school buildings and grounds.
- Determine who is responsible for overseeing violence prevention strategies in your school.
- Encourage staff to provide input and feedback during the crisis planning process.
- Review incident data.
- Determine major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others—may impact your vulnerability to certain crises.

Preparedness

Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs.

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Response

A crisis is the time to follow the crisis plan and make use of your preparations.

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate the incident management system.
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Recovery

During recovery, return to learning and restore the infrastructure as quickly as possible.

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Plan how anniversaries of events will be commemorated.
- Capture "lessons learned" and incorporate them into revisions and training.

RADIO COMMUNICATIONS: WALKIE TALKIES

Inside the Classroom

- All staff members should be assigned a school walkie talkie.
- While inside the classroom, teachers should have their radios on Radio Channel 1
- While inside the classroom, office and support staff should have their radios on Radio Channel 1

Outside of the Classroom on Duty

- Outside indicates recess supervision duty, lunch times, arrival & dismissal
- While outside of the classroom, teachers should have their Radio on Channel 1
- While outside of the classroom, office and support staff should have their radios on Radio Channel 1
- At the end of day dismissal, radios should be on Channel 1

CHILD ABUSE REPORTING PROCEDURES

(EC 35294.2 [a] [2]; PC 11166)

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 incident 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 incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC Section 11172(a).

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), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC Section 11165.9.)

Once a mandated reporter suspects abuse:

- Notify Principal/Designee of suspected abuse IMMEDIATELY, educators are mandated reporters per California state law.
- Call the Social Services Department's Child Protective Services Child Abuse Hotline: **(858) 560-2191** or **(800) 344-6000** to report situations in which you suspect that a child has been abused or appears to be at risk of being abused.
 - If the abuse is in progress you should call **911**. Officers will investigate, take steps to protect the victim and prosecute the abuser, and inform the County Social Service Department (www.sandiego.gov/police).
 - If you know that abuse has occurred, you should call the San Diego Sheriff Department directly at **(858) 565-5200** or **(858) 344-6222**
- Complete [Form SS 8572](#) and submit to the designated agency. Retain a copy for your records.
 - Your report will be investigated and steps will be taken to protect the child and preserve the family unit. The San Diego Sheriff's Department will be informed if abuse is involved.
- Maintain written documentation of the following:
 - Documentation of concerns, including, but not limited to, personal logs with time/dates, or a description/transcription of the conversation with the child that prefaced the concerns of abuse.

- The appearance of the victim (when physical abuse is suspected). *DO NOT INTERROGATE THE VICTIM - appropriate county personnel will conduct a follow-up interview if necessary. *DO NOT CALL THE VICTIM'S PARENT(S)

Instructions to complete [Form SS 8572](#)

- Section A - Reporting Party: Enter the mandated reporter's name, title, category (from PC Section 11165.7), business/agency name and address, daytime telephone number, and today' date. Check yes-no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.
- Section B - Report Notification: Complete the name and address of the designated agency notified, the date/ time of the phone call, and the name, title, and telephone number of the official contacted.
- Section C - Victim C (One Report per Victim): the victims 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 to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes-no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes-no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victims death.
- Section D - Involved Parties: Enter the requested information for: Victim's Siblings, Victims Parents/ Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).
- Section E - Incident Information: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

Link to other hotline numbers:

https://www.hwcws.cahwnet.gov/countyinfo/county_contacts/hotline_numbers.asp

Mandated child abuse reporters include all those individuals and entities listed in PC Section 11165.7.

NOTE: When a Barona Indian Charter School employee is suspected of the abuse, the above procedure will be adhered to: the Principal/Designee will call social services and law enforcement to investigate, and the teacher may be asked to take a leave of absence during the investigation.

DISASTER PROCEDURES

(EC 35295-35297; GC 8607 and 3100)

In the event of a disaster, students, staff, and community can shelter in place. Emergency supplies and water are on site. Staff is prepared and trained to implement the safety command system when needed.

- Each teacher must keep the register or enrollment sheet of pupils readily available at all times.
- The teacher will remain with students until directed otherwise.
- Students may only be released to parents, guardians or other adults specified on the Student Information System (SIS).
- Teachers will provide accommodations for students with disabilities.
 - All 504 and IEP accommodations will be indicated on the enrollment roster so the teacher of record or any substitute teacher can follow the required accommodations in the event of an emergency.
- The school is available for law enforcement and fire agencies when directed and needed.

Public Agency Use of School Buildings for Emergency Shelter

- Procedures are in place to allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare.
- BICS shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

SCHOOL SUSPENSION, EXPULSION AND MANDATORY EXPULSION GUIDELINES

BICS has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, staff shall implement appropriate discipline and address the cause of the student's behavior. It may be necessary to suspend or recommend expulsion of a student from regular classroom instruction. Suspended or expelled students shall be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion.

Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct (EC 48900.5). Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

BICS will provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law (EC 48911, 48915, 48915.5).

Definitions:

- Suspension from school means removal of a student from ongoing instruction for adjustment purposes.
- Expulsion means removal of a student from the immediate supervision and control, or the general supervision, of school personnel (EC 48925).

A student may be subject to suspension or expulsion when it is determined that he/she:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense [EC 48900(a1) (a2)]. A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in PC 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to EC 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury [EC 48900(s)].
2. 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, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence [EC 48900(b)].
3. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in HSC Code 11053-11058, alcoholic beverage, or intoxicant of any kind [ED 48900(c)].
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in HSC 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid,

- substance, or material and represented same as controlled substance, committed or attempted to commit robbery or extortion [EC 48900(e)].
5. Caused or attempted to cause damage to school property or private property [EC 48900(f)].
 6. Stole or attempted to steal school property or private property [EC 48900(g)].
 7. Possessed or used tobacco or any products containing tobacco or nicotine products, including, but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This restriction shall not prohibit a student from using or possessing his/her own prescription products [EC 48900(h)].
 8. Committed an obscene act or engaged in habitual profanity or vulgarity [EC 48900(i)].
 9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in HSC 11014.5 [EC 48900(j)] (grades 4-12).
 10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties [EC 48900(k)].
 11. Knowingly received stolen school property or private property [EC 48900(l)].
 12. Possessed an imitation firearm [EC 48900(m)]. Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm [EC 48900(m)].
 13. Committed or attempted to commit a sexual assault as defined in PC 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in PC 243.4. [EC 48900(n)].
 14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness [EC 48900(o)].
 15. Unlawfully offered, arranged to sell, negotiated to sell, a controlled substance.
 16. Engaged in, or attempted to engage in, hazing [EC 48900(q)]. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school sanctioned events [EC 48900(q)].
 17. Made terrorist threats against school officials and/or school property (EC 48900.7). A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, or property damage in excess of \$1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out (EC 48900.7).

A student in grades 4-12 is also subject to suspension or recommendation for expulsion when it is determined that he/she:

18. Committed sexual harassment as defined in Education Code 212.5. (EC 48900.2) Sexual harassment means that conduct, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance

or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2)

19. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233. (EC 48900.3) Hate violence means any act punishable under PC 422.6, 422.7, or 422.75. Such acts include injuring or intimidating another person, interfering with the exercise of a person's civil rights, or damaging a person's property because of the person's race, color, religion, ancestry, national origin, disability, gender, or sexual orientation. (EC 233)
20. Intentionally engaged in harassment, threats, or intimidation against BICS personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment. (EC 48900.4)
21. Engaged in an act of bullying, including, but not limited to bullying by means of an electronic act, directed toward a student or school personnel. [EC 48900(r)] Bullying means one or more acts by a student or group of students that constitutes sexual harassment pursuant to EC 48900.2, as defined in item #19 above; hate violence pursuant to EC 48900.3, as defined in item #20 above; or harassment, threats, or intimidation pursuant to EC 48900.4, as defined in item #21 above. (EC 32261) Electronic act means the transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. (EC 32261). A student may be suspended or expelled for any of the acts listed above if the act is related to school activity or school attendance occurring at any BICS school under the jurisdiction of the CEO & Principal, including, but not limited to, the following circumstances (EC 48900):
 - While on school grounds.
 - While going to or coming from school.
 - During the lunch period, whether on or off the school campus.
 - During, going to, or coming from a school-sponsored activity.

BICS will not take disciplinary action against any student for non-school related conduct that occurs after school at private business establishments, and has included a statement to that effect in its revised discipline policies.

The Director & Principal may use his/her discretion to provide alternatives to suspension or expulsion for a student subject to discipline under this administrative regulation, including, but not limited to counseling and an anger management program.

[EC48900(u)] Students may not be suspended or expelled for being truant, tardy, or otherwise absent from assigned school activities. Accordingly, alternatives to suspension or expulsion shall be used with students who are truant, tardy, or otherwise absent from assigned school activities.

The Director or principal may suspend a student from school for not more than five consecutive school days unless the suspension is extended pending expulsion (EC 48911).

The Director or principal shall immediately suspend any student found at school or at a school activity to be (EC 48915):

- Possessing, as verified by a BICS employee, selling, or otherwise furnishing a firearm, unless the student obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence.
- Brandishing a knife, as defined in EC 48915(g), at another person.
- Unlawfully selling a controlled substance listed in HSC 11053-11058.
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in item #14 under "Grounds for Suspension and Expulsion" above.
- Possessing an explosive as defined in 18 USC 921.

PROCEDURE TO NOTIFY TEACHERS OF DANGEROUS PUPILS

(EC 49079)

BICS shall provide access in Infinite Campus Student Information System and in cumulative folder to the administration and to faculty of each school to view each pupil who has: during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or committed a crime reported to the BICS by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to pupils or recommended to the parent/guardian.

SEXUAL HARASSMENT POLICIES

(EC 212.6 [b])

Nondiscrimination/Harassment/Anti-Bullying Policies (BP/AR 5145.3, BP 5131.2)

BICS desires to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students feel safe and take pride in their school and their achievements. BICS has committed to providing programs and activities free from discrimination and harassment with respect to a student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression.

Intimidation, harassment, or bullying of any student by any employee, student, or other person in BICS on the basis of these categories is prohibited. Staff shall be alert and immediately responsive to harassing or intimidating conduct which may interfere with a student's ability to participate in or benefit from school services, activities, or privileges.

Students who harass or bully other students shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. An employee who permits or engages in harassment may be subject to disciplinary action, up to and including dismissal.

Individuals who believe they are being subject to discrimination or harassment should report the incident(s) to a staff member. An individual may also file a complaint regarding discrimination or harassment through the Uniform Complaint Procedure described in Appendix J of this Handbook.

Sexual Harassment

Each student will be notified of the Sexual Harassment Policy annually. The purpose of this policy is to provide a notification of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies [EC 231.5, 48980(g)].

SCHOOL-WIDE DRESS CODE

(EC 35183)

Barona Indian Charter School has adopted the following dress code for all students. Students are encouraged to dress in a manner that demonstrates pride both in themselves and in their school. The following guidelines shall apply to attendance at school and all school activities and events:

BICS Dress/Appearance Standards

The following are not allowed:

- Clothing showing undergarments
- Spaghetti strap shirts
- Muscle tank tops
- Backless shirts (shirts that do not cover the back entirely)
- Saggy/ baggy pants
- Crop tops/ bare midriff tops (shirts showing off stomach)
- Strapless/ tube tops
- Off-shoulder or single strap garments
- Excessively low-cut shirts
- See-through tops
- Halter shirts/ halter dresses
- Slippers and pajamas (except during specified days)
- Micro mini-skirts and booty shorts (they must be 5 inches above the knee)
- Clothing or jewelry displaying logos of: racist groups; gangs; obscene language; vulgar gestures; inappropriate innuendos; alcohol, tobacco or drugs; symbols of hate; and prejudice, intolerance, discrimination groups.
- Hats, sweatshirt hoods and sunglasses are permitted but not indoors
- Waist chains, or any spiked jewelry
- Overalls with no undershirt
- Heelys, platform shoes, or open-toed sandals (With the exception of 7th & 8th grade)
- Pants or jeans that are torn or have holes in them

Dress Code Violators

Students who do not meet the appropriate dress code of the school will have to:

- Turn their shirt inside out if appropriate
- Will be given a shirt to wear over inappropriate top
- Accessories such as hats, and jewelry will be removed and given to office staff to hold on to until the end of the school day.
- In situations where the office cannot rectify a student's dress, parents will be called to bring a change of clothes to the school office.
- After 3 dress code violations students will receive a (1) day in school suspension.

PROCEDURES FOR SAFE INGRESS/EGRESS OF PUPILS, PARENTS, & STAFF TO & FROM SCHOOL

(EC 35294.2)

The student day is from 8:00 a.m. to 2:30 p.m. for all students in grades TK-8. (On Early Release Fridays, the time is 8:00 a.m. to 1:30 p.m.)

- Parents dropping students off at school should be aware that supervision IS NOT available before 7:30 a.m.
- School office hours are 7:30 a.m. to 3:00 p.m.
- Once arriving at school, students are to immediately go to the back playground, when the bell rings the students are to go immediately to flagpole courtyard.
- Under no circumstances are students to leave to pick up friends, go to locations other than the school campus, or loiter outside campus gates.
- Students not participating in the after school program are to leave campus immediately with an authorized person.
- Students waiting for rides home via automobile need to wait in the designated spot until the pick-up team radio for pick-up in front of the school.
- Supervision of students not participating in after school activities ends at 2:35p.m. Mondays through Thursdays, and 1:35pm on Fridays.
- Routines and procedures are established for the arrival and dismissal of students.
- All visitors must check in and sign in at the front office to enter the school property.
- All students will be dismissed by teachers at designated dismissal time and with teacher supervision.
- Teachers supervise classes for safe and orderly dismissal.

Morning Arrival: All parents/visitors will remain in the car. A staff member will scan the student's temperature and survey for COVID symptoms. Once students are cleared to enter campus, they proceed to the playground area or front courtyard.

Closed Campus: All gates are locked, with the exception of the main gate with access to the front office. All visitors to the campus must come through the office to sign in and obtain a visitor's badge which they must wear for the duration of the time they are on campus.

Leaving Early: Students must stay on campus from the time of arrival in the morning, during lunch, and after school while waiting to be picked up. Students may leave campus during school hours if parents, guardians, or persons designated by parents or guardians come to pick them up from school. A written request from a parent or guardian must be submitted if someone other than the parent or someone on the emergency card is going to pick up a child. Persons picking up students during the school day must sign the student out in the front office. They must be at least 18 years of age and provide a valid ID. Under no circumstances should a student leave campus without permission.

Arriving Late: If a student is late to class without a reasonable excuse it is considered tardy. If a student is late in the morning, he/she must report to the office for a late slip, and then quickly go to class.

A SAFE AND ORDERLY SCHOOL ENVIRONMENT CONDUCTIVE TO LEARNING

(EC 35294.2)

Component: Positive behavior support system that helps students understand the Leadership Expectation Plan (see Appendix I) and procedures.

Element: Teachers and staff use the 7 habits within Leader in Me to empower and help students follow expectations. We also use a tiered system of support for students.

Opportunity for Improvement: Students have opportunities to reflect on mistakes and we continue to offer a multi-tiered system of support specifically for students who fall into the tier 3 category.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Lighthouse/Action Team Meetings	Collaboration time to meet and establish systems for deeper implementation to support students	Leader in Me	Lighthouse Coordinator	
Lighthouse Student Committee	Develop leaders within our students to lead activities and events	Leader in Me	Principal	
Implement procedure reviews after every break ie. classroom, expectations	Assign lessons to teach subject after every major holiday break so students can review the expectations	Leader in Me -	Lead Teachers	
Continue to offer positive rewards school wide	Provide strategies and professional development for teachers to support students within the classrooms	Leadership Expectation Plan	Principal/Family Resource Coordinator	

Component: Participate in safety programs that promote best practices.

Element: The Great California Shakeout and Leader in Me

Opportunity for Improvement: Deeply implement the four major components of Leader in Me

Objectives	Action Steps	Resources	Lead Person	Evaluation
Continue the implementation of Leader in Me year 2	Set up and provide professional development time	Leader in Me	Lighthouse Coordinator	
Register and participate in the Great California Shakeout	Register on the website	Great California Shakeout Website	Admin	

Component: Consult with law enforcement and other school safety teams about the safety plan.

Element: Analyze procedures and training to ensure staff and students are prepared for all types of emergencies.

Opportunity for Improvement: Update emergency drills for the 2021-22 school year and review health emergencies, EpiPens, diabetes, and seizures.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Schedule PD time to review components of the safety plan.	Provide trainings to review health protocols	Safe School Trainings	Principal/Designee	
Consult local law enforcement about the safety plan	Set up a meeting with School Police	BICS School Safety Plan	Principal/Designee	
Provide trainings to review health protocols	Staff meetings to provide information that meet the CDC recommendations	CDC guidelines	Principal/Designee & Health Clerk	

SCHOOL DISCIPLINE RULES AND CONSEQUENCES

(EC 35291 and EC 35291.5)

Barona Indian Charter School Student Conduct Code

The Leader in Me program started at BICS during the 2021-2022 school year with great success. It has many benefits for students, teachers and staff. Leader in Me allows teachers to have a voice in the development of the behavior intervention and support process. Teachers and staff are working towards creating student codes of conduct around our 7 Habits:

- Habit 1: Be Proactive
- Habit 2: Begin With the End in Mind
- Habit 3: Put First Things First
- Habit 4: Think Win-Win
- Habit 5: Seek First to Understand, Then to Be Understood
- Habit 6: Synergize
- Habit 7: Sharpen the Saw

Teachers use the same language when redirecting students' behavior and positive or negative consequences are given depending upon the students' behavior choices.

We look forward to continuing the growth and development of Leader in Me on our campus and in our community. For more information on Leader in Me and its implementation, visit our school site at www.baronaindiancharterschool.org

Conduct Code Procedures

1. Teachers practice and emphasize positive behavior support daily.
2. Teachers implement daily classroom management procedures which are posted and taught to all students.
3. Classroom consequences are given to students who fail to follow the classroom rules.
4. Repeated minor violations can be reported to the office and documented on a minor referral form. Teachers must document phone calls home and other interventions.
5. Major educational code violations are always reported to the office and should be documented on a referral form. All areas of the form must be filled out completely.
6. Students are sent to Principal/Designee for referrals and in some cases may need an escort from site safety or an administrator.

HATE CRIME REPORTING PROCEDURES AND POLICIES

BICS affirms the right of every student to be protected from hate-motivated behavior. Behavior or statements that degrade an individual on the basis of his/her race, color, national origin, ethnicity, culture, heritage, gender, gender identity or gender expression, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices shall not be tolerated. This includes acts of force or threat of force, defacing of property, and aiding and abetting in an act done to willfully injure, intimidate, interfere with, oppress, or threaten any other person in the exercise or enjoyment of any right or privilege based on the person's characteristics or perceived characteristics (PC 422.55-422.86).

Individuals who believe they are being subject to hate-motivated behavior should report the incident(s) to a staff member or Principal. An individual may also file a complaint.

PROCEDURES FOR PREVENTING ACTS OF BULLYING AND CYBER-BULLYING

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

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - "Reasonable pupil(s)" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by BICS.

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

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
 - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying" above
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying" above.
 - A "credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying" above.
 - A "false profile" means a profile of a fictitious pupil or a profile

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

- An act of “Cyber sexual bullying” including, but not limited to:
 - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying” above.
 - A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

PROCEDURES TO PREPARE FOR ACTIVE SHOOTERS

An active shooter is a shooter believed to be actively shooting or in a position to fire live rounds on campus.

1. Principal/Designee notifies all staff and students over the intercom/radios to initiate Hard Lockdown Procedures.
2. If students are outside, move to the nearest cover or retreat inside the closest building, the closer/safer option in which students aren't placed in open spaces as potential targets.
3. Principal/Designee calls 911, IF the Principal/Designee is injured or incapacitated that they are unable to announce the Hard Lockdown, the head of the Sweep Team will make the announcement and call 911. IF no announcements come in the midst of the active shooter emergency, teachers and staff should self-initiate Hard Lockdown Procedures and call 911 from their classroom phone or personal cell phones. Landlines should be used to make the 911 call if available because 911 operators will be able to more quickly track the location to deploy emergency personnel.
4. Wait for law enforcement/emergency medical personnel to arrive and follow all instructions.
5. Law enforcement's first priority is to neutralize the threat, they will not stop nor address any bystanders or victims. Remain still and do not make sudden movements to avoid being perceived as a threat by law enforcement members.
6. Barona Indian Charter School employees are not authorized to speak to the media without clearance from school administration. Direct all inquiries to the Principal/Designee.
7. The Principal/Designee completes Incident Report at the earliest opportunity
8. Implement Crisis Response Follow-up Steps:
 - a. Letter to Parents
 - b. Morning after staff meeting
 - c. Set-up aftercare providers for assistance – approved counselors, clergy, mental health professionals
 - d. After school staff meeting
 - e. Crisis Response Team Debriefing

HARD LOCKDOWN PROCEDURES

When we are in a “Hard Lockdown”, the threat is considered a HIGH LEVEL threat. Staff and students will retreat to, and remain in the safety of a LOCKED room with the lights OFF.

- Teachers/Staff will attempt to maintain a calm, quiet, environment.
- There will be no student or staff movement in and/or out of buildings.
- The school will remain in a “Hard Lockdown” until an “All Clear” is announced via intercom, or until local authorities/emergency personnel arrive and clear the scene.

PROCEDURES

ALL Communication will be ADAPTIVE via intercom FIRST, THEN radio, channel 1 at its lowest volume, text or email. All methods should be monitored in a “Hard Lockdown” in the spirit of acknowledging that HIGH LEVEL threat situations may force the Principal/administrative designee to communicate in the safest means available for the given scenario.

- **Intercom Announcement:**
 - “Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”

 - “I repeat, Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”

 - **Repeated twice to provide ample opportunity for message to be received across school**

- **Radio Announcement- Channel 1**
 - “Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”

 - “I repeat, Safety Alert, Safety Alert”
 - “Hard Lockdown is now in effect--Stop all activities and secure your position”

 - **Message will be announced AFTER intercom announcement, to prevent combatting announcements. It will be repeated twice to provide ample opportunity for message to be received across school**

- **Communication During a Hard Lockdown:**
 - Leave Radio on Channel 1 if able to do so quietly and safely
 - Turn Radio volume down as low as possible
 - Turn personal cell phone volume on silent, but actively monitor for communications

- Dim computer screens, Silence any computer notifications, or other electronics that make noise
- Monitor email for potential communications

Responsibilities During a Hard Lockdown:

- **Teachers:**
 - Lock classroom doors, draw blinds
 - Silent Roll Call, make sure all students are present and accounted for, record names of unaccounted for students for law enforcement/rescue personnel
 - Teachers email Principal/Designee with the subject line: “grade __ all accounted for” or “grade __ missing students.” Within the body of the email list the names of the missing students
 - Do not Radio on channel 1, names of unaccounted for students
 - Do not send students to the office, bathroom, nurse, etc.
 - Direct students to hunker down in pre-identified safest room space
 - *A safe room space is away from as many windows as possible, near thick pieces of furniture or room features that may provide extra coverage and sound barriers.*
 - Turn off all noise pollution, media; iPads, videos, etc.
 - Turn down the Walkie Radio volume to the lowest volume that you can still hear -- if it still feels to be too loud, turn off and go radio silent.
 - Monitor cell phone and email for potential communications
 - Attempt to keep students as quiet and calm as possible
 - Await “All Clear” announcement or law enforcement directive
- **Administrative Staff**
 - Lock all office and interior doors
 - Silent Roll Call, record missing staff member names for law enforcement personnel
 - Darken room, and hunker down in safest location
 - Turn down Radio volume to the lowest volume that you can still hear, if still too loud, silence radio by turning off.
 - Attempt to keep any present students, parents, or visitors as quiet and calm as possible
 - Dim computer screens or turn off monitors as appropriate
 - Monitor cell phone and email for potential communications
 - Await “All Clear” announcement or law enforcement directive
- **Health Office, Library, SPED & Any Other Campus Location:**
 - Lock all doors
 - Silent Roll Call, record unaccounted for students for law enforcement personnel
 - Darken room, and hunker down in safest location
 - Turn down Radio volume to the lowest volume that you can still hear, if still too loud, silence radio by turning off.
 - Attempt to keep any present students, parents, or visitors as quiet and calm as possible
 - Monitor cell phone and email for potential communications
 - Await “All Clear” announcement or law enforcement directive

- **P.E. or Recess Out on the Playground & Lunch**
 - The P.E. teacher will transition class to the gym or nearest building, where the door will be locked, room darkened, and quieted with students hunkered down in safest space
 - Recess supervisors will transition students to the closest building or their respective classrooms, whichever is safest, where the room is locked, darkened and students will hunker down in the safest space.
 - Students eating lunch at the time of a “Hard Lockdown” will be directed by lunch supervision staff, to leave all belongings at outside tables, and relocate to the nearest building where doors will be locked in compliance with Hard Lockdown procedures.

- **Support Staff & Otherwise Assigned Classroom Aides/Specialist**
 - Will seek refuge with the class they are assigned to or the nearest building.
 - Support staff will assist other school staff members in establishing as calm, quiet, and barricaded an environment as possible
 - Support staff will put cell phones on silent
 - Support staff will turn down radio volume or turn off at discretion of the individual as determined by situational safety precautions

Supervision Team Responsibilities During a Hard Lockdown DRILL:

- **Supervision Team Leader**
 - Prior to the scheduled drill, the Supervision Team leader will identify 1-2 Supervision Team members that will assist in checking the school for successful lockdown measures taken by designating them Assignments 1-7. (See Supervision Team Assignments)
 - The Supervision Team leader should utilize different team members to support quality assurance for each scheduled hard lockdown drill to promote ample opportunity for supervision team members to practice lockdown measures themselves
 - The Supervision Team leader will document the schools successes and struggles during each scheduled drill for staff debrief in hopes of bettering lockdown performance in the future drills.

- **Supervision Team Assignments:**
 - Assignment 1: Verify all exterior doors are locked along the outside perimeter of the primary classroom/preschool wing. Check for locked gates at Kinder/Preschool playground; clear boys bathroom in breezeway between Preschool and Second grade classroom; clear girls bathroom in breezeway between Preschool and Second grade classroom; search & recovery of unaccounted for kindergarten, first and second grade students.
 - Assignment 2: Check for locked doors in the three back Bungalows (grades Third - Sixth & Resource); check to make sure that gates are locked at the playground perimeter; search & recovery of unaccounted for students from grades Third - Sixth & Resource classrooms.
 - Assignment 3: Check for locked doors in Main office, Multi-Purpose room and Seventh/Eighth grade classroom; clear boys bathroom in breezeway between Library and Seventh/Eighth grade classroom; clear girls bathroom in breezeway between Library and Seventh/Eighth grade

classroom; Search & Recovery of unaccounted for Seventh & Eighth grade students and missing staff.

- Assignment 4: Check gym for any remaining students; check that the gates by the office are locked; Check gym bathrooms for students; Search & Recovery of unaccounted for students from gym.

Once sweep assignments are completed, Supervision Team Members will report back to Principal/administrative designee for “All Clear” announcement.

ALL CLEAR Announcement:

- **Announcement**

Message will FIRST be broadcasted on the INTERCOM *if* possible, and on RADIO CHANNEL 1;

“Safety Alert, Safety Alert”

“ALL CLEAR”

“THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”

“I repeat. . .”

“Safety Alert, Safety Alert”

“ALL CLEAR”

“THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”

Repeated twice to promote receipt of the broadcast by school students, and staff. If announcement is **NOT possible via INTERCOM, the announcement may be made via text, email, radio channel 1 or a combination thereof.**

School business will resume as normal. If any students remain unaccounted for after the “All Clear”, contact the Supervision Team on Radio Channel 2 ASAP, or the registrar in the office if unable to reach the Supervision Team.

HARD LOCKDOWN DEBRIEF

Families will be informed as soon as appropriate by the Principal or Administrative Designee via an automated phone call, Infinite Campus Messaging System, or written notice home that a scheduled Hard Lockdown drill was performed.

The lockdown will be reviewed and debriefed with the entire staff in the most timely means possible (email, impromptu meeting, etc.). The debriefing format will be at the discretion of the Principal, Designee or Supervision Team as appropriate.

TYPES OF EMERGENCY & SPECIFIC PROCEDURES

AIRCRAFT CRASH

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property.

Procedure

- The Principal/Designee will initiate appropriate Immediate Response Actions, which may include Duck and Cover, Shelter-In-Place, Evacuate Building or Off-Site Evacuation.
- If the Principal/Designee issues the Evacuate Building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the evacuation site (to include all after school program staff/students).
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
- The Principal/Designee will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
- The First Aid & Search Team will check injuries to provide appropriate first aid.
- Any affected areas will not be reopened until the appropriate agency provides clearance and the Principal/Designee issues authorization to do so.
- The First Aid & Search Team will convene onsite and begin the process of counseling and recovery as appropriate.
- If it is unsafe to remain on campus, the Principal/Designee will initiate an Off-Site Evacuation.

ANIMAL DISTURBANCE

Contain the situation so no students have contact with the animal. Contact Tribal Enforcement **619-433-8976** Make sure administration is informed. Form a safety perimeter with site safety and administration. Ensure a safe environment for students and wait for animal control to assist.

ARMED ASSAULT ON CAMPUS

Intruder on Campus

- Notify Principal/Designee IMMEDIATELY
- Principal/Designee will implement Soft or Hard Lockdown Procedures at their discretion
- Allow routes to exit; you want the intruder to leave.
- Principal/Designee contacts local law enforcement (911) or Tribal Enforcement, even if the intruder has left the building.

If determined that the safety and health of students and staff are in jeopardy, the following announcement will be made to alert of the potential danger:

“Attention All Teachers and Staff, due to a school emergency, we are initiating a Hard Lockdown.” (This announcement will be repeated several times.)

- Lock Classroom Doors
- Remain calm and stay with your students
- Lock and secure your door
- Close all doors, windows, blinds, and curtains
- Do not leave the room/area until "All Clear Signal" has been given. Disregard any bells.
- Take roll and report any missing students to the office
- Absolutely no outdoor activities! Students outdoors should be moved immediately by an adult to a room with locking doors.
- If gunshots are heard teachers should follow Hard Lockdown procedures.
 - Please refer to the Active Shooter section on pg.26-30.

WEAPON FOUND ON PROPERTY

A weapon on school property is a crime and is evidence. The term "weapon" means any object which, in the manner in which it is used, is intended to be used, or is represented, is capable of inflicting serious bodily harm or property damage, as well as endangering the health and safety of persons. Weapons include, but are not limited to, firearms (including, but not limited to firearms as defined in 18 U.S.C. 921(a)(3), guns of any type, including air and gas- powered guns (whether loaded or unloaded), knives, (subject to the exceptions as indicated below) razors, with unguarded blades, clubs, electric weapons, metallic knuckles, martial arts weapons, ammunition, and explosives.

Exceptions include:

- The weapon is under control of law enforcement.
- The item is approved by the building administrator as part of a class or individual presentation under teacher supervision.
- The item is part of theatrical props used in appropriate performance settings.
- Starter pistols used in appropriate, pre-approved sporting events.
- A knife being used by kitchen staff, or culinary instructors for the purpose of food preparation.

Action Steps:

1. Do not handle the weapon unless necessary.
2. If handling the weapon is necessary, do so with care. Always wear rubber gloves or use a cloth to touch.
3. Have another staff member stay with the weapon.
4. Notify Principal/Designee.
5. Principal/Designee calls 911 if deemed necessary.
6. Cover the weapon from the view of the public (cloth, wastebasket, box).
7. Close off student traffic from the area of the weapon. Consider implementing Soft Lockdown Procedures
8. Principal/Designee assigns someone to meet law enforcement to lead to weapon location.
9. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files appropriately.

WEAPON SUSPECTED ON STUDENT**Action Steps:**

1. Notify the Principal/Designee IMMEDIATELY. Consider implementing Hard Lockdown Drill Procedures
2. Principal/Designee calls 911.
3. Do not attempt to stop the suspect if flight from the building is attempted. Avoid confrontation.
4. Principal/Designee attempts, in a non-confrontational way, to move the student to a private office near an exit.
5. Notify stakeholders of actions taken.
6. Barona Indian Charter School staff members are not authorized to speak to the media; defer all inquiries to the Principal/Designee.
7. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files copies appropriately.

BIOLOGICAL OR CHEMICAL RELEASE SHELTER-IN-PLACE

Chemical, biological or radiological contaminants may have been released accidentally or intentionally into the environment. Should this occur, information will be provided by local authorities on television and radio stations on how to protect students and staff. Because the information will most likely be provided on television and radio, it is important to keep a TV or radio on, even during the workday. The important thing is for you to follow instructions of local authorities and know what to do if they advise you to shelter-in-place.

When hazardous materials may have been released into the atmosphere, it is important to Shelter-in-Place. This is a precaution aimed to keep students safe while remaining indoors. Shelter-in-place means selecting a small, interior room, with no or few windows and taking refuge there. It does not mean sealing off your entire school. When the school's emergency shelter-in-place gets activated, follow the instructions below:

- Go inside the nearest building - ensure all staff and students are notified including the after school program
 - If there are visitors in the building, provide for their safety by asking them to stay – not leave from the room they are most currently in.
- Close doors and windows. Make sure to use window and door locks to create a better seal
 - If you are told there is danger of explosion, direct that window shades, blinds or curtains be closed.

NOTE: Select interior rooms, above the ground floor, with the fewest windows or vents. The rooms should have adequate space for everyone to be able to sit in. Avoid overcrowding by selecting several rooms if necessary. Classrooms may be used if there are no windows or if the windows are sealed and cannot be opened. Large storage closets, utility rooms, meeting rooms and even a gymnasium without exterior windows will work well.

- Write down the names of everyone in the room, and call your schools' designated emergency contact to report who is in the room with you.
- Have employees familiar with your building's mechanical system turn off all fans, heating and air conditioning systems. Some systems automatically provide for exchange of inside air with outside air – these systems, in particular, need to be turned off, sealed or disabled.
- Turn on your radio and television for information and further instructions
- Provide for answering telephone inquiries from concerned parents by having at least one telephone with the school's listed telephone number available in the room selected to provide shelter for the school secretary, or person designated to answer these calls. This room should also be sealed. There should be a way to communicate among all rooms where people are sheltering-in-place in the school.
- Ideally, provide for a way to make announcements over the school-wide public address system from the room where the top school official takes shelter.
- If children have cell phones, allow them to use them to call a parent or guardian to let them know that they have been asked to remain in school until further notice, and that they are safe.

- If the school has voicemail or an automated attendant, change the recording to indicate that the school is closed, and that students and staff are remaining in the building until authorities advise that it is safe to leave.
- The Community Warning System is designed to provide specific information directly to the media. Public access television and radio stations will have ongoing status reports and information.
- Listen for an official announcement from school administration via the intercom system, and stay where you are until you are told all is safe or you are told to evacuate. Local public health or law enforcement officials may call for evacuation in specific areas at greatest risk in your community.

Remember that instructions to shelter-in-place are usually provided for durations of a few hours, not days or weeks. There is little danger that the room in which you are taking shelter will run out of oxygen and you will suffocate.

For more information visit the [American Red Cross](#)

BOMB THREAT

Bomb Threat - Received as a Phone Call

1. Try to keep the caller on the line:

DON'T HANG UP, try to keep the conversation going so you can find out details that may help law enforcement.
2. Attempt to get the following information:
 - a. Where is the bomb?
 - b. What time/how will it go off?
 - c. What kind of bomb is it?
 - d. Who are you?
 - e. Why is this going to happen?
3. Notify the Principal/Designee ASAP.
4. Call law enforcement & fire department (Call 911) together
5. Front Office Staff will keep copy of Bomb Threat Checklist (See Appendix K)

Bomb Threat - Received as a Voicemail

1. If the bomb threat is left on voice mail DO NOT DELETE.
2. Take note of the following details:
 - a. Was it a Male or Female?
 - b. Was there a Caller ID?
 - c. Did the individual have an accent?
 - d. Was there any background Noise? If so, what was it?
 - e. What was the time and date of the voicemail?
3. Notify the Principal/Designee ASAP.
4. Call law enforcement & fire department (Call 911) together

Bomb Threat - Received in Writing

1. Notify the Principal/Designee ASAP.
 2. Call law enforcement & fire department (Call 911)
-

Bomb Threat - Action Verified

1. Ensure that the Principal/Designee was notified, if not already done so.
2. Principal and threat recipient have contacted law enforcement & fire department (Call 911)
3. Evacuate building(s) along pre-established evacuation routes when/if directed by the administration or law enforcement.

Bomb Threat Evacuation

1. An intercom and radio announcement will be broadcast ***TWICE*** at ***STAGGERED TIMES***

Intercom Announcement

“Safety Alert, Safety Alert”

“Evacuate your classes IMMEDIATELY to school rally point”

“Await further instructions”

Radio Announcement

**On Channel 1- “turn to emergency channel 2” (repeat twice)

On Emergency Channel 2: (Immediately **following** intercom announcement so as not to distort notification with competing alerts)

“Safety Alert, Safety Alert”

“Evacuate your classes IMMEDIATELY to school rally point”

“Await further instructions”

2. At School Rally Point

Once students are outside at the school evacuation site, the Principal/Designee will tell staff and students to evacuate to an assigned rally point in the community within close proximity to the school where students will be sent home early or return to school at the Principal and/or law enforcement’s discretion. Students will be released by administration. Teacher’s will record their own class roll call, and write when students are called by administration staff when appropriate guardians pick up the student.

Rally Locations: Barona Fire Department or Tribal Government Building

Emergency Rally Locations: Location determined by evacuation distance necessity.

3. Rally Dismissal to Parent/Guardians

- a. Parents will be informed of the evacuation via automated phone calls home with the school messenger system in addition to SeeSaw.
- b. Students will be released by administration. Teacher’s will record their own class roll call, and write when students are called by administration staff when appropriate guardians pick up the student.
- c. The teacher will stay with their students until they are able to be picked up.
- d. Missing or unaccounted for students will be **texted** with first, last name, grade level, and location they were considered unaccounted for to the principal/principal designee(s) personal cell phone number.

4. Follow-Up: After the threat has been handled

- a. Principal/Designee debriefs staff and completes Incident Report (See Appendix H) at earliest opportunity.

THREAT OF SCHOOL VIOLENCE

1. IMMEDIATELY call 911
2. Provide and maintain written documentation of the facts and circumstances contributing to the reporting person's belief that there is a serious and imminent threat.

****DO NOT CONFRONT THE INDIVIDUAL MAKING THE THREAT.**

3. Contact Principal/Designee
4. If during school hours, Principal/Designee notifies all staff and students over the intercom to implement Hard Lockdown Procedures.
5. Principal/Designee maintains contact with authorities for further instruction.
6. Once the threat has been neutralized or deemed no longer present, the Principal/Designee will announce an All Clear or law enforcement will clear the school site.
7. Barona Indian Charter School employees are not authorized to speak to the media; defer all inquiries to the Principal/Designee.
8. Once cleared by the Principal/Designee or law enforcement, students will be reunited with parents/guardians or the school day will continue on as scheduled.
9. Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and files copies as appropriate.
10. Implement Crisis Response Follow-up Steps:
 - a. Letter to Parents
 - b. Morning after staff meeting
 - c. Set-up aftercare providers for assistance; approved counselors, clergy, mental health professionals
 - d. After school staff meeting
 - e. Supervision Team Debriefing

BUS DISASTER

These procedures are for use by bus drivers and Principal/Designees in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch or the nearest school. This section addresses three possible scenarios involving a bus disaster: Scenario 1: Earthquake; Scenario 2: Flood; and Scenario 3: Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of the bus, or other unique circumstances.

Procedure:

Scenario 1: Earthquake

1. The driver should issue Duck and Cover
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set the brake, turn off the ignition, and wait for the shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the Principal/Designee to report the location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The Principal/Designee will determine what additional appropriate notification(s) should be made.
8. If instructed to continue the route, the driver should:
 - a. If enroute to school, continue to pick up students.
 - b. If dropping students off, continue to do so provided there is a responsible adult at the bus stop.
9. If it is impossible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the Principal/Designee. Remain with the children until further instructions are received from the Principal/Designee.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Contact the Principal/Designee and Bus Dispatch report location and condition of students.
4. If the bus is disabled, stay in place until help arrives.
5. The Principal/Designee will determine what additional appropriate notification(s) should be made.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from the bus due to the possibility of an explosion.
5. Check for injuries and provide appropriate first aid.
6. Call "911" and provide the exact location of the bus and wait for the arrival of emergency responders.
7. Contact the Principal/Designee to report the location and condition of students.
8. The Principal/Designee will determine what additional appropriate notification(s) should be made.
9. Stay within the general area until help arrives
10. The driver will account for all students and staff throughout the emergency.

FIELD TRIP INCIDENT

Field trip coordinator and Barona Indian Charter School must have the following:

1. Student permission slips allowing students to attend
2. First Aid Kit
3. Chaperone list and pre-approved clearance for field trips
4. Student Health Forms/Student Health Medications/ Parent Contact Forms
5. Name of bus company with contact person and phone number
6. Bus Disaster Protocols
7. School contact and phone number
8. Trip itinerary, travel route and schedules the bus will use in traveling to and from the destination

In the event of an INCIDENT during the field trip:

1. Attend to any medical needs if there are injuries or complaints of pain.
2. Contact field trip location medical personnel or call 911 if appropriate.
3. Contact the school's administrator with an update and actions being taken.
4. Attend further instructions.

Principal/Designee Response:

1. Principal/Designee contacts appropriate stakeholders, provides a situation report, and actions being taken.
 - a. The Principal/Designee may deploy to the scene or send additional staff or public safety personnel as needed.
2. Principal/Designee contacts parents, updates, and explains actions being taken.
 - a. Principal/Designee informs parents about any meetings or pick-up times at the school.
3. Barona Indian Charter School employees will not speak with the media and will instead direct them to the Principal or designated spokesperson.
4. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and debriefs the staff when possible.

DISORDERLY CONDUCT

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to **Armed Assault on Campus** on pg. 32-33.

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the Principal/Designee.
3. The Principal/Designee will initiate the appropriate Immediate Response Actions, which may include Soft Lock Down, Hard Lock Down, Evacuate Building or Off-Site Evacuation.
4. The Principal/Designee will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the Principal/Designee or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

VOLATILE OR CONFRONTATIONAL PERSON

1. Do not argue with the person. Use non-threatening body language and safe interpersonal space boundaries.
2. Maintain professional and respectful communication by displaying care and concern, and by being a good listener.
3. Offer to help find a solution.
4. Request to continue the discussion in an appropriate space away from students, staff and families on campus. Find a location with at least one other adult present.

****Attempt to de-escalate the situation throughout the interaction.****

5. Notify the Principal/Designee (in a non-threatening manner.)
6. The Principal may announce a schoolwide Soft Lockdown Or the Principal/Designee may call 911 if necessary.
7. The Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and sends a copy to appropriate stakeholders.
8. The Principal/Designee will debrief the staff as appropriate.

ASSAULT ON STUDENT OR STAFF

- If present during the assault:
 - Call for Help: Notify Principal/Designee IMMEDIATELY via walkie talkie, phone or messenger. Give quick, basic details and conditions of the victim so that a determination of what kind of appropriate outside assistance is required can be made.
- If safely able to do so, separate the victim from the assailant.
- The Principal/Designee will contact medical and/or law enforcement personnel as viewed appropriately and in line with the school's discipline policy.
- Assist the victim in remaining calm and as comfortable as possible until help arrives.
- The Principal/Designee will record the names of suspect(s) and any witnesses or assign someone to accomplish this task at the scene.
- If not already done so, the Principal/Designee locates the student and isolates, but only if this can be done in a non-confrontational manner.
 - If the situation presents too great a risk, it is best to wait for law enforcement to arrive before initiating contact with the student
- Victim and student statements shall be taken separately by school investigators or law enforcement as applicable.
- Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and files appropriately with pertinent stakeholders.
- Appropriate disciplinary action should be taken against those found guilty of assault following the investigation. These actions include, but are not limited to, suspension, expulsion and job termination if the assault is perpetrated by a staff member.

EARTHQUAKE

Earthquakes usually occur without warning. If an earthquake occurs during school hours, the following actions will be taken:

Inside a Building

1. Do not leave the room, Staff member in charge directs all persons in the vicinity to Drop (Duck), Cover and Hold.
2. Move children, and other persons in staff care away from windows, bookcases, file cabinets, heavy mirrors, hanging objects that could fall, and out from under heavy suspended light fixtures.
 - a. Mobility impaired (wheelchair bound) students and staff should be moved so that the seat of the chair is under a table and then instructed to put their heads down on the table and cover it with their hands.
3. Maintain Drop (Duck) and Cover until the shaking stops or until instructed to evacuate.
 - a. Hold onto the desk or table, if it moves, move with it.
4. Faculty should remain calm and in control. If you smell gas or hear a hissing sound- open a window and leave the building.
5. WHEN SAFE TO DO SO: Evacuate the building by walking when the earthquake has ended or when directed to do so by school administration or local safety personnel.
 - a. Staff will direct students to line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (vest, walkie talkie, and safety kit backpack).
6. Proceed to the evacuation site, which is the Rec Center tennis court area.
 - a. Line up as close to specified rally points away from trees, wires, hazards, etc.
 - b. **Teachers:** Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to the school registrar and await further instructions & for dismissal. Report missing individuals to school registrar/administrative designee or local safety personnel.
 - c. Render Basic First Aid as appropriate and necessary- administration will arrange additional transport to medical facilities as needed.
 - d. Staff should direct students to not touch metal fences and set up bathroom protocols during evacuation standby until students can be reunited with families
7. **DO NOT RE-ENTER BUILDING UNTIL STRUCTURES HAVE BEEN DETERMINED TO BE SAFE**
8. Principal or other designated personnel will turn off the master switches to all utilities

Outside on Campus, Playground, P.E., Bus returned from a field trip, etc.

1. Students who are outside on a bus, or at PE, in between classes, or on the playground when the tremors are first felt will report to the closest teacher, or staff member in their physical vicinity.
2. They should remain in the most open space available, free of trees, fences, electrical pulls, etc.

3. They should Drop (Duck) and Cover their heads as they would inside a classroom and report to the evacuation site once the tremors have stopped.
4. Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside.
5. Instruct students not to touch power lines or objects touched by the wires. (All wires should be treated as LIVE).
6. Remain outside until further notice.

EARTHQUAKE DRILL

- Signals: An earthquake drill will be signaled by earthquake sounds that will be heard through the intercom.
- Materials: All staff should have on their person the following items during earthquake drills:
 - Walkie talkie on Channel 1
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:
 - Staff will direct students to stop everything to Drop (Duck), Cover and Hold.
 - Move children, and other persons in staff care away from windows, bookcases, file cabinets, heavy mirrors, hanging objects that could fall, and out from under heavy suspended light fixtures.
 - Mobility impaired (wheelchair bound) students and staff should be moved so that the seat of the chair is under a table and then instructed to put their heads down on the table and cover it with their hands.
 - Maintain Drop (Duck) and Cover until it is safe to evacuate.
 - Staff will direct students to line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Proceed to the evacuation site, which is the Rec Center tennis court area.
 - Line up as close to your room number location, away from trees, wires, hazards, etc.
 - **Teachers:** Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to and await further instructions & for dismissal
 -
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. They should remain in the most open space available, free of trees, fences, electrical pulls, etc.
 - They should Drop (Duck) and Cover their heads as they would inside a classroom and report to the evacuation site once the tremor sounds have stopped.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside during the drill.
 - IF students are on a bus, just returned from a field trip, without access to a walkie talkie, staff will disembark the bus and proceed immediately to the evacuation site for scheduled earthquake drill.

EXPLOSION OR RISK OF EXPLOSION

This section addresses four possible scenarios involving an Explosion/Risk of Explosion: Scenario 1 - Explosion on school property; Scenario 2 - Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 - Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.] It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For bomb threats please refer to **Bomb Threats** on pages 36-37.

Procedure:

Scenario 1: **Explosion on School Property**

- In the event of an explosion, all persons should initiate Duck and Cover
- The Principal/Designee will consider the possibility of another imminent explosion and take appropriate action.
- After the explosion, the Principal/Designee will initiate appropriate Immediate Response Actions, which may include shelter-in-place, evacuate building or off-site evacuation.
 - Evacuation may be warranted in some buildings and other buildings may be used as shelter.
- In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the evacuation site.
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal
- The Principal/Designee will call "911" and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Check for injuries and provide appropriate first aid.
- Staff should attempt to suppress only small fires with extinguishers.
 - Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- The Supervision/Custodial Team Leader will inform the Principal/Designee of any damages to water lines, sewers, power lines and other utilities. The Principal/Designee will then call SDG&E Customer Service
- The Supervision/Custodial Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
- When it is determined safe to enter affected areas, the Fire Department will conduct search and rescue activities.

- The Principal/Designee will contact the Barona Fire Department and Tribal Council Representative to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
- Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the Principal/Designee gives authorization to do so.
- The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Scenario 2: **Risk of Explosion on School Property**

- The Principal/Designee will initiate appropriate Immediate Response Actions, which may include duck and cover, shelter-in-place, evacuate building, or off-site evacuation.
- If the Principal/Designee issues an evacuation of the building, staff and students will evacuate the building using prescribed routes or other safe routes to the evacuation site.
- In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal
- The Principal/Designee will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
- Staff should attempt to suppress only small fires with extinguishers.
 - Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- The Supervision/Custodial Team Leader will notify the Principal/Designee of any damages to water lines, sewers, power lines and other utilities. The Director/Principle will then call SDG&E Customer Service.
- All affected areas will not be reopened until the appropriate agency provides clearance and the Principal/Designee issues authorization to do so.
- In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
- The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Scenario 3: **Explosion or Risk of Explosion in Surrounding Area**

- The Principal/Designee will initiate a Soft Lockdown response action
- The Principal/Designee will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.

- The Principal/Designee will take further actions as needed.
- The school will remain in a Soft Lockdown condition until the appropriate agency provides clearance and the Principal/Designee issues further instructions.

Scenario 4: **Nuclear Blast or explosion Involving Radioactive Materials**

- The Principal/Designee will initiate the Shelter-In-Place response action.
- When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
- The Principal/Designee will notify “911” and provide details on the area and personnel affected at the school.
- After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
- The Supervision/Custodial team will turn off the school’s main gas; supply local fans in the area; close doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
 - Each building has a Circuit Breaker and a Gas Shut-Off valve that is noted. The main water shut-off is in front of the school by the flag.
- The Principal/Designee will monitor radio or television announcements and initiate further actions as appropriate.
- The school will remain in a shelter-in-place condition until clearance and the Principal/Designee issues further instructions.

FIRE SAFETY & DRILL PROCEDURES

Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure:

1. The Principal/Designee will initiate the appropriate Immediate Response Actions, which may include soft-lockdown, evacuate building or off-site evacuation.
2. The Principal/Designee will notify "911" and will provide the location and nature of the emergency.
3. The Principal/Designee will instruct the Supervision/Custodial team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Incident Commander will contact the fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the Principal/Designee issues the evacuate building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the evacuation site.
6. In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
7. All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - a. Seat the students if possible in their appropriate line spot
 - b. Take roll call by completing the Accountability Form
 - c. Have a student give the Accountability Form to the school registrar
 - d. Await further instructions & for dismissal
8. As appropriate, the Principal/Designee will activate the school communication systems.
9. If needed, the Principal/Designee will request buses for staff and student evacuation.
10. The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

Fire on School Grounds

- Signals: A fire drill will be signaled by a series of short bells and flashing lights.
- Materials: All staff should have on their person the following items
 - Walkie talkie,
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:

- Staff will direct students to stop everything and line up quietly at the evacuation door in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. All persons will line up and proceed to the evacuation site.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside.
 - IF students are on a bus, just returned from a field trip, students would remain on the bus.
 - Evacuation Site: All students and staff will evacuate the Rec Center tennis court area where they will line up in their evacuation locations and perform evacuation site duties.
- Evacuation Site Duties:
 - All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal

Fire Drill Procedures

- Signals: A fire drill will be signaled by a series of short bells
- Materials: All staff should have on their person the following items during fire drills:
 - Walkie talkie on Channel 1
 - Safety Kit Backpack
 - Half Sheet Accountability Form (In Safety Kit Backpack)
- Actions to be Taken:
 - Inside Classrooms/Buildings:
 - Staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
 - Outside Classrooms/Buildings:
 - Staff will blow the whistle and rally their students on campus in the safest space. All persons will line up and proceed to the evacuation site.
 - Outside personnel may not have all safety materials due to their absence from their classroom. Staff should not go back and get materials if they are outside during the drill.
 - IF students are on a bus, just returned from a field trip, without access to a walkie talkie, staff will disembark the bus and proceed immediately to the evacuation site for scheduled fire drill.
 - Evacuation Site: All students and staff will evacuate to the lower playing field where they will line up in their evacuation locations and perform evacuation site duties.

- Evacuation Site Duties:
 - All staff will evacuate the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - Seat the students if possible in their appropriate line spot
 - Take roll call by completing the Accountability Form
 - Have a student give the Accountability Form to the school registrar
 - Await further instructions & for dismissal

FLOODING

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man made dam.

Procedure:

1. The Principal/Designee will initiate appropriate Immediate Response Actions, which may include shelter-in-place, evacuate building or off-site evacuation (for all students to include the after school program).
2. The Principal/Designee will notify “911” and will describe the nature and extent of the flooding.
3. If the Principal/Designee issues the evacuate building or off-site evacuation action, staff/after school staff and students will evacuate affected buildings using prescribed routes or other safe routes to the evacuation site.
4. In the event of an evacuation, staff will direct students to stop everything and line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
5. All staff will evacuate to the Rec Center tennis court area where they will line up in their evacuation locations. Once in lines, staff members will perform the following duties:
 - a. Seat the students in an orderly fashion
 - b. Take roll call by completing the Accountability Form
 - c. Have a student give the Accountability Form to the school registrar
 - d. Await further instructions & for dismissal
6. The Principal/Designee will notify the local authorities of the emergency situation.
7. As appropriate, the Principal/Designee will alert parents using the messaging system.

LOSS OR FAILURE OF UTILITIES

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the Principal/Designee immediately.
2. Upon notice of loss of utilities, the Principal/Designee will initiate appropriate Immediate Response Actions, which may include soft lockdown or evacuate building.
3. The Principal/Designee will notify SDG&E Customer Service and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the Principal/Designee.
4. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
5. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to **Explosion or Risk of Explosion** on pages 47-49.
6. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

GAS LEAK

EMERGENCY INFORMATION ACCORDING TO SDG&E

If you suspect a gas leak, leave the area immediately. From a safe location, call 911 or call us at 1-800-411-7343. Also call us if you have questions about a gas odor or carbon monoxide.

AT BARONA INDIAN CHARTER SCHOOL, IF YOU SUSPECT A GAS LEAK--CONTACT THE Principal/Designee IMMEDIATELY.

- The Administration will make an intercom announcement and a Radio Channel 1 announcement directing all staff and students to evacuate to the evacuation site.
- Staff will direct students to line up quietly at the door to evacuate in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
- Students should be walked in their lines down to the Rec Center tennis court area where they will be lined up in their evacuation locations.
- Teachers: Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to
- Await for Further Instruction: Staff will remain on Radio Channel 1 where they will await further instruction.
- The principal will determine whether students will be released for early dismissal from the school evacuation site or whether an additional evacuation off school grounds will be necessary.

ELECTRICAL MALFUNCTION/POWER OUTAGE

1. Principal/Designee contacts campus Custodian/Maintenance Supervisor.
2. Principal/Designee notifies teachers of Soft Lockdown in class until "All Clear".
3. Principal/Designee accompanies the custodian to locate the problem and report findings.
4. Principal/Designee calls 911 if concerned about a fire or safety hazard.
5. Principal/Designee contacts the Tribal Office to inform about the situation, and indicates assistance needed. Possible considerations by the Administration:
 - a. Should the school remain open or be closed early?
 - b. Can cafeteria food be maintained, prepared and served safely?
 - c. Is there an alternative site or rally point to move students to?
 - d. Can parents be notified for an early dismissal?
 - e. What will students and teachers do until they can be reunited with parents/guardians?
6. Principal/Designee calls SDG&E customer service.
7. Principal/Designee calls an "All Clear" or makes an announcement with alternate instructions.

MOTOR VEHICLE CRASH

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to **Biological or Chemical Release Shelter-In-Place** on pages 34-35. If a crash results in a utility interruption, refer to **Loss or Failure of Utilities** on pages 53-55.

Procedure:

1. The Principal/Designee will initiate appropriate Immediate Response Actions, which may include duck and cover, soft lockdown, evacuate building or off-site evacuation.
2. If the Principal/Designee issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the evacuation site.
3. In the event of an evacuation, Staff will direct students to line up quietly in an organized fashion and proceed to the evacuation site with required safety materials (walkie talkie, and safety kit backpack).
4. Proceed to the evacuation site
 - a. Line up as close to your evacuation location, away from trees, wires, hazards, etc.
 - b. Seat the students, if possible, in their appropriate line spot and take roll call by completing the Accountability Form. Have a student give the Accountability Form to and await further instructions.
5. The Principal/Designee will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
6. The Supervision/Custodial Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill refer to that section. If the crash results in a utility interruption, refer to section.
7. The First Aid & Search Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department provides clearance and the Principal/Designee issues authorization to do so.
9. The Principal/Designee will initiate an off-site evacuation, if warranted by changes in conditions.

PANDEMIC

Please refer to the [2021-2022 BICS COVID-19 Safety Plan](#). To access document:

- Go to <https://www.baronaindiancharterschool.org/>
- Scroll over to the "Information" tab and click on "Covid Info"
- Once there, click on 2021-2022 COVID Safety Plan and Checklist

PSYCHOLOGICAL TRAUMA CRISIS

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure:

1. The Principal/Designee will have the First Aid & Search or Student Release & Accountability Teams to provide necessary assistance after all types of crises.
2. They will assess the range of crisis intervention services needed during and following an emergency and provide direct intervention services.
3. They will provide ongoing assessment of needs and follow-ups services as required.
4. They will advise and assist the Principal/Designee to restore regular school functions as efficiently and as quickly as possible.
5. In performing their duties, the First Aid & Search members will limit exposure to scenes of trauma, injury and death.
6. If there is a need for additional assistance, the Principal/Designee will notify the American Red Cross.

SUSPECTED CONTAMINATION OF FOOD OR WATER

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by BICS or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The Principal/Designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The Principal/Designee will notify "911", County Department of Health Services, and the Office of Environmental Health and Safety if any contaminated food or water has been ingested.
3. The Principal/Designee will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid & Search Team will assess the need for medical attention and provide first aid as appropriate.
5. The Principal/Designee will 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.
6. The Principal/Designee will call the Fire Department which will conduct an onsite review to determine necessary follow-up actions.
7. The Principal/Designee will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify the police.
9. The Principal/Designee will notify parents of the incident, as appropriate.

TACTICAL RESPONSES TO CRIMINAL INCIDENTS

SOFT LOCKDOWN PROCEDURE

ALL Communication will be via intercom and radio, channel 1

- **Radio Announcement:** Channel 1 (Non-Emergency Radio Channel)
“Turn your radios to Emergency Channel 2”
- **Intercom Announcement:**
“Safety Alert, Safety Alert”
“Soft Lockdown is now in effect-- Remain in class, continue instruction”
- **Radio Announcement:** Channel 2 (In Class; Emergency Radio Channel)
“Safety Alert, Safety Alert”
“Soft Lockdown is now in effect-- Remain in class, continue instruction”

Responsibilities during a Soft Lockdown

- **Teachers:**
 - Lock classroom doors
 - Roll Call, make sure all students are present and accounted for
 - Teachers email Principal/Designee with the subject line: “Grade __ all accounted for” or “Grade __ missing students.” Within the body of the email list the names of the missing students
 - Radio on channel 2 names of unaccounted for students
 - Do not send students to the office, bathroom, nurse, etc.
 - Continue classroom instruction/activities until “All Clear”
- **Administrative Staff**
 - Lock all office and interior doors
 - Roll Call by classroom, report missing staff members via channel 2
 - Refrain from using restrooms or leaving the room
 - Carry on with duties as assigned until “All Clear”
- **Nurse, Library, SPED & Any Other Unaddressed Campus Location**
 - Lock all doors
 - Roll Call, report unaccounted for students on channel 2
 - Continue activities inside; or refrain from transitioning students until “All Clear”
- **PE, Recess out on the Playground & Lunch**
 - The PE teacher will transition PE classes to the gym, where the door will be locked and the teacher will carry on the lesson inside.
 - Recess supervisors will transition students from outside play areas to play in the MultiPurpose Room if available--locking doors; or return students to their respective classrooms for indoor recess with locked doors.
 - Students eating lunch at the time of a “Soft Lockdown” will be directed by lunch supervision staff, to relocate to inside the MultiPurpose Room and

the doors can be locked.

- **Support Staff & Otherwise Assigned Classroom Aides/Specialist**
 - Support Staff serves as Supervision Team Members
 - Report to rally point at lunch tables in front of the school office for assignments

Supervision Team Responsibilities During a Soft Lockdown

- Team members will go to each classroom to make sure that doors are locked
- Team members will record unaccounted for student names as radioed by classroom teachers on channel 2
- Team members will monitor channel 2 for classroom disciplinary issues
- Team members will check each bathroom for unaccounted for students
- Team members will escort unaccounted for students to their classroom or a designated safe place
- Team members will check the inside perimeter of the school for students or persons of interest
- Team members will bring unaccounted for students found during sweeps to the MultiPurpose Room.
 - After the “All Clear” a Roll Call can be taken of reported unaccounted for students by teachers during the “Soft Lockdown” so that they can be marked safe, it can be communicated to teachers and they can be returned to class
- Team members will search for any remaining unaccounted-for students once the “All Clear” has been signaled.

Supervision Team Assignments

Supervision Team leader will organize Supervision team members and match team members to assignments; the Supervision Team Leader will also be responsible for verifying that all exterior doors are locked along the outside perimeter of the school site.

- Assignment 1: Verify all exterior doors are locked along the outside perimeter of the primary classroom/preschool wing. Check for locked gates at Kinder/Preschool playground; check for locked doors in Kindergarten, clear male bathroom by lost & found; female bathroom by lost & found; search & recovery of unaccounted for kindergarten, library & PE students.
- Assignment 2: Check for locked doors in front entry gates; search & recovery of unaccounted for staff members.
- Assignment 3: Check for locked doors in Main Hallway: First Grade; Second Grade; Boys Bathroom; Girls Bathroom; Double Doors out Stairway; Down stairs -- check that lower offices by tether ball on the playground are locked; Search & Recovery of unaccounted for First & Second Grade Students.
- Assignment 4: Check playground for remaining students; check that the gate by the upper playground is locked; check for locked doors in Third, Fourth Grade & SPED; Check playground bathrooms for students; Search & Recovery of unaccounted for Third, Fourth Grade & SPED students.
- Assignment 5: Check for locked doors in Fifth Grade; Library door facing Fifth Grade classrooms; and the Middle School AVID portable, Room 15 on

the lower blacktop; and the dismissal gate; Search & Recovery of unaccounted for Fifth Grade & Middle School Students.

- Assignment 6: Check for locked doors in Middle School, Rooms 13, 14, 16, 17, 18; Search & Recovery of unaccounted for Middle School Students.
- Assignment 7: Check that the Garden perimeter gate is locked; and that the remaining 3 lower blacktop perimeter gates are locked; Search & Recovery of unaccounted for Middle School Students.

Once sweep assignment is completed, Supervision Team Members will report back to the rally point, the MultiPurpose Room, to await further instruction.

ALL CLEAR Announcement

- Message will be broadcasted on the intercom and on radio channel 1
 “Safety Alert, Safety Alert”
 “ALL CLEAR”
 “THIS IS AN ALL CLEAR -- MOVEMENT IS NO LONGER RESTRICTED”
- School business will resume as normal
- If any students remain unaccounted for after the “All Clear”, contact the supervision team on Radio Channel 2 ASAP.

Soft Lockdown Debrief

- Families will be informed as soon as appropriate by the Principal or Administrative Designee via an automated phone call and/or written notice home.
- The lockdown will be reviewed and debriefed with the entire staff in the most timely means possible (email, impromptu meeting, etc.). The debriefing format will be at the discretion of the Principal or Designee as appropriate.

UNLAWFUL DEMONSTRATION OR WALKOUT

An unlawful demonstration or walkout 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.

- Staff Actions:
 - Report disruptive circumstances to Principal/Designee. 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. Shut window coverings. Stay away from windows and exterior doors.
- Principal/Designee Actions:
 - The Principal/Designee may invoke a Soft Lockdown to promote the general welfare of uninvolved students. Students will be held in class until the Principal calls an "All Clear".
 - If the students are engaging in an unlawful demonstration or walkout, 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 uncontrolled behavior is probably, 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.
 - The Principal/Designee will complete an Incident Report (See Appendix F) send courtesy copies as necessary and debrief the staff when possible.

RIOT: LARGE GROUP DISTURBANCE/ALTERCATION

The goal is to mitigate and minimize riot-like behaviors, to promote overall staff/student safety until law enforcement can arrive.

The Principal/Designee:

1. Will call 911: In the report, make sure to include clear and concise details.
2. Assign support staff and any other available staff to assist in helping to secure the environment in a safe manner.
3. Assign staff members to meet law enforcement and escort them to the location of the disturbance.
4. The Principal/Designee may invoke a Soft Lockdown to promote the general welfare of uninvolved students. Students will be held in class until the Principal calls an "All Clear".
5. School Personnel, under the direction of the Principal/Designee will:
 - a. Clear bystanders and encourage students to "go about their business" and not get involved.
 - b. Diffuse the situation to the extent possible without threatening the safety of the students or staff.
 - c. Cooperate with law enforcement so that they may do their jobs without interference once they arrive
6. The Principal/Designee will complete an Incident Report (See Appendix F) send courtesy copies as necessary and debrief the staff when possible.

DEATH ON CAMPUS

1. Secure the area to maximize student safety (disturb as little as possible, limit access until police and emergency personnel).
2. Call 911
3. Inform Principal/Designee of situation and that 911 has been called
4. Soft Lock down the campus until the Principal/Designee announces the "All Clear"
5. The Principal/Designee may determine that it appropriate to send students home in an impromptu early dismissal day
6. If an early dismissal day is determined, parents will be notified via automated phone calls home, text messaging, and emails.
7. Students not picked up will be supervised by support staff in an appropriate space until their parents/guardians arrive.
8. Separate all witnesses until police arrive. (To the extent possible; witnesses should not speak with each other nor anyone else.) Document any statements made by witnesses. **Do not conduct interviews with witnesses. It is imperative that teachers, administrators, & support staff not interfere in the investigation.**
9. The Principal/Designee will contact school stakeholders.
10. The Principal/Designee contacts parents at an appropriate time *when/if* given permission by law enforcement or the administration.
11. Staff members should not speak to the media, but should refer them to the Principal/Designee to comment as appropriate.
12. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and sends a copy to school stakeholders.
13. Implement Crisis Response Follow-up Steps:
 - a. Letter to parents
 - b. After school staff meeting
 - c. Set-up aftercare, provide for assistance from approved counselors, clergy, and mental health professionals
 - d. Morning after staff meeting
 - e. Crisis Response Team debriefing

DRUG OVERDOSE/POISONING/ALLERGIC REACTION

At the beginning of the school year, the Health Clerk will provide stakeholders with a list of students and allergies. They will also list if that student has medicine on file.

- Check the student's medical file, and 911 (if appropriate)
- Inform the Principal/Designee of the situation and whether emergency services have been called.
- Call Poison Control if the substance is known or potentially poisonous.

San Diego Division Poison Control:

200 West Arbor Drive

San Diego, CA 92103

Main Phone: 800-222-1222

Emergency/After Hours: 800-876-4766

www.calpoison.org

- Principal/Designee contacts parents to advise of the situation and measures taken.
- Barona Indian Charter School employees will direct all questions by the media to the Principal.
- The Principal/Designee completes Incident Report (See Appendix F) at the earliest opportunity and sends copies to appropriate stakeholders

SELF-HARM: SUICIDE THREATENED

If the person is in immediate danger:

1. Stabilize the Situation:
 - a. Notify Principal/Designee.
 - b. Under no circumstances is a suicidal student to be left alone.
 - c. If the student will allow, immediately remove any dangerous instrumentalities (weapons, substance or other material capable of inflicting a mortal wound) from the student.
 - d. If the person is not in immediate danger, but has expressed the thought of suicide escort the student or staff member to a trained school counselor/psychologist or have the counselor/psychologist come to escort person to their office for appropriate intervention.
 - e. Principal/Designee assigns someone to call 911. Ask that law enforcement or emergency response be made without sirens. Implement a Hard or Soft Lockdown Drill Procedure as determined by the Principal/Designee.
2. Assess the Risk:
 - a. Talk calmly with the person until appropriate personnel arrive. Remember to keep conversation light; engage them in conversation without giving them advice or addressing topics that may cause distress; avoid fast movements that may startle the person.
 - b. Remain in an un-threatening posture; i.e., not standing over the person with crossed arms,
3. Take Appropriate Action
 - a. When trained personnel arrive, defer to their expertise on the course of action to be taken.
 - b. Contact the student's parents and inform them of what has transpired and of the actions taken.
4. Communicate
 - a. Inform stakeholders of incident facts and actions taken.
5. Follow-up
 - a. Principal/Designee completes Incident Report (See Appendix H) at the earliest opportunity and files accordingly.

FIRST AID

Students Sent to Health Clerk in Office During Class

Staff member in charge of the student requiring Health Clerk services should write the student a pass including the following at the least:

- Student first & last name
- Reason for the visit
- Date & Time Sent
- Staff signature

The Health Clerk will address the student and their needs, and communicate the visit to the student's parent/guardian via a phone call home.

If the student is able to return to class, the Health Clerk will send the student back to class with a pass.

For Sensitive Situations including, but not limited to clothes soiled by bodily fluids, etc.

Staff members should handle situations quietly to mitigate shaming and embarrassment of the student in front of their peers. Students should still however be sent with a pass and or a direct phone call to the Health Clerk informing them of the situation.

Staff member in charge of the student requiring health technician services should write the student a pass including the following at the least:

- Student first & last name
- Reason for the visit
- Date & Time Sent
- Staff signature

Soiled students without changes of clothing should NOT be left in class to await changes of clothing in any situation.

FIRST AID: EMERGENCY

1. Assess the scene for remaining or on-going hazards.
2. Determine if the person in need of medical assistance:
3. is unconscious
4. is not breathing
5. has signs of circulation, i.e., a pulse, bleeding, etc.
6. Call out for help and have someone notify the school office.
7. Principal/Designee calls 911
8. Begin First Aid or CPR if certified and continue until help arrives.
9. Principal/Designee notifies stakeholders of situation as appropriate
10. Principal/Designee notifies staff to implement a Soft Lockdown if needed
11. Principal/Designee assigns someone to meet the emergency personnel and escort them to the person in need of assistance.
12. Principal/Designee calls an "All Clear" and completes the Incident Report (See Appendix F) which will be distributed and filed appropriately. The Principal/Designee will debrief staff when possible.

MEDICAL EMERGENCY

The American Heart Association indicates the following First Aid and Emergency Treatment Plan for schools.

First Aid and Emergency Treatment

- First aid shall be provided to students, school staff, and campus visitors by any school staff member designated by the principal to render care since all school staff must complete training in CPR and First Aid.
- First aid supplies shall be kept in central locations in the schools, where they will remain clean, dry, and available to all personnel.
- Since students may have epileptic seizures and/or asthma attacks or other health conditions at school, teachers shall be made aware of appropriate procedures for handling these conditions and for calling 911, Emergency Medical Services (EMS).
- Each year, student's parents or guardians will be requested to update the Student Emergency Card (or other school form name) with the student's current health condition and any known major health conditions or allergies that may require school personnel to provide emergency care.
- When an emergency exists, school staff members will implement appropriate emergency procedures, "activating the school's Emergency Response Plan (ERP)."
- Any staff member can contact 911, EMS.

Emergency Injections

- Emergency Injections: epinephrine auto-injectors prescribed for students with identified allergies:
- When a health professional believes that epinephrine to treat an allergic reaction is necessary during school hours, it will be administered in SCHOOL by the Health Clerk. In the absence of the Health Clerk, Barona Indian Charter School Staff should call 911 if appropriate and yield to the principal's judgment.
- Only pre-measured doses of epinephrine (Epi-Pen or Epi-Pen Jr.) may be given.
- The injection will be given immediately after report of exposure to the allergen or at the prescribed student's request due to onset of allergic reaction by the Health Clerk.
- The parent or guardian and licensed medical professional, as indicated, must complete the appropriate authorization form.
- The school shall contact EMS IMMEDIATELY (if available, send another staff person to dial 911) and the parent or guardian when a student has been given epinephrine.

Inhalers

- With a diagnosis of asthma, and orders from a licensed medical professional, a student may be permitted by the principal to carry and use an inhaler for asthmatic conditions.
- At least three school employees shall be taught to assist in the administration of the inhaler.
- A second inhaler, to be used as a back-up, may be kept in the health office or other school-approved location accessible by the student with appropriate staff supervision as required.

Field Trips

- For field trips that are considered an extension of the school's program, arrangements for management of injury and medical emergencies shall be provided in accordance with the procedures described in this policy.
- First aid supplies shall be available on all school buses and vans during field trips.
- At least one school staff person shall be trained in first aid and age-appropriate CPR, including adult CPR.

EXTREME HEAT PROCEDURES

According to the American Red Cross, there are three types of Extreme Heat Advisories:

Excessive Heat Watch—Conditions are favorable for an excessive heat event to meet or exceed local Excessive Heat Warning criteria in the next 24 to 72 hours.

Excessive Heat Warning—Heat Index values are forecast to meet or exceed locally defined warning criteria for at least 2 days (daytime highs=105-110° Fahrenheit).

Heat Advisory--Heat Index values are forecast to meet locally defined advisory criteria for 1 to 2 days (daytime highs = 100-105 Fahrenheit).

Heat Safety Considerations

During times of excess heat, precautions will be taken for all outdoor physical activities. Staff should encourage students to stay hydrated by drinking plenty of fluids even if they do not feel thirsty. Have students slow down, stay indoors and avoid strenuous exercise during the hottest part of the day

Heat Cramps: Heat Cramps are Muscular Pains or Spasms that usually occur in the legs or abdomen caused by exposure to high heat and humidity and loss of fluids and electrolytes. Heat cramps are often an early sign that the body is having trouble with the heat

Heat Exhaustion: typically involves the loss of body fluids through heavy sweating during strenuous exercise or physical labor in high heat and humidity.

- Signs of heat exhaustion include cool, moist, pale or flushed skin; heavy sweating; headache; nausea; dizziness; weakness; and exhaustion
- Move the person to a cooler place. Remove or loosen tight clothing and apply cool, wet cloths or towels to the skin. Fan the person. If the person is conscious, give small amounts of cool water to drink. Make sure the person drinks slowly. Watch for changes in condition.
- If the person refuses water, vomits or begins to lose consciousness, call 9-1-1 or the local emergency number.

Heat Stroke: (also known as sunstroke) is a life-threatening condition in which a person's temperature control system stops working and the body is unable to cool itself.

- Signs of heat stroke include hot, red skin which may be dry or moist; changes in consciousness; vomiting; and high body temperature.
- Heat stroke is life-threatening. Call 9-1-1 or the local emergency number immediately.
- Move the person to a cooler place. Quickly cool the person's body by giving care as you would for heat exhaustion. If needed, continue rapid cooling by applying ice or cold packs wrapped in a cloth to the wrists, ankles, groin, neck and armpits.

KIDNAPPING WITNESSED OR CONFIRMED ABDUCTION

1. Notify the Principal/Designee IMMEDIATELY.
2. Principal/Designee notifies law enforcement (911) IMMEDIATELY.
3. Provide student information:
 - a. name, sex, age, address, dress, general physical description
 - b. any suspect information, vehicle information, direction of travel
4. Principal announces a Soft or Hard Down Lockdown at their discretion.
5. Principal/Designee notifies parents and informs them of the incident and steps being taken.
6. Have student information including a picture, if possible, available to law enforcement upon arrival.
7. Barona Indian Charter School staff are not authorized to speak to the media, refer all inquiries to the Principal.
8. Principal/Designee completes Incident Report (See Appendix F) sends courtesy copies as appropriate and debriefs staff when possible.

SEXUAL ASSAULT RAPE/SUSPECTED RAPE

- Move the victim to a private office free from any disruptions.
- Do not leave the victim alone.
- Notify the Principal/Designee IMMEDIATELY; the Principal/Designee contacts law enforcement (911)
- Do not attempt to interview the victim as you may compromise the investigation; DO take note of any statements made by the victim
- The Principal/Designee secures the area of the assault using their best judgment so as to preserve potential evidence.
- Do not allow the victim to wash or remove any items of clothing.

IF VICTIM HAS REMOVED CLOTHING, BAG EACH PIECE IN ITS OWN PAPER BAG USING LATEX GLOVES.

- Do not apprehend the alleged perpetrator, take down the information for law enforcement to act on.
- Obtain permission from law enforcement if directed to contact parents.
- Barona Indian Charter School employees are not authorized to speak to the media; refer all inquiries to the Principal/Designee
- The Principal/Designee completes an Incident Report (See Appendix H) and distributes copies accordingly, and debriefs the staff at the earliest opportunity.

MISSING CHILD

1. Notify the Principal/Designee/school office IMMEDIATELY.
2. The Sweep Team and any other available staff sweeps school grounds in search of the missing child.
3. Principal/Designee may invoke a Soft Lockdown.
4. Principal/Designee notifies parents of the missing child and informs them of the situation and the steps taken.
5. Principal/Designee provides law enforcement (Call 911) with the following information:
 - a. Child's name
 - b. Address
 - c. Physical and clothing description
 - d. Medical status, if appropriate
 - e. Time last seen.
6. Principal/Designee completes Incident Report (See Appendix F) distributes courtesy copies as required, and debriefs staff when possible.

SAFETY PLAN REVIEW, EVALUATION, AND AMENDMENT PROCEDURES

The safety plan is reviewed once per year by the designated safety committee. Professional development and drills are planned out for each semester of the school year. Revisions and updates are made to the plan at that time. Law enforcement, fire department, and professionals in the safety and security field are consulted about the plan.

Activity Description (i.e., review steps, meetings conducted, approvals, etc.)	Date and Time	Attached Document (description and location)
Initial Safety Plan Review Team Meeting	10/6/2021	Zoom
Safety Plan Review Team Meeting - Approvals of Revisions	11/12/2021	Zoom
Safety Plan Review Team Meeting - Planning	12/07/2021	Zoom
School Wide Drills Staff Meeting and Safety Plan Presentation	02/2022	Zoom & In-person

SAFETY PLAN APPENDICES

Appendix A

EMERGENCY CONTACTS

Barona Fire Department	(619) 390-2794 or 9-1-1
Tribal Enforcement	(619) 442-8976
Ambulance/Paramedics	9-1-1
American Red Cross	(858) 309-1200
Hospital: Grossmont Hospital	(619) 740-6000
SD Sheriff's Dept	(619) 938-1360 or 9-1-1
SD Co. Office of Emergency Services	(858) 565-3490
SD Gas & Electric Emergency Line	1-800-611-7343
Poison Control	1-800-222-1222
CA Highway Patrol	9-1-1
Emergency Broadcast System	FM 89.5

Appendix C

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

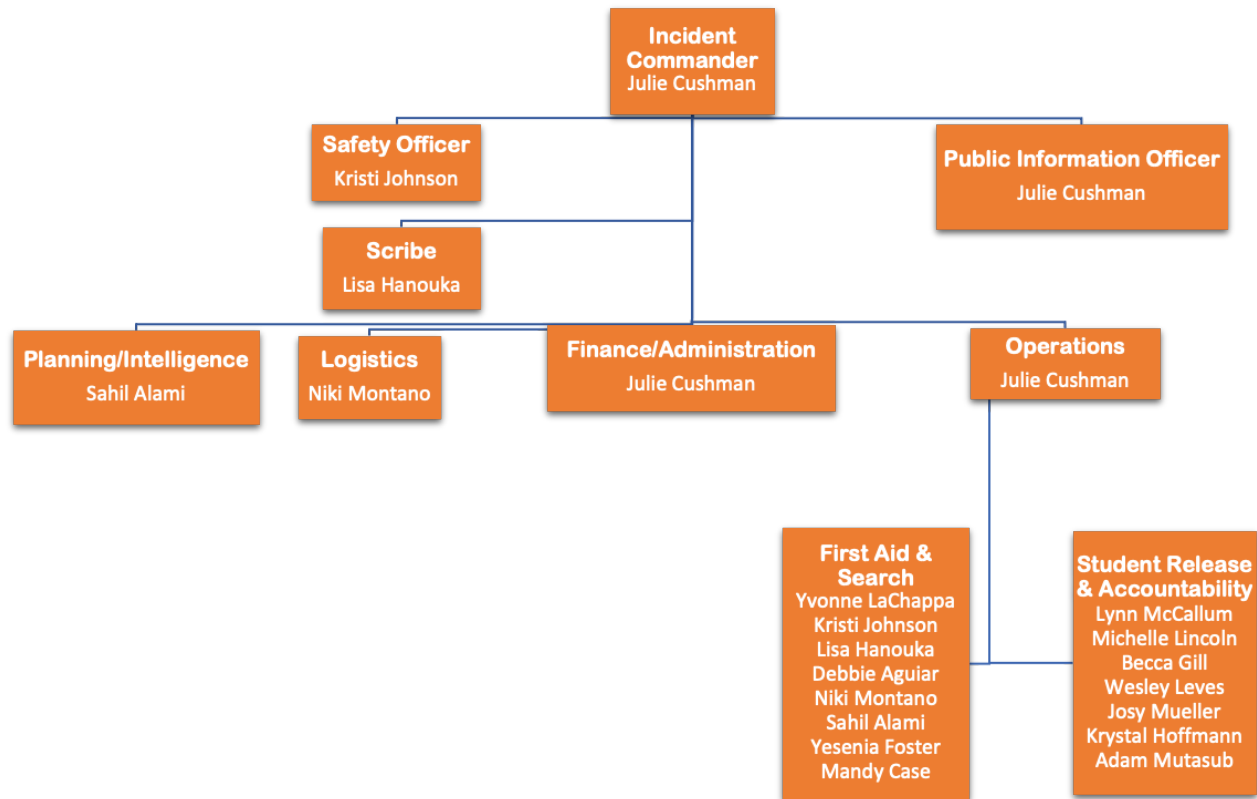
- Management
 - During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.
- Planning & Intelligence
 - Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.
- Operations
 - All response actions are implemented under Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.
- Logistics
 - Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.
- Finance & Administration
 - Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

- Step One: Identify the Type of Emergency
- Step Two: Identify the Level of Emergency
- Step Three: Determine the Immediate Response Action
- Step Four: Communicate the Appropriate Response Action

Appendix C

BARONA INDIAN CHARTER SCHOOL INCIDENT COMMAND SYSTEM



Appendix D

SWEEP TEAMS/SUPERVISION TEAMS

To be filled by hand by each employee in the beginning of the year Safety Plan Training Session

Support Staff Sweep Team Designees	Teacher Sweep Team Designees	Teacher Grade Level Supervision Team Designees
Support Staff:	Grade K:	Grade K:
Support Staff:	Grade 1:	Grade 1:
Support Staff:	Grade 2:	Grade 2:
Support Staff:	Grade 3/4:	Grade 3/4:
Support Staff:	Grade 5/6:	Grade 5/6:
Support Staff:	Grade 7/8:	Grade 7/8:

Admin Team Designees	Security Team Designees	First Aid Station Designees
	Behavior Dean:	Health Clerk:
	Groundskeeper:	Support Staff:
	Support Staff:	Support Staff:
	Support Staff:	Support Staff:
	Support Staff:	Support Staff

Appendix E



BARONA INDIAN CHARTER SCHOOL

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FAMILY REUNION FORM FOR EMERGENCIES

Student Name	Gender (Check One)	Grade/Teacher
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	
	<input type="checkbox"/> Male <input type="checkbox"/> Female	

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

Contact Phone Number: _____

Date: _____ Time: _____

Appendix F



BARONA INDIAN CHARTER SCHOOL

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INCIDENT REPORT FORM

Teacher: _____ Date: _____

Signature: _____

Grade level: TK/K 1 2 3/4 5/6 7/8

Location of Incident: _____ Approximate Time: _____

Student's Name: _____

Parent/Guardian Meeting Requested Parents/Guardians Notified Principal Notified

Witnesses Involved
List Names:

Summary

Appendix G

INCIDENT INVESTIGATION PROCEDURES

Prior to Investigation

- All Barona Indian Charter School employees will complete a detailed incident report when involved directly or indirectly in an incident.
- Depending on the severity or sensitivity of the situation, administration may be contacted prior to completing an incident report.
- Submit completed incident report to the principal, keep a copy for your personal records

Investigation Process

- The principal and/or any pertinent administrative personnel will interview and take statements from participants in the incident and contact parents/guardians immediately.
- Depending on the severity or sensitivity of the situation, administration may pull some, any or all of the involved students from class and have them work from an alternative location or on an independent study contract as appropriate during the investigation.
- A Teacher may also request a student be removed from their classroom during the investigation if done so in writing.
- Law enforcement will be contacted in occurrences of criminal activity..

Disciplinary Proceedings

- Upon completion of the investigation, the principal or administrative designee will contact and/or meet with the involved parent/guardians
- Disciplinary action will be taken in accordance with the school discipline plan dependent upon the findings of the investigation

Appendix I



BARONA INDIAN CHARTER SCHOOL

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LEADERSHIP EXPECTATION PLAN

2021-2022

Violation (see definitions below)	First Offense Step 1	Second Offense Step 2	Repeated Offenses Step 3
Academic Dishonesty (Plagiarism)	Teacher in-class interventions during the task: -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat (Separate) -Parent phone call If the assignment is submitted to the teacher, go to Step 2.	-Zero on the assignment -Text/email to Parents - Parent phone call -50% taken off assignment from the student allowing to cheat - Respect agreement (parent and student both sign) provided by counselors	Referral to Principal.
Cell Phone/Tablet Violation (Multiple offenses= Defiance) **All phones must be placed in a teacher-secured pouch at the beginning of	Teacher in-class interventions: -Redirection -Reminder of Expectations -Private Conversation -Parent phone call *If the student refuses to hand over- the phone, call the office immediately.	Teacher confiscation and return to the student at the end of the day. Parent phone call. Parent meeting/conference *If the student refuses to hand over the phone, call the Principal immediately.	Referral to Principal. The student will not be allowed to bring a cell phone on campus.

<p>school/class period.**</p>	<p>*Place phone(s) in the classroom phone storage area- <u>all Middle School classes</u></p>	<p>If phone is found, confiscate and return only to parent</p>	
<p>Defiance to Adult</p>	<p>Teacher in-class interventions: -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat -Parent communication</p> <p>**ALL intervention items must be tried before Step 2</p>	<p>-Teacher phone call to parent -Parent notification and document *Attempt as many Best Teaching Practice strategies as possible before moving to Step 3. -Teacher contacts counselor for restorative practices</p> <p>- Respect agreement & conference (parent and student both sign) from Principal</p>	<p>Referral to Principal. -2 hour Parent Shadow</p>
<p>Disruption (in class or during school event)</p>	<p>Teacher in-class interventions: -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat -Parent notification and document</p>	<p>-Parent phone call. -Parent notification and document *Attempt as many Best Teaching Practice strategies as possible before moving to Step 3. -Teacher contacts counselor for restorative practices - Respect agreement & conference (parent and student both sign) from Principal</p>	<p>Parent phone call. Referral to Principal. **ALL intervention items must be tried before a call to the Principal with a Referral Form. -2 hour Parent Shadow</p>
<p>Food During Instructional Time (outside of breakfast)</p> <p>Food should be put in a bin inside classroom at the beginning of the day</p>	<p>-Redirection -Reminder of expectations (put it away/throw it away) Recess or Nutritional Break</p>	<p>-Confiscated and returned at end of day with teacher Discretion in TK-3rd -Parent notification and document</p>	<p>Parent phone call</p>
<p>Unsafe recess/lunch behavior</p>	<p>Teacher/Supervision interventions: -Redirection -Reminder of Expectations -Private Conversation -Break/time-out -Loss of Privilege</p> <p>Communication slip will be given by supervising staff to teachers if behavior happens during lunch and/or</p>	<p>-Parent notification and document</p>	<p>Loss of activity for the day -- If refusal to accept, loss of activity, will receive a referral.</p>

	lunch recess.		
<p>Fighting/Assault</p> <p>Student(s) involved will be placed in alternative setting</p>	<p>Walkie Code 415 & Location</p> <p>Intervene if possible</p> <p>Incident Report filled out by Staff involved (turn into Principal by next school day)</p> <p>Immediate referral to Principal.</p> <p>-Primary TK-2: Peer mediation to include student(s) involved, return to class after de-escalation)</p> <p>-Primary 3-5: Referral to Principal (Peer mediation to include student(s) involved, character reflection, possible return to class after de-escalation and/or resolution)</p> <p>-Middle School: Referral to Principal (Peer mediation to include student(s) involved, character reflection, possible return to class after de-escalation and/or resolution depending on severity of actions)</p> <p>Parent Phone Call (by Admin Staff)</p>	<p>Immediate referral to the Principal</p>	<p>*NOTES: No Suspension for K-2 Communicate with teacher and update in Infinite Campus (suspension)</p>
<p>Profanity/Vulgarity</p>	<p>Teacher in-class interventions:</p> <ul style="list-style-type: none"> -Redirection -Reminder of Expectations -Private Conversation -Break -Moved Seat 	<ul style="list-style-type: none"> - Parent notification and document - Have students fill out Respect Agreement and have parent sign - Have student call parent and explain what they said - Meet with Principal to work on character development 	<p>Parent phone call</p> <p>*If a student refuses to comply, at least 2 hour Parent Shadow (student is not allowed back on campus until parent shadow)</p>
<p>Threatening Harm/Hate Speech/Sexual Harassment/Bullying /Cyberbullying</p>	<p>Refer to Principal Depending on severity, Principal may recommend referral to SDCOE counseling</p> <p>-Follow Title IX policies and</p>	<p>Following zero tolerance bullying admin to determine possible consequences following first offense, consequences could include:</p> <ul style="list-style-type: none"> - Community service 	

	<p>procedures</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	<ul style="list-style-type: none"> - Parent shadow - Suspension - Possible expulsion 	
Theft/Vandalism	<p>Referral to Principal.</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>		
Dress Code	<p>Communicate Dress Code Slip to parent/guardian</p> <p>Send to Front Office</p> <p>Receive a Out of Uniform Slip</p> <p>Phone Call Home for change of clothes</p> <p>Sent back to class</p>	<p>Follow Step 1 & Community Service</p>	<p>Follow Step 1 & Parent conference</p>
Drugs/Vaping/Tobacco	<p>Referral to Principal</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	<p>5 Days out of School Suspension. Pending investigation, may result in additional action not excluding expulsion.</p>	
Weapons	<p>Referral to Principal</p> <p>*Teacher in-class interventions skipped, straight to Principal</p>	<p>5 Day out of School Suspension. Pending investigation, may result in additional action not excluding expulsion.</p>	

Appendix J



BARONA INDIAN CHARTER SCHOOL

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Barona Indian Charter School Uniform Complaint Procedure Form		
Complainant's Information		
Complainant's Full Name:		
Street Address:	State:	Zip Code:
Student's Name (if applicable):	Grade:	Date of Birth:
Phone:	Email:	
Details of Complaint		
<p>Please describe the facts underlying your complaint. Provide details such as the names of those involved, the dates of the incident(s), whether witnesses were present and the names of any witnesses, etc. Please provide any details which you feel might be helpful to a complaint investigator.</p> <p>_____</p> <p>_____</p>		
<p>Have you discussed your complaint or brought your complaint to the attention of a School staff or administrator? If so, please state their name and title and the result.</p> <p>_____</p>		
<p>Did the alleged action occur at School or during a School activity? If so, please describe below:</p> <p>_____</p>		
<p>Did this incident interfere with your ability to access or participate in School programs or activities? If so, please describe below:</p> <p>_____</p>		
<p>List the individuals involved in the relevant incident(s):</p> <p>_____</p>		
<p>List any witnesses to the incident(s):</p> <p>_____</p>		
<p>Do you have any written documents/evidence that you can provide that may be relevant/supportive of your complaint?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes, copies of the documents/evidence are attached to this complaint</p>		
Acknowledgement		
<p>_____</p> <p>Signature of Complainant</p>		<p>_____</p> <p>Date</p>
<p>Once you have completed this form, please submit it to the Principal/Director – 1095 Barona Road – Lakeside, CA 92040 – (619) 443-0948</p>		

Appendix K



BARONA INDIAN CHARTER SCHOOL

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Bomb Threat Checklist

To be completed by person receiving the call:

Call Received by: _____ Date: _____ Time: _____

REMAIN CALM! Notify other staff while the caller is on the line. Listen. Do not interrupt the caller except to ask:

1. Where is the bomb? _____
2. What time/how will it go off? _____
3. What kind of bomb is it? _____
4. Who are you? _____
5. Why is this going to happen? _____

Words used by the caller: _____

Description of caller:

- Male
- Female
- Adult
- Juvenile

Estimated age of caller: _____

Is the voice familiar? If so, who does it sound like? _____

Voice characteristics:

- Loud
 - Soft
 - Deep
 - High Pitched
 - Raspy
 - Pleasant
 - Intoxicated
 - Nasal
 - Other
- _____
- _____

Speech:

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Rapid Slow • Disguised • Normal | <ul style="list-style-type: none"> • Stutter • Laughing • Slurred | <ul style="list-style-type: none"> • Lisp • Other <hr/> |
|---|--|---|

Manner:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • Calm • Angry • Irrational • Excited • Coherent | <ul style="list-style-type: none"> • Incoherent • Deliberate • Crying • Emotional • Righteous | <ul style="list-style-type: none"> • Laughing • Foul • Other <hr/> <hr/> |
|--|--|---|

Language:

- | | | |
|---|---|---|
| <ul style="list-style-type: none"> • Excellent • Good • Fair | <ul style="list-style-type: none"> • Poor • Use of certain phrases: <hr/> <hr/> | <ul style="list-style-type: none"> • Other <hr/> <hr/> |
|---|---|---|

Accent:

- | | |
|--|---|
| <ul style="list-style-type: none"> • Local • Foreign • Regional | <ul style="list-style-type: none"> • Other <hr/> <hr/> |
|--|---|

Background Noise:

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> • Airplane • Animals • Industrial Machines • Voices • Static | <ul style="list-style-type: none"> • Motors • Office Machines • Street Traffic • Quiet • Music • Party Scene | <ul style="list-style-type: none"> • Trains • PA System • TV • Other <hr/> <hr/> |
|--|--|--|

Other notes:

Appendix L

EVACUATION MAP

