

PACIFIC GROVE HIGH SCHOOL

SAFE SCHOOLS REPORT

&

SCHOOL SAFETY PLAN

2020-2021

Lito García, Principal
Shane Steinback, Assistant Principal

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Pacific Grove, CA 93950
(831) 646-6590

Person Preparing the Safe School Plan (EC 52012, EC 52852):
Assistant Principal, Pacific Grove High School

Pacific Grove Unified School District
Monterey County

Table of Contents

| | |
|--------------------------------------------------------------------------|----|
| Pacific Grove Unified School District School Board | 3 |
| Pacific Grove High School Safety & Site Improvement Committees | 3 |
| SCHOOL OVERVIEW | 4 |
| Vision Statement | 4 |
| Schoolwide Learner Outcomes | 5 |
| ASSESSMENT OF CURRENT SAFETY DATA | 6 |
| Attendance | 6 |
| Attendance Goal | 7 |
| Discipline Referrals, Suspension and Expulsion Rates | 7 |
| School Safety and Conditions | 14 |
| Socio-Economic Status: SED | 14 |
| STRATEGIES FOR MAINTAINING SCHOOL SAFETY | 14 |
| School Climate – People and Programs (Status & Goals for Improvement) | 14 |
| Physical Environment – Place (Status & Goals for Improvement) | 15 |
| DOCUMENTS | 16 |
| Handbook Policies | 16 |
| PGHS Emergency Supply Lists | 30 |
| PGHS Crisis Teams | 32 |
| Safety Drill & Activities Calendar | 37 |
| The Big Five: School Emergency Guidelines | 39 |
| Shelter in Place | 42 |
| Drop, Cover, and Hold On | 44 |
| Secure Campus | 47 |
| Lockdown/Barricade | 49 |
| Evacuation | 54 |
| Emergency Phone Numbers | 57 |
| Evacuation Route Map | 58 |
| Evacuation Site Placement at JV Baseball Field | 59 |
| Evacuation Site Placement at Breaker Stadium | 60 |
| COVID Reentry Site Maps | 61 |
| PGUSD Parent Guide to COVID-19 | 63 |
| Safety Assessment | 71 |
| PGHS Emergency Phone Tree | 79 |

**Pacific Grove Unified School District
Board of Education
2020-2021**

| | |
|-------------------|------------------------|
| John Paff | President |
| Brian Swanson | Clerk |
| Cristy Dawson | Trustee |
| Jon Walton | Trustee |
| Carolyn Swanson | Trustee |
| Gabriella Giraldo | Student Representative |

**Pacific Grove High School
Safety Committee/ *Search and Rescue
2020-2021**

| | |
|-------------------|---------------------|
| Lito García | Principal |
| Shane Steinback | Assistant Principal |
| *Lori Aiello | Campus Supervisor |
| *Bob Howell | Campus Supervisor |
| *Miguel Soria | Custodian |
| Linda Lyon | Cafeteria |
| *Travis Selfridge | Teacher |
| *Chris Morgan | Teacher |
| *Todd Buller | Teacher |
| *Nick Lackey | Teacher |
| *Dan Powers | Teacher |
| *Isaac Rubin | Teacher |
| Anthony Biondi | Student |
| Lupita Alvarado | Student |

**Pacific Grove High School
Site Plan/SPSA Committee 2020-2021**

| | |
|-----------------------------|---------------------------------------|
| Francis Coen - parent | Lito García - principal |
| Jeff Erickson - parent | Shane Steinback - assistant principal |
| Jenny McAdams - parent | Jenna Hall – teacher |
| Anthony Biondi - student | Natasha Pignatelli – teacher |
| Lupita Alvarado - student | |
| DiAnna Gamecho - classified | |
| Alex Morrison - librarian | |

Pacific Grove High School

Behavior Guidelines

SCHOOL OVERVIEW

Pacific Grove High School is the four-year comprehensive high school within K-12 educational system of Pacific Grove Unified School District that serves residents of the City of Pacific Grove and a portion of Pebble Beach. Home to the “PG Breakers,” it has been graduating students since 1898. PGUSD comprises two elementary schools, one middle school, one community high school, and an adult school.

Pacific Grove High School, a 2016-2017 Gold Ribbon Award recipient, consists of a group of educators committed to providing students with opportunities to steer their lives toward academic, career, and personal success. With this shared vision, our commitment to collaboration and accountability has provided a framework for PGHS to provide students with the proper education for the 21st century learner.

High property values, unemployment and an increased cost of living led to a modest decline in enrollment throughout the District in the late 2000’s which impacted the High School and resulted in a reduction of course offerings and elimination of support services in the counseling department. However, the District has experienced a 275 student enrollment growth since 2010. Our enrollment in 2019-20 was 618 and currently in 2020-21 we have 562 students. Course offerings have increased with various AP, honors, CTE and dual enrolled classes, and we have hired a full-time additional Outreach Counselor since 2018.

Community and parent support for Pacific Grove High School is strong. In many ways, the high school is the source of community pride. Parents, alumni, and community members volunteer in numerous ways to support the High School. These include the Parent Teacher Association, Breakers Club (parent sports boosters), Music Boosters, Alumni Association, Sober Grad Night, and P.G. Pride (parent and community fund raisers for district programs). Business owners, many of them PGHS Alumni, donate their products and facilities for fundraising activities. In addition, many school events are civic events; The Butterfly Parade, the Pacific Grove athletic competitions, drama productions, and Good Old Days are examples of events in which the entire community participates.

PACIFIC GROVE HIGH SCHOOL VISION STATEMENT

Pacific Grove High School is a community of learners committed to providing students with opportunities that will steer their lives toward academic, career, and personal success. Through collaboration, a commitment to evidence-based decision-making, and a spirit of inclusion, PGHS aims to cultivate culturally aware, employable, healthy, active students who are eager learners, conscientious digital citizens, environmental stewards, and effective communicators.

SCHOOLWIDE LEARNER OUTCOMES

Every Breaker graduate shall demonstrate:

Academic success by

- Searching for and evaluating adequate and reliable information from a variety of sources
- Organizing their time and priorities effectively
- Maintaining a growth mindset
- Working effectively both independently and collaboratively
- Utilizing study skills based on understanding their learning style

Career success by

- Composing communication through a variety of mediums appropriate to the audience
- Thinking innovatively
- Being punctual and prepared
- Understanding their own passions
- Utilizing knowledge and skills to learn something new
- Holding themselves accountable for that which they are responsible

Personal success by

- Advocating for themselves
- Maintaining a balance between work, academics, and their personal life
- Utilizing basic skills for independent living
- Maintaining a healthy life physically, socially, electronically, and emotionally
- Achieving a vision for themselves through challenging themselves, overcoming fears, and safe risk-taking
- Embracing lifelong learning

Effective communication skills by

- Writing clearly and professionally
- Making and articulating points both verbally and electronically
- Understanding and utilizing strong interpersonal communication
- Articulating in a logical fashion

Strong moral character by

- Displaying empathy toward others
- Taking responsibility for their own actions, laudable and not
- Being honest

Cultural awareness by

- Understanding geography
- Holding an open mind to different cultures, religions, political views, and life experiences
- Displaying tolerance to differences in others contrary to their own

Conscientious citizenship by

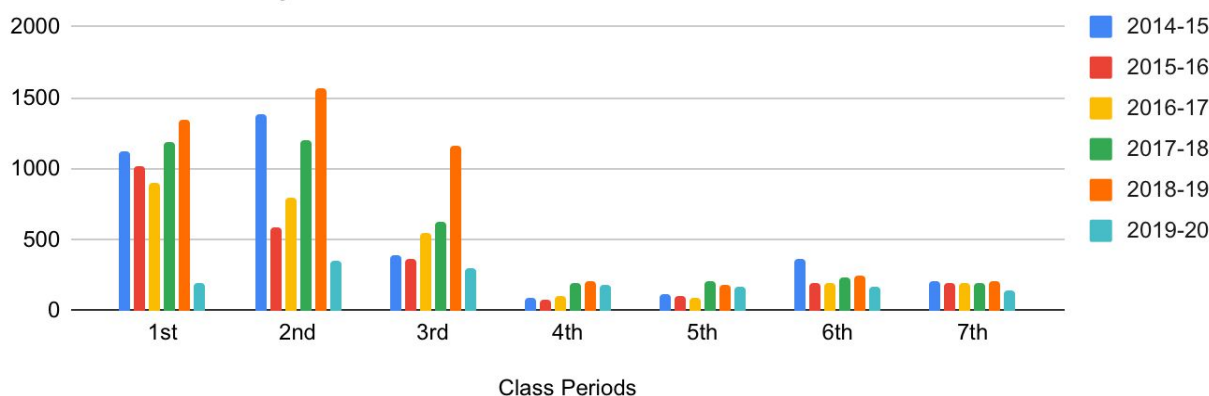
- Fulfilling civic duties such as registering to vote, choosing a political party and voting
- Volunteering both within and outside their community
- Employing a strong knowledge of technology to have a positive impact on society
- Seeking information actively

ASSESSMENT OF CURRENT SAFETY DATA

Attendance

Average daily rate of attendance for the 2017-18, 2018-19, and 2019-20 school years were roughly 97%, but tardies remain an issue. First through third period classes clearly stand out as the most difficult for students. In 2019-20, the tardy policy was changed to provide clearer consequences after three warnings: Steps 5 & 6 = detention; Step 7 & 8 = detention and loss of cell phone for the day; Step 9 & 10 = Sat. School and loss of extra-curricular activity (per admin. discretion); and Step 11 and beyond = Sat. School for each violation and loss of cell phone for the day. Also, students with over eleven 1st period tardies put themselves in jeopardy of losing 1st period for the following semester or year, which may result in a loss of an open 6th or 7th period. For the 2018-19 school year PGHS had difficulty running current and accurate tardy reports due to our switch to a new Illuminate attendance data system and as a result our tardy numbers did increase. This resulted in students not being identified as reaching the steps listed above. We have since resolved this issue as of the 2019-20 school year and our efforts to track student tardies have become more routine. The 2019-20 school year saw a dramatic decrease in tardies; however, this is in part due to the fact we entered into distance learning beginning March 13, 2020.

PGHS Tardies by Class Period 2014-20



The Governing Board believes regular attendance plays a key role in student achievement. The Board recognizes its responsibility under the law to ensure that students attend school regularly.

Parents/guardians of children aged 6 years to 18 years are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

We are happy to see the trancies have dropped dramatically over the past few years. While we would like to think it is due solely to improved vigilance, we have noted there have been inconsistencies in attendance reporting by staff. This issue has and is being addressed through the attendance office and administration. It has also been noted that because the majority of students “front load” their classes by taking 7 classes their freshman and sophomore years, they are able to take five classes as a senior and leave at lunch giving less reason to be truant. This helps explain why seniors, who are often most likely to be truant, have no more truancy than other grades.

The Administration and Staff of Pacific Grove High School believe if a student is absent from class, the educational experience lost during the absence is irretrievable. Interaction in the classroom setting can seldom be duplicated through make-up work.

Attendance Goal

To have over 97% of overall positive attendance rate. To have show progression is reducing tardiness from one school year to the next.

EMERGENCY CONTACT

In case a parent or guardian cannot be reached by telephone, only the people listed on the Emergency Card may be contacted. Please list three local contacts on the Emergency Card and keep this information up-to-date. Parents or guardians are responsible for notifying the Attendance Office if another adult is in charge of their student or if they have Hospital Release Forms on file at local hospitals. If a parent signs over legal guardianship, the school cannot contact the parent in regards to the student.

PASSES

It is the student's responsibility to obtain a signed pass when he/she is out of class for any reason. Passes require student's name, time, destination, date, and teacher's signature. This includes all students, regardless of status or schedule. Unscheduled visits to classes will not be tolerated.

PERMITS TO LEAVE CAMPUS/PARENT REQUEST TO PICK UP

Students leaving campus prior to the end of their regular school day **must have a parent/guardian call (ext. 211) BEFORE being picked up and signing out in person** with the Attendance Office – an email is not sufficient for verification. **Any student, who leaves the campus without being properly signed out, will be marked truant.**

RE-ADMITS

Students need re-admits to clear their absences; they may obtain these before school, during break, and during lunch. When clearing absences, please note that only a parent or guardian can clear an absence. Board Policy states that a student has 72 hours in which to clear an absence in order to make up any missing assignments. **Clearing absences is the responsibility of the parent and student. Failure to clear absences in a timely manner could result in truancy.**

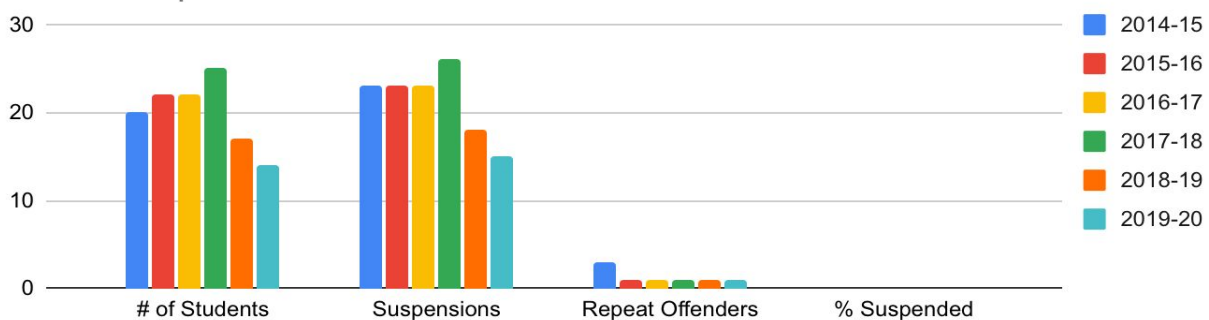
Discipline Referrals, Suspension and Expulsion Rates

Pacific Grove High School has developed clear expectations for student behavior. PGHS holds three to four detentions every month and two Saturday schools every month on average. Detentions have approximately 15-20 students every session and Saturday schools have approximately 10-15 students every session. For behavior in class, students may be placed on a behavior/nonperformance contract. The contract (documents each reported incident and the measures taken to correct them. Students who are habitually tardy or truant are disciplined according to the steps outlined in the PGHS Student Handbook. Students caught using controlled substances either in school or at school sponsored events are also handled in accordance with the Handbook. During the 2010-11 year, the School Board authorized the use of the American Recovery and Reinvestment Act to hire a School Resource Officer (SRO). Pacific Grove High School's SRO helps with the few students who break Penal Codes, campus supervision, and aides in educating our students about the harmful effects of tobacco, alcohol, and drug use.

Pacific Grove High School has an open campus at lunch for students in grades 11-12. Students who meet eligibility requirements and have parent permission are permitted to leave campus during the lunch hour. Eligibility requirements are spelled out in the PGHS Student Handbook. Eligible 11th and 12th students have an OPEN CAMPUS sticker affixed to their ID cards that must be available for inspection by campus security personnel. No freshmen or sophomores may leave campus at lunch. The open campus policy has proven to be popular with students and the impact it has had on attendance has not been minimal. Each year, the School Board requests a report about the effects of the open campus policy. The biggest impact it has had has been attendance at lunch-time activities. Administration has closed campus for all students during certain times of the year to facilitate activities and student connections.

| PGHS Suspension Statistics | | | | | | |
|-------------------------------------------------------------------------------------|---------|---------|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | *2019-20 |
| A(1)-physical injury to another | 1 | 3 | 2 | 6 | 4 | 6 |
| A(2)-used force | 3 | 5 | 2 | 2 | 0 | 0 |
| B-dangerous object | 1 | 2 | 2 | 0 | 0 | 0 |
| C-possession controlled substance | 13 | 8 | 10 | 12 | 10 | 9 |
| D-sell controlled Substance | 0 | 0 | 1 | 0 | 0 | 0 |
| F-damage to school property | 0 | 0 | 0 | 0 | 0 | 0 |
| G-stolen school property | 3 | 0 | 3 | 3 | 1 | 0 |
| H-possession of tobacco | 1 | 0 | 1 | 1 | 0 | 0 |
| I-obscene act/profanity | 2 | 1 | 1 | 1 | 0 | 0 |
| J-sell drug paraphernalia | 3 | 0 | 3 | 2 | 0 | 0 |
| K-defied authority | 23 | 23 | 24 | 26 | 19 | 16 |
| O – Harass, threaten witness | 0 | 1 | 0 | 1 | 0 | 0 |
| Q-engaged in hazing | 0 | 0 | 0 | 0 | 0 | 0 |
| R - Bullying | 2 | 4 | 1 | 4 | 1 | 1 |
| 48900.2 Sexual Harassment | 0 | 1 | 0 | 3 | 1 | 0 |
| 48900.4-harassment/intimidation | 0 | 4 | 1 | 1 | 1 | 0 |
| TOTAL student incidents. One repeat offender. Some multiple offenses. | 23 | 23 | 23 | 26 | 18 | 15 |
| *The 2019-20 school year entered into a distance learning format on March 13, 2020. | | | | | | |

PGHS Suspensions 2014-20



While the number of PGHS discipline incidents are low, there is concern about the amount of drug and alcohol use both at home and away from school. Administration and the Pacific Grove Police Department Student Resource Officer (SRO) have been aware of the current issue of vaping and potential drug use on campus. Our SRO has given informational seminars during Coffee with the Principal and has appeared at Board Meetings to discuss the ways to limit the use of these devices and ways to educate the community about the harmful effects of vaping. Staff has also been proactive, advising clubs which address social issues and attempt to offer alternatives to risky behaviors.

Suspension Goal

To decrease the number of suspensions from one school year to the next by implementing Restorative Practices.

5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures

Posted on [December 22, 2015](#) by [PGUSD](#) Adopted – 11/6/1997

CHILD ABUSE REPORTING NOTIFICATION

Section 11166 of the Penal Code requires any child care custodian, health practitioner, firefighter, animal control officer, or humane society officer, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

“Child care custodian” includes teachers; an instructional aide, a teacher’s aide, or a teacher’s assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child day care facilities; headstart teachers.

“Health practitioner” includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

“Child visitation monitor” means any person as defined in Section 11165.15.

I have been informed of the above law and will comply with its provisions.

4030 – Personnel – All Personnel – Non-Discrimination in Employment

Posted on [December 22, 2015](#) by [PGUSD](#) Adopted – 12/4/2003

The Governing Board prohibits unlawful discrimination against and/or harassment of District employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any District site and/or activity. The Board also prohibits retaliation against any District employee or job applicant who complains, testifies or in any way participates in the District’s complaint procedures instituted pursuant to this policy.

Any District employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Any District employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, District administrator or Superintendent as soon as practical after the incident.

Failure of a District employee to report discrimination or harassment may result in disciplinary action.

The Superintendent or designee shall regularly publicize, within the District and in the community, the District’s nondiscrimination policy and the availability of complaint procedures. (34 CFR 100.6)

The District’s policy shall be posted in all schools and offices including staff lounges and student government meeting rooms. (5 CCR 4960)

The Board designates the following position(s) as Coordinator(s) for Nondiscrimination in Employment:

Superintendent 435 Hillcrest Avenue

Telephone: 831-646-6520 Pacific Grove, CA 93950

Other Remedies

An employee may, in addition to filing a discrimination complaint with the District, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960).

2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 200e-5).

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

5145.3 – Student – Student Welfare – Nondiscrimination / Harassment

Posted on [January 19, 2017](#) by [Mandi](#) Adopted – 8/25/2016

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in AR 1312.3 – Community Relations – Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual 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, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at:

Director, Human Resources

435 Hillcrest Avenue

Pacific Grove, CA 93950

(831)-646-6507

(Education Code 234.1; 5 CCR 4621)

(cf. 1312.1 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Complaints Concerning School Personnel)

(cf. 1312.3 – Community Relations – Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district supported social media, when available.
(cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings)
(cf. 1114 – Community Relations – Communication with the Public – School District Publications)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.
(cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance)
(cf. 4131 – Personnel – Certificated Personnel – Staff Development)
(cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 – Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti.
(cf. 5131.5 – Student – Vandalism and Theft)
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond.
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination.
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community.
(cf. 4012.6 – Personnel – All Personnel – Personnel Files)
(cf. 5125 – Student – Student Progress – Student Records)
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true.
(cf. 5144 – Student – Student Welfare – Discipline)
(cf. 4218 – Personnel – Classified Personnel – Dismissal/ Suspension/ Disciplinary Action)
(cf. 5144 – Student – Student Welfare – Discipline)
(cf. 5144.1 – Student – Student Welfare – Suspension and Expulsion/ Due Process)
(cf. 5144.2 – Student – Student Welfare – Suspension and Expulsion/ (Individuals with Special Needs)
(cf. 6159.4 – Instruction – Instructional Arrangements – Behavioral Interventions for Special Education Students)

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to who such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or

parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 – Community Relations – Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations.

Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by name and the pronouns consistent with his/her gender identity.
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because of his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex.
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming.
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex.
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information.
6. Use of gender-specific slurs.
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression.
8. The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.
9. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:
10. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming

student. If the student permits the employee to notify the compliance officer, the employee shall do so within three (3) school days.

11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
12. (cf. 1340 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Access to District Records)
13. (cf. 3580 – Business – District Records – Development, Maintenance and Disposal)
14. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
17. (cf. 6145 – Instruction – Curriculum – Extracurricular and Co-Curricular Activities)
18. (cf. 6153 – Instruction – Instructional Arrangements – School Sponsored Trips)
19. (cf. 7110 – Facilities – Concepts and Roles – Facilities Master Plan)
20. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
21. (cf. 5125 – Student – Student Progress – Student Records)
22. (cf. 5125.1 – Student – Student Progress – Release of Directory Information)
23. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

24. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

School Safety and Conditions

PGHS is considered a safe environment by both students and parents, according to survey results. Two campus supervisors patrol the grounds during the school day. The Pacific Grove Police Student Resource officer and two administrators provide additional grounds supervision during break and lunch.

Safety drills are practiced during the school year to familiarize staff and students with emergency procedures.

Security cameras have been installed at strategic locations to watch for vandalism and student behavior. Thanks to Measure D bond funds, exterior lighting of the campus has been improved.

The school grounds are maintained by the District ground crew, four custodians clean the classrooms, restrooms, and light landscaping. Maintenance of facilities and heavy landscaping is done through the PGUSD maintenance staff.

Socio-Economic Status: Free and Reduced Lunch

Over the past two years, the number of students receiving free lunches has increased from 53 to 92, and reduced lunches have decreased from 35 to 15. Free and Reduced application forms are available at student registration, in the school office, and on the district website. Parents can submit applications throughout the year.

According to paperwork filled out at student registration, the educational levels of the parents of our students are as follows: 70.47% graduated from high school, with 31.13% who reported graduating from college and 42.7% reporting some post-graduate education. Of the parents completing the form, 1.95% declined to state what their educational level was.

Total Percentage of Students Receiving Free/Reduced Lunch

| | 2013-2014 | | 2014-2015 | | 2015-16 | | 2016-17 | |
|----------------------------------------|-----------|----------|-----------|----------|---------|----------|---------|----------|
| | PGHS | District | PGHS | District | PGHS | District | PGHS | District |
| Free/Reduced % Lunch Recipients | 17.3 | 19.6 | 17.26 | 20.09 | 17.3 | 21.01 | 16.4 | 16.5 |

| | 2017-2018 | | 2018-2019 | | 2019-20 | | 2020-21 | |
|----------------------------------------|-----------|----------|-----------|----------|---------|----------|---------|----------|
| | PGHS | District | PGHS | District | PGHS | District | PGHS | District |
| Free/Reduced % Lunch Recipients | 20.51 | 20 | 18.17 | 19.1 | 15.9 | 16.9 | 19 | 19.9 |

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2]):

Component 1: The Social Climate- People and Program

Pacific Grove High School has developed clear expectations for student behavior. Saturday School, weekly detention, and restorative practices have been implemented to help reinforce our attendance and discipline policies. Students may be placed on tardy or behavior contracts with the goal of improvement in those areas. On the other hand, the Renaissance Program, annual Renaissance Rally, and our Visual and Performing Arts (VAPA) week have encouraged positive attitudes about scholarships and learning. Posting of college acceptance letters in the library has also focused on student expectations of applying for and being accepted to college. The dropout rate of Pacific Grove High School has traditionally been the lowest in Monterey County. The dropout rate for 2019-20 was 0%. Pacific Grove High School has an open campus at lunch for students in grades 11-12. Those students, who meet eligibility requirements and have parent permission, are permitted to leave campus during the lunch hour. No freshmen or sophomores may leave at lunch. Clubs and sports provide students with opportunities to participate in extracurricular activities. The Associated Student Body holds weekly meetings to discuss student funds, club charters, and plan campus activities. Activities and clubs such as Close-Up, Mock Trial, Culinary Team, Interact, Model United Nations, Pagoda, FCA, Young Writers, Natural High, Spanish and French, as well as Shakespeare

Day, drama, sports and the annual musical offer lunchtime, after school, and holiday opportunities for students interested in enriching their education experience. Six rallies, five spirit weeks, and a Student Voices talent assembly enable students to show their class and peer support while vying for the annual spirit award. In addition, there may be a special assembly called to address a particular event. The Safety Committee adopted Safety Drills to coincide with most all rally schedules throughout the year to maintain classroom minutes while providing safety instruction for staff and students. Charities supported by the ASB include Breast Cancer Assistance Group of the Monterey County, Monterey County Food Bank, and the Red Cross Blood Center. Approximately 80% of our students are involved in at least one extra-curricular activity.

Component 1: Goals for Improvement

Previous goals for staff training in conflict resolution techniques, child abuse reporting, crisis response, CPR and First Aid, and sexual harassment, awareness and prevention have been met.

Drug and alcohol awareness is an on-going issue for PGHS students. The Community Human Services' SuperTeens program provides on-campus counseling for students who have been found to have drugs or alcohol in their possession or are exhibiting signs of drug or alcohol use on or near campus. Additional assemblies and activities promoting strong character traits as well as preventative measures including drug sniffing dogs and breathalyzers continue to be included in funding for this plan. The Healthy Kids Survey results show that PGHS students have a high incidence for becoming involved in drugs and alcohol.

During the 2017-18 school year, PGHS hosted a visitation team from the Western Association of Schools and Colleges (WASC). In support of the WASC team, the components of this Single School Plan for Student Achievement mirror their recommendations.

The goals set forth in our SSPSA supporting the 2018 WASC accreditation report are:

- Goals 1 and 2 reflect LCAP and Board objectives in supporting academics (adding additional layers of support for struggling and targeted students) and cultural (drug use and emotional health) issues.
- School Goal #1 – 80% of all students will show college and career readiness at graduation as measured by meeting the “Prepared Level” the California Department of Education College and Career Indicator. Low socio-economic, ELL students and Special Education and all targeted students will have similar percentages of students meeting the Prepared Level Indicator.
 - Strategy 2 (A school-wide study skill focus will be established in 9th grade ELA and Social Studies classes by the staff. Include student Cornell notebooks for organizations skills) has been deepened so that every teacher will emphasize and explicitly teach note-taking skills.
 - Strategy 5 (Create tutoring center that will include tutoring for all courses four days per week using community members to come as tutors along with advanced students.
 - Strategy 6 (Increase the percentage of students with low socio-economic status, EL and other targeted students with performance gaps meeting a-g requirements to at least 80% through counseling students on a-g requirements) will be a primary focus of our new targeted student counselor.
- School Goal #2 – Create a culture at Pacific Grove High School that promotes positive values, an overall sense of safety and reduces reported drug and alcohol use by at least 2% in alcohol, binge drinking, and marijuana use in the past 30 days categories in the California Healthy Kids Survey (CHKS) for 11th grade students and 2% reduced numbers of students reporting chronic sad and hopeless feelings and suicidal thoughts on the CHKS as well as site student survey.
 - Strategy 4 (Special topical movie nights (sexual assault, death, depression, drug abuse/addition, etc) will also be a primary focus of our new targeted student counselor.

All of these areas for improvement are addressed in the School Wide Plan for Student Achievement and actively discussed at our School Site Council meetings.

Component 2: Physical Environment- Place

In 2006, voters passed Measure D, a school improvement bond that has brought many major construction and renovation projects, including landscaping to be completed by the end of the 2012 school year. First, the renovation of Breaker Stadium and installation of security cameras were completed with accolades from the entire community. Phase II was concluded in early 2011 and included totally renovated science classrooms and media and art rooms along with a remodel of our multipurpose room (*Student Union*) and administration building and minor

improvements to heating in the classrooms and water runoff around the campus. The back parking lot has been repaved and received a better design for drop-off and pick up for the students attending Forest Grove Elementary School. The new small gym, dance room and pool have provided after school activities for the entire community; Zumba and swim lessons are a constant for swim clubs and adult school participants.

In 2020, voters passed another Measure D, this measure focused on upgrades and maintenance of PGUSD's facilities. Priorities are as follows: modernization of classrooms, gutter and roof repair/replace, termite and dry rot repair/replace, PGHS stadium turf and track replacement, P.A. and bell system replacement, irrigation upgrades, and painting of buildings.

Component 2: Goals for Improvement

Pacific Grove High School has 42 cameras strategically placed on campus. Additional cameras may be needed to provide more coverage of the campus. With the passage of the 2015 Measure A Technology Bond, the winning bid provided more cameras to better conduct investigations when CA Ed Code is broken and/or crimes occur.

Beginning with the 2012-2013 school year, PGHS utilized a Safe Schools Assessment document to assess safety and security of our facilities. Our goal is to use the results of this assessment as a platform for facility improvement. Assessments will occur each semester (twice per year). This Assessment was last updated in October of 2019 by SRO Hankes.

Improved signage and placement of campus supervision has improved the safety of our parking lots and crosswalks. SRO Hankes has submitted PGUSD administration requests for improvements around the district: PGHS requested improvements for the shared parking lot with Forest Grove (separate enter and exit locations) along with signage off Sunset Drive indicating no U turns- there has already been one accident in front of school during the 2016-17 academic year.

Documents

PGHS Student and Parent Handbook 2020-2021

(Full online version of handbook can be found at pghigh.pgusd.org>School (menu)>Handbook)

Behavior and Discipline Expectations

All students are expected to conduct themselves in such a manner as to contribute to a productive learning environment. Each individual's conduct on the campus and going to and from school shall be orderly and in keeping with the rules and regulations of the school, the school district, and the laws of the state. An educationally sound environment does not allow anyone to interfere with the teacher's right to teach and/or the student's right to learn. It should be noted that a pupil may be suspended or recommended for expulsion for acts which are enumerated in Education Code Section 48900 and related to school activity or attendance which occur at any time including, but not limited to, the following circumstances:

- While on school grounds or school transportation
- While going to or coming from school
- During the lunch period, whether on or off campus
- During or while going to or coming from a school-sponsored activity
- **Note:** Campus jurisdiction also extends 1,000 feet from campus boundaries at all times, per California law

This listing of minimum and maximum actions does not imply or require that a *step-by-step* progression of increasing severity be used by school staff in dealing with a violation. In most cases, disciplinary action is dependent upon the situation and the previous behavior record of the student. The progression of actions possible when an infraction occurs is: conference with student regarding violation and a warning; parent contact and warning; detention; signed Behavior Non Performance Contract; parent/teacher/administrator conference; extracurricular and co-curricular suspension; work detail; Saturday School; suspension; removal from class with possibility of an "F"; alternative placement; contact with police or other appropriate agency; denial of privileges and possible recommendation to the Board for expulsion from the District.

Behavior/Nonperformance Contract: Student classroom behavior which seriously jeopardizes the learning process shall not be tolerated. Students who are continually disruptive or who are not following classroom rules as defined by the teacher or refuse to participate in class work may be dropped from class with no credit provided that the following procedures have been observed:

- **Step 1:** At the first disruption or incident, the teacher will counsel the student as to the undesirability of his/her action and inform the student of future consequences. The student will sign a Behavior/Nonperformance Contract.
- **Step 2:** After the second incident, the teacher shall personally contact the parents and inform them that the student has reached Step 2 of the Behavior/Nonperformance Contract. The student shall be referred to the counselor for guidance. The student will sign the Behavior/Nonperformance Contract. In the event the teacher is unable to contact a parent, a copy of the Behavior/Nonperformance Contract will be sent home. **Detention Assigned**
- **Step 3:** Subsequent to the third incident, the student shall be referred to the assistant principal who will schedule a conference with teacher, parent, student and Assistant Principal. At this time, the assistant principal and teacher will outline the specific conditions necessary for the student to remain in class and the student and parent(s) will be supplied with a copy of these conditions before leaving the meeting. The Behavior/Nonperformance Contract will be signed by the teacher, Assistant Principal, parent and student and will remain in effect until the end of the semester. **Saturday School Assigned and loss of open campus and/or extra-curricular activity**
- **Step 4:** Student is removed from the class for the remainder of the semester. **(In habitual or extreme cases of misbehavior, the Administration may transfer/drop any student from class for disruptive or dangerous behavior.)**

BUS PRIVILEGES

Students behaving in an inappropriate manner may have their bus riding privileges revoked. All school rules apply.

CLASSROOM DISCIPLINE

The classroom teacher, under state law, is given the authority to act in place of the parent/guardian during time the student is under the teacher's direction. To insure suitable control, teachers will utilize a variety of methods for controlling students' behavior. Strategies teachers may use include, but are not limited to, the following:

1. Confer with student and explain the school behavior policy
2. Take away privileges enjoyed by other students
3. Contact the parents/guardians so that concerted action can be taken to mutually correct the inappropriate behavior patterns of the student
5. Give student detention as authorized by state law (Education Code Section 44807.5)
6. Suspend student up to two days from class (Education Code Section 48910)
7. Refer student to school administration for behavior correction during class with expectation to return later in the period and for further discipline (detention) after class has ended for the day

Students may be required by their teachers to restore cleanliness to a classroom following any instructional activity (break time or lunch) that created physical disorder in the classroom or to any area on school premises in which students littered or disrupted the cleanliness during lunch and break.

ANTI-BULLYING / CYBERBULLING

Pacific Grove High School staff believes that all students, staff and community have an obligation to promote mutual respect, tolerance and acceptance. The school will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate or harass another student through words or actions. Such behavior includes direct physical contact, such as hitting or shoving, verbal assaults, such as teasing or name-calling, social isolation or manipulation.

Cyber bullying includes the posting of harassing messages, direct threats, social cruelty, or harmful texts or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships.

This policy applies whenever a student is on school grounds, traveling to and from school, or at a school-sponsored activity, during lunch period, whether on or off campus and during a school-sponsored activity. In addition to this, if this activity is done at home, and impacts school activities or school attendance, the student responsible may be subject to consequences appropriate to the behavior.

ACADEMIC DISHONESTY/CHEATING

Teachers have the responsibility of planning and supervising all academic work in order to encourage honest, individual effort and of taking appropriate action if instances of academic dishonesty are discovered.

However, honesty is primarily the responsibility of each student. Pacific Grove High School considers cheating to be a voluntary act for which there is no acceptable excuse. The term “cheating” includes, but is not limited to:

1. Plagiarism – including copying another student’s work (Homework, class work, writing, quiz and/or test)
 - Copying during break or lunch – hand written or taking a picture. **(See page 43 for definition)**
 - Staff will confiscate all work and turn into admin.
2. Receiving or knowingly supplying unauthorized information (Homework, Classwork, or Quiz/Test)
 - Theft of assessment/supplying copy of assessment not authorized by instructor or student
 - Sending text/email/other electronic means with picture of answers/assessment
3. Using unauthorized material or sources for course work/during an examination
4. Changing an answer after work has been graded and presenting it as graded
5. Forging or altering grade book/roll sheet information

| Frequency of Offense | Consequence |
|-----------------------------|------------------------------------------|
| 1st Offense | * Zero on assignment |
| | * Parent Notification by staff via email |
| 2nd Offense | * Zero on assignment |
| | * Saturday School |
| 3rd Offense | * “F” for the class |
| | * Saturday School or Possible Suspension |
| | * Removal from class (Admin. discretion) |

ATTENDANCE POLICIES

TARDY POLICY

PGHS views punctuality as an important function for future college and/or career aspirations. Any student who arrives in class after the bell marking the beginning of class is tardy. Please be aware that some teachers may define a tardy as not being in an assigned seat. The following consequences will be applied to discourage tardiness.

| | |
|-------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 st , 2 nd & 3 rd Offense | Student goes to class marked tardy (unexcused). Students will be aware of tardies via Illuminate attendance feature. |
| 4 th Offense | Email notice sent home. Possible teacher assigned detention. |
| 5 th or 6 th Offense | DETENTION issued for next session. Upon teacher request - loss of activities. Student given date, time, and location of detention via on-site notification. Student and parent notified via email or phone call. |
| 7 th or 8 th Offense | DETENTION issued for next session. Upon teacher request - loss of activities. Student given date, time, and location of detention via on-site notification. Student and parent notified via email or phone call. Meeting with Asst. Principal - loss of cell phone for the school day. -When requested by Admin., Parent/Guardian shadows student to detention. |
| 9 th or 10 th Offense | Saturday School issued for next session. Student given date, time, and location of Sat. School via on-site notification. Student and parent notified via email or phone call. *May lose PGHS extracurricular activity for one day (eg. Dance, Senior Activity, Team match or game, Club event, Representation on Dance/Cheer or Band event) per Admin. Discretion. |
| 11 th Offense & Beyond | Saturday School issued for next session and Work Duty at Admin. Discretion. Student given date, time, and location of Sat. School via on-site notification. Student and parent notified via email or phone call. Meeting with Asst. Principal - loss of cell phone for the school day. *Students who have neglected to serve Saturday School: one-time loss of extracurricular activity (eg. Dance (non-negotiable) , Senior Activity, Team match or game, Club event, Representation on Dance/Cheer or Band event) Possible loss of 1st period per Admin. Discretion. When requested, Parent/Guardian shadows student to 1 st , 2 nd , and/or 3 rd period to guarantee arrival and informs attendance office that student arrived on time. |

Detention is held every other Thursday from 2:50 p.m. to 3:50 p.m. **Sat. School** is held twice a month from 9:00 a.m. to 11:00 a.m. **Students will have their tardies “zeroed out” with a fresh start for the second semester IF s/he has served all detentions and Sat. Schools issued for the semester.**

TRUANCY POLICY

1st Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent Contacted
- Counselor/Admin intervention Attendance contract signed at the meeting
- **LOSS of off-campus privilege for semester and/or following semester, if applicable.**

2nd Offense Staff will contact home regarding absence.

- If verified truant, then student meets with Assistant Principal and a **Saturday School assigned.**
- **Re-establish loss of off-campus privilege for semester and/or following semester, if applicable.**
- **LOSS of PGHS extra-curricular activity for one day (eg. Dance, Senior Activity, Team match or game, Club event, Representation on Dance/Cheer or Band event)**
- Admin will meet with Counseling to determine if 1st period can/should be dropped

3rd Offense Message sent home

- Referral to Assistant Principal – direct contact made by Assistant Principal to the parent – appropriate intervention noted in the discipline file.
- **Saturday School assigned**
- Continued discipline found in Step 2
- When requested, parent to shadow student throughout school day to ensure attendance.
- **Monterey County D.A. Truancy Abatement Letter #1 generated**

4th Offense Message sent home

- Direct contact with parent made by Administrator.
- **All student privileges are taken away for the remainder of semester** (senior privileges, off campus at lunch, sports, dances, club activities, field trips, etc.)
- When requested, parent to shadow student throughout school day to ensure attendance.
- **Saturday school assigned**
- **Monterey County D.A. Truancy Abatement Letter #2 generated**

5th Offense Message sent home

- **Mandatory meeting set up with Admin., Counselor, parent, and student.**
- When requested, parent to shadow student throughout school day to ensure attendance.
- **Multiple Saturday schools assigned** and/or on campus suspension during lunch for multiple days
- **Monterey County D.A. Truancy Abatement Letter #3 generated**
- Parent/student warned of D.A. notification

CLOSED CAMPUS

Pacific Grove High School is a closed campus with the exception of the lunch break (see below). No student is permitted to leave without an off-campus pass issued through the Attendance Office. **Students may not visit their vehicles during morning break** – all binders and school supplies need to be placed in lockers for access. Parent permission is required for a student to leave campus. Off-campus passes will only be issued for one of the following reasons: illness, medical appointment, funeral of immediate family member and justifiable personal necessity (Administrator approval required). Students who violate the Closed Campus policy will be given a detention at the discretion of the Assistant Principal. A second offense may result in a Saturday School. Any student who is suspended loses off campus privilege for the remainder of the quarter and will have his/her sticker removed. It will be the student's responsibility to check in with administration to have a new sticker placed on his/her ID card once the new quarter is in session. Students who do not have a 6th or 7th period class will be permitted to leave during lunch time on the day in which they have no afternoon class; however, if a student wishes to use the library during 6th or 7th to study, s/he should sign in and understand that teachers using the library with their classes have the right to ask them to leave if the library is too full. On "Collaboration" schedule days, students who do not have a 6th period class, but do have a 7th period class must stay in Study Hall during 6th period or receive truancy. **Once students who are finished with classes for the day have left campus, they may not return during school hours unless they have authorized school business.**

OPEN CAMPUS DURING LUNCH ONLY

Only Pacific Grove High School juniors and seniors are permitted to leave campus during the lunch break (**NOT during morning break**). Open campus privilege is available to students who have: earned at least 2.0 GPA and have class standing at the last semester grading period, have no trancies on record for 6th and 7th period for the current year, have not been suspended at any time during the year (lost for the remainder of the semester), and have returned a signed PARENT PERMISSION FORM (available in the Student Store). Students who qualify for the privilege of open campus and return a signed parent permission form will have an OPEN CAMPUS STICKER affixed to their student ID card. Open Campus is a privilege, not a right. It can be lost due to habitual tardies, trancies, and other discipline issues, especially suspension and behavior contracts. **Students must be able to produce their ID card with sticker when leaving and returning to campus.** Campus may be closed to anyone at any time when deemed necessary.

Student Visitors: To preserve the learning environment and safety of the campus, student visitors are not allowed at Pacific Grove High School at any time regardless of circumstances. **Students may not visit with persons loitering near the school boundaries nor may items be exchanged from outside school boundaries onto campus.**

Off Limit Areas: Student and/or faculty parking areas; football or baseball fields; any area behind the gym and boys' locker room; behind the I-Wing and the N-Wing. (See the map on the back cover.) Students found in these areas on a first incident will be assigned a detention. On a second incident they will be assigned a Saturday school. The incidences are cumulative for the entire school year.

DRUGS/ALCOHOL

Students who possess or are under the influence of any illegal substance or who possess drug paraphernalia are subject to the following discipline:

First Offense: Notification of legal authorities, a mandatory two-day suspension and referral to school's intervention program.

Second Offense: Notification of legal authorities, five-day suspension, referral or alternative placement and will be recommended for expulsion.

Offenses remain in the active discipline file and are cumulative for the student's entire high school career. A breathalyzer will be randomly used at school events, including but not limited to, dances and sporting events. In the event that someone fails a breathalyzer test, the student will not be admitted to the event and parent/guardian will be summoned. Any intoxicated student must be released to parent/guardian for pick up.

A student's continued eligibility for extracurricular activities may be dependent upon attendance of substance use education sessions. There is a zero alcohol tolerance policy that means all students found under the influence of or in possession of alcohol will be cited by the PG Police Department and suspended from school. Zero drug tolerance

means that all students found in possession of or under the influence of drugs will be tested by the PG Police Department (when appropriate), cited by the PGPD, and suspended from school. Students with multiple drug and alcohol suspensions will be considered for expulsion. A parent lecture series will be made available by Impact. **Sale or possession for sale:** Notification of legal authorities, automatic five-day suspension and mandatory recommendation for expulsion.

FAILURE TO ATTEMPT WORK

The student will be placed on a Behavior/Nonperformance Contract.

FIGHTING

Students who fight on campus or at a school event are subject to the following:

- **First Offense:** Suspension for up to five days and possible notification of legal authorities
- **Second Offense:** Suspension for five days and possible referral for alternative placement and/or recommendation for expulsion

ELECTRONIC DEVICES: Cell Phones, iPods, Tablets, Game Consoles, etc.

According to Ed. Code 48901.5:

(a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)

An electronic signaling or imaging device shall be defined collectively as a cell phone, pager, cellular/digital media player, camera, and/or a personal digital assistant ("PDA").

Electronic Signaling or Imaging Devices Policy and Regulations 5146:

- An electronic signaling or imaging device shall be defined collectively as a cell phone, pager, cellular/digital media player, camera, and/or a personal digital assistant ("PDA").
- No student shall use their electronic signaling or imaging device to record instances of mutual combat. No student shall record sound or video in a classroom without the advanced approval by the school site principal and the classroom teacher.

High School:

Except with prior consent for health reasons/teacher preference, cell phones are not to be displayed or used on campus at any time by any student except during nutrition break and lunch. Electronic signaling or imaging devices, such as cameras, may only be used by students who have authorization from school personnel. No electronic signaling or imaging device or camera may be brought to Physical Education lockers/dressing rooms or school restroom areas at any time. Electronic signaling or imaging devices must be left in the students' lockers during tests or quizzes. Students shall not use electronic signaling or imaging devices even in hands-free mode, while driving on school grounds or to and from a school-related activity.

Students leaving class for a restroom break should leave their phones in their backpack/purse. Students using cell phones/electronic devices outside of classrooms during instructional minutes of one of their enrolled courses will have his/her cell phone/electronic device confiscated pending cell phone violation guidelines listed below.

General Discipline for Violation of Cell Phone Guidelines for All Grade Level Students:

If a student violates the limits or restrictions upon use of an electronic signaling or imaging device under District Board policy or administrative regulation, the law, or other rules of the District relating to the use of electronic signaling or imaging devices, then the student will be subject to disciplinary consequences. Such disciplinary consequences may include, but are not limited to, confiscation of the electronic signaling or imaging device, detention, a conference with the student and the student's parent/guardian, suspension, or more severe disciplinary consequences.

- For the first infraction, students will be issued a warning when they have violated their school-level rules and their electronic signaling or imaging device(s) will be confiscated. The electronic signaling or imaging device(s) will be kept in the central office in a secure location. The electronic signaling or imaging device(s) will be returned to the student at the end of the day.
- If a second infraction occurs, the electronic signaling or imaging device(s) will be confiscated and a parent/guardian conference will be held. The parent/guardian of the student who has their electronic signaling or imaging device(s) confiscated shall be notified by administration or designee. The electronic signaling or imaging device(s) will be returned to the parent/guardian at the conclusion of the conference.
- If a third infraction occurs, other disciplinary measures will result, in accordance with Board policy and administrative regulation (refer to Board Policy and Regulations Number 5146).

Due to a sharp increase in the theft of iPods and cell phones, it is recommended that they not be brought to school. If a student chooses to bring an iPod or cell phone on campus, they do so at their own risk.

If the student whose electronic signaling or imaging device(s) has been confiscated needs to use the phone to contact a parent/guardian, then he/she may request to use the phone in the school's central office.

Search of Student's Electronic Signaling or Imaging Device for All Grade-Level Students

A student's electronic signaling or imaging device may be searched by District officials when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law, Board policy, administrative regulation, or other rules of the District or school. Reasonable suspicion shall be based on specific and objective facts that the search will produce evidence related to the alleged violation. Any search of a cell phone should be limited in scope to content that is related to the particular alleged violation.

LOCKER ROOM THEFTS

Students are mandated to have their clothes and personal possessions locked in the locker room. All PE students must have a lock registered with the PE department. The student may bring a combination lock and report the combination to the teacher or bring a key lock and give a spare key to the instructor. The school is not responsible for lost or stolen articles in the locker room. Students are not allowed to leave their personal possessions or backpacks unlocked in the locker room or fitness areas. A room is provided for students to lock their backpacks. Any student caught stealing in the locker rooms or gym area will be suspended from school and reported to the PG Police Department for further consequences.

SATURDAY SCHOOL

Saturday School is assigned to students for second truanancies, a fourth tardy, missed detention and other less severe discipline problems. Saturday School is NEVER used for offenses such as fighting, drug/alcohol possession or sale, possession of weapons or other more serious offenses. Saturday School will be offered at least once a month and may be rescheduled only once at the discretion of the Assistant Principal. Students who are assigned Saturday School will be required to attend from 9:00 a.m. to 11:00 a.m. at PGHS. Saturday School will be a time of quiet study -- STUDENTS ARE RESPONSIBLE FOR BRINGING WORK.

SEARCHES

Students and their belongings, including lockers, are subject to search by school officials under any circumstances considered to be "reasonably suspicious." Other devices may be used such as metal detectors, breathalyzers and search dogs. The Administration reserves the right to conduct random, unannounced searches by School Administrators and/or search dogs, of lockers, bags and vehicles parked on campus.

SEXUAL HARASSMENT POLICY

Sexual harassment means unwelcome sexual advances, requests for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in an educational setting. The District is committed to an educational environment in which all individuals are treated with respect and dignity. Each student has the right to learn in an atmosphere that promotes equal educational opportunity and is free from discriminatory practices.

SUSPENSION

Suspension from school requires that a student remain under his/her parent or guardian's custody during regular school hours. **Suspended students are not to be on or near the school campus during the suspension. Students are ineligible to participate, as a participant or spectator, in any school-related activity during their suspension.** Students may be suspended for any violation of Education Code section 48900 listed below. (Board Policies/Administrative Rules and Regulations Number 6053) **Students who have repeated suspensions throughout the year are subject to alternative placement. Per CA ED Code 49079: Teachers are to be notified about students who have violated CA Ed Code 48900 – regardless if the offense occurred while in attendance at PGUSD or not.** The following are suspendable offenses as listed under the California Ed Code 48900:

- a)
 - a.1 “Caused, attempted to cause, or threatened to cause physical injury to another person.”
 - a.2. Willfully used force or violence on another person, except in self defense.
- b) “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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.”
- c) “Unlawfully possessed, used sold, or otherwise furnished, or been under the influence of, any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind.”
- d) “Unlawfully offered, arranged, or negotiated to sell any controlled substance, listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.”
- e) “Committed or attempted to commit robbery or extortion.”
- f) “Caused or attempted to cause damage to school property or private property.”
- g) “Stolen or attempted to steal school property or private property.”
- h) “Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets betel and electronic cigarettes. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.”
- i) “Committed an obscene act or engaged in habitual profanity or vulgarity.”
- j) “Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health & Safety Code.”
- k) “Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l) “Knowingly received stolen school property or private property.”
- m) “Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is as substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.”
- n) “Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 298 of the Penal Code or committed a sexual battery as defined in Section 253.4 of the Penal Code.”
- o) “Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.”

- p) “Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.”
- q) “Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined by subdivision (f) and (g) of Section 32261, directed specifically toward pupil(s) or school personnel.”
- r) “A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.”
- s) “A pupil who aids or abets in the attempted or infliction of physical injury to another.”

48900.2 Sexual Harassment

“A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.”

48900.3 Hate Violence Crime

“A pupil in any grades 4-12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in, an act of hate violence as defined in Education Code 33032.5.

48900.4: Harassment/Intimidation

“Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.”

48900.7 Terrorist Threats

“Terrorist threats against school officials, school property, or both.”

TECHNOLOGY USER AGREEMENT

In order for students to access computers on campus, including the Internet, all students must have a user agreement on file with the library. These agreements will be made available to students at the beginning of school. Violations of the agreement will result in a referral. The first offense will result in loss of privileges for 30 days; a second offense will result in loss of privileges for the remainder of the school year. All costs incurred due to damage will be billed to the student.

TOBACCO

Pacific Grove High School and its grounds are totally **non-tobacco** areas for all students, staff and visitors at all times. Possession of tobacco products is not allowed on campus, at any school event, or non-school event. Students who smoke or possess tobacco products on campus are subject to the following: **First Offense:** Confiscation of tobacco product and detention. **Subsequent Offenses:** Each subsequent offense may result in suspension and/or notification of legal authority (EC 48900.H).

WEAPONS

Possession of any knife, regardless of size or use, firearm, imitation firearm, or any other type of weapon is an expellable offense. Students are subject to the following discipline at the first and any subsequent occurrences: Automatic five-day suspension, notification of legal authorities and recommendation for expulsion.

VISITORS

Students are not permitted to bring visitors on campus during school hours. Authorized visitors such as scheduled speakers, individuals with appointments in the Administrative Offices, etc. are required to go through the Main Office to check in.

All unauthorized items brought to school and confiscated by staff, such as but not limited to: skateboards, scooters, radios, cell phones, iPods, electronic devices, markers, toys, etc. and related items may or may not be directly returned to the student. Parents may recover confiscated items not held in evidence upon administrative approval within a reasonable period of time. Items not recovered within a reasonable period of time will be discarded. Pacific Grove High School is not liable for any damage or loss to these confiscated

items. The primary objective of requiring students not to bring restrictive materials to school is to ensure students' focus on educational tasks, students' safety and to prevent the loss and damage to private property.

BEHAVIOR GUIDELINES

The following guidelines are a matrix of possible consequences for violation of Ed. Code and school policy.

Pacific Grove High School Behavior Guidelines

EC=Ed. Code PC=Penal Code HSC=Health and Safety Code

| ISSUES | VIOLATIONS | CONSEQUENCES |
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| 1. PHYSICAL INJURY & VIOLENCE <i>MUTUAL COMBAT/FIGHTING/THREATS/ASSAULT</i> EC § 48900 (a1) EC §48900 (s) EC §48900 (t) | (a1) Caused, attempted to cause, or threatened to cause physical injury to another person; fighting/mutual combat. Threats (telephone, written, electronic): Bomb threats, verbal threats (not terrorist threats-see below); Assault: Verbal attack, attempt to cause injury, place person in fear. (s) Aiding or abetting infliction of physical injury. | ✓ Suspension EC § 48900 (a1) or (s); (t) – aides or abets: not stopping fight, informing staff, taking pictures/video. ✓ Referral to Counseling. ✓ Police Citation - Fighting on school grounds: PC 243.2, 415; Criminal threats: 422; Threatening phones calls: 653m ✓ Expulsion Recommendation – Mandatory consideration for assault on school official EC § 48915 (a5). |
| 2. BATTERY EC § 48900 (a2) | (a2) Willfully used force or violence upon another person, except in self-defense: striking, shoving and/or kicking. Not mutual combat. Battery against student, battery against staff member. Battery: Unlawful injury, beating, hitting of another person – does not fight back. | ✓ Suspension EC § 48900 (a2). ✓ Referral to Counseling. ✓ Police Intervention PC 242, 243.2. ✓ Expulsion Recommendation – Mandatory consideration for assault on school official EC § 48915 (a5). |
| 3. WEAPONS/DANGEROUS OBJECTS EXPLOSIVES/REPLICAS WEAPONS EC § 48900 (b) (m) US Code, Section 921, Title 18 | (a2) Assault with deadly weapon. (b) Possessed, sold, or otherwise furnished any firearm (handgun, rifle, shotgun, pistol), knife (dirk, dagger, fixed, sharpened blade for stabbing, screwdriver), explosive, or other dangerous object (aims or points a laser pointer at another), possession, use of fireworks, firecrackers, snappers, poppers, lighter, matches, razor blades, shocking pens. EC 48915 (c5) Explosives: M80, bottle rocket, dynamite, bomb, grenade, nitroglycerin, blasting caps. (m) Possessed an imitation (replica) firearm: BB gun, pellet gun, paint gun. | ✓ Suspension EC § 48900 (b) (m). ✓ Police Intervention PC 626.9, 244.5, 417, 653 (g). PC626.10 ✓ Fire Department Intervention (Explosives) PC 148.1, HSC 12000, 12301 (a). ✓ Expulsion Recommendation – EC § 48915 [Mandatory for brandished knife (c2), possession of a firearm (c1), explosives (c5)]. ✓ Expulsion Recommendation – locking blade or similar knife or other dangerous object regardless of size. ✓ Other weapons: to include, but not be inclusive of: switchblade, stiletto, box cutter, billy club, sandbag, nunchuk, ninja star, mace, pepper spray, sling shot, sword, stun gun, brass knuckles. |
| 4. CONTROLLED SUBSTANCE POSSESSION, USE, OR UNDER THE INFLUENCE | (c) Possessed, used, sold, furnished, or been under the influence of any controlled substance, alcohol, or intoxicant. | ✓ Suspension EC § 48900 (c) (h) ✓ Police Intervention/Citation: PC 390, 415, 502, 647f, |

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| Suspension EC § 48900 (c) (h) | | |
| 5. SALE OF CONTROLLED SUBSTANCE OR PARAPHERNALIA EC § 48900 (d) (j) (p) | (d) Offered, arranged, or negotiated to sell a controlled substance, alcohol or intoxicant and then provided a replica substance. - Includes arrangements made during school hours on campus or at school activities via electronic means | <ul style="list-style-type: none"> ✓ Suspension EC § 48900 (d) (j) (p) ✓ Police Intervention/Citation/Possible arrest: PC 966 Drug deal ✓ Automatic recommendation for expulsion for substance(s) sale |
| 6. PROPERTY DAMAGE/ VANDALISM GRAFFITI/ARSON EC § 48900 (f) | (f) Caused or attempted to cause damage to school property or private property. Possession or graffiti implements (markers, scribes, liquid or aerosol paint). | <ul style="list-style-type: none"> Suspension EC § 48900 (f). ✓ Restitution to Victim/Community Service. ✓ Police Citation - Graffiti: PC 594 (a1), 594.1, 640.5; Vandalism: PC 594; Arson: PC 451, 452; Hit and Run: 480, 481; Tampering with a Vehicle: 504 ✓ Fire Department Intervention PC 451, 452. ✓ Expulsion Recommendation. |
| 7. THEFT, ROBBERY, AND/OR EXTORTION EC § 48900 (e) (g) (l) | (g) Caused or attempted to steal school property or private property. (l) Knowingly received stolen school property or private property (Possession of stolen goods). | <ul style="list-style-type: none"> ✓ Suspension EC § 48900 (e) (g) (l). ✓ Restitution to Victim/Community Service. ✓ /Police Intervention PC 211s, 422, 459, 484, 487, 488, 496. ✓ Expulsion Recommendation. |
| 8. TOBACCO EC § 48900 (h) EC § 48901 | (h) Possessed or used tobacco or nicotine products: Cigarettes, cigars, mini cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel or electronic cigarettes/vaping products. | <ul style="list-style-type: none"> ✓ Suspension Code (h) ✓ Police Citation PC 308 (b). ✓ Referral to Smoking Cessation Program. ✓ Suspension EC § 48900 (h). ✓ Referral to Counseling. |
| 9. PROFANITY & VULGARITY OBSCENITY EC § 48900 (i) | (i) Committed an obscene act or engaged in habitual profanity or vulgarity: Indecent exposure (may/may not be sexual harassment), mooning, urinating in public, possession of pornographic literature or use of pornographic Internet websites, lewd or obscene gestures | <ul style="list-style-type: none"> ✓ Teacher warning; Teacher suspension; Detention or Suspension. ✓ Administrative Conference. ✓ Suspension Automatic if profanity is directed toward a school official EC § 48900 (i). ✓ Police Intervention. PC415(3), 647 |
| 10. PARAPHERNALIA EC § 48900 (j) HSC 11364 | (j) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia: Lighters, pipes, smoking or injecting devices, syringes, Zig Zags (rolling papers), roach clips, bowls, bongs, vaping pens/juice. | <ul style="list-style-type: none"> ✓ Suspension EC § 48900 (j). ✓ Referral to Counseling. ✓ Police Intervention.PC308(b) B&P4140 ✓ Expulsion Recommendation. |
| 11. DISRUPTION & DEFIANCE EC § 48900 (k) EC § 48900.4 | (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Unlawful assembly, inciting riot. Cheating, bus misconduct, classroom disruption, not complying with assigned discipline consequence, forgery, gambling, littering, throwing objects, setting-off fire alarm. | <ul style="list-style-type: none"> ✓ Teacher warning; Removal from class/activity; Teacher suspension. ✓ Detention or In-House Suspension. ✓ Administrative Meeting and Counseling. |

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| | | ✓ Suspension EC § 48900 (k); 48900.4 – creating hostile environment. ✓ Expulsion recommendation for repeated violation. ✓ Police Intervention: Resisting or obstructing a police officer - 148 |
| 12. SEXUAL ASSAULT OR BATTERY EC § 48900 (n) | (n) Committed or attempted to commit a sexual assault, or committed a sexual battery: Rape, sodomy, child molestation, statutory rape. Refer to PC 243.4, 261 - 269, 286, 288. | ✓ Suspension EC § 48900 (n). ✓ Police Intervention PC 243.4, 261 - 269, 286, 288. ✓ Expulsion Recommendation. |
| 13. WITNESS HARASSMENT OR INTIMIDATION EC § 48900 (o) | (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding...(for prevention of being a witness or retaliation for being a witness) | ✓ Suspension EC § 48900 (o). ✓ Police Intervention, PC 136.1 |
| 14. HAZING EC § 48900 (q) EC § 32050 | (q) Engaged in or attempted to engage in hazing as defined in EC § 32050. Hazing: Initiation into school/student body clubs or organizations in a manner that causes or is likely to cause bodily damage, harm, degradation, disgrace, or physical or mental harm to a student. | ✓ Suspension EC § 48900 (q). ✓ Police Intervention PC 242, 212.5., 245.6 ✓ Expulsion Recommendation. |
| 15. BULLYING EC § 48900 (r) | (r) Engaged in act of bullying. See page 48 for extensive definition. <ul style="list-style-type: none"> • Physical or verbal act • Directed toward one person or a group of people • Cyber-bullying via electronic device/app • Affects academics • Affects participation in school activities, services, or programs • Causes physical or mental harm | ✓ Detention -- depending on severity ✓ Saturday School – depending on severity ✓ Suspension EC § 48900 (r). |
| 16. ELECTRONIC SIGNALING & OTHER DEVICES EC § 48901.5, EC § 48900 (k). | (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. (b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (<i>Amended by Stats. 2002, Ch. 253, Sec. 2. Effective January 1, 2003.</i>) (For more detail see pgs 42-43) | ✓ 1 st Offense: Confiscation of device. Student reminded of policy and device returned at the end of the day. ✓ 2 nd Offense: Confiscation of device. Parent/Guardian contacted to pick up device. ✓ 3 rd Offense: Confiscation of device. Parent/ Guardian contacted to pick up device. Detention ✓ Subsequent violations: Sat. School ✓ Suspension for defiance EC § 48901.5, 48900 (k). |

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| 17. SEXUAL HARASSMENT EC § 48900.2 PC 212.5 <i>Grades 4 to 12</i> | Committed acts of sexual harassment: Unwanted sexual advances; sexual favors; sexual gestures, objects, or pictures; touching, assault; pantsing; derogatory comments, slurs, or jokes. | ✓ Suspension EC § 48900.2. ✓ Police Intervention PC 243.4. ✓ Expulsion Recommendation. |
| 18. HATE VIOLENCE EC § 48900.3 <i>Grades 4 to 12</i> | Caused, attempted to cause, threatened to cause, or participated in any act of hate violence (expression of hostility due to race, gender, religion, disability, nationality, sexual orientation): Racial slurs over time, e-mail, insults, taunts, posting or distributing posters or leaflets, jokes, physical assault, vandalism, telephone calls, cross burning, destroying religious symbols. | ✓ Suspension EC § 48900.3. ✓ Police Intervention PC 422.6 - 422.76, 628.1. ✓ Expulsion Recommendation. |
| 19. HARASSMENT EC § 48900.4 | Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students or school employees: Stalking, kidnapping. | ✓ Suspension EC § 48900 (o) (r), 48900.4. ✓ Referral to Counseling. ✓ Expulsion Recommendation. Possible Police Report for Intimidating a Witness PC136.1 |
| 20. TERRORISTIC THREATS EC § 48900.7 | Made terroristic threats against school officials, students, staff, or school property, or both, written or oral that could result in death, great bodily injury, or property damage in excess of \$1,000, even if not carried out. Person is in sustained fear of his or her own safety or family's safety. | ✓ Suspension EC § 48900.7. ✓ Police Intervention PC 422. ✓ Expulsion Recommendation. |
| 21. DRESS CODE EC § 48900 (k) | Violation of school dress code policy as outlined in the Student Handbook. | ✓ Dress changed/Accessory seized ✓ Parent/Guardian notified. ✓ Driven home to change ✓ Detention ✓ Saturday School ✓ Suspension EC § 48900 (k). |
| 22. ATTENDANCE EC § 48260, EC § 48262, EC § 48264.5 (a) Disruption of school activities EC § 48900 (k) | Left campus during school day without obtaining permission through the attendance office first; no hall pass, left class without permission. Truant from school or contributed to the truancy of other students. | ✓ Detention/Sat. School/Suspension. ✓ Truancy Letters/SART. ✓ Police Citation EC § 48264.5 (a) - ages 13 and above. ✓ Referred to SARB EC § 48320. ✓ Referred to District Attorney Mediation/Juvenile Court. |
| 23. VISITORS/TRESPASSING/ CAMPUS DISRUPTION/THREATS, ASSAULTS TO SCHOOL OFFICIALS EC § 32211, 44811, 44014 | Invited visitors to school for any reason during the school day; loitering/unauthorized presence on campus; threats to school officials by parents or adults; students visiting campus during suspension or expulsion period or during vacation period without permission | ✓ Visitor escorted off campus. ✓ Persona non grata declaration/Restraining Order. ✓ Police Intervention/Citation - Trespassing PC 626.7-626.9; Threats to school officials: PC 71; Terroristic Threats: PC 422. |
| 24. DRIVING OR PARKING ON/NEAR CAMPUS | Reckless driving Speeding Parking in staff designated areas or illegal parking Parked in school lot without permit Blocking driveway | ✓ Detention ✓ Possible suspension ✓ Banned from parking on campus ✓ Police citation: Reckless driving – 505; Speeding or racing- 510; Illegal parking -586; Vehicle blocking driveway; |

PGHS EMERGENCY SUPPLY LIST

By Location

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| Evacuation Site Emergency Supplies Location: Supply Room outside the Locker rooms facing the Stadium. | Contents: <ul style="list-style-type: none"> ● Evacuation Site Command Board Bag ● Student Release Information Bag ● First Aid Bag with Supplies ● Search and Rescue Bag (Flashlights, Gloves, Masks) | <ul style="list-style-type: none"> ● First Aid Kit ● Tarp ● 7 Safety Helmets ● Student/Staff Bag with vests, gloves and first aid supplies ● Student Release Banner/Tables |
| Classroom Red Emergency Duffle Bag Kits Location: Inside Every Classroom | <ul style="list-style-type: none"> ● Batteries ● Water ● Bandages ● Flashlight ● Plastic Gloves ● Paper Towels ● Plastic Cups ● Whistle ● Blanket ● Sanitary Products ● Tarp | <ul style="list-style-type: none"> ● First Aid Manual ● Wipes ● Cold Packs ● CPR Shield ● Eye cups ● Safety Pins ● Scissors ● Tweezers ● Kleenex ● School Map ● Procedures ● ID TAGS |
| Classroom Black Box Emergency Kit Location: Inside Every Classroom | <ul style="list-style-type: none"> ● Bandages ● Dressings ● Gauze ● Eye wash and Pads ● Rations ● Double Stick Tape ● Light Sticks ● Water Pouches ● Lock Blok | <ul style="list-style-type: none"> ● First Aid Guide ● Cold Compress ● CPR Face shield ● Gloves ● Scissors ● Tweezers ● Blankets ● Bio hazard bag ● Clipboard with Emergency Procedures, Rosters and Red/Green Vests |

PGHS EMERGENCY SUPPLY LIST

By Location

| Administration Office Emergency Supplies | | |
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| Location: Front Office | <ul style="list-style-type: none"> • 6 Hand Radios • Black Emergency Box | <ul style="list-style-type: none"> • Safe School Plan • Bull Horn • Defibrillator |
| Location: Attendance Office | <ul style="list-style-type: none"> • Student Rosters • Emergency Cards • Black Emergency Box/Clipboard | <ul style="list-style-type: none"> • Radio • Attendance Clipboards • Student Information Binder |
| Location: Nurse's Office | <ul style="list-style-type: none"> • Student Medication • Confidential Student Health Concerns List | |

PGHS Crisis Teams 2020-2021

| Site Incident Commander: Location: JV Baseball Field or Breaker Stadium for student release | Lito García Shane Steinback / Justin Hankes (SRO) (alternate) | Role: - overall management and coordination of emergency operations from command center - requests and allocates resources - activates communications, disseminates emergency public info, warnings - ensures specials needs student needs are met - sets up media area – but does not give statements to media | Materials: - Radio - Emergency Response Bag (Black) to Command Center |
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| Jill Houston Johanna Biondi (alternate) Barbara Martinez, PGUSD Safety Director (Matt.Kelly, PGUSD Maint. Alternate) | | - public information officer (tells media what to tell parents/community) | |

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| Communication Recorder (District office support) | Jill Houston Denise Engles (Radio) | <p>Role:</p> <ul style="list-style-type: none"> - makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public - carries messages to command center/IC and to District Safety Director - initiates phone tree; answers phones - disseminates info to staff - calls in resources as needed - reports to IC frequently <p>Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported.</p> | <p>Materials:</p> <ul style="list-style-type: none"> - Radio (1) - Cell phone(s) - Phone tree list - Local service providers list with contact info |
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| Student Release: Location: Stadium Entrance Gate near ticket booth (PGHS) | Margaret Rice DiAnna Gamecho Summer Coe Felicia Afifi | Role: - Implements & monitors student release (needs emergency cards/Illuminate access) - monitors & supervises volunteers - coordinates with public safety - Sets up boundaries, manages crowds (cones, ropes) - controls foot and vehicle traffic - reports to IC frequently | Materials: - Radio (3) - Emergency Cards - blank Student Release Forms - Signs to mark "Student Release Area" - Tables, chairs (2) - Master roster of students and staff (current attendance noted) - clipboards, pens, clerical supplies - blank signage materials (poster board) - duct tape |
| First Aid/Basic Needs: Location: Tennis Courts or Stadium Field House | Katrina Powley, PGUSD Nurse (if available) Tammy Kirmil, Health Clerk (if available) Larry Haggquist | Role: - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coord. with Red Cross) - reports to IC frequently | Materials: - First Aid supplies from the supply room by GYM (in addition to red backpacks) - medication from Health Office - self-adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/First Aid guidelines |

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|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Search and Recover: | <p>Lori Aiello (key) Dan Powers (Band,Café,A & B Wings)</p> <p>Bob Howell Nick Lackey (Port./E & F Wings)</p> <p>Isaac Rubin Travis Selfridge (C, D & I Wings+ Lib)</p> <p>Chris Morgan Todd Buller (KL, N, & O Wings)</p> | Role: <ul style="list-style-type: none"> - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently | Materials: <ul style="list-style-type: none"> -Radio (3) - Site map with search plan, clipboard - hard hat, gloves, whistle, master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape |
| Facilities: | <p>Miguel Soria (After checking in with Incident Commander and gates are opened for Stadium, if needed)</p> <p>Matt.Kelly</p> <p>Cliff Houston (Alternate)</p> <p>PGUSD Maint. Crew (Alternate)</p> | Role: <ul style="list-style-type: none"> **must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment - shut off valves if advised to do so (gas, water, power) - check safety of facilities, lock/unlock doors - bring out supplies or resources - provide maps and info to public safety agencies - coordinate with public safety to determine when building is safe to enter - security of building - tracks damages and monitors all equipment/supplies - reports to IC frequently | Materials: <ul style="list-style-type: none"> - Radio - hard hats, gloves, whistle - master key - site maps - duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench) |

| | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student Monitoring: Marc Afifi Vivian Bliss Nicole Bulich Kathy Buller Adrienne D'Amico Joe D'Amico Jenn Erickson Lisa Filcek Lauralea Gaona Becky Goldfinch Karinne Gordon Justus Grate Jessica Grogan Jenna Hall Theresa Hruby Desma Johnson Matt Kelly (Art) Celia Lara Marel Levi Sunny Lee Amanda Mello Donna O'Donnell-Smith Tony Payan Natasha Pignatelli Maddie Portela Sally Richmond Margot Samuels Katie Selfridge Kim Shurtz | | Role: - accounts for all staff, students, & visitors - keeps everyone safe in a manageable location - supervise all students if team leaders need to assemble their teams - coordinate with student release | Materials: - Rosters of students w accurate attendance -Red/Green vest or cards for identifying missing students (red) or all present (green) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

PACIFIC GROVE HIGH SCHOOL 2019-2020 Safety Drills & Activities - Calendar

| Day, Date | Time | Length of Activity | Type |
|-------------------|-------------|---------------------------|-----------------------------------------------------------------------------------------------------------------------|
| August 8, 2019 | 8:27 A.M. | 60 minutes | Evacuation/Handbook Overview |
| August 13, 2019 | 11:32 A.M. | 63 minutes | Evacuation Drill to JV Baseball. Parent pick up Drill to Football field. Video to all students on Lockdown procedure. |
| October 9, 2019 | 3:30pm | 120 minutes | Parent Engagement Seminar (Adult School) |
| Sept. 11, 2019 | 7:00 P.M. | 90 minutes | Coffee with the Principals – School Safety Focus |
| October 24, 2019 | 10:28 A.M. | 10 minutes | Drop, Cover, and Hold On: Earthquake The Great American Shake Out Earthquake Drill |
| February 13, 2020 | 10:28 A.M. | 20 minutes | Secure Campus Drill |
| February 30, 2020 | 7:00 P.M. | 90 minutes | Coffee with the Principals – School Safety Focus |

***PACIFIC GROVE HIGH SCHOOL 2020-2021 Safety Drills & Activities - Calendar**

| Day, Date | Time | Length of Activity | Type |
|--------------------------------------|-------------|---------------------------|-----------------------------------------------------------------------------------|
| August 3 - 7, 2020 | 8:00 A.M. | Total 120 minutes | On Campus Protocol and Evacuation/Handbook Overview |
| August 6 -7, 2020 | 6:30 P.M. | Total 120 minutes | Student Orientation |
| August 10, 2020 | 9:30 A.M. | 60 minutes | Safety Committee Meeting |
| October 5, 2020 | 12:00 P.M. | 60 minutes | Coffee with the Principals – Potential school reentry plan, safety procedures |
| December 8, 2020 | 4:00 P.M. | 60 minutes | Coffee with the Principals – Phase I, II, and III reentry plan, safety procedures |
| TBD (X2) | 4:00 P.M. | 60 minutes | Coffee with the Principals |
| Board Meeting, Site Council Meetings | Varies | Varies | COVID protocol and updates |



THE BIG FIVE

Pacific Grove Unified School District

SCHOOL EMERGENCY GUIDELINES IMMEDIATE ACTION RESPONSE

Immediate Action Response: The Big Five

RESPONSE

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY

- ☐ Remain calm and speak slowly and clearly
- ☐ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- ☐ Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ☐ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ☐ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ☐ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ☐ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.



Immediate Action Response: The Big Five

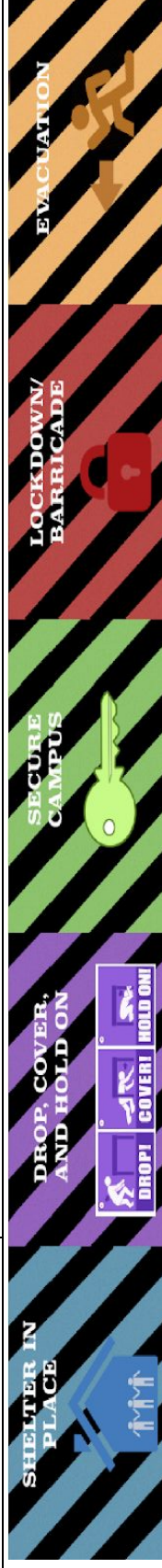
IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSES: THE BIG FIVE

| ACTION | DESCRIPTION |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SHELTER IN PLACE | Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units |
| DROP, COVER & HOLD ON | Implement during an earthquake or explosion to protect building occupants from flying and falling debris |
| SECURE CAMPUS | Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned |
| LOCKDOWN / BARRICADE | Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement |
| EVACUATION | Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a predetermined safe location |



Immediate Action Response: The Big Five

SHELTER IN PLACE

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

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ☐ External Chemical Release
- ☐ Fire in the Community
- ☐ Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ☐ Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- ☐ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ☐ Requires an understanding that any gaps around doors and windows may need to be sealed
- ☐ Allows for free movement within classrooms or offices



Immediate Action Response: The Big Five

SHELTER IN PLACE

STAFF ACTIONS:

- ☐ Immediately clear students from the halls. Stay away from all doors and Windows
- ☐ Keep all students in the classroom until further instructions are received. Support those needing special assistance
- ☐ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- ☐ Take attendance and call or email status to school secretary, according to site protocol

Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ☐ Must be practiced for immediate and automatic response
- ☐ Is the single most useful action to protect oneself in an earthquake
- ☐ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- ☐ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- ☐ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ☐ Requires alert attention to aftershocks
- ☐ Requires that staff and students assist those with special needs to ensure safe cover for all

Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: INSIDE

- ☐ At first recognition of an earthquake, instruct students to move away from Windows
- ☐ Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- ☐ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from windows and other glass
- ☐ Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- ☐ Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ☐ When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- ☐ Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

STAFF ACTIONS: OUTSIDE

- ☐ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- ☐ Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

Place head between the knees; cover back of neck with arms and hands



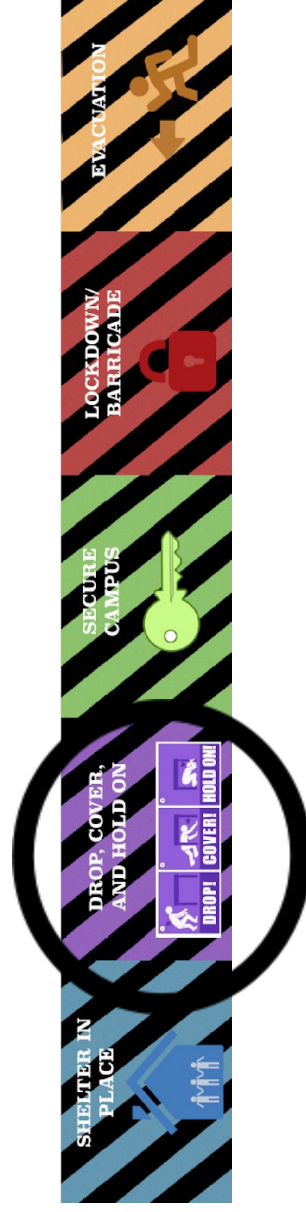
Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: OUTSIDE

- ☐ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- ☐ Remain in place until shaking stops or for at least 20 seconds
- ☐ Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ☐ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol

Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



Immediate Action Response: The Big Five

SECURE CAMPUS

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

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

- ☐ Potential threat of violence in the surrounding community
- ☐ Law enforcement activity in the surrounding community

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

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

SECURE CAMPUS:

- ☐ Is intended to prevent a potential community threat from entering campus
- ☐ Heightens school safety while honoring instructional time
- ☐ Requires that **all** exterior classroom / office doors are locked and remain Locked
- ☐ Is intended to prevent intruders from entering occupied areas of the Building
- ☐ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



Immediate Action Response: The Big Five

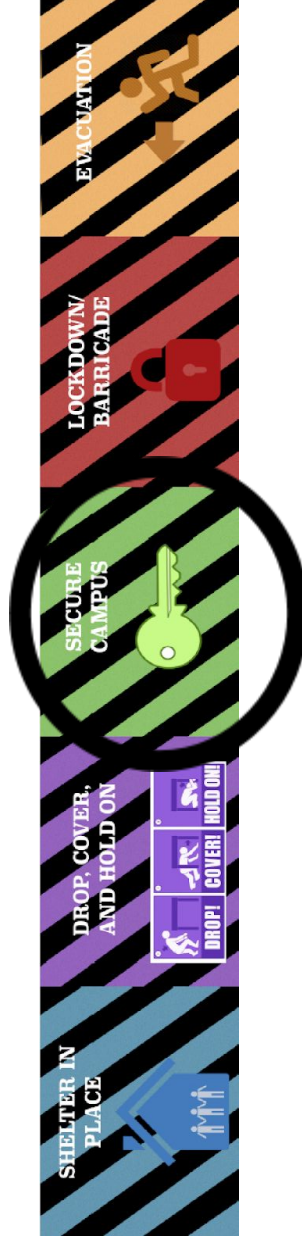
SECURE CAMPUS

STAFF ACTIONS:

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

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

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- ☐ Proceed to pre-determined classroom location as quickly as possible
- ☐ Once inside, take attendance to ensure all students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- ☐ Gunfire
- ☐ Threat of extreme violence outside the classroom
- ☐ Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN / BARRICADE:

- ☐ Is a response to an immediate danger; it is **not** preceded by any warning
- ☐ Demands quick action; an active shooter, for example, can fire one round per second
- ☐ Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- ☐ If it is possible to safely **get off campus** with students, take that action immediately (Run)
- ☐ If it is not possible to get off campus, **quickly lockdown** inside a safe room and **barricade** the entrance (Hide)
- ☐ Once a room is secured, no one is allowed to enter or exit under any Circumstances
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

“THINK ON YOUR FEET”

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff. In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape / Get Off Campus

- ☐ Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- ☐ Guide/instruct others you encounter on the way to follow you to safety
- ☐ Call 911 immediately to report location and request emergency services if necessary
- ☐ Once in a safe place – stay there

Hide / Lockdown/Barricade

- ☐ Clear all hallways; get students and staff inside immediately
- ☐ Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- ☐ Direct all those in the room to remain still and quiet; turn off/silence cellphones
- ☐ If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight

- ☐ If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- ☐ There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- ☐ Fighting back is NOT an expectation, merely one option for a last resort response



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- ☐ Lock and close the door and barricade with heavy objects
- ☐ Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- ☐ Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- ☐ Silence all cell phones
- ☐ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- ☐ **Only** if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- ☐ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document on appropriate form
- ☐ Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- ☐ Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours



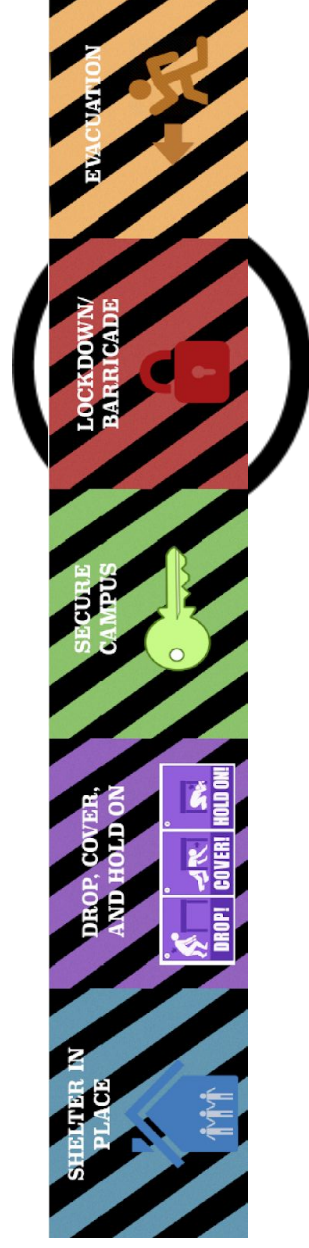
Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- ☐ Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- ☐ Do **not** chase students that run. Let them go
- ☐ Do **not** go into rooms that cannot be secured and offer no way out
- ☐ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Instruct students to stay quiet and out of sight
- ☐ Silence all cell phones
- ☐ Turn off television, LCD projector, document camera, etc.
- ☐ Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- ☐ **Only if** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- ☐ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document on appropriate form
- ☐ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hou



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

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

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off-Site Evacuation Location
- ☐ Follow pre-arranged evacuation route to evacuation location
- ☐ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- ☐ Upon arrival at the pre-arranged location, take attendance
- ☐ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ☐ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement



Immediate Action Response: The Big Five

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

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

- ☐ Bomb threat
- ☐ Chemical accident
- ☐ Explosion or threat of explosion
- ☐ Fire
- ☐ Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, **EVACUATION** will be preceded by a “**DROP, COVER and HOLD ON**” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ☐ Requires exit from the building to a designated safe site, on-campus or off-site
- ☐ May require that students and staff rely on district bus transportation
- ☐ May require staff to exit via alternate routes based on circumstances
- ☐ Requires that students remain with assigned teachers unless circumstances prohibit that
- ☐ Requires that staff and students assist those with special needs to ensure for safe egress of all



Immediate Action Response: The Big Five

EVACUATION

STAFF ACTIONS:

- ☐ Prepare students to leave all belongings and calmly exit the building
- ☐ Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”
- ☐ Remove staff ID placard from emergency materials and put it on
- ☐ Ensure that the door is closed, but **unlocked**
- ☐ Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- ☐ If necessary, one “Buddy Teacher” will evacuate both classrooms
- ☐ Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- ☐ Emphasize that the class stay together en route to the Evacuation Assembly Area
- ☐ Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- ☐ Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- ☐ According to site protocol, take attendance once class is safely in assembly location
- ☐ According to site protocol, report missing students
- ☐ Remain in the Evacuation Assembly Area until further instructions
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



Immediate Action Response: The Big Five

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

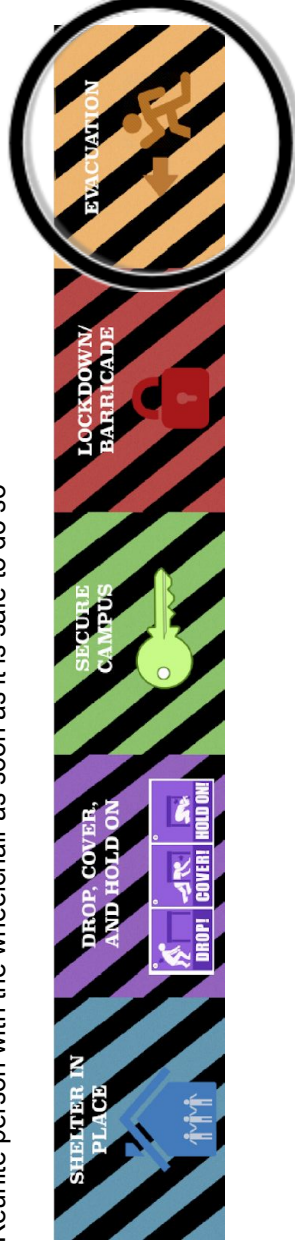
- ☐ Announce the type of emergency
- ☐ Offer arm for guidance
- ☐ Tell person where you are going, obstacles you encounter
- ☐ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ☐ Turn lights on/off to gain person's attention –OR–
 - ☐ Indicate directions with gestures –OR–
 - ☐ Write a note with evacuation directions
- ##### **To evacuate individuals using crutches, canes or walkers:**
- ☐ Evacuate these individuals as injured persons
 - ☐ Assist and accompany to evacuation site, if possible –OR–
 - ☐ Use a sturdy chair (or one with wheels) to move person –OR–
 - ☐ Help carry individual to safety

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electrical respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ☐ Reunite person with the wheelchair as soon as it is safe to do so



EMERGENCY TELEPHONE NUMBERS

(If dialing from school phones, dial “9-9” before dialing the number)

| | |
|-----------------------------------------------------|-------------------------|
| Police | 911/831-648-3143 |
| Sheriff | 911 |
| Fire Department | 911/831-648-3143 |
| Paramedics | 911/831-648-3143 |
| C.H.O.M.P | 831-624-5311 |
| | 831-625-4900 |
| Pacific Grove Unified School District Office | 831-646-6509 |
| Red Cross Monterey Chapter | 831-624-6921 |
| District Transportation | 831-646-6643 |
| District Maintenance | 831-646-6537 |
| California High Patrol | 831-796-2100 |
| Poison Control | 800-784-2433 |
| | 800-222-1222 |
| Child Protective Services | 831-755-4661 |
| PG&E | 800-743-5000 |
| (Outage Information) | 800-753-5002 |
| Cal-Am Water | 888-237-1333 |
| | 831-373-3051 |
| Animal Control | 831-648-3100 |





Move to Breaker Stadium if Student Release is necessary. PE leads and sits on home side at The Field House end and B-Wing sits on Home Side at Ticket Booth end. Teachers re-take role and wait for de-brief at stadium.

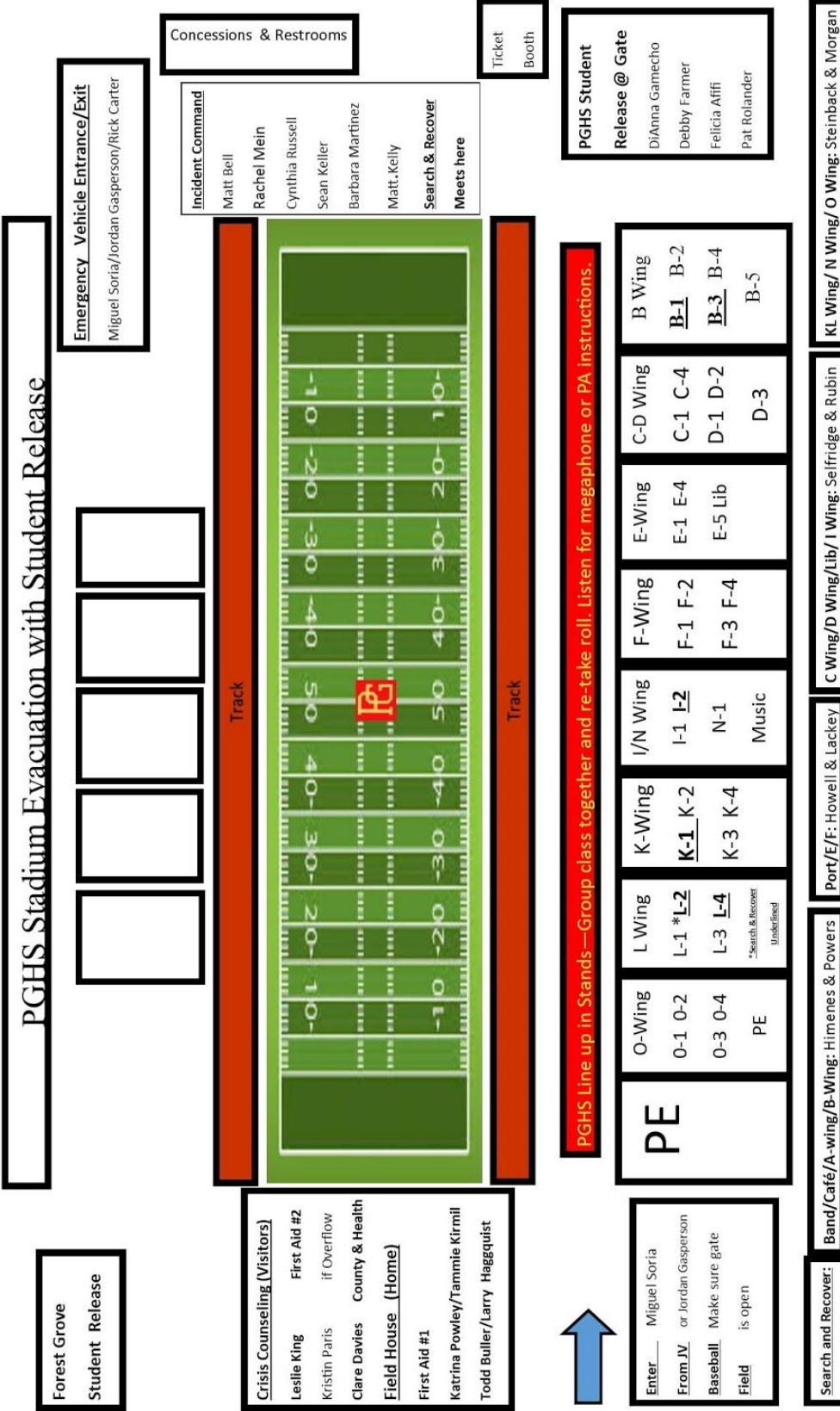
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|-----|-----|-----|-----|-----|-----|-----|--------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------------|---------------------------------|
| F-1 | F-2 | F-3 | F-4 | I-1 | I-2 | N-1 | Music: | Band/Orch/Tech | K-1 | K-2 | K-3 | K-4 | L-1 | L-2 | L-3 | L-4 | O-1 | O-2 | O-3 | O-4 | PE 9 th or Dance | PE 10 th or Strength |
|-----|-----|-----|-----|-----|-----|-----|--------|----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----------------------------|---------------------------------|

= **Teacher location** EVEN if you are on prep. Please stay in FRONT of your line so front office can see your location and do not block vision of another line.

We Need to SEE You!
Instructional Assistants
A-Wing
Teachers Assistants
(T.A.s)
Administration
Classified Staff

**ENTER
HERE**

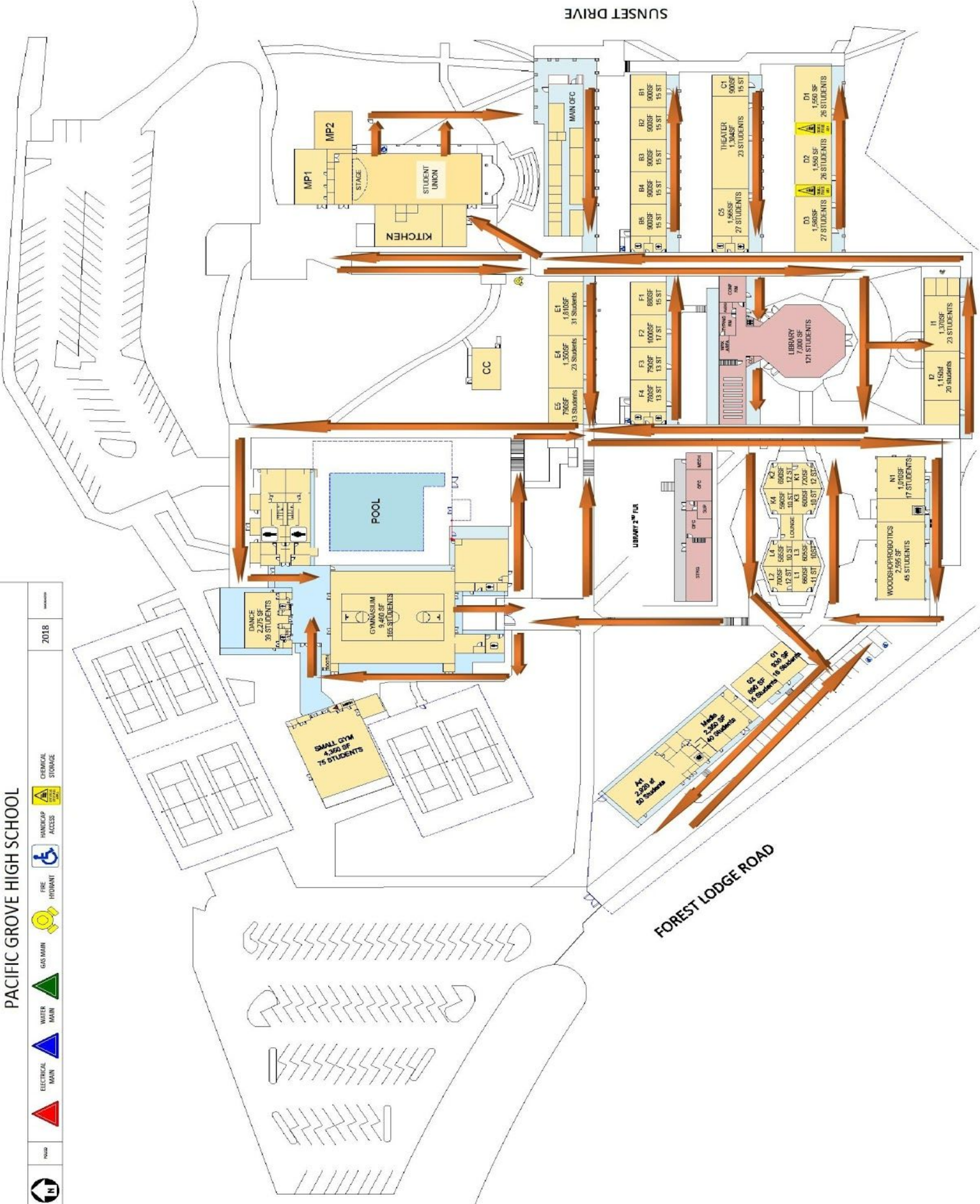
Look for Red (stay) or Green (release back to class) flag in this location.

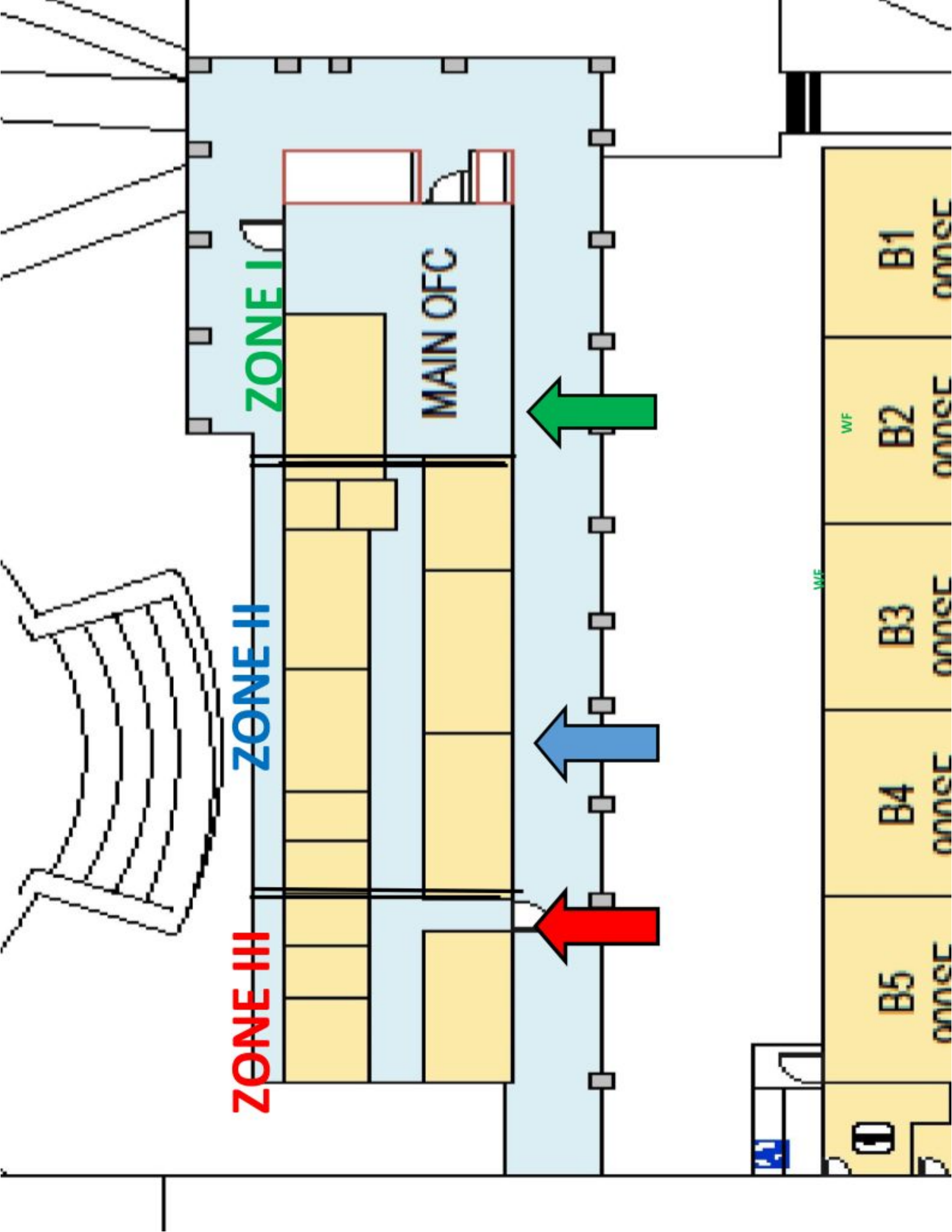


PACIFIC GROVE HIGH SCHOOL



2018





PGUSD Parent Guide to COVID-19

Protocols and Procedures - 2020-2021 School Year

Frequently Asked Questions

In preparation for in-person learning, we have provided the following frequently asked questions regarding our health guidelines and protocols. We look forward to seeing your children at school!!

- 1. How has PGUSD prepared to have staff and students back on campus safely?*
- 2. What will PGUSD provide to students to ensure their health and safety while on campus?*
- 3. What supplies has PGUSD provided to staff members so to ensure their health and safety?*
- 4. What is PGUSD providing to classrooms so that they remain properly disinfected?*
- 5. How is PGUSD following health guidelines while staff and students are on campus?*
- 6. How do I know if my child is well enough to come to school?*
- 7. My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?*
- 8. When my child comes to school, what is the check-in procedure?*
- 9. When would my child have to go home from school?*
- 10. If a student becomes ill at school, how does the school handle it?*
- 11. How long should a student stay at home when ill?*
- 12. How would I know if my student has been exposed to COVID-19?*
- 13. What happens when a student is exposed to a positive case of COVID-19 based on guidelines for close contact?*
- 14. What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?*
- 15. If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?*
- 16. What is the school plan if a student or staff member becomes infected with COVID-19?*
- 17. What happens if a family member or someone in close contact (outside of school) with a student or staff member tests positive for COVID-19?*
- 18. What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?*

19. *If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?*
20. *How will information about COVID-19 cases and other medical information be handled by the school?*
21. *When would the district decide to close a school because of COVID-19?*
22. *When would the district decide to close all of the schools because of COVID-19?*
23. *If a school is closed for in-person learning, when may it re-open?*

1. How has PGUSD prepared to have staff and students back on campus safely?

PGUSD has partnered with MCOE and other health vendors to provide all required PPE, sanitation, and health protocols for all students and staff who are on campus for in-person learning. We also have developed a district safety plan to address health and disinfection procedures according to California Department of Health guidelines.

2. What will PGUSD provide to students to ensure their health and safety while on campus?

1. Each student participating in on-campus instruction will be provided a mask packet (quart-size ziploc bag) of 2 reusable cloth face coverings and 2 disposable face coverings. An instruction sheet is included in each packet for wear and care. Please follow all instructions. Students are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness and should fit snugly over the nose and chin without sliding down the face. The covering should be free of gaps on the side, bottom, or top.
2. Each classroom is provided one or more of the following: Hand washing station, hand sanitizer dispenser, and hand sanitizer pump bottle along with alcohol-based wipes as needed.

3. What supplies has PGUSD provided to staff members to ensure their health and safety?

1. Each staff member is provided with cloth face coverings, disposable face coverings, and face shields. Designated staff in the Health, Special Education, and Main Office departments will have additional PPE such as KN95 masks, transparent window masks, and disposable gowns along with disposable gloves.
2. Staff are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness. They should fit snugly over the nose and chin without sliding down the face and be free from gaps on the side, bottom, or top.

4. What is PGUSD providing to classrooms so that they remain healthy and clean?

Each classroom has either a hand washing station, hand sanitizer dispenser, or hand sanitizer pump bottle(s). Each classroom will have alcohol-based wipes available as needed. Custodial staff will provide thorough disinfection of each classroom daily on a regular basis and for high-touch areas throughout the day. Classrooms can be ventilated through opening doors and windows during student instruction.

5. How is PGUSD following health guidelines while staff and students are on campus?

All students and staff must wear face coverings at all times on campus unless they have a valid medical exemption. All students and staff will adhere to social distancing of at least 6 feet wherever possible both inside and outside. Students will be reminded to wash/sanitize their hands frequently along with staff members.

6. How do I know if my child is well enough to come to school?

Your child should be free of illness symptoms either that you see or that they complain of other than what they normally experience, particularly if they have a diagnosed chronic medical condition such as allergy or asthma. Keep a child home if they manifest with a 100.4 or higher temperature, headache, chills, cough, sore throat, congestion (not related to asthma or allergies), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, fatigue, stomach ache, diarrhea, or if they just don't look well and are not acting themselves.

7. My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?

Your child's school site should be provided with documentation from their healthcare provider with any health condition which manifests with symptoms that mimic contagious illness. The medical documentation must include diagnosis, description, and current treatments including medication in order to verify that their condition is not related to contagious illness. If you have any questions, please contact Katrina Powley, District Nurse at kpowley@pgusd.org or (831) 646-6514

8. When my child comes to school, what is the check-in procedure?

Each student should arrive at school with their face covering securely on if no medical exemption. They will have their temperature taken before entering the classroom by either a health staff member, teacher, teacher's assistant, or main office staff member. At that time, the staff member will also do a visual check to ascertain if the child has the following symptoms: temperature of 100.4 or higher, headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, or fatigue. If the child's

temperature is within normal range and they do not have the above symptoms, they may proceed to the classroom. Upon entering the classroom, they will be instructed to wash or sanitize their hands.

9. *When would my child have to go home from school?*

Upon check-in, the child exhibits the following symptoms: temperature of 100.4 or higher, headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, fatigue, or if the child develops any of these symptoms, especially a combination of any of the above symptoms while at school.

10. *If a student becomes ill at school, how does the school handle it?*

- Teacher notifies the office that a sick child is coming.
- Nurse/Health clerk greets the student outside of the office.
- Nurse/Health clerk takes student to a designated isolation room for assessment
- If symptomatic, nurse/health clerk contacts parent for student pickup.
- Parent/guardian must be available to pick up their child within 15 minutes of school phone call.
- Parent will be instructed to keep student at home until no signs or symptoms of illness for at least 24 hours without over-the-counter medication. Parent should contact healthcare provider if illness symptoms persist after 2 days of symptom onset.
- School and classrooms will remain open unless a positive case of COVID-19 is confirmed (see further sections below).

11. *How long should a student stay at home when ill?*

As of July 20, 2020, the CDC recommends that all persons must be free of illness symptoms for at least 24 hours without the use of fever-reducing or other over-the-counter medication.

12. How would I know if my student has been exposed to COVID-19?

Please note: Contact with a positive case does not equate to a positive case. A person is considered to have been exposed to COVID-19 if they were within close contact of a confirmed infected person (within 6 feet) for at least 15 minutes starting from two days before illness onset (or, for asymptomatic people, two days prior to specimen collection).

Additional factors that are considered when determining exposure include: Proximity (how close were the individuals together); Duration of close contact (longer exposure time likely increases exposure risk); Whether the positive individual is symptomatic (coughing likely increases exposure risk); Whether either the case patient or contact were wearing face coverings and what type of face covering.

13. What happens when a student is exposed to a positive case of COVID-19 based on guidelines for close contact?

The student would self-quarantine for 14 days and be monitored for symptoms of COVID-19. Student testing for COVID-19 is recommended, especially if illness symptoms develop.

14. What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?

According to the CDC, persons who never develop symptoms can discontinue quarantine (isolation) 10 days after the date of their positive test, however, two negative test results 24 hours apart may be prescribed by healthcare provider before student returns to school.

15. If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?

CDC guidelines state up to 20 days or beyond until symptoms resolve or improve significantly as specified by a healthcare provider. In addition, healthcare provider may specify two negative test results 24 hours apart before student returns to school.

16. What is the school plan if a student or staff member becomes infected with COVID-19?

Information is reported to school administrator and district nurse who then contacts the Monterey County Health Department. All positive COVID-19 test results are reported to the Monterey County Health Department who then initiates contact tracing and

assigns a case worker to the individual/family with a positive COVID-19 test result. The case worker provides instructions and guidance to the individual/family throughout illness and quarantine period.

Positive individual isolates for at least 10 days from onset of symptoms or date of COVID-19 test (specimen collection).
Phone call and school communication letter to school site families.
Classroom CLOSED for 14 days from last exposure. School remains OPEN.
Classmates of students and staff quarantine for 14 days and contact healthcare provider for guidance.

17. What happens if a family member or someone (outside of school) in close contact with a student or staff member tests positive for COVID-19?

Information is reported to school administrator and district nurse. The student or staff member should remain at home (or be sent home from school) and quarantine for 14 days. Contact healthcare provider for testing. School communication letter to families in affected classroom (s). School and Classroom OPEN.

18. What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?

Student or staff member may return to school 3 days after symptoms resolve according to provider discretion. 14 day quarantine still required if in close contact with COVID-19 positive case. School communication letter if prior testing awareness. School and Classroom remain OPEN.

19. If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?

Typically, no, unless any members of the sibling's cohort were considered a close contact of an individual with a positive COVID-19 test result. Standard guidance for isolation at home for at least 14 days after close contact with a person testing positive for COVID-19 only. Public health will determine who needs to be quarantined.

20. How will information about COVID-19 cases and other medical information be handled by the school?

All medical information and the status of student health will be kept confidential and only shared by those within the circle of confidentiality who need to be made aware of the health condition for communicating information to the health department and for contact tracing.

21. When would the district decide to close a school because of COVID-19?

Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

22. When would the district decide to close all of the schools because of COVID-19?

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department

23. If a school is closed for in-person learning, when may it re-open?

Schools may typically reopen after 14 days and the following have occurred:

- ☐ Cleaning and disinfection
- ☐ Public health investigation
- ☐ Consultation with the local public health department

(Source: MCOE Communication Toolkit 8/5/2020 [cdc.gov](https://www.cdc.gov) updates from 7/20/2020 and 8/10/2020)

**SAFE SCHOOLS
SAFETY & SECURITY ASSESSMENT**

Name of School: Pacific Grove High School **Date of Assessment** 10/27/2019 **Start Time** _____ **End Time** _____
Assessed By: Campus Supervisors/Administration **Community Partners & Guests:** Monterey County Emergency Response & PGPD

Directions: Evaluate your school with respect to each question by placing an X in the columns labeled YES or NO. Yes responses are indicators of safe school conditions.

| | YES | NO | COMMENTS |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|--------------------------------------------------------------------------------------------|
| 1. Adequate school zone & speed signage in surrounding area. | X | | Lighted crosswalk (Sunset Drive and 19 th Street) sensor needs adjustment. |
| 2. Neighborhood watch or partnership has been established. | | X | |
| 3. Vehicles drive appropriately in school zone. | X | | |
| 4. Sidewalks & crosswalks are available for student walkers. | X | | Rear of the school inadequate due to private parking lot for large commercial business. |
| 5. Neighborhood is considered safe and an asset to the school. | X | | |
| Recommendations: 1) Install larger drop off/Pick up signs both in front of Campus to mirror the rear entrance. 2) Crosswalks for back of school 3) Re-paint (large) directional arrows in parking lots and clear delineators. | | | |
| BUILDING EXTERIOR | YES | NO | COMMENTS |
| 1. Roofs are accessible only by a ladder. | X | | Most but not all. Old Ticket booth removed from side of gym for less access to gym roof. |
| 2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted. | X | | |
| 3. "Visitors Must Report To Office" signs are posted at all exterior entrances. | X | | Increased signs posted. Many entrances to school – almost impossible to post at all sites. |
| 4. Visitor entrance is clearly identified. | X | | Sign on Main Office Door. |
| 5. "Supervision Hours" signs are posted in prominent locations. | X | | |
| 6. Adequate lighting at all exterior entrances. | X | | |
| 7. Adequate lighting around building. | X | | |
| 8. School grounds are free of graffiti & trash. | X | | |

| | | | | |
|------------------------------------------------------------------------------------------|---|------------|-----------|-------------------------------------------------------------------|
| 9. Shrubs/foilage trimmed – good line of vision. | X | | | |
| 10. Exterior doors & locks are in good condition.. | X | | | Door to student store needs to be replaced per PGUSD maintenance. |
| 11. Exterior doors & windows are locked before & after school. | X | | | |
| 12. Exterior windows & locks are in good condition. | X | | | See other* |
| 13. Basement windows are protected – grills, etc. | | | | n/a |
| 14. Blinds/curtains closed in rooms containing computers & valuable equipment. | X | | | |
| 15. Outside entrances are numbered to direct emergency vehicles. | | X | | |
| 16. School grounds are fenced to prevent unauthorized vehicles & public access. | | X | | D-Wing –Gate added |
| 17. Dangerous equipment & utilities are protected & secured. | X | | | |
| 18. Exterior door to kitchen is kept locked, has peephole & adequate doorbell. | X | | | |
| 19. Exterior entrance to kitchen has adequate lighting. | X | | | |
| 20. Good visibility of bike racks from building. | X | | | |
| 21. Intercom Notification System works adequately in exterior gathering areas. | | X | | Marginal in certain areas; Cannot hear at exterior of O wing. |
| 22. Other: | | | | Librarian request for remote blinds |
| ARRIVAL & DISMISSAL | | YES | NO | COMMENTS |
| 1. Supervision is in place before students arrive. (note time of first student arrivals) | X | | | 7:20 and 8:20 |
| 2. Bus zones & parent drop-off/pick-up zones are separate. | X | | | |
| 3. Bus loading zones have restricted access & are clearly marked. | X | | | |
| 4. Bus area is supervised when students are present. (note time of first supervisor) | X | | | By Driver |
| 5. Parent drop-off/pick-up area is clearly marked. | X | | | |

| | | | |
|--------------------------------------------------------------------------------------------------------------------|---|------------|----------------------------------------------------------------------------------------------------|
| 6. Parent drop-off/pick-up area is supervised when students are present. | X | | |
| 7. Sidewalks are provided for student walkers. | | | Front yes, back no |
| 8. Crossing guards are provided to assist elementary children. | X | | |
| 9. Vehicles drive within appropriate speed limit. | X | X | Intermittent lighting throughout campus |
| 10. Adequate lighting in parking lots. | X | | |
| 11. Adequate number of parking spaces for staff & visitors. | X | | |
| 12. Student access to parking lot is restricted for Elementary & Middle School. | X | | |
| 13. Student access to parking lots is restricted to arrival/dismissal for high school. | X | | |
| 14. Student parking is available by permit only. | X | | |
| 15. Parking lot is supervised during arrival & dismissal. | X | | Intermittently – Mornings back lot (YES) |
| HALLS & COMMON AREAS | | | |
| 1. School rules are posted and clearly visible throughout school. | | YES | NO |
| 2. Students interviewed know school rules. | X | | |
| 3. Students wear visible hall passes when not in class (during class-time). | | X | Not all teachers having students using provided hall passes |
| 4. Halls are supervised during passing time. | X | | |
| 5. Common areas are supervised when students are present. | X | | |
| 6. Unused entrances are locked during school day. | X | | Rear gate to parking area is always open as it is a shared parking lot for two PGUSD campus sites. |
| 7. Halls & common areas are free of graffiti & trash. | X | | Have to love the campus Seagulls. |
| 8. Students adhere to school dress code. | X | | |
| 9. Students adhere to hands-off policy. | X | | |
| 10. Students interviewed know emergency procedures. | X | | |
| 11. Fire extinguishers are checked annually by fire inspection company. | X | | |
| 12. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in green zone, properly labeled.) | | X | Needs to be assigned to one person for compliance. |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------|---|------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 13. Fire extinguishers that are not visible have visible signage. | | X | Same as above | |
| 14. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.) | | X | | |
| 15. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide. | X | | | |
| 16. Exit doors open & close easily & exit signs are well lit. | X | | | |
| 17. Doors with panic hardware are free of locks/latches/chains. | X | | | |
| 18. Other: | | | | |
| CUSTODIAL ROOMS & PROCEDURES | | YES | NO | COMMENTS |
| 1. Mechanical rooms & custodial rooms are secured at all times. | X | | | |
| 2. Custodians carry two-way radio for communication with office & administration. | X | | | |
| 3. Custodians have been trained on building emergency procedures & participate in all drills. | X | | | |
| 4. Damage caused by graffiti, broken glass, and other vandalism are immediately repaired (before school opens). | X | | | |
| 5. Combustible waste materials are stored in non-combustible containers and emptied regularly. | X | | | |
| 6. Fire protection equipment is free of obstructions (alarm panels, fire extinguishers, sprinkler control valves.) | X | | | |
| 7. There is 18 inches of clearance below sprinkler heads. | X | | | Only newer, measure D buildings have sprinklers: D-wing, part of C Wing, Small Gym, Weight room, Dance Room, Locker Rooms, I-1 (Culinary), Kitchen (cafeteria) |
| 8. Attic scuttle openings are closed. | X | | | |
| 9. Breakers in electrical panels are labeled; spares are in off position. | X | | | |
| 10. Electrical panels have 36 inches of clearance. | X | | | |
| 11. All containers including spray bottles are properly labeled. | X | | | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|----------------------------------------------------------------|
| 12. MSDS notebook location is known & notebook is easily accessible. | X | | |
| 13. Procedures are in place for unlocking/locking doors before, during & after school. | X | | |
| 14. High-risk areas (main office, cafeteria, store, computers, etc) are secured after hours. | X | | |
| 15. Unused portions of building are secured after hours. | X | | |
| 16. Other: | | | |
| PLAY GROUNDS & SOCIAL AREAS | | | |
| 1. Play areas are fenced for the safety of students. (vehicular access restricted) | YES | NO | COMMENTS |
| | | X | Most vehicle access is blocked, but some areas are accessible. |
| 2. Play equipment is in good condition. | | | NA |
| 3. Surface of play area is in good condition. | X | | Tennis courts and track areas ok |
| 4. Play areas are free of hazards. | | X | Gopher holes and debris on fields. |
| 5. Good visibility in play areas (look for barriers to line of sight) | X | | While on the fields/track, not while walking toward/away from |
| 6. Interaction between students is generally positive. | X | | |
| 7. Play/Social areas are adequately supervised when students are present. (supervisor – student ratios, size of areas, barriers, etc) | X | | |
| 8. Active Supervision principles are applied consistently: (movement, scanning, positive interactions with students, pre-corrections, rule infractions.) | X | | |
| 9. Other: | | | |
| KITCHEN & EATING AREAS | | | |
| | YES | NO | COMMENTS |
| 1. Access to kitchen by students is restricted and/or with adult supervision only. | X | | |
| 2. Eating areas are supervised when students are present. | X | | Majority of the time. |
| 3. Adequate seating in eating areas. | X | | |

| | | | |
|------------------------------------------------------------------------------------------|---|-----|------------------------------------------------------------------------------|
| 4. Eating areas are clean and free of trash. | X | | |
| 5. Traffic flow of students is organized and time waiting in line is minimal. | X | | 15 min. wait at lunch. Break is fine. |
| 6. Cleaning supplies are properly marked and stored away from food. | X | | |
| 7. Interior entrance to kitchen is locked when staff is not present. | X | | |
| 8. Knives & dangerous objects are stored in a secured place. | X | | |
| 9. Kitchen hood serviced every annually/fusible links replaced yearly. | X | | |
| 10. All kitchen staff have been trained in emergency procedures & participate in drills. | X | | |
| 11. Walk in refrigeration units have easy escape doors. | X | | |
| 12. Serve Safe & Food Handler Certificates for all employees and subs | X | | |
| RESTROOMS | | | |
| 1. Restroom stalls are equipped with doors or fire-resistant curtains. | X | YES | NO |
| 2. Restrooms/locker rooms have adequate lighting. | X | | |
| 3. Restrooms are clean, odor free, and free of trash. | X | | |
| 4. Restroom walls, mirrors, & interior stall doors are free of graffiti. | X | | Minor |
| 5. Other: Daily Checks | X | | Multiple checks are completed daily to ensure compliance of restroom safety. |
| CLASSROOMS | | | |
| 1. Classroom doors are locked & lights are turned off when room is vacant. | X | YES | NO |
| 2. Emergency procedures (Code Yellow/Red) posted in all rooms. | X | | |
| 3. Evacuation route map posted in all rooms. | X | | |
| 4. Intercom system and phone work in all rooms. | | | X |

| | | | |
|------------------------------------------------------------------------------------------------------------------|---|---|---------------------------------------|
| 5. Cover plates are on all electrical junction boxes (outlets/switches). | X | | |
| 6. Electrical outlets within 6 feet of water are GFCI protected. | X | | |
| 7. Power strips are used in place of extension cords. | X | | |
| 8. Cords are properly secured to avoid tripping. | X | | |
| 9. A system is in place to track student exit & return. Hall passes are used consistently. | | X | Not all teachers requiring their use. |
| 10. Staff wears visible ID. | X | | |
| 11. Staff regularly teach social skills/conflict resolution curriculum. (How many lessons per year?) | X | | |
| 12. Classroom rules are posted and consistent with school-wide rules. | X | | |
| 13. Staff has been trained on building emergency procedures during current school year. | X | | |
| 14. Other: | | | |
| OFFICE & ADMINISTRATION | | | |
| 1. Lobby entrance is visible from front office. | X | | |
| 2. Visitors, parents & volunteers are required to sign in at office & wear visible ID. | X | | |
| 3. Student sign-out log is required. | | | |
| 4. Adults not listed on student registration form are required to have written permission to pick up students. | X | | |
| 5. Local fire & police departments have current school maps, contact lists and keys to school buildings. | X | | |
| 6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes) | X | | |
| 7. Portables have front office communication & receive fire alarm notification. | X | | |
| 8. Intercom/two-way notification system works, and can be heard in all areas of campus. | | X | |

| | | | |
|----------------------------------------------------------------------------------------------------------------------------------|---|---|-----------------------------|
| 9. A key-control system is in place. | X | | Jill Houston is key master! |
| 10. Supervision Schedule is current. (Attach copy to this form.) | | | |
| 11. Safety committee meets monthly & minutes are posted. | | X | |
| 12. OR-OSHA poster <i>Job Safety & Health</i> is displayed in prominent area. | X | | |
| 13. Medications for students are properly stored & secured. (Review log to verify.) | X | | |
| 14. A system is in place for staff, students & parents to anonymously report problems (hotline, designated staff, tip box, etc). | X | | Is there a number? |
| 15. District drill schedule is followed. Debrief sheets are utilized & given to District Safety Officer. | X | | |
| 16. A SAFE Team has been established & trained. (Attach copy of roles & responsibilities.) | X | | |
| 17. All classified staff have been trained on emergency procedures during current school year. | X | | |
| 18. A system is in place to train substitute staff on emergency procedures. | | X | |
| 19. First aid kits are properly stocked and readily accessible. | X | | |
| 20. Staff Development Plan is current. (Attach copy to this form.) | X | | |
| 21. A Behavior Team meets regularly to review behavior issues & behavior management systems. | X | | |
| 22. Other: | | | |

Pacific Grove High School Emergency Phone Tree

| | | | |
|--------------------|------------------------|------------------------------|------------------------------------------------------------------------------------|
| Lito García | Shane Steinback | Lauralea Gaona | Justus Grate |
| | | Social Studies | Chris Morgan Dan Powers Kim Shurtz |
| | | Katie Selfridge | Nicole Bulich Karinne Gordon Larry Haggquist Jenna Hall Jessica Grogan |
| | | English | |
| | | Alex Morrison | RaDonna Johnson Shirley Ushakoff |
| | | Library | |
| | | Kathy Buller | Desma Johnson Mariel Levi Margot Samuels |
| | | World Language | |
| | | Isaac Rubin | Joe D'Amico Sally Richmond Travis Selfridge Sunny Lee |
| | | Mathematics | |
| | | Marc Afifi | Adrianne D'Amico Maddie Portela Amanda Mello Natasha Pignatelli |
| | | Science | |
| Lito García | Shane Steinback | Donna O'Donnell-Smith | Todd Buller Jordan Gasperson |
| | | Physical education | |
| | | Jenn Erickson | Matt Kelly Theresa Hruby |

CTE & VAPA

Tony Payan
Celia Lara

Nick Lackey

SPED

Lori Arnaldo
Clarissa Carrillo
Yuri Dorantes
Michelle Garcia
Kyle Neely
Becky Goldfinch
Vivian Bliss
Lisa Filcek
Tara Tullius
Laurie Weddington
Gladys Bocanegra
Ben Bahena

Kristin Paris

Counselors

Summer Coe

Leslie King

Janet Light
Margaret Rice
Michelle Cadigan
Josh Short

Jill Houston

A-Wing

Felicia Affi
DiAnna Gamecho
Lori Aiello
Bob Howell
Tammie Kirmil
Johanna Biondi

Linda Lyon

Food Service

Fran Castorina
Maria Rivera
Claudia Rodriguez
Bobette Rood

Miguel Soria

Rick Carter

Custodians

Oscar De la Cruz
Andrew Terry
Nesfor Dantes

COMPREHENSIVE SCHOOL SAFETY PLAN VERIFICATION

2020 - 2021

Pacific Grove High School Pacific Grove Unified
Name of School Name of District

27661340000000
CDS #

Date of Safety Plan Adoption: 1/22/21

Contact Person: Shane Steinback
Position: Assistant Principal

Telephone Number: 831-646-6590 (x-274)
Address: 615 Sunset Dr. Pacific Grove, CA. 93950
E-mail Address: SSteinback@psusd.org

NOTE: By signing below, you are assuring that your school has a Comprehensive School Safety Plan that meets all requirements listed in Ed. Code 32280-32289, and that an annual evaluation of the plan has occurred and that any necessary changes have been made.

School Principal:  2.25.2021
Signature Date











Please return completed form to the General Services office of the Monterey County Office of Education. Please call (831) 755-6423 with any questions.

Fax: (831) 753-7888
Email: dfort@montereycoe.org
Address: Monterey County Office of Education
General Services Department
901 Blanco Circle
Salinas, CA 93901

COMPLIANCE CHECKLIST FOR COMPREHENSIVE SCHOOL SAFETY PLANS

CA Education Code 32280 – 32289

Please initial next to each requirement to confirm that your Safety Plan includes the listed required element.

| Required Component | Requirement Met (please initial) |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Section 32280 |  |
| (b) (1) Plan is written and developed by a school site council (SSC) or a safety planning committee. (2) The school safety planning committee is made up of a principal/designee, teacher, parent of child who attends the school, classified employee, others. |  |
| (b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. |  |
| Section 32282 |  |
| (a) The comprehensive school safety plan includes, but is not limited to all of the following: |  |
| (1) An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information: <input type="checkbox"/> Reviewed UMIRS data <input type="checkbox"/> Office Referrals <input type="checkbox"/> Attendance rates/SARB data <input type="checkbox"/> Suspension/Expulsion data <input type="checkbox"/> Local law enforcement juvenile crime data <input type="checkbox"/> CA Healthy Kids Survey data <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Property Damage data <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____ |  |
| (2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following: |  |
| (A) Child Abuse Reporting procedures (<i>reference board policy</i>) |  |
| (B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: (<i>i.e. crisis plan</i>) |  |
| (i) Earthquake emergency procedures that include: (I) a school building disaster plan (<i>evacuation map</i>) (II) a drop procedure (student & staff take cover) <i>dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary</i> (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system |  |

| Required Component | Requirement Met (please initial) |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|
| (ii) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency (<i>reference board policy</i>) | <i>7m1</i> |
| (C) Suspension/Expulsion procedures (<i>reference policy and/or student handbook</i>) | <i>7m1</i> |
| (D) Teacher notification of dangerous students (<i>reference board policy</i>) | <i>7m1</i> |
| (E) Discrimination and Harassment policy (<i>reference cyber-bullying policies in this section</i>) | <i>7m1</i> |
| (F) Dress code, including prohibition of gang-related apparel (<i>reference board policy and/or student handbook</i>) | <i>7m1</i> |
| (G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site | <i>7m1</i> |
| (H) A safe and orderly environment conducive to learning at the school, including two Safe School Components defined in Safe Schools: A Planning Guide for Action | <i>7m1</i> |
| (I) School rules and procedures for discipline (<i>reference student handbook and/or board policy</i>) | <i>7m1</i> |
| (J) Hate crime reporting procedures and policies (<i>reference board policy</i>) | <i>7m1</i> |
| (d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees | <i>7m1</i> |
| (e) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also keep an updated file of all safety-related plans and materials readily available for inspection by the public. | <i>7m1</i> |
| Section 32288 | <i>7m1</i> |
| (a) Submit the plan to school district office of approval | <i>7m1</i> |
| (b) (1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site | <i>7m1</i> |