

**PACIFIC GROVE COMMUNITY
HIGH SCHOOL**

**SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2020-2021**

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

**Pacific Grove Unified School District
Monterey County**

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

Lito M. García*	Principal
Sheri Deeter*	Teacher in Charge
Pat Godfrey*	Teacher
Desiree Babas*	Administrative Assistant
RaDonna Johnson	IT Technician

Pacific Grove High School

SCHOOL OVERVIEW

Pacific Grove Community High School (PGCHS) is a continuation high school within the 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. PGCHS, home to the “Firebirds,” was established in 1971 and is WASC accredited. PGUSD comprises two elementary schools, one middle school, one comprehensive high school, and an adult school.

PACIFIC GROVE COMMUNITY HIGH SCHOOL VISION STATEMENT

Pacific Grove Community High School provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success.

We seek to:

- *Provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student*
- *Create a holistic environment in which students’ diverse emotional, social, and cultural needs are recognized and celebrated*
- *Maximize opportunities for students to become responsible citizens who participate actively in their communities both today and into the future*

SCHOOLWIDE LEARNER OUTCOMES

EDUCATED INDIVIDUALS WHO:

- Demonstrate competence in reading, writing, mathematics, science, social studies, and technology
- Build on our strengths and interests, and recognize myriad opportunities for learning in our everyday lives
- Earn a high school diploma and have a plan for post-graduation success

CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

- Think through and solve problems by using relevant evidence and information · Are informed consumers who make educated decisions
- Consider the consequences of their actions

INDEPENDENT AND COLLABORATIVE WORKERS WHO:

- Set goals, organize time and tasks to meet deadlines
- Participate cooperatively in group projects
- Produce independent and group work that reflects academic content standards

RESPONSIBLE CITIZENS WHO:

- Are employable and able to successfully participate in a college environment · Understand and appreciate diverse cultures and points of view
- Understand and participate in the duties, rights, and privileges of citizens in a democracy

HEALTHY INDIVIDUALS WHO:

- Have a strong sense of self-worth, and take care of themselves mentally and physically · Resolve conflicts through positive actions
- Demonstrate tolerance and respect for diversity, recognizing how their actions impact others

ASSESSMENT OF CURRENT SAFETY DATA

ATTENDANCE

Provide total average yearly attendance per each year. For 2020.21 listing up to the first half of the year is fine.

PGCHS AVERAGE DAILY ATTENDANCE	2018-19	2019-20	2020-21
TOTAL	92.25	82.43	82.71

See Strategy for Maintaining School Safety for attendance goal.

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.

The Administration and Staff of Pacific Grove Community 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.

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 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.

MEDICAL EXCUSES (LONG TERM PE)

For a student to receive a "medical" for a unit (3 weeks of class time) in Physical Education, a doctor's note must be on file in the Counseling Office before the end of the unit in question. A parent's note will suffice until a doctor's note is obtained. If a note is not obtained, a failing grade will be given. A student who is on a long-term medical that requires the student to miss 6 weeks will receive "NM" (no mark) for that grading period.

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 (831-646-6535) BEFORE being picked up and signing out in person** with the 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/guardian and student. Failure to clear absences in a timely manner could result in truancy.**

DISCIPLINE REFERRALS, SUSPENSION AND EXPULSION RATES

PGCHS maintains a positive, supportive environment which ensures personal and social growth. Students are expected to follow established school rules, cooperate with the staff, and learn to tolerate and respect differences in others.

PGCHS aims to provide alternatives to suspension or expulsion that are age appropriate and designed to address the specific misbehavior. Discipline is addressed on a case by case basis. Any of the following actions are possible when a behavior or disciplinary infraction occurs, depending on its severity:

- Conference with student regarding violation
- Contact parent/guardian
- Conference with student, parent/guardian., teacher, administrator
- Demerit (DOTs)
- Behavior or Non Performance Contract
- Suspension
- Alternative placement
- Contact with police or other appropriate agency
- Possible recommendation to the Board for expulsion from the District

REWARDS: Students can earn positive rewards for class participation, surpassing Individualized Learning Plan goals, meeting class goals, winning class competitions, and other exceptional behaviors.

DEMERITS: (DOTS) can be given for a variety of reasons including but not limited to:

- Leaving school without permission Overt/inappropriate public displays of affection
- Failure to earn points for the week
- Foul language
- Horseplay or rough housing
- Defiance of staff instructions
- Dress code violations
- Disruption of the learning environment

PGCHS SUSPENSION AND EXPULSION DATA			
SUSPENSIONS	2018-19	2019-20	2020-21
A(1)-physical injury to another	3		
A(2)-used force			
B-dangerous object			
C-possession controlled substance		3	
D-sell controlled Substance			
F-damage to school property	2		
G-stolen school property			
H-possession of tobacco		3	
I-obscene act/profanity	11		
J-sell drug paraphernalia			
K-defied authority	1	6	
O – Harass, threaten witness	1		
Q-engaged in hazing			
R - Bullying			
48900.2 Sexual Harassment			
48900.4-harassment/intimidation			
TOTAL SUSPENSION			
EXPULSIONS	2018-19	2019-20	2020-21
TOTAL EXPULSIONS	1	2	0

Suspension Goal

To decrease the number of suspension and expulsions from one year to the next by implementing Restorative Practices.

PGUSD POLICIES AND PROCEDURES

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 of 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

PGCHS is considered a safe environment by both students and parents, according to survey results.

The Pacific Grove Police Student Resource Officer checks in periodically and acts as a liaison between students and the police department.

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.

The school grounds are maintained by the District ground crew, one custodian cleans the classrooms.

Socio-Economic Status: Free and Reduced Lunch

Total Percentage of Students Receiving Free/Reduced Lunch

PGCHS FREE/REDUCED LUNCH	2019-20		2020-21	
	PGCHS	District	PGCHS	District
Free/Reduced % Lunch Recipients	25	16.9	42.86	18.81

STRATEGIES/PROGRAMS FOR MAINTAINING SCHOOL SAFETY (EC 35294.2 [a] [2]):

Component 1: The Social Climate - People and Program

Component 1: Goals for Improvement:

Based on PGCHS WASC recommendation:

- The teachers, along with administration and staff, continue to promote a positive climate and supportive school culture and examine ways to recognize students for positive contributions to the community.
- The teachers, administration and staff continue to update and expand the ways in which the school communicates with and includes parents in their students' educational progress and community service activities to engage parents in their students' education.

Component 1: Actions for Improvement:

Action 1: Promote a positive climate and supportive school culture and examine ways to recognize students for positive contributions to the community.

Action 2: Update and expand the ways in which the school communicates with and includes parents/guardians in their students' educational progress and community service activities to engage parents/guardians in their students' education.

Action 3: Train staff, students and families in Restorative Approaches.

Component 2: The Social and Academic Climate - Attendance

Component 2: Goals for Improvement

Improve average daily attendance rate for all students by 5%.

Component 2: Goals for Improvement

Action 1: Increase communication with parents/guardians regarding excused absences and unexcused absences.

Action 2: Develop individual attendance goals with students whose absences exceed 10%.

Action 3: Continue partnership with District Attorney's Office regarding Truancy

DOCUMENTS

PGCHS Student and Parent Handbook 2020-2021 Excerpts pertaining to attendance and behavior

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/guardian/teacher/administrator conference; extracurricular and co-curricular suspension; work detail; 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

4. Give student detention as authorized by state law (Education Code Section 44807.5)
5. Suspend student up to two days from class (Education Code Section 48910)
6. 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

ANTI-BULLYING / CYBERBULLYING

PGCHS 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. PGCHS 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 – handwritten or taking a picture.
 - 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
	* Detention
3rd Offense	* "F" for the class
	* Detention or Possible Suspension
	* Removal from class (Admin. discretion)

ATTENDANCE POLICIES

TARDY POLICY

PGCHS 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).
4 th Offense	Notice sent home. Possible teacher assigned detention.
5 th or 6 th Offense activities.	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/guardian notified via email or phone call.
7 th or 8 th Offense activities.	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/guardian notified via email or phone call. Meeting required between student, parent and Teacher In Charge and/or Principal.
9 th or 10 th Offense activities.	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/guardian notified via email or phone call. Meeting required between student, parent and Teacher In Charge and/or Principal.
11 th Offense & Beyond activities.	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/guardian notified via email or phone call. Meeting required between student, parent and Teacher In Charge and/or Principal. When requested, Parent/Guardian shadows student in class.

TRUANCY POLICY

1st Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent/Guardian Contacted

2nd Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent/Guardian Contacted

3rd Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent/Guardian Contacted meeting required
- When requested, parent/guardian to shadow student throughout the school day to ensure attendance.
- **Monterey County D.A. Truancy Abatement Letter #1 generated**

4th Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent/Guardian Contacted meeting required
- When requested, parent/guardian to shadow student throughout the school day to ensure attendance.
- **Monterey County D.A. Truancy Abatement Letter #2 generated**

5th Offense Staff will contact home regarding absence.

- If verified truant, then **detention assigned** for each period missed.
- Parent/Guardian Contacted meeting required
- When requested, parent/guardian to shadow student throughout the school day to ensure attendance.
- **Monterey County D.A. Truancy Abatement Letter #3 generated**
- **Meeting requested between family, administrator and Monterey County D.A.**

DETENTION

Detention is assigned to students for failure to complete weekly points, minor classroom infractions, tardies and other minor discipline problems. Students who are assigned a detention **MUST** serve the detention and may **NOT** reschedule.

DRESS CODE

Pacific Grove Community High School offers a casual dress environment for students. Students are expected to use good judgement and to show courtesy to their peers and teachers by dressing in a manner that is presentable and appropriate. At all times students are asked to be cognizant that regardless of their interaction with other students, teachers, administrators, and guests of the school, PGCHS is still a place of learning. Administration will warn students in private about any possible dress code violations. If any further action is required, parents/guardians will be contacted.

- Shirts/sweatshirts and footwear must be worn at all times.
- Shorts need to have a minimum 4 inch inseam and skirts should be at mid-thigh length – the “finger-tip rule” is not required but is recommended as a quick guide to follow.
- Clothing, jewelry, and personal items, such as backpacks and book bags with language or images that are vulgar, discriminatory, obscene, libelous, or those that contain threats or promote legal or violent content such as the use of weapons, drugs, alcohol, tobacco, or drug paraphernalia are prohibited.
- Clothing that is sexually suggestive is not to be worn at school. This includes clothing that is specifically created to expose the sides or back of the body, the belly button, and/or undergarments.
- Hair and facial hair may be worn at any length or style.
- Staff reserves the right to ask students to remove hats during class and will allow students to wear them outdoors for sun protection.
- In accordance with California Education Code Section 35183: “Gang-related apparel” is hazardous to the health and safety of the school environment and must be removed immediately. This includes but is not limited to sagging pants not at the waist, oversized pants or belts with extended length being worn down the front of the body, bandannas or “do rags”, and any color/insignias that law enforcement determines as gang-related.

CLOSED CAMPUS

PGCHS is a closed campus. No student is permitted to leave without an off-campus pass issued through the Attendance Office. **Students may not visit their vehicles.** 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 administrator. Repeat offenders may be suspended. **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.**

Student Visitors: To preserve the learning environment and safety of the campus, student visitors are not allowed at PGCHS 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. Students found in these areas are subject to school disciplinary measures.

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 five-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 parents/guardians will be summoned. 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/guardian lecture series will be made available by Impact. Any intoxicated student must be released to parent/guardian.

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 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.

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 Community 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 Community 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.

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

ISSUES	VIOLATIONS	CONSEQUENCES
1. PHYSICAL INJURY & VIOLENCE MUTUAL COMBAT/FIGHTING/ THREATS/ASSAULT EC § 48900 (a1) EC §48900 (s)	(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.	<ul style="list-style-type: none"> ✓ Suspension EC § 48900 (a1) or (s). ✓ Referral to Counseling. ✓ Police Citation - Fighting on school grounds: PC 243.2. ✓ 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.	<ul style="list-style-type: none"> ✓ 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/REPLICA 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.	<ul style="list-style-type: none"> ✓ 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, nunchaku, ninja star, mace, pepper spray, sling shot, sword, stun gun, brass knuckles.
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. ✓ Fire Department Intervention PC 451, 452. ✓ Expulsion Recommendation.
7. THEFT EC § 48900 (g) (l)	(g) Caused or attempted to steal school property or private property.	<ul style="list-style-type: none"> ✓ Suspension EC § 48900 (g).

	(l) Knowingly received stolen school property or private property (Possession of stolen goods).	<ul style="list-style-type: none"> ✓ Restitution to Victim/Community Service. ✓ /Police Intervention PC 484, 487, 488. ✓ 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...	<ul style="list-style-type: none"> ✓ 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, pantsing, 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)
10. PARAPHERNALIA EC § 48900 (j) HSC 11364	(j) Possessed, offered, arranged, or negotiated to sell any drug paraphernalia: Pipes, smoking or injecting devices, syringes, Zig Zags (rolling papers), roach clips, bowls, bong.	<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)	(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. ✓ Suspension EC § 48900 (k). Expulsion recommendation for repeated violation. ✓ Police Intervention.
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.	<ul style="list-style-type: none"> ✓ Suspension EC § 48900 (n). ✓ Police Intervention PC 243.4, 261 - 269, 286, 288. ✓ Expulsion Recommendation.
13. ELECTRONIC SIGNALING & OTHER DEVICES EC § 48901.5, EC § 48900 (k). May possess on school campus during the day, not activated. ELECTRONIC MUSIC EQUIPMENT OR GAMES EC § 48900 (k).	Activated, used, or lent to another any electronic signaling device (i.e. cell phone, on campus during the school day, while attending school-sponsored activities, or while under the supervision and control of a school district employee. Possession, use of electronic games, portable music equipment: Radios, iPods, cell phones, "Beats" headphones	<ul style="list-style-type: none"> ✓ 1st Offense: Confiscation of device. Student reminded of policy and device returned at the end of the day. ✓ 2nd Offense: Confiscation of device. Parent/Guardian contacted to pick up device. ✓ 3rd Offense: Confiscation of device. Parent/ Guardian contacted to pick up device. ✓ Suspension for defiance EC § 48901.5, 48900 (k).
14. SEXUAL HARASSMENT EC § 48900.2 PC 212.5	Committed acts of sexual harassment: Unwanted sexual	<ul style="list-style-type: none"> ✓ Suspension EC § 48900.2. ✓ Police Intervention PC 243.4.

Grades 4 to 12	advances; sexual favors; sexual gestures, objects, or pictures; touching, assault; derogatory comments, slurs, or jokes.	✓ Expulsion Recommendation.
15. HATE VIOLENCE EC § 48900.3 Grades 4 to 12	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.
16. HARASSMENT/BULLYING EC § 48900.4 Harassing a complaining witness EC § 48900 (o)	Intentionally engaged in harassment, threats, or intimidation, directed against a student or group of students or school employees: Stalking, kidnapping. (o) Harassed, threatened, or intimidated a pupil who is a complaining witness in a school disciplinary procedure (expulsion hearing).	✓ Suspension EC § 48900.4. ✓ Referral to Counseling. ✓ Expulsion Recommendation. Possible Police Report for Intimidating a Witness PC136.1
17. 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.
18. DRESS CODE EC § 48900 (k)	Violation of school dress code policy as outlined in the Student Handbook.	✓ Dress changed/Accessory seized/Detention/Suspension. ✓ Parent/Guardian notified. ✓ Suspension EC § 48900 (k).
19. 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.
20. 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/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.
21. VISITORS/TRESPASSING/ CAMPUS DISRUPTION/THREATS,	Invited visitors to school for any reason during the school day; loitering/unauthorized presence on campus; threats to school officials by	✓ Visitor escorted off campus. ✓ Persona non grata declaration/Restraining Order.

ASSAULTS TO SCHOOL OFFICIALS EC § 32211, 44811, 44014	parents or adults; students visiting campus during suspension or expulsion period or during vacation period without permission	✓ Police Intervention/Citation - Trespassing PC 626.7-626.9; Threats to school officials: PC 71; Terroristic Threats: PC 422.
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PGCHS EMERGENCY SUPPLY LIST
By Location

Evacuation Site Emergency Supplies Location: Front Office	Contents: Evacuation Site Command Board Bag Student Release Information Binder First Aid Bag with Supplies Search and Rescue Supplies First Aid Kit Student Release Notice
Classroom Red Emergency Duffle Bag Kits Location: Front Office	Bandages Dressings Gauze Eye wash and Pads Rations Double Stick Tape Light Sticks Water Pouches Lock Blok 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: Front Office	Bandages Dressings Gauze Eye wash and Pads Rations Double Stick Tape Light Sticks Water Pouches Lock Blok First Aid Manual Wipes Cold Packs CPR Shield Eye cups Safety Pins Scissors Tweezers Kleenex School Map Procedures ID TAGS First Aid Guide Cold Compress Blankets Biohazard bag Clipboard with Emergency Procedures, Rosters and Red/Green Vests
Administration Office Emergency Supplies Location: Front Office/Front Classroom	Hand Radios Black Emergency Box Safe School Plan Bull Horn AED Student Rosters Emergency Cards Black Emergency Box/Clipboard Attendance Clipboards Student Information Binder Student Medication Confidential Student Health Concerns List

PGCHS SAFETY TEAM

Site Incident Commander:	Lito M. García	Role: - overall management	Materials: - Radio
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<p>Location: Field</p>	<p>Sheri Deeter / Justin Hankes (SRO) (alternate)</p> <p>Desiree Babas / Pat Godfrey (alternate)</p> <p>Barbara Martinez, PGUSD Safety Director (Matt Kelly, PGUSD Maintenance Director Alternate)</p>	<p>and coordination of emergency operations from command center</p> <ul style="list-style-type: none"> - requests and allocates resources - activates communications, disseminates emergency public info, warnings - ensures special needs student needs are met <p>- sets up media area – but does not give statements to media</p> <ul style="list-style-type: none"> - public information officer 	<ul style="list-style-type: none"> - Emergency Response Bag (Black) to Command Center
<p>Communication Recorder (District office support)</p>	<p>Desiree Babas Denise Engles (Radio)</p>	<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

<p>Student Release: Location: Field</p>	<p>Desiree Babas Sheri Deeter/Pat Godfrey (Alternate)</p>	<p>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</p>	<p>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</p>
<p>First Aid/Basic Needs:</p>	<p>Available PGCHS Staff Katrina Powley, PGUSD Nurse (if available) Tammy Kirmil, Health Clerk (if available)</p>	<p>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</p>	<p>Materials: - First Aid supplies from the Office (in addition to red backpacks) - medication from 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</p>
<p>Search and Rescue</p>	<p>Available PGCHS Staff</p>	<p>Role: - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently</p>	<p>Materials: -Radio - 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</p>

Facilities	Available PGCHS Staff PGUSD Maintenance Staff	Role: **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: - 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	Available PGCHS Staff	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 with accurate attendance - Red/Green vest or cards for identifying missing students (red) or all present (green)

2018-2019 Safety Drills - Calendar

Date	Time	Length of Drill	Type
October 11, 2018 Thursday	10:20 am	15 minutes	Drop, Cover and Hold (Earthquake)
November 13, 2018 Tuesday	10:20 am	20 minutes	Secure Campus
January 14, 2019 Monday	12:10 pm	15 minutes	Evacuation/Fire

March 6, 2019 Wednesday	12:10 pm	15 minutes	Evacuation/Fire
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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.

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



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 RESPONSE: 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.

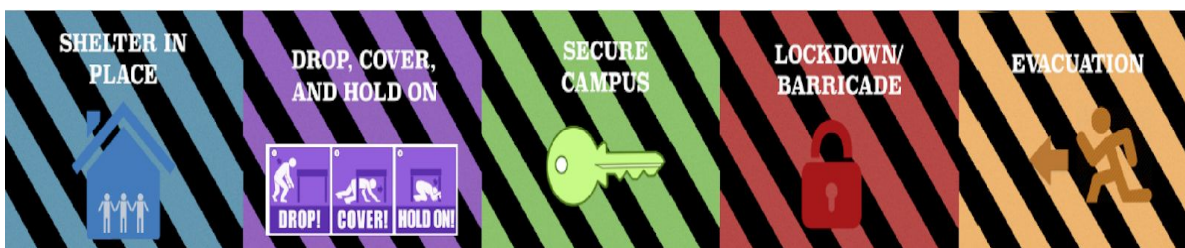
SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- 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.

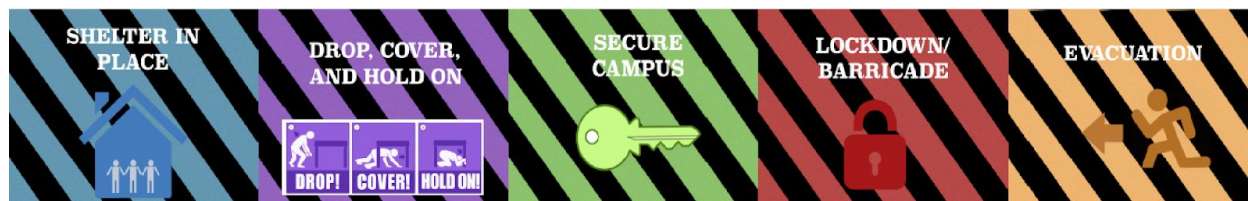
DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

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

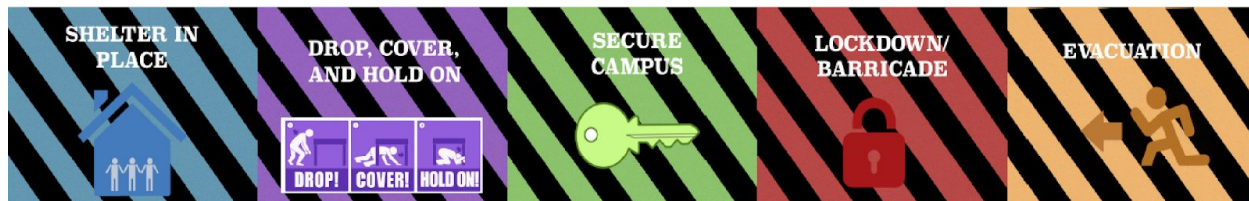
STAFF ACTIONS: INSIDE

- 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
- 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:

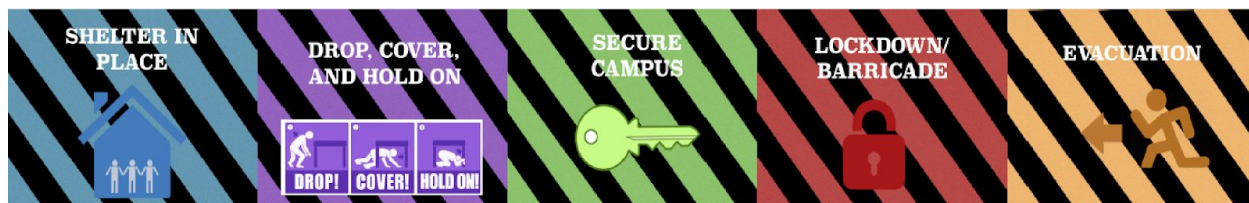
- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

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



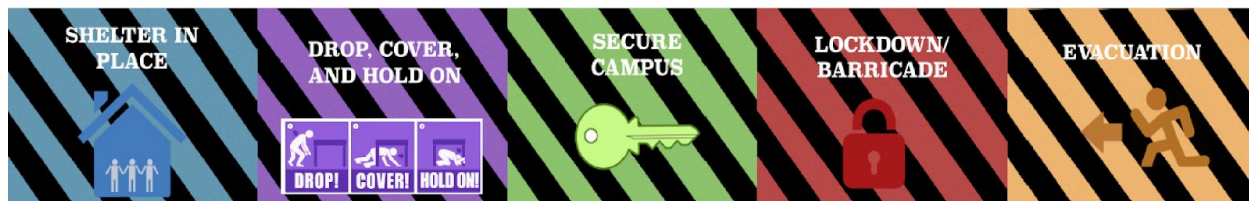
Immediate Action Response: The Big Five SECURE CAMPUS

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 the 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)

“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

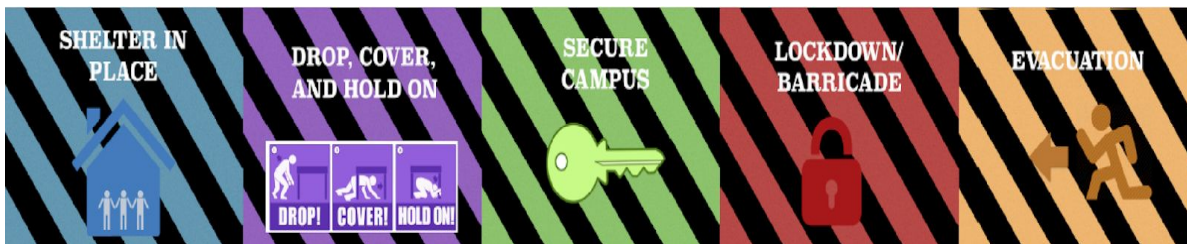
- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency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

**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



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

- Move students to the 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 hours



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 pre-determined 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



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



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

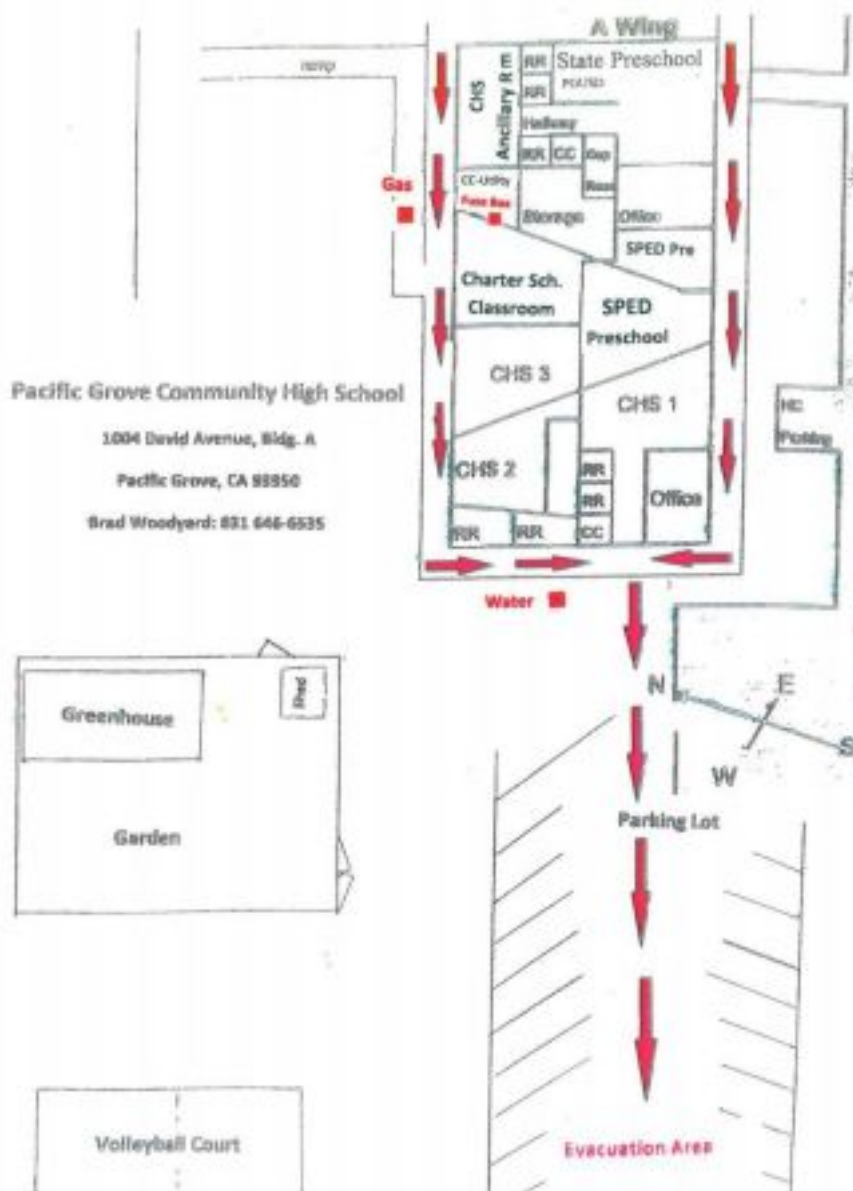
To evacuate individuals using wheelchairs

- 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

Evacuation Route: South Parking Lot

INSTRUCTIONS FOR EVACUATION

At Pacific Grove Community High School, the normal evacuation location is the south parking lot (see map). In the event of special circumstances requiring evacuation to another site, the first alternate evacuation location would be Pacific Grove High School. The route to that site is outside the school to the left on David Avenue, then left on Congress Avenue to the athletic field of PGHS.



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

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 23 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 so 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)

PGCHS Overview for Hybrid Learning 2020-2021

Introduction

This is an overview of the Hybrid Learning plan for Pacific Grove Community High School. Every aspect of this plan follows current state and county guidelines regarding safety measures and physical distancing to keep all staff and students safe as we return to face-to-face instruction. The plan is flexible enough to allow

us to shift into and out of a full distance learning program if we are ordered by county officials to do so. As the county guidelines change, our plan for reopening may be adjusted. We realize that this will not answer all of our community's questions, so if you have questions or comments, please contact Principal Lito García by email at lgarcia@pgusd.org.

Two Programs Offered - Families would choose one

1. Full Distance Learning - Students who are medically compromised, have family members that are high risk, or who do not feel comfortable attending in-person classes at PGCHS do not attend school but participate in distance learning every day.
2. Hybrid Learning program - Students attend school half-time with the other half accessed via distance learning.

Full Distance Learning

- Students do all learning from home.
- The instructional model is still in development.
- Attendance and online engagement will be monitored.

Hybrid Learning Program

DAY OF WEEK	BELL SCHEDULE	TYPE OF LEARNING	STUDENTS
MONDAY	SYNCHRONOUS 10:00 TO 10:20 AM ASYNCHRONOUS	SYNCHRONOUS ASYNCHRONOUS	ALL STUDENTS
TUESDAY	9:00 am to 11:00 am GROUP A 11:00 AM TO 12:00 PM CLEANING 12:00 pm to 2:00 pm GROUP B ASYNCHRONOUS 60 minutes	IN PERSON	GROUP A AM GROUP B PM
WEDNESDAY	9:00 am to 11:00 am All Students 1:00 pm to 2:30 pm Academic Support ASYNCHRONOUS 60 minutes	SYNCHRONOUS IN-PERSON AS NEEDED	ALL STUDENTS
THURSDAY	9:00 am to 11:00 am GROUP A 11:00 AM TO 12:00 PM CLEANING 12:00 pm to 2:00 pm GROUP B ASYNCHRONOUS 60 minutes	IN PERSON	GROUP A AM GROUP B PM
FRIDAY	9:00 am to 11:00 am All Students 1:00 pm to 2:30 pm Academic	SYNCHRONOUS IN-PERSON AS	ALL STUDENTS

	Support ASYNCHRONOUS 60 minutes	NEEDED	
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This schedule creates an opportunity for students (A and B Group) who choose In-person Hybrid to be on campus once a day on Tuesday and Thursday. A and B groups will be determined once we have accurate numbers of who is able to be on campus and who will continue with Distance Learning (C Group). We continue to develop plans for students who will participate in Distance Learning (C Group).

Safety Procedures

- Hallways, and entries and exits, will be labeled to help maintain physical distancing.
- Student temperatures will be taken, but not recorded, at their assigned point of entry. Parents/Guardians will be contacted for students with a fever of greater than 100.4 degrees.
- Students will be monitored as they move into and out of the building in order to ensure that safety protocols (social distancing, mask-wearing, etc.) are being followed.
- Parents/Guardians will not be allowed to accompany students on campus before, during, or after school.

Personal Protective Equipment

- Students - all students would be required to wear a mask according to county guidelines at this time. This will be adjusted if and when guidance changes. Students who do not have a mask will be provided one by the school.
- Staff - All staff will be required to wear a mask and have the option of wearing a plastic face shield as well.

Physical Distancing

- In-Class - Students will be seated six feet apart while in classrooms.
- Hallway - Staff will supervise the hallway to remind students to maintain six feet of physical distance.
- Outside activities - during PE and other activities and any time they line up outside, students will maintain six feet of social distance.

Transportation

- Detailed information will be available once physical distancing requirements on buses are made available.

Lunch

- School lunches will be provided to ALL students at no cost.
- Lunches will be “grab-n-go.”
- There will be no a la carte items available for purchase.

Restrooms

- Students may access restrooms during class periods.

Form B: For schools with their own School Safety Plan

COMPREHENSIVE SCHOOL SAFETY PLAN VERIFICATION 2020 - 2021

PACIFIC GROVE COMMUNITY HIGH SCHOOL

PACIFIC GROVE UNIFIED

27 66134 2731115
CDS #

Date of Safety Plan Adoption: February 26, 2021

Contact Person: Lito M. García

Position: Principal

Telephone Number: 831-646-6535

Address: 1004 David Ave. Bldg. A, Pacific Grove, Ca. 93950

E-mail Address: lgarcia@pgsud.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:



02.26.20201

Please return the 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

Signature

Date

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 <i>(please initial)</i>
Section 32280		
LMG	(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.	
LMG	(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.	
LMG	Section 32282	
LMG	(a) The comprehensive school safety plan includes, but is not limited to all of the following:	
LMG	(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: _____	

<p>(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:</p> <p>(A) Child Abuse Reporting procedures <i>[reference board policy]</i></p> <p>(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: <i>[i.e. crisis plan]</i></p> <p>(i) Earthquake emergency procedures that include:</p> <p>(I) a school building disaster plan <i>[evacuation map]</i></p> <p>(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></p> <p>(III) protective measures to be taken before, during, and after an earthquake</p> <p>(IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system</p>	<p>LMG</p> <p>LMG</p> <p>LMG</p> <p>LMG</p>
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<p>Required Component</p> <p>(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></p> <p>(C) Suspension/Expulsion procedures <i>[reference policy and/or student handbook]</i></p> <p>(D) Teacher notification of dangerous students <i>[reference board policy]</i></p> <p>(E) Discrimination and Harassment policy <i>[reference cyber-bullying policies in this section]</i></p>	<p>Requirement Met <i>[please initial]</i></p> <p>LMG</p> <p>LMG</p> <p>LMG</p> <p>LMG</p> <p>LMG</p>
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(F) Dress code, including prohibition of gang-related apparel <i>[reference board policy and/or student handbook]</i>	LMG
(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site	LMG
(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	LMG
(I) School rules and procedures for discipline <i>[reference student handbook and/or board policy]</i>	LMG
(J) Hate crime reporting procedures and policies <i>[reference board policy]</i>	LMG
(d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	LMG
(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.	LMG
Section 32288	
(a) Submit the plan to school district office of approval	LMG
(b) (1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site	LMG