



**Forest Grove Elementary
School**

**SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2022-2023**

**Person Preparing the Safe School Plan (EC 52012, EC 52852):
Irene Preciado
Principal, Forest Grove Elementary
Pacific Grove Unified School District
Monterey County**





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Forest Grove Elementary School
 Safety Committee
 2022-23

Irene Preciado	Principal	831-646-6560
Katie Kreeger	Teacher	Special Education
Summer Wright	Teacher	Kindergarten
Shannon McCarty	Teacher	First Grade
Nate Welch	Teacher	Second Grade
Sarah Gordon	Teacher	Third Grade
Renee Woods	Teacher	Intervention Teacher
Danielle Condit	Teacher	Fifth Grade
Desiree Babas	Office Manager	Classified
Oscar Orozco	Day Custodian	Classified

In addition, the School Site Council provides input and annually reviews the Safety Plan. Our School Site Council current members are: Irene Preciado, Principal; Beth Cina, Teacher; Edwin Marticorena, Parent; Mike Loomis, Parent, Desiree Babas, Office Manager; Robin Pelc, Parent; Sarah Gordon, Teacher; Jenny Hattori, Parent; Natalie Montgomery, Teacher; **OPEN position**, Parent; **OPEN position**, Parent.

SCHOOL OVERVIEW

Forest Grove School, built in 1959, is situated on the edge of the Del Monte Forest in Pacific Grove, California. Pacific Grove is a residential community located on the ocean side of the Monterey Peninsula. The Pacific Grove Unified School District draws its students from the communities of Pacific Grove and Pebble Beach. Forest Grove was opened in 1959, and continues its tradition of excellence in education.

Between 1969 and 1985, the Pacific Grove Unified School District experienced a significant decrease in enrollment, due to increased housing costs and the general cost of living in the area. In response, there was a reorganization of the schools. For many years, Forest Grove educated students in the first through fifth grades. In the fall of 2000, three kindergarten classrooms were added to our school.

Forest Grove serves the Special Day Class program for PGUSD. In addition, we have a transitional kindergarten class, a resource specialist program, a speech program, counseling services, vocal and instrumental music, computer lab, library, physical education, English Language Development (ELD) support, Title I reading/literacy support, and a before and after school child-care/recreation program.

Currently, Forest Grove has approximately 417 students; 237 of whom are White/Not Hispanic, 103 of our students are Hispanic, 53 are Asian, 11 African American, and 11 Filipino while the rest represent several other ethnic groups. 98 of our children are considered socioeconomically disadvantaged, receiving free or reduced price meals. We have 42 students identified as English language learners, all of whom receive designated support. Forest Grove has students from 19 different countries in attendance speaking 21 different languages. The English Language Development Program serves our English Learners, providing them focused instruction in addition to their regular English Language Arts program. Students that are considered economically disadvantaged, and students who are language learners are considered socioeconomically disadvantaged (SED). Forest Grove receives Title I Funds to assist us in meeting the needs of these students.

The staff is made up of 30 experienced teachers with a variety of professional talents. Well-respected by the parents and the community at large, each staff member utilizes his or her unique strengths in the classroom. Our students at Forest Grove receive rigorous academic instruction during the school day using the district adopted instructional materials aligned to the state standards. Common Core State Standards-based materials are used in the daily instruction. Students are taught by highly qualified certificated teachers and assisted by classified staff members to ensure their success. Gifted students receive specialized instruction in an after school GATE program. Students who need extra help to access the grade level standards are provided intervention in their classrooms, as well as in a pull out program. Forest Grove also has a comprehensive Learning Center Model for serving our Special Needs students in the area of academics, speech and occupational therapy.

Forest Grove has adopted the Character Counts program at our school. One of the six pillars of character that make up the program (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) is emphasized each month, and students who act as role models for other students may be given a "Fabulous Falcon" award or a Falcon Feather. Their names are announced at monthly assemblies, and the students' photos are posted on the Falcon Wall of Pride. Forest Grove also implements the Toolbox Social Emotional Learning program. The Toolbox is designed to teach students 12 strategies that help them cope with anxiety and improve interpersonal relationships at school and at home.

The Before and After School Program (BASRP) is also an integral part of what Forest Grove offers to the community. Many students are cared for before and after school at reasonable cost to parents. In addition, there is a wide variety of extracurricular activities offered to students at the school site that include many programs in addition to the athletic, academic and social activities offered through outside organizations.

FOREST GROVE SCHOOL VISION STATEMENT

Forest Grove seeks to provide a quality educational program for all students. We recognize that the school serves students of different backgrounds, abilities, and interests. We are committed to offering challenging

programs in a positive educational environment to help individual students develop to their greatest potential. This environment fosters mutual respect, communication, and compassion with the entire school community.

ASSESSMENT OF CURRENT SAFETY DATA

Attendance

The Attendance Rate at Forest Grove consistently runs above 98.5%, indicating that there are no significant concerns regarding school attendance.

School Safety and Conditions

Forest Grove Elementary is a safe campus. No reportable student crimes have occurred on the campus in the last eight years.

In the 2021-22 school year, at least five adults supervise the morning and afternoon recesses for grades 1 through 5. Transitional-Kindergarten and Kindergarten teachers provide supervision for their own classes along with the support of their aides. During the lunch period, 12 staff members provide supervision in all areas used by students. We have fifth grade assistants who help with the kindergarten playground at the lunch period.

Safety drills are practiced during the school year to familiarize staff and students with emergency procedures. Cameras are in place to watch for vandalism and student behavior. The exterior of the campus has been improved through the use of the Measure D funds.

The school grounds are maintained by the district ground crew, with two full time custodians and one part time custodian cleaning the classrooms, restrooms and public areas. Maintenance of facilities is done through the PGUSD maintenance staff.

Socio-Economic Status: Socioeconomic Disadvantaged Youth

Forest Grove provides Free and Reduced price meals in PGUSD to approximately 21.11% of our student population.

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2])

The Social Climate- People and Program

Forest Grove is a safe school with no crime. The school has implemented the Toolbox social-emotional learning program to augment our Character Counts program in classrooms. This practice is supported and replicated by administration at the end of the lunch hour. Our two part-time counselors lead a school wide effort to improve peer relationships and lower students' anxiety as these were the two most common reasons our students were referred for counseling services last year. Administration reviews the school rules and education code information regarding behavior that could result in school suspension to each student as necessary.

Component 1: Goals for Improvement – See Something; Say Something Program

Combining parent feedback from a parent safety meeting and the input of our school safety committee, Forest Grove has implemented a See Something; Say Something program. Law enforcement officials and the Homeland Security Department have emphasized that having a robust See Something; Say Something is one of the most effective ways to stop dangerous situations before they start. Forest Grove will constantly communicate this message to its community through newsletters, public announcements at high profile events, and in announcements sent home to families.

Component 2: Physical Environment- Places

The Forest Grove community will continue to work with the PGUSD and City of Pacific Grove to remedy potentially dangerous conditions for dropping off and picking up students. Bus zones are established in the front on Congress Avenue. Staff parking only is designated in the lot in the area north of the school. We have also begun locking our exterior gates during the school to direct all traffic to the front of our school.

Documents

Core Value Statements

Regarding Students:

We believe that all students are best served when each feels that he/she is valued and appreciated as an important citizen of our school and community. Further, we know that all students enjoy success in learning and acknowledgement of their achievements. To that end, we will provide the time, methods and materials necessary to support our students as they strive toward their full potential.

Regarding Staff:

We believe that all staff members work best in a friendly, positive, and mutually supportive environment – one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

Regarding Parents:

We believe that parents are our partners in educating their children. We strive to create an atmosphere where honest, open, two-way communication with parents takes place. This is an essential element in providing a successful learning experience for all students.

Regarding Community

As educators, we believe that we should broaden our experiences toward providing for the thoughtful service to and stewardship of local and global communities. Further, we feel that we have an obligation to serve as role models for our students in this regard.

Bell Schedule 2022-23 (When not in hybrid or distance learning)

Transitional Kindergarten and Kindergarten Bell Schedule

8:45	School Starts
8:45-10:40	Instruction
10:15-10:40	Recess
10:40-12:10	Instruction
12:10-12:55	Lunch/Recess
12:55-2:00	Dismissal

**Regular Schedule
Grades 1-5**

Grades 1-3	8:45-10:30	Instruction	Grades 4-5	8:45-10:15	Instruction
Grades 1-3	10:30-10:45	Recess	Grades 4-5	10:15-10:25	Recess
Grades 1-3	10:45-12:10	Instruction	Grades 4-5	10:25-12:10	Recess
Grades 1-3	12:10-12:55	Lunch	Grades 4-5	12:10-12:55	Lunch
Grades 1-3	12:55-1:55	Instruction	Grades 4-5	12:55-1:55	Instruction
Grades 1-3	1:55-2:05	Recess	Grades 4-5	1:55-2:05	Recess
Grades 1-3	2:05-3:10	Instruction	Grades 4-5	2:05-3:10	Instruction

**Every Thursday students in all grades are released at 2 p.m.
During Minimum days all students are released at 12:10 p.m.**

Forest Grove Elementary Staff

Main Office - (831) 646-6560 Fax - (831) 648-8415

NAME	EMAIL	POSITION	LOCATION	EXTENSION
Irene Preciado	ipreciado@pgusd.org	Principal	Office	3200 646-6504
Desiree Babas	dbabas@pgusd.org	Office Manager	Office	3201 646-6561
Debbie Pinheiro	dpinheiro@pgusd.org	Attendance Clerk	Office	3125 646-6559
Natalie Adams	nadams@pgusd.org	Health Clerk	Office	3221 208-5558
Theresa McDaniel	tmcdaniel@pgusd.org	Transitional Kindergarten	K-1	3121
Tanya Fadem	tfadem@pgusd.org	Transitional Kindergarten	K-3	3123
Kristen Sweeney	ksweeney@pgusd.org	Kindergarten (job share)	K-2	3106
Michelle Menczkowski	mmenczkowski@pgusd.org	Kindergarten (job share)	K-2	3106
Summer Wright	swright@pgusd.org	Kindergarten	K-4	3124
Christina Luciano	cluciano@pgusd.org	1st Grade	G-1	3105
Shannon McCarty	smccarty@pgusd.org	1st Grade	G-2	3101
Camilla Miller	camilla.miller@pgusd.org	1st Grade	G-3	3128
Beth Cina	bcina@pgusd.org	2nd Grade	B-1	3109
Hetal Patel	hpatel@pgusd.org	2nd Grade	B-2	3108
Nate Welch	nwelch@pgusd.org	2nd Grade	B-3	3107
Melissa Flores	mflores@pgusd.org	3rd Grade	C-2	3112
Sarah Gordon	sgordon@pgusd.org	3rd Grade	C-3	3118
Melissa Andersen	mandersen@pgusd.org	3rd Grade	C-4	3111
Kari Serpa	kserpa@pgusd.org	4th Grade	D-3	3113
Kathryn Yant	kyant@pgusd.org	4th Grade	C-1	3110
Marc Russo	mrusso@pgusd.org	4th Grade	E-2	3114
Kristen Dempsey	kdempsey@pgusd.org	5th Grade	D-1	3115
Danielle Condit	dcondit@pgusd.org	5th Grade	D-2	3119
Natalie Montgomery	nmontgomery@pgusd.org	5th Grade	D-4	3117
Gretchen Kelly	grkelly@pgusd.org	SDC (4th & 5th grade)	E-4	3102
Rebecca Boston	rboston@pgusd.org	SDC (K-3)	G-6	3104
Jarad Masar	jmasar@pgusd.org	Music - Vocal	K-5	3210

Jonathan Valverde	jvalverde@pgusd.org	Music - Instrumental	K-5	3210
Jeff Gray	jgray@pgusd.org	Physical Education	A-1	3230
Liliana Nunez	lnunez@pgusd.org	Spanish	Various	
Molly Kriva	mkriva@pgusd.org	Speech	G-8	3154
Jennifer Smallwood	jsmallwood@pgusd.org	ELD	A-1	3103
Katie Kreeger	kkreeger@pgusd.org	Resource Specialist	G-4	3129
Emily McCanney	emccanney@pgusd.org	Resource Specialist	G-4	3129
Mary Quindimil	mquindimil@pgusd.org	Title 1 - Reading Intervention	G-5	3152
Renee Woods	rwoods@pgusd.org	Intervention	K-6	3131
Zoe Roach	zroach@pgusd.org	Counselor	B-4	3135
Thalia Jones	thjones@pgusd.org	Psychologist	G-7	3126
Diane McCluskey	dmccluskey@pgusd.org	Occupational Therapist	A-3	3233
Christine Gruber	cgruber@pgusd.org	Library Tech	Library	3204
Carey Parker	cparker@pgusd.org	Computer Tech	E-3	3213
Fran Castorina	fcastorina@pgusd.org	Food Service - Supervisor	Cafeteria	3203
Jeanette Odenbrett	jodenbrett@pgusd.org	Food Service	Cafeteria	646-6567
Oscar Orozco	oorozco@pgusd.org	Head Custodian	B-5	3207
Danny Mamaclay	dmamaclay@pgusd.org	Night Custodian	B-5	3207
Thomas DeBruin	tdebruin@pgusd.org	Night Custodian	B-5	3207
Fran Petty	fpetty@pgusd.org	BASRP Leader	A-4	3224 646-6501
Jennifer Thompson	jthompson@pgusd.org	BASRP Attendant	A-4	
Danielle Groshong	dgroshong@pgusd.org	BASRP Attendant	A-5	
Ryan Rodewald	rrodewald@pgusd.org	BASRP Attendant	A-6	
FGE Instructional Aides / Noon Duty Supervisors				
Amy Killett	akillett@pgusd.org	Instructional Aide - Title I / ELD	A-1 & G-5	3152 & 3103
Cherie Mares	cmares@pgusd.org	Instructional Aide/ Noon Duty	K / Fadem	3123
Danielle Groshong	dgroshong@pgusd.org	Instructional Aide/Noon Duty/BASRP	K / Wright	3124
Evelyn Franco	efranco@pgusd.org	Instructional Aide - SPED/Noon Duty	G-4	3129
Georgia Kary	gkary@pgusd.org	Instructional Aide - Intervention	G-5/K-6	3152
Julia Mellin	jmellin@pgusd.org	Noon Duty/Instructional Aide	n/a	646-6560
Kathleen Poet Sub: Sylvia Gil	kpoet@pgusd.org sgil@pgusd.org	Instructional Aide/Noon Duty	4th/5th	646-6560
Leonard West	lwest@pgusd.org	P.E. / Noon Duty	A-1	3230
Michelle Mitchell	mmitchell@pgusd.org	Instructional Aide / Noon Duty	2nd	646-6560

Ron Longueria	rlongueira@pgusd.org	Noon Duty	n/a	646-6560
Ryan Rodewald	rrodewald@pgusd.org	Noon Duty	n/a	646-6560
Shirley Ushakoff	sushakoff@pgusd.org	Instructional Aide	Various/3rd	646-6560
Silvia Mah	smah@pgusd.org	Instructional Aide	1st grade	646-6560
Tina Tavares	ttavares@pgusd.org	Instructional Aide	TK / McDaniel	3121
Tracy Ruhs	truhs@pgusd.org	Instructional Aide - Title I	G-5	152
tbd		Instructional Aide		
PARAPROFESSIONALS:				
Charlotte Vander Meer	cvandemeer@pgusd.org		Boston	3104
Genevieve O'Brien	gobrien@pgusd.org		Kelly	3102
Laura Bixby-Hemmingway	lbixbyhemmingway@pgusd.org		Boston	3104
Maria Sicairos	msicairos@pgusd.org		McDaniel	3121
Mark Anderson	manderson@pgusd.org		Boston	3104
Sarah Heindel	sheindel@pgusd.org		Kelly	3102
Yuri Dorantes	ydorantes@pgusd.org		Kelly	3102
Beth Radunzel	bradunzel@pgusd.org		Boston	3104

Forest Grove Elementary School Calendar 2022-2023

August	1-3 Monday - Wednesday 2 Tuesday 3 Wednesday 4 Thursday 9 Tuesday 24 Wednesday 25 Thursday	Staff Professional Development days (non-student days) Class Lists emailed & posted All Grades - "Meet and Greet" 3:00 – 4:00 pm First Day of School Food Allergy Assembly - 11:00am School Photos Back to School Night, 6:00 – 7:00 pm
September	5 Monday 12 Monday 17 Saturday	Labor Day Holiday (<i>no school</i>) Morris Brothers, Anti-bullying Assembly Walk with PRIDE 9am - 12pm
October	1 Saturday 10-14 Monday - Friday 26 Wednesday 28 Friday 31 Monday 31 Monday	Butterfly Parade & Bazaar Fall Break (<i>no school</i>) Retake (absent) Picture day End of the 1 st trimester Parent – Teacher Conferences (minimum days) Halloween Parade - parents/tutors invited
November	1-4 Tuesday - Friday 10 Thursday 11 Friday 23 Wednesday 24-25 Thursday - Friday	Parent – Teacher Conferences cont. (minimum days) Celebrating our Veterans Veterans Day Holiday (<i>no school</i>) Minimum Day for Students Thanksgiving Holiday (<i>no school</i>)
December	12 Monday 16 Friday 19-30 Monday - Friday	Winter Program at PGHS stadium, 6:00pm (TK-5th) Minimum Day Winter Break (<i>no school</i>)
January	2 Monday 3 Tuesday 16 Monday 19 Thursday	Teacher Prep (<i>no school</i>) School Resumes Martin Luther King Holiday – (<i>no school</i>) 100 th Day Celebration
February	1 Wednesday 6-10 Monday - Friday 13-17 Monday - Friday 20 Monday	5th Grade Panoramic Photo, 9:00 am Kindness Week Presidents' Holidays & Break (<i>no school</i>) Teacher Work Day (<i>no school</i>)
March	2 Thursday 3 Friday 6-10 Monday - Friday 15 Wednesday 15 Wednesday 29 Wednesday	Read Across America day End Second Trimester Parent Teacher conferences (minimum days - TK & K all week/ 1 st – 5 th grades ~ Wed, Thurs & Fri only) Spring Photos PGUSD TK/Kinder Orientation Night 6:00 – 7:00 pm 5 th Grade Parent Orientation PGMS Auditorium 6 pm
April	7 Friday 10-14 Monday - Friday 19 Wednesday 26 Wednesday	Minimum Day – School is released at 12:10 pm Spring Break (no school) Purple Up day Open House 6:00 – 7:00 pm

May	1-5	Monday - Friday	State Testing (announcements modifications)
	8-12	Monday - Friday	State Testing (announcements modifications)
	19	Friday	Falcon Fest & 5 th Grade Student Orientation, 9-11 @ PGMS
	26	Friday	Last Day of School, minimum day, 12:10 pm dismissal

Arrival and Pick-up Times

Children should not arrive at school before 8:30 a.m. as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:30 a.m. or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:42 a.m. Students are tardy if they are not in their classrooms at 8:45 a.m. and truant tardy if late 30 or more minutes (after 9:15 a.m.) without a doctor's note or verification from guardian (See Punctuality, Attendance and Tardy Policy for more information). Please remind your child that, if tardy, he or she must check in at the office before proceeding to class.

Campus Access: Gates Opened and Locked

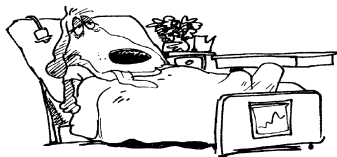
Gates will be unlocked before school for student drop off and locked at 9 a.m. All parents and non-Forest Grove Elementary children should leave campus until gates are reopened at 3:10 p.m. for the final bell dismissal if older siblings are still in school. Families still on campus are asked to play on the third level field or an area not designated for BASRP until BASRP moves to its indoor location. No students should be left unsupervised after school; they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use after 3:10 p.m., over the weekend, and during school breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep Forest Grove safe at all times.

Attendance/Procedure for Parent to Explain Absences

Each time your child is absent please call the absence line (646-6559) **prior to 9:00 a.m.** Regular and prompt attendance is important to success in school. Chronic attendance problems will result in a meeting with the principal and a possible referral to the District Attorney's Truancy Abatement Program. Homework should be requested on the absence line when reporting the student's absence. Homework will be available in the homework basket located in the school lobby between 3:30-4:30 p.m. Please do not send your child to school sick as they are likely to infect others. Monterey County Office of Education policy states that a student must be fever- and vomit-free for 24 hours before returning to school.

Student Attendance Policy/Board Regulation 5113

Pacific Grove Unified School District adheres to a strict attendance policy. "Parents or guardians of children aged six to 18 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." A 24-hour voicemail system is available for calls at 646-6559. All absences must be cleared by a telephone call or note from the parent/guardian within 72 hours of the absence. It is important to advise the office as well as your child's teacher. Parents/Guardians may verify student illnesses up to 14 days throughout the school year before a note from a doctor/clinic is required, including students who arrive at school after 9:15 a.m. for an illness/medical appointment or for an all-day absence for illness or medical appointment – or combination thereof. Each subsequent absence (15 or more) requires a note from a doctor/clinic.



Punctuality

It is vitally important that children arrive at school on time. It is a disruption to the entire class when a student arrives late. The student misses out on vital information as well as having a beneficial start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times (late after 9:15 A.M./30 minutes or more).

Truancy Mediation

Forest Grove Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. After three unexcused/unverified absences, the school is mandated to report these absences to the Monterey County District Attorney's Truancy Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truant tardies continue, along with a letter from the District Attorney's Office warning families about possible fines if students do not begin to arrive on time or attend school. The entire Regulation #5113 regarding Absences and Excuses may be viewed online at pgusd.org under Board Policy.

Tardy Policy

Any students arriving late to class are considered tardy. Students arriving to school more than 30 minutes late or students leaving school early without presenting a valid written excuse from a doctor, dentist, or orthodontist are considered truant, and report as an unexcused absence. All students arriving late to campus must report to the office before going to class. Students leaving school must be signed out at the office by a parent or an adult listed on the student's emergency card.

Excused Absences

The State of California considers illness, medical appointment, and the funeral of an immediate family member to be excused absences. Fourteen excused absences due to illness are allowed per year. After the 14th excused absence, an illness will be considered excused only if documented by a physician. Absences beyond the 14th that are not excused by a physician's note will be considered unexcused absences.

Unexcused Absences

Any absences not covered in the categories listed above are considered unexcused absences. This includes vacations, out of town trips, personal reasons, and any unverified absence.

Allowable Credit Due to Unexcused Absences/ Justifiable Absence Request (JAR)

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence. To ensure that your request is received, the parent/guardian should deliver their written request to the school office two weeks in advance of the absence. Email requests are not recommended as the email may be lost in spam and not received. The written request should be directed to the school principal, not the classroom teacher. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the principal at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.

1. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result. Justifiable Absence Request (JAR) forms should be filled out at least two weeks in advance and turned in to the attendance clerk.
2. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
3. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.

4. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.
5. To be considered for allowable credit due to an unexcused absence, please fill out the Justifiable Absence Request found online at <https://forestgrove.pgusd.org/> .

Attendance Codes

<p>I - Excused for illness, injury, doctor and dental appointments (no doctor or dental notes on file)</p> <p>M - Excused for medical or dental reason with a note from the doctor or dentist</p> <p>B- Bereavement of immediate family member</p> <p>Q - Quarantine, usually for medical reasons</p> <p>R - Religious holiday</p> <p>S – Suspension</p> <p>L - Allowed by parent, but <i>unexcused by the state</i>, for family necessity or emergency, appointments other than medical or dental, or out of town travel, that was not approved by the administration ahead of time</p>	<p>F - Family absence was waived/excused by the administration. <u>Justifiable Absence form must be submitted two weeks in advance.</u> A visit to another school. A court appointment that is documented by the court system. Military family leave per BP5113</p> <p>A Unverified—Waiting for parent verification</p> <p>E Excessive absence over the 14 day limit for illness without medical or dental notes on file</p> <p>V School sponsored activity or appointment</p> <p>H Home hospital absences</p> <p>T Tardy--Unexcused up to 30 minutes</p> <p>X Tardy—Excused Must be validated with written documentation</p> <p>C Truancy, or intentional absence by the student over 30 minutes, during any part of the school day, that is not excused</p>
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Visitors

For the safety and best interests of all concerned, visitors, including volunteers and parents, must enter through the front of the school and check in with the office before going to classrooms, performances, or the playground. Please make sure you sign in and wear a visitor badge while on campus, and be sure to sign out when you leave.

Medications at School

Children may not bring medications of any kind to school unless there is a completed physician authorization form on file at school. If your child needs to have medication regularly administered during school hours, please pick up a form at the office. This includes “over the counter” medications. Please do not send your child to school with aspirin, cough drops, allergy medicine, etc. If you have questions, please call our site Health Clerk at 831-208-5558 or District Nurse Katrina Powley (831) 646-6514.

Oral Health Assessment

To make sure your child is ready for school, California Education Code **now requires** that your kindergarten or first grade child has an oral health assessment (dental check-up) by May 31, in either of those grades (whichever is his/her first year of school). Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered

health professional. A waiver is also available. If you did not complete the verification of this oral health assessment when you completed your child's registration packet, please contact our health clerk at 646-6568 and she can provide you with any information you may need to complete the process.

Emergency Messages

All contacts with the classroom during the school day should go through the office. **Messages for children should be for emergency only.** Keep in mind each time the office has to call a classroom with a message, it interrupts instruction time. Make sure that your child has lunch or has lunch money available on his/her lunch card. Please be certain that after school plans are made ahead of time and communicated to your child.

Lost and Found

Labels on clothing, lunch boxes, eyeglass cases, etc. help recover lost articles. Lost items will be sent to the office. "Found" clothes will be placed on our clothes rack in the cafeteria. During our winter break, spring break and after school is out in June, we will give the remaining clothes to a local charity. Please try to help children keep track of their things.

Before and After School Recreation Program

A before and after school program is available from 7:00 a.m. to 6:00 p.m. Please call Mrs. Fran Petty, the BASRP Leader at 646-6501 for more information or visit the web page at <https://forestgrove.pgusd.org/basrp/>.

Dress Code

Students' dress and appearance should be compatible with an effective, elementary learning environment. Clothes and shoes should allow for free-movement during recess and PE. We strongly discourage makeup as well as hair dye that is distracting. Hats should not be worn inside the school building. Inappropriate words, sponsors, or pictures, bare midriffs, sagging pants, exposed underwear, and revealing tank tops are not allowed. The length of students' clothes (such as shorts, dresses, skirts) should minimally be as long as the student's fingertips when the students' arms are extended down the side of the body. Dress or appearance which disrupts the class or learning activity may require a student to call a parent so that appropriate clothing can be brought to school for the child.

We strongly recommend that children come to school in comfortable sneakers that will provide proper support and traction for running and other physical activities for both recess and PE. Heels of any height are unstable and can cause injury to the foot, ankle and leg. Open toed shoes leave toes exposed to the rough pavement. If a hat must be worn at school, it may be worn outdoors only.

Falcon Fridays

Students, staff, and parents are encouraged to wear Forest Grove Spirit Gear (available for purchase through the PTA) or Forest Grove GREEN on Fridays and at school – wide events.

Electronic Devices/Cell Phone Policy and Regulation

Per Board Regulation 5146, except with prior consent for health reasons, electronic signaling or imaging devices must be turned off and put away throughout the school day. (These include, but are not limited to, cell phones, gaming devices, dokiWatch, FiLIP, VTech Kidizoom Plus, and Gizmos.) Students may not carry personal devices with them on campus during the school day without express permission from the principal. Devices are not to be used during the school day for phone calls. Phones are located in each classroom that students may request to use. On those days when a particular lesson or project would be enhanced with such devices, the teacher will notify the parents and students that they are allowed to bring their device to school. These devices will be collected and stored by the teacher on that day. Devices will be used only during the time frame of the particular lesson/project and will be returned to the student at the end of the day. Activity trackers have been approved by the district to be used; these are devices that do not have the ability to call/text nor provide camera/video options such as Fitbits, Garmin Vivo Fit, Jr., and UNICEFs.

General Guidelines

1. Parents are asked to wait for their children in front of the school by the office or in the back of the school at dismissal time for pick up. Please do not go to your child's classroom to pick him/her up at any time of the school day. This is to help ensure campus security. If you require an "early pick up" please come to the office, sign him/her out and we will have your child sent from class.
2. Bicycles and skateboards will be walked on all parts of the school campus, including the sidewalk in front of school. Bikes should be parked in the provided bicycle racks. Bike locks are strongly recommended. Rollerblades are discouraged but if they must be used, they have to be taken off before entering school grounds. California law currently requires children to wear helmets while riding bikes, scooters, skateboards or skates. Wearing pads can also protect from cuts and scrapes. Parents, please review traffic and safety rules with your child so their trip to and from school will be safe. Regular shoes must be worn on school grounds. Wheeled shoes are acceptable footwear, but the wheels may NOT be used at school in the hallways or on the playground.
3. Toys are to remain at home unless the teacher or principal gives special permission. Only classroom equipment and materials will be allowed at school.
4. So that no child feels overlooked, please do not distribute party invitations at school. **Please follow the guidelines of the district's Wellness Policy when sending treats to classroom celebrations.** Board Policy 5030 states, "Parents are encouraged to support the District's nutrition education efforts by considering nutritional quality when selecting foods sent to school, either for individual or for class consumption." The entire board policy may be viewed online at <https://boardpolicy.pgusd.org/2015/12/22/5030-student-student-wellness-health-and-physical-education/>.
5. Students are not to leave the school grounds during school hours without being signed out in the office. If you know ahead of time that your child is leaving early, please send a note to the teacher. The child is then called from the classroom to meet the parent in the office. **Only people listed on the emergency card may pick up the child unless we have a written, signed note from the parent.** **If office staff does not know the person coming to pick up a child, the adult will need to show identification before the child will be released.**

6. Students are not to bring gum, candy or soda pop to school.
7. Pursuant to Education 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.)
8. When pulling into the large parking lot (adjacent to the high school tennis courts above our third level field) to drop off children, please pull all the way into the designated drop off space along the sidewalk. Please walk with your children to reach your car if you park.
9. Students who ride the bus to school are required to purchase a bus pass through the PGUSD District Office. The cost per student is \$100 per year (\$150 for two or more students), or \$80 per semester (\$120 for two or more students). Students waiting for the bus are to remain in line at the front of the school until the bus arrives and wait for the bus driver to invite them onto the bus. Students who fail to follow the directions of the bus driver may lose the privilege of riding the bus.
10. Dogs are not permitted on campus with the exception of service dogs.
11. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 U.S.C. 6083, Labor Code 6406.5) The Board further prohibits the use of tobacco products and e-cigarettes at all times on district grounds and facilities.

CA Assessment of Student Performance and Progress/Smarter Balanced Test (SBAC)

CAASPP/SBAC testing is administered to students in grades 3, 4, and 5 every year. These are state-mandated tests which are not used to determine report card grades. The results are used by the district as one factor in course placement in grades 6-12. This testing data is used by the 23 California State University campuses as English and Math placement tools. It is vital that students participate and give their best effort; however, parents/guardians may opt out their student(s) by sending communications to the principal indicating which specific tests should not be taken by their child: Computer Adaptive Test (CAT) ELA, Performance Tasks (PT) ELA, CAT Math, PT Math, and/or CA Science Tests (CAST - 5th grade only).

Library Policy

The library is open from 9:00 A.M. to 3:00 P.M. daily. Please use inside voices and do not bring food or drink while visiting. Students may be in the library outside of their regular class visit with a note from their teacher and if the librarian is present.

Library books may be checked out for one week at a time and then must be renewed or returned. Students must take responsibility for the replacement of damaged or lost materials. Additional

items will not be checked out for use outside of school until the lost item is returned, paid for, or replaced. Replacement copies are acceptable as approved by the librarian.

Computers are available with access to the Internet. Students may use the Library Web Page to access the catalog and reference resources. Students must have a Technology User Agreement on file with the school in order to use the Internet. Misuse may result in disciplinary consequences and the loss of privileges.

Physical Education

All K-5 students participate in Physical Education for thirty minutes each day. The State Board of Education requires each elementary aged child (Grades 1-5) to participate in a minimum of 200 minutes of Physical Education every ten days.

1. **APPROPRIATE DRESS**—It is very important that your child wears comfortable, loose clothing that allows movement. It is even more important that comfortable, supportive, closed-toe, athletic shoes are worn. UGGS, CROCS, SANDALS, FLIP- FLOPS, DRESS SHOES, HIGH HEELS, and BOOTS are not acceptable. If your child does not wear appropriate shoes, he/she will not be allowed to fully participate in our Physical Education class and will not get credit for that day. Some students opt to bring a change of shoes in their backpacks for physical education.
2. **JACKETS, SWEATSHIRTS, AND SWEATERS**—In Pacific Grove, the weather is constantly changing: foggy, hot, windy, drizzly, gorgeous, etc. Our students tend to dress in layers. Please put your child's first and last name on the inside of jackets, sweatshirts, and sweaters. If something has been left or forgotten at school, remember to check the Lost and Found, which is located outside the Cafeteria near Room 20.
3. **MEDICAL EXCUSES AND NOTES**—If your child cannot participate in Physical Education class due to an illness or injury, the parent or guardian should send a written note to school. If your child needs to be excused from class for more than three days, a note is needed from your child's doctor stating the nature of the illness or injury, and approximately when the child can return to Physical Education class. For an extended illness or injury (four weeks or longer), a written release from the doctor stating your child is healthy and able to return to physical education is required.
4. **EQUIPMENT & SAFETY**—Your child's safety and that of others is our primary concern. Any unsafe behavior or misuse of equipment will cause a student to sit out from the class activity. Parents will be notified of serious incidents or when their child is having repeated difficulty staying safe in Physical Education class.
5. **PHYSICAL EDUCATION EXPECTATIONS OF BEHAVIOR**—As with all classrooms, the Physical Education program has a behavior policy that is provided to each student. This policy teaches moving with control, respecting self and others, developing self-esteem, communication skills, and solving conflicts.
6. **PHYSICAL FITNESS TESTING (5th Grade)**—Per Education Code Section 60800, each spring, 5th-graders participate in the CA Physical Fitness Testing in six categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility. All results are confidential and only shared with the CA Dept. of Education and P.G.U.S.D. Physical Education staff. For more information, please visit <https://www.cde.ca.gov/ta/tg/pf/>.
7. **CA HEALTHY YOUTH ACT** requires presentations in nutrition, physical activity, and growth/development. Most of these lessons will be taught by our Physical Education teacher

but may also be presented in the homeroom classroom. The PGUSD Nurse also provides lessons regarding Growth/Development and Sexual Health/Family Life Education in two 50-60 minute sessions: Puberty and Maturation and HIV/Aids. Presentations are available for parents in the health office. Parents/Guardians may opt out their student(s) from these lessons by contacting the principal or district nurse.

8. OFFICE HOURS AND CONFERENCES – The Physical Education teacher, Mr. Gray, is available before and after school and during prep time. Please call or email the teacher at jgray@pgusd.org if you wish to schedule an appointment.

Emergency Guidelines

In the event of a serious emergency:

1. FG staff has been trained in the Big Five School Safety Protocols (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation) and will take appropriate actions in any emergency.
2. Teachers will keep all of their students together until a family member arrives to pick up his/her child. **Only people listed on the Emergency Card will be allowed to pick up a student.**
3. Parents will not be able to pick up students directly from the classroom (unless this has been determined as a safe pick-up area by law enforcement) and are discouraged from entering campus.
4. Students will be called to the office or student-release area to meet their parents. Students will be dismissed directly to parents by the classroom teacher only if the parent has checked in with office personnel at the proper gate during an evacuation/student release, or through the office if another location has been determined for pickup.
5. When coming to the school to pick up children, parents should go directly to the office for further instruction and to sign their student out. Parents will not be allowed to pick up students from the classroom and are not permitted to enter the classrooms. Students will be called to the office to meet their parents. **NO STUDENTS** will be dismissed directly to the parents by the classroom teacher.
6. Alternative sites for student release will be the parking lot in back of Country Club Gate that parents would enter off of Forest Lodge Road. The alternative evacuation area would be First United Church on Sunset. These locations will be used if deemed appropriate by emergency responders. **Parents will receive an electronic message if the alternative location is deemed acceptable.**
7. Please visit <https://pgusd.org/safety/> for more information about the Big Five protocols and PGUSD's safety goals and policies.

Information for Families in Transition

The Local Education Agency (LEA) provides the parents or guardians of homeless children and youth opportunities to participate in the education of their children. (42 USC 11432[g] [6][A][iv])

The evidence that is reviewed for documentation of this item includes board policies, parent handbooks, and other communications. Two years ago MCOE worked with the Alisal USD and Salinas City ESD District Liaisons to develop a statement of rights that could be included in parent handbooks or other registration or back-to-school material that is provided to all parents. The following statement is compliant with federal law.

Families in Transition/Homeless

Homeless children and youth have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. (42 USC 11431[1]) If you have uncertain housing, a temporary address, or no permanent physical address, federal and California laws guarantee that your children may be enrolled in their previous school. (42 USC 11432[g] [6][A][iv]) If this describes your family's living situation, or if you are a student not living with a parent or guardian, please contact Clare Davies our District Homeless Liaison at 831-646-6523.

Student Mental Health Services

Student mental health services are available through the Pacific Grove Unified School District by contacting:

Clare Davies
Director of Student Services
[435 Hillcrest Avenue](#)
[Pacific Grove, CA 93950](#)
(831) 646-6523

Playground Supervision and Guidelines

To be revised (noted: 10/1/22)

SCHOOL RULES * STUDENT CONDUCT

Playground Rules

1. Levels 1 and 2 - Play on the black top only: no tag or kicking games: Level 3 - Play on the grass only, no playing with sticks or pine cones.
2. Walk down the steps between the levels.
3. The sloping banks between levels are OFF LIMITS.
4. Do not climb the trees or hang on branches.
5. At recess time, students must be on the playground and out of the hallways unless directed to the office by an adult.
6. Students should go across the bars in one direction at a time and never on top of the bars.
7. Do not stand, crawl, or jump from the top on any of the playground equipment.
8. No jumping off the playground structure.
9. When using the slide go up the stairs and down the slide only in a sitting position.
10. When using the playground structure on 2nd level, students are to stay in “pit” area where there is bark. Do not throw bark, dirt or rocks.
11. No roughhousing, including play fighting or wrestling.
12. Stay off the fences.
13. Follow P.E. rules when using the fitness course and playing handball.
14. “Crack the Whip,” Horseback,” or tackle football is forbidden.
15. Soccer goals are off limits.
16. Students are to freeze when the bell rings, then **walk** to lines when directed by an adult.
17. Handball only in marked areas.
18. Students are expected to speak and interact with others in a positive manner.
19. Students will observe the “No Touching” rule.

Lunch and Cafeteria Guidelines

Cafeteria Guidelines

- ◆ The District has adopted a wellness program, which asks parents to send healthy foods for snacks, lunch and classroom celebrations.
- ◆ Lunch is from 12:10 - 12:55 for all students.

- ◆ 45 minutes are scheduled for children to eat lunch and have recess.
- ◆ Students may purchase a hot lunch for \$3.50.
- ◆ Milk may be purchased for \$0.50 for those not purchasing lunch.
- ◆ Families are encouraged to apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office, the cafeteria, and at this link [Free and Reduced Lunch Application](#)
- ◆ Every student has a lunch account.
- ◆ Parents are responsible for their student's lunch account.
- ◆ Parents are encouraged to pay in advance for meals. At any time during the school year, parents may pay online at www.EZSchoolPay.com or by sending money to school to be applied to their student's meal account. You will need your child's student ID number in order to pay online. You can get this number by calling the school office. If you send money with your child, it needs to be dropped at the office in the morning and clearly labeled with your child's name and teacher's name so the money is applied appropriately. As the student makes purchases in the cafeteria, the amount will be deducted from the balance.
- ◆ If there is no money on your child's account and they are not eligible for free meals, the purchase of meals and food items will be charged to their account.
- ◆ If the balance reaches a negative \$10.00 the student will only be allowed to charge a full meal until the balance is paid in full. No other item e.g. milk or water will be allowed to be purchased.
- ◆ Site Principals will be notified when student's negative balances reach \$25.00.
- ◆ As a courtesy, the Food Service Program emails and calls overdue information at least once a week, using the School Messenger system.

Additional Guidelines:

- ◆ While waiting in line for hot lunch, keep your hands to yourself and use quiet voices.
- ◆ Walk in the cafeteria at all times.
- ◆ You may talk quietly in the cafeteria – use small voices.
- ◆ Food or paper throwers will help clean the cafeteria.
- ◆ While eating, remain seated and use appropriate table manners.
- ◆ Students must stay seated in the cafeteria at least ten minutes.
- ◆ When you are finished eating and wish to be excused:
 - Clean your area
 - Raise your hand to be excused and wait to be excused
 - Throw away trash using our Zero Waste Guidelines
 - Walk to the playground

If you have any questions or concerns, please free to call the Nutrition Director at (831) 646-6521

Assembly Guidelines

Before Assembly:

- All students must walk into the multi-purpose room in a quiet, orderly manner.
- Teachers will direct students to their seating area.

During Assembly:

- Give the performers the courtesy of proper attention.
- Clap at the appropriate time.

After Assembly:

- When the assembly is over students will leave in a quiet, orderly manner after they have been directed to do so by their teacher

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

All students have a right to learn without being disturbed by others.

In support of our beliefs, the following Rules of Conduct apply to all students:

- Students will come into the school building quietly and on time.
- Students will follow the directions of all teachers and other school personnel; the first time they are given.
- Students will be polite and respectful to adults and other students at all times.
- Students will not use inappropriate language (swearing, teasing, name calling, put downs) at any time.
- Students will not bring candy or gum to school at any time.
- Students will keep their hands, feet and other objects to themselves.
- Students will show respect for the property of the school and the belongings of others.
- Students will settle differences without fighting.
- Students will arrive at school punctually and with homework completed as assigned.

Consequences:

1st Occurrence: Teacher notified and a staff member speaks with the child.

2nd Occurrence: Student disciplinary referral is sent to parent, teacher and principal.

3rd Occurrence: Teacher speaks with the principal and the principal contacts the parents.

Note: Our staff seeks teachable moments for students as well as appropriate consequences.

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home

and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

When students are sent to the office to meet with the principal for a violation of CA Ed Code, a three-pronged approach will be used to correct their behavior: Restorative, Reflective, and Instructional.

- When it is appropriate, an opportunity for the student to **restore** the relationship between themselves and the stakeholder/offended will occur. This is where the Toolbox “Apology and Forgiveness Tool” is used to repair harm.
- An opportunity for the student to reflect on decisions and behaviors verbally and/or through writing. Three questions may be asked regarding the student’s behavior(s):
 - Was it safe?
 - Was it kind?
 - Was it my personal best?
- A teaching opportunity will occur to target the function of the behavior and to help the student learn the skills (Toolbox) needed to not engage in the behavior again.

Suspension is seen as a last resort for student discipline if alternatives are not working to end unnecessary behaviors. Students are suspended for very serious violations of CA Ed Code 48900 in accordance with the following PGUSD Discipline Matrix. Suspended students shall be excluded from all school-related extracurricular activities during the period of off-campus suspension. A suspension may also include, but is not limited to, the loss of participation in school-related activities (such as field trips, school performances, sporting events, classroom/school celebrations, etc.).

District-Wide Discipline Policy

The PGUSD Board approved a district-wide discipline matrix which is available in the office and online at <https://boardpolicy.pgusd.org/2019/04/30/5144-student-student-welfare-discipline-3/>

We can use your help in the education of your child. It is absolutely essential that you be involved in your child’s schooling. There are two places that you can be involved: at home and at school. First and foremost, your consistent involvement at home will have the most positive impact on your child’s learning and is the most realistic for most parents. The trick is to make sure that you are reading the notes coming home from school and are aware of the work being assigned. Make sure your child, not you, does the work. Offer your assistance only if necessary. Secondly, volunteering at the school both during school hours and after school and on weekends is an extremely useful and gratifying way to help.

For the safety of our students and volunteers, all volunteers must be fingerprinted and pass a security clearance at the PGUSD district office. To schedule an appointment, please contact: Kimberly Ortiz kortiz@pgusd.org 646-6553 or Angela Lippert alippert@pgusd.org 646-6593.

Guidelines for Forest Grove School Volunteers and Parents/Guests

These guidelines will be given to and reviewed with each classroom volunteer/parent by the classroom teacher.

We love our parents and volunteers and are thankful for your effective involvement. The staff has put together some guidelines to develop a healthy climate of respect and professionalism.

1. Your role in the classroom is important. Please remember:
 - ◆ Give appropriate praise and motivation.
 - ◆ Use tutoring strategies such as: repeat directions to child, allow child to complete task on his/her own, take a different approach, model a correct response, use visuals, etc.
 - ◆ Use appropriate language to guide students rather than just give the answer.
 - ◆ Avoid negative comments like: “don’t act like a baby, you should know this,”
 - ◆ Let children make a mistake and say, “try that again.”
 - ◆ When a child says, “I don’t get it” or “I don’t know what we’re doing,” state the activity in a new way. The teacher will be available should a student need additional help which the parent or volunteer can’t provide.
 - ◆ Help all students, not just your own child.
 - ◆ Allow your own child to be self-reliant in the classroom.
2. Volunteers need to be trained on the operation of all machines and where/how supplies are utilized.
3. Student behavior at school is private and to be dealt with by the teachers and other authorized personnel. Volunteers and parents should adhere to confidentiality in regard to all students. Due to IEPs and other behavior contracts, some students have different expectations and goals. Respecting all students is expected of all volunteers and parents.
4. Volunteers and guests should wear appropriate professional attire: No tank tops, shorts, hats (indoors), or inappropriate sayings on clothing. Use professional language. *Volunteers and guests shall not possess or use tobacco products, e-cigarettes, and vaping device products of any kind.*
5. Do not discipline, but let the teacher take over in that area since he/she knows what the child may be working on behaviorally or if the child has issues affecting behavior that day, etc.
6. Volunteers and parents should be actively engaged in the activity at hand. Please save social conversations for outside of school rather than the back of the classroom.
7. The teacher is in charge of the lesson and the expectations. Volunteers should take the teacher’s lead. If there is a question, ask the teacher privately. Classroom protocols are to be followed by everyone.
8. Check with the teacher in regard to bringing younger siblings to class. Some activities may not be appropriate for younger siblings.
9. In assemblies, parents and volunteers (unless they are specifically helping with a student) should sit behind all of the classes and follow all assembly rules.
10. All rules and regulations governing staff and students at Forest Grove School apply equally to volunteers and parents. See the Forest Grove School handbook for details.

11. Each classroom teacher may have additional rules, which will be given to the parents and volunteers of their classroom.

Parent Teacher Association (PTA)

The PTA is an essential part of the education of all children at Forest Grove School. While it does raise money for countless needs in and out of the classroom, our PTA also sponsors the fun activities such as: Trunk or Treat, Primary Night, Intermediate Night, the Fun Fest, Scholastic Book Fair, Movie Night, Ice Cream Social, Family Reading Nights, campus pride days and many other events. In addition, the PTA sponsors parent education evenings that often precede the regular meetings. The PTA should be your first stop as you look for ways to help the school.

PTA meetings are generally scheduled once a month at 6 p.m. in the library. They work very hard in a variety of ways and can always use extra help, particularly for special events.

School Site Council

The School Site Council is an advisory committee that provided valuable input regarding decisions that affect Forest Grove. The council is composed of the principal, teachers, classified staff, and parents. At our monthly meetings, we report on progress of our school goals and decide which aspects of our educational program should be emphasized for the current school year. If you are interested in serving on the School Site Council contact Principal Irene Preciado at ipreciado@pgusd.org or call 831-646-6560.

Forest Grove Incident Command Teams 2022-23

Incident Command Center

Incident Commander: **Irene Preciado**
Alternate: Jennifer Smallwood
Recorder: Debbie Pinheiro
Alternate: Fran Castorina

Communications Team

Leader: **Mary Quindimil**
Alternate: Melissa Andersen
Team Members:

Student Release Team

Leader: **Desiree Babas**
Alternate: Christine Gruber
Team Members: Carey Parker, Michelle Mitchell

First Aid and Basic Needs Team

Leader: **Marc Russo**
Alternate: Natalie Adams
Team Members: Zoe Roach

Student and Staff Safety Team

Leader: **Jeff Gray**
Alternate: Natalie Montgomery
Team Members: Jared Masar,
Amy Killett. Ron Longueira

Facilities Team

Leader: **Oscar Orozco**
Alternate: Cherie Mares
Team Members: Danielle Groshong, Evelyn Franco

Crowd Control Team

Leader: **Renee Woods**
Alternate: Beth Cina
Team Members: Christina Luciano, Sylvia Mah

“Buddy” Crowd Control Team

Leader: **Sarah Gordon**
Alternate: Kathryn Yant
Team Members: Theresa McDaniel, Hetal Patel,
Summer Wright, Shannon McCarty

COMMUNICATIONS

Functions

- Team Leader reports to the Incident Commander.
- Report and/or release emergency information concerning the status of students, staff, and school facilities to the Monterey County Office of Emergency Services, Monterey County Office of Education, District Board of Education Members, parents, public, and the press.
- Maintain communications with district employees.
- Maintain log of all incoming and outgoing communications

FIRST AID

Functions

- Team Leader reports to Incident Commander
- Report to First Aid and Basic Need Chief to determine medical needs and plan.
- Set up first aid area
 - Get supplies.
- Assess injuries and provide first aid, as indicated.
- Determine need for skilled medical assistance
 - If needed, request from the Incident Command Center.
- Responsible for patient identification and tracking.
 - Affix a tag on each of the injured with name, address, injury, and any treatment rendered.
- Establish priorities for transport, when it is available, of the injured to hospitals.
 - Team members may accompany children to the hospital, if available.
- Complete the Injury and Missing Person’s Report

FOOD, WATER, AND SUPPLY MANAGEMENT

Functions

- Team Leader reports to the First Aid and Basic Need Chief.

Food, Water, and Supply Responsibilities

- Assess food preparation facilities.
- Estimate number of persons requiring shelter and for what period of time.

- Assess adequacy of available water, food, blankets, and other supplies.
- Control conservation of water.
- Establish list of all persons in shelter
- determine any special needs.
- Report additional equipment and supply needs to the Incident Command Center.
- Each classroom has emergency supplies:
 - Portable Potty

INCIDENT COMMAND

Functions

- Determine appropriate actions for students/staff
- e.g., evacuate school buildings, evacuate school sites, return to class, etc.
- Assign emergency functions, as appropriate.
- Conduct drills, in keeping with requirements.
- Continually collect, analyze, and report information concerning:
 - students and staff who are injured or unaccounted for
 - facility damage assessment, etc.
 - report status to the Superintendent.
- Determine need for, request, if necessary, and coordinate assistance with outside agencies.
- Provide overall direction for all activities during an emergency.

MAINTENANCE, SECURITY, AND FIRE

Functions

- Team Leader reports to the Incident Commander.
- Turn off utilities and secure the water system.
 - *Note: This step takes precedence over all other assignments for custodian(s).*
- Access emergency supplies.
- Extinguish small fires, if possible.
- Ensure emergency vehicles have access to school grounds.
- Secure school buildings against unauthorized entry.
- Seal off and post areas where hazardous conditions exist.
- Set up sanitary facilities.
- Set up a morgue.

PSYCHOLOGICAL FIRST AID

Functions

- Team Leader reports to Incident Commander.
- Responds to notification of an emergency or disaster, sudden death, suicide, etc.

Next Day Response

- Helps plan the response to the incident and prepares for the following day. Plans should include:
 - Prepare written statement to staff members:
 - how to handle phone calls and requests for information about the emergency or disaster.
 - Establish a crisis center on campus

- crisis team members shall be available there to meet with students/staff.
- o Request assistance, if needed, from:
 - Monterey County Office of Education Psychological Services, and/or
 - Monterey County Behavioral Health Services (831-647-7650).
- o Promptly share factual information:
 - with staff, students, parents, and community.
 - by planning staff meetings or other communications.
- o Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to:
 - facilitate classroom discussion.
 - respond to students' questions and needs.
- o Provide a written statement to teachers to be used to announce the incident to students.
- o Request teachers refer students who seem especially upset to the school's crisis center for individual counseling.

SEARCH AND RESCUE

Functions (Always done in teams of no less than two people)

- Team Leader reports to Student Release Team Leader.
- Members check in with the Team Leader.
- Check for proper equipment.

Searches

- Check the exterior of the building.
- Responsible for checking bathrooms, hallways, and other areas for students, staff, visitors, and intruders.
- May need to search campus for unaccounted people.
- Turn in Damage Report for Assessment (Section 6, Form H) to Operations Chief via Team Leader.
- Develop a plan of attack.
- Interior Search
 - o Select safe entrance.
 - o Mark the entry door with a slash “ / “ .
 - o Sweep assigned area in orderly pre-planned sweep pattern.
 - o Upon entering an area:
 - call out and wait for an answer.
- Remove victims who are not trapped first.
- Remove trapped victims, if possible.
- When exiting the complete original “ / “ making an “ X “ .
 - o write pertinent information on the door.
- After searching, secure the building from re-entry.
- Give a status report to the Team Leader.

STUDENT RELEASE

Functions

- Team Leader reports to Incident Commander.
- High stress job. May require frequent relief.

Accountability

- Account for all students and staff.
- Get Injury and Missing Person's Report from each teacher (see Section 6, Form M).

- Determines who is missing/unaccounted for, sends list to Operations Chief.

Assembly/Shelter

- Responsible for setting up an evacuation site.
 - Second Level for all grades if outdoor
 - Dance Gym at High School if off campus evacuation, indoors required
- Coordinates supervision of students until release.
 - Set up Student Release Table at entrance of evacuation area
 - Use radio to call students from their assembly area
- Rest rooms are always an issue.
 - Identify working restrooms for students
 - If none available, establish an area to set up portable potties in the evacuation area.

Transportation Responsibilities

- Arrange for buses/transportation.
- Supervise loading and moving of buses/transportation.
- May have to arrange alternative transportation.

Release of Students

- Check the student emergency card for the name of the person(s) authorized to pick up the student.
- Release students only to an authorized person.
- If in doubt, ask for identification.
- Complete Student Release Log

FOREST GROVE ELEMENTARY SCHOOL

2022-23 Safety Drills - Calendar

Day, Date	Length of Drill	Type
August 22, 2022	15 mins	Evacuation
September 22, 2022	15 mins	Shelter in Place
October 20, 2022	15 mins	Drop, Cover, & Hold On
November 18, 2022	15 mins	Secure Campus
December 8, 2022	15 mins	Drop, Cover & Hold On
January 12, 2023	15 mins	Evacuation
February 6, 2023	15 mins	Drop, Cover, Hold On
March 16, 2023	45 mins	Extended Scenario
April 21, 2023	15 mins	Secure Campus

Buddy List

Rooms: K-1 & K-2 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: K-3 & K-4 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: K-6, K-5, E-1 Vest: Red = HELP Yellow = SAFE/All Accounted For	
Room: G-1, G-2, G-3 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: G-4, G-5, G-6 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: B-1, B-2, B3 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: B-4 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: C-1, C-2 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: C-3, C-4 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: D-1, D-2 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: D-3, D-4 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: E-2, E-3, E-4 Vest: Red = HELP Yellow = SAFE/All Accounted For	
Room: Counseling, Speech Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: OT, BASRP, ELD, Psych Vest: Red = HELP Yellow = SAFE/All Accounted For

Forest Grove School Incident Command Structure Locations

The Incident Commander is responsible for having a pre-designated Command Post location identified both indoors and outdoors. Each Crisis Team should also have pre-designated post locations both indoors and outdoors.

- The primary **Incident Command Center** location for this school is the ***School Office***
- The secondary outdoor **Incident Command Center** location for this school is the ***Second Level***
- The primary outdoor **Evacuation Site (Assembly Area)** location for this school is ***Second Level***
- The secondary indoor **Evacuation Site (Assembly Area)** location for this school is ***Dance Gym at PGHS.***
- The primary offsite **Evacuation Site (Assembly Area)** location for this school is: ***Back Parking Lot at Country Club Gate Center.***
- The secondary off site **Evacuation Site (Assembly Area)** location for this school is the ***First United Methodist Church at 915 Sunset Drive***

The post locations for each of the Crisis Teams are as follows:

Student and Staff Safety Team

Primary (indoor) Location: ***Second Level***

Secondary (outdoor) Location: ***PGHS Dance Gym***

Student Release Team

Primary (outdoor) Location: ***Second Level, behind the Library***

Secondary (indoor) Location: ***PGHS Dance Gym***

First Aid and Basic Needs Team

Primary (indoor) Location: ***Staff Lounge***

Secondary (outdoor) Location: ***Kindergarten Playground***

Communications Team

Primary Location: ***Office***

Secondary Location ***First Level, picnic tables the Library***

Facilities Team

Primary Location: ***Custodial Office, end of B-wing***

Forest Grove School Crisis Team Locations

The following is a list of the areas where Crisis Teams will meet:

Communications Team

Office or
Picnic Tables on first level, next to Library

Student Release Team

Second Level, behind Library or
Office

First Aid and Basic Needs Team

Staff Lounge or
Kindergarten Playground

Search and Rescue Team

First Level, at “The States” on the playground

Facilities Team

Custodial Office, end of B-wing, near the playground

Crowd Control Team

Second Level or
Outside of PGHS Dance Gym

“Buddy” Crowd Control Team

Perimeter of Assembly area

Forest Grove Elementary School

Response

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

CALLING 911

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

WHEN REPORTING AN EMERGENCY

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

CALLING 911 FROM A CELL PHONE

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

When calling 911, time is of the essence.

Remain calm; speak slowly and clearly.

The 911 Dispatcher needs the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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

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

IMMEDIATE ACTION RESPONSES: THE BIG FIVE

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

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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Instruct the designer to call 911.
- Designee must be ready to provide location, status of campus, all available details of situation
- Make a public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control
 - **Example:** “Your attention please. We have an environmental hazard in the community and are implementing SHELTER IN PLACE procedures. Students and all staff are to remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is NOT a drill.” -REPEAT-
- Designate assigned individual to close doors and windows in administration building
- Designate assigned individual to shut off heating or air conditioning units in administration building if necessary
- Make arrangements for central HVAC shutdown, as necessary
- When able, alert Superintendent’s office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- Access the “Emergency Response Box” in order to provide fire officials with maps, keys, rosters, etc.
- Meet fire department or law enforcement at Incident Command Post Transfer incident command to fire officials, but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through the duration of the event.

- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.
- When directed by fire officials, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- 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:
 - close doors and windows
 - shut down the classroom HVAC system
 - turn off fans
 - 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

Drop, Cover, and Hold On

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

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 the wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

Administrator Actions:

- 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
- Assume Incident Command role
- As soon as possible after recognizing seismic activity, make a public address announcement. If the PA system is not available, use other means of communication, i.e., sending messengers to deliver instructions
- Be calm and give clear directions
 - **Example: “Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. This is NOT a drill. Do NOT go outside!” Repeat.**
- According to site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- If injuries are reported, instruct designee to call 911 immediately if classroom teacher/supervisor has not already done so
- Access the “Emergency Response Box” in order to chart reported injuries and/or damage on building maps. Be ready to provide this map to First Responders upon their arrival
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Before initiating any evacuation, deploy a Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut the gas off
- Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt. Non structural damage would **not** necessarily require an evacuation
- When able, report campus status to Superintendent’s office ☐☐ If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post

- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post
- After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Be prepared to transfer command of immediate emergency to First Responders. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

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

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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
 - **Example: Your attention please. Due to Law Enforcement activity in the community, please implement SECURE CAMPUS procedures immediately. This is NOT a drill.” -REPEAT-**
- Instruct designee to call law enforcement non-emergency numbers and inform them of Secure Campus status. Ask to be kept current on the incident.
- Designate assigned individual to lock all doors leading into administration building
- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- If relevant to site staffing assignments, contact campus School Resource Officer or other security personnel and provide available information When able, alert Superintendent's office
- Maintain heightened state of readiness in the case the community threat intensifies and school needs to elevate response to **LOCKDOWN / BARRICADE**

- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately. If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** status immediately upon conclusion of break.
- If possible, provide periodic updates to staff via public address, email, or other agreed upon means. Continue updates even if there is no change in the situation.
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside for as long as the threat persists.
- After the emergency has been neutralized, initiate **ALL CLEAR**.
- Through whatever means is most effective, provide parents/guardians with a description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately.
- Close and lock the door.
- Continue 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.

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 cell phones
 - 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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Instruct a designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Make a public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
 - **Example: “Your attention please. We have an emergency situation. Implement LOCKDOWN/BARRICADE procedures immediately. This is NOT a drill.” -REPEAT-**
- Designate assigned individual to lock all doors leading into administration building
- Instruct office staff to seek safe refuge in a pre-determined “Safe” location within the building
- **ONLY IF SAFE TO DO SO:**
- Attempt to contact on-campus school resource officer or other security personnel and provide available information
- When able, alert Superintendent’s office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- Access the “Emergency Response Box” in order to provide law enforcement with maps, keys, rosters, etc.
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- If safe to do so, meet law enforcement at Incident Command Post
- After the emergency has been mitigated, initiate **EVACUATION** or room to room clearing procedures as directed by law enforcement
- Collect attendance and notify law enforcement of any missing persons
- If an incident includes casualties, deploy (School) Liaison Officer to First Responder’s Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons

- Transfer incident command to law enforcement but provide whatever assistance/information they require. School Incident Commander remains as part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- Through whatever means is most effective, provide parents/guardians with a description of the emergency and the response, and if appropriate, what steps are being taken in its aftermath

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 doors and clear the room. If law enforcement does not have keys, follow the “Sum of Nine” communication protocol
- **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 the 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

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 the second level playground assembly area.
- May require staff to exit via alternate routes based on circumstances
- Requires students remain with assigned teachers unless circumstances prohibit this
- Requires that staff and students assist those with special needs to ensure for safe egress of all

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- Assume Incident Command role
- Instruct a designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Initiate the alarm and make a public address announcement. Instruct teachers and staff to immediately evacuate the building and students to remain with their teachers until further instructions are provided
 - **Example: “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to the on-site location OR to the off-site location.) Students are to remain with their assigned teacher. Evacuate all buildings immediately. This is NOT a drill.” – Repeat-**
- When able, alert Superintendent’s office
- Access the “Emergency Response Box” in order to provide fire officials and/or law enforcement with maps, keys, rosters, etc.
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Meet fire officials or law enforcement at Incident Command Post
- Collect attendance and notify fire officials or law enforcement of any missing persons
- If an incident includes casualties, deploy (School) Liaison Officer to First Responder’s Emergency Medical Command Post. After proper identification, only the Coroner, police chaplain, or other public official should deliver official notification of deceased persons. Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require.
- School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to classroom and normal school activities
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, the school's response, and what steps are being taken in its aftermath

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"
- 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 the 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

EMERGENCY TELEPHONE NUMBERS

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
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	831-770-8000
Poison Control	800-222-1222
Child Protective Services	831-755-4661
PG&E	800-743-5000
Water	888-237-1333

EMERGENCY TELEPHONE NUMBERS

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

A. Pacific Grove Unified School District Emergency Contacts

Position/Title	Name	Day Phone	Mobile Phone
Superintendent	Ralph Porras	831-646-6510	
Assistant Superintendent	Joshua Jorn	831-646-6509	
Director of Maintenance	Jon Anderson	831-646-6537	
Nutrition Director	Stephanie Lip	831-646-6521	
Director of Student Services	Claire Davies	831-646-6523	

B. School Emergency Contacts

Position/Title	Name	Day Phone 831-646-6560	Evening/ Weekend Phone	Mobile Phone
Principal	Irene Preciado	Ext. 3200	408.963.3576	408.963.3576
Psychologist	Thalia Jones	Ext. 3225	707-367-6906	707-367-6906
Site Team Leaders:				
Student/Staff Safety	Jeff Gray	Ext. 3230	831-372-5835	831-372-5835
Student Release	Desiree Babas	Ext. 3201	831-741-6522	831-741-6522
Crowd Control	Renee Woods	Ext. 3131	831-375-4402	831-375-4402
First Aid/Basic Needs	Marc Russo	Ext. 3114	831-521-9598	831-521-9598
Communications	Mary Quindimil	Ext. 3152		
Facilities	Oscar Orozco	Ext. 3207	831-393-4283	831-393-4283

**SAFE SCHOOLS
SAFETY & SECURITY ASSESSMENT
To Be Updated (Noted: 10/1/22)**

Name of School: Forest Grove Elementary School Date of Assessment: 10-28-2019

**Start Time __8:00 a.m.__ End Time __8:45 a.m.__
Assessed By: Administration Buck Roggeman, Oscar Orozco
Community Partners & Guests: _____**

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

	YES	NO	COMMENTS
1. Adequate school zone & speed signage in surrounding area.	X		
2. Neighborhood watch or partnership has been established.			NA
3. Vehicles drive appropriately in the school zone.	X		
4. Sidewalks & crosswalks are available for student walkers.		X	True in most cases; however, not true crossing Forest Lodge from Country Club Gate Center
5. Neighborhood is considered safe and an asset to the school.	X		
6. Other:			
BUILDING EXTERIOR	YES	NO	COMMENTS
1. Roofs are accessible only by a ladder.		X	Most but not all

2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted.	X		
3. "Visitors Must Report To Office" signs are posted at all exterior entrances.	X		
4. Visitor entrance is clearly identified.	X		
5. "Supervision Hours" signs are posted in prominent locations.		X	
6. Adequate lighting at all exterior entrances.	X		
7. Adequate lighting around the building.	X		
8. School grounds are free of graffiti & trash.	X		
9. Shrubs/foliage trimmed – good line of vision.	X		
10. Exterior doors & locks are in good condition.	X		
11. Exterior doors & windows are locked before & after school.	X		
12. Exterior windows & locks are in good condition.	X		
13. Basement windows are protected – grills, etc.			n/a
14. Blinds/curtains closed in rooms containing computers & valuable equipment.	X		
15. Outside entrances are numbered to direct emergency vehicles.	X		Fire lane clearly marked
16. School grounds are fenced to prevent unauthorized vehicles & public access.	X		
17. Dangerous equipment & utilities are protected & secured.	X		
18. Exterior door to the kitchen is kept locked, has a peephole & adequate doorbell.	X		

19. Exterior entrance to the kitchen has adequate lighting.	X		
20. Good visibility of bike racks from the building.	X		
21. Intercom Notification System works adequately in exterior gathering areas.		X	
22. Other:			
ARRIVAL & DISMISSAL	YES	NO	COMMENTS
1. Supervision is in place before students arrive. (note time of first student arrivals)	X		
2. Bus zones & parent drop-off/pick-up zones are separate.	X		
3. Bus loading zones have restricted access & are clearly marked.	X		
4. Bus area is supervised when students are present. (note time of first supervisor)	X		Bus drivers supervise students at our site.
5. Parent drop-off/pick-up area is clearly marked.	X		
6. Parent drop-off/pick-up area is supervised when students are present.		X	When principal is available.
7. Sidewalks are provided for student walkers.	X		On campus yes (sidewalks and paths)
8. Crossing guards are provided to assist elementary children.	X		
9. Vehicles drive within the appropriate speed limit.	X		Police help with enforcement
10. Adequate lighting in parking lots.	X		

11. Adequate number of parking spaces for staff & visitors.	X		
12. Student access to the parking lot is restricted for Elementary & Middle School.	X		
13. Student access to parking lots is restricted to arrival/dismissal for high school.			n/a
14. Student parking is available by permit only.			n/a
15. Parking lot is supervised during arrival & dismissal.	X		The back staff is assigned. In front, supervision is from the office.
16. Other:			
HALLS & COMMON AREAS	YES	NO	COMMENTS
1. School rules are posted and clearly visible throughout school.	X		
2. Students interviewed know school rules.		X	Student interviews not conducted yet.
3. Students wear visible hall passes when not in class (during class-time).		X	
4. Halls are supervised during passing time.			n/a
5. Common areas are supervised when students are present.	X		
6. Unused entrances are locked during the school day.	X		
7. Halls & common areas are free of graffiti & trash.	X		
8. Students adhere to the school dress code.	X		
9. Students adhere to a hands-off policy.	X		
10. Students interviewed know emergency procedures.		X	Interviews not conducted yet

11. Fire extinguishers are checked annually by fire inspection companies.	X		
12. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in green zone, properly labeled.)		X	Need to check on this.
13. Fire extinguishers that are not visible have visible signage.	X		
14. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.)	X		
15. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide.	X		
16. Exit doors open & close easily & exit signs are well lit.	X		
17. Doors with panic hardware are free of locks/latches/chains.	X		
18. Other:			
CUSTODIAL ROOMS & PROCEDURES	YES	NO	COMMENTS
1. Mechanical rooms & custodial rooms are secured at all times.	X		
2. Custodians carry two-way radio for communication with the office & administration.	X		
3. Custodians have been trained on building emergency procedures & participate in all drills.	X		
4. Damage caused by graffiti, broken glass, and other vandalism are immediately repaired (before school opens).	X		
5. Combustible waste materials are stored in non-combustible containers and emptied regularly.	X		
6. Fire protection equipment is free of obstructions (alarm panels, fire extinguishers, sprinkler control valves.)	X		
7. There is 18 inches of clearance below sprinkler heads.			n/a

8. Attic scuttle openings are closed.			N/A
9. Breakers in electrical panels are labeled; spares are in off position.	X		
10. Electrical panels have 36 inches of clearance.	X		
11. All containers including spray bottles are properly labeled.	X		
12. MSDS notebook location is known & notebook is easily accessible.	X		
13. Procedures are in place for unlocking/locking doors before, during & after school.	X		
14. High-risk areas (main office, cafeteria, store, computers, etc) are secured after hours.	X		
15. Unused portions of the building are secured after hours.	X		
16. Other:			
PLAYGROUNDS & SOCIAL AREAS	YES	NO	COMMENTS
1. Play areas are fenced for the safety of students. (vehicular access restricted)	X		
2. Play equipment is in good condition.	X		
3. Surface of the play area is in good condition.	X		Additional fill material pending
4. Play areas are free of hazards.	X		
5. Good visibility in play areas (look for barriers to line of sight)	X		
6. Interaction between students is generally positive.	X		
7. Play/Social areas are adequately supervised when students are present. (supervisor – student ratios, size of areas, barriers, etc)	X		
8. Active Supervision principles are applied consistently: (movement, scanning, positive interactions with students, pre-corrections, correcting rule infractions.)	X		
9. Other:			

KITCHEN & EATING AREAS	YES	NO	COMMENTS
1. Access to the kitchen by students is restricted and/or with adult supervision only.	X		
2. Eating areas are supervised when students are present.	X		
3. Adequate seating in eating areas.	X		
4. Eating areas are clean and free of trash.	X		
5. Traffic flow of students is organized and time waiting in line is minimal.	X		
6. Cleaning supplies are properly marked and stored away from food.	X		
7. Interior entrance to the kitchen is locked when staff is not present.	X		
8. Knives & dangerous objects are stored in a secured place.	X		
9. Kitchen hood serviced every 6 months/fusible links replaced yearly.	X		
10. All kitchen staff have been trained in emergency procedures & participate in drills.	X		
11. Walk in refrigeration units have easy escape doors.	X		
12. Other:			
RESTROOMS	YES	NO	COMMENTS
1. Restroom stalls are equipped with doors or fire resistant curtains.	X		
2. Restrooms/locker rooms have adequate lighting.	X		
3. Restrooms are clean, odor free, and free of trash.	X		
4. Restroom walls, mirrors, & interior stall doors are free of graffiti.	X		
5. Other:			
CLASSROOMS	YES	NO	COMMENTS

1. Classroom doors are locked & lights are turned off when the room is vacant.	X		
2. Emergency procedures (Code Yellow/Red) posted in all rooms.	X		
3. Evacuation route map posted in all rooms.	X		
4. Intercom systems and phones work in all rooms.	X		
5. Cover plates are on all electrical junction boxes (outlets/switches).	X		
6. Electrical outlets within 6 feet of water are GFCI protected.	X		
7. Power strips are used in place of extension cords.	X		
8. Cords are properly secured to avoid tripping.	X		
9. A system is in place to track student exit & return. Hall passes are used consistently.	X	*	No hall passes used at Forest Grove
10. Staff wear visible ID.	X		
11. Staff regularly teach social skills/conflict resolution curriculum. (How many lessons per year?)	X		
12. Classroom rules are posted and consistent with school-wide rules.	X		
13. Staff has been trained on building emergency procedures during the current school year.	X		
14. Other:			
OFFICE & ADMINISTRATION	YES	NO	COMMENTS
1. Lobby entrance is visible from the front office.	X		
2. Visitors, parents & volunteers are required to sign in at the office & wear a visible ID.	X		
3. Student sign-out log is required.	X		
4. Adults not listed on the student registration form are required to have written permission to pick up students.	X		

5. Local fire & police departments have current school maps, contact lists and keys to school buildings.	X		
6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes)	X		
7. Portables have front office communication & receive fire alarm notification.	X		
8. Intercom/two-way notification system works, and can be heard in all areas of campus.	X		
9. A key-control system is in place.	X		
10. The Supervision Schedule is current. (Attach a copy to this form.)	X		
11. Safety committee meets monthly & minutes are posted.		X	Site Leadership Team now oversees and discusses safety when necessary
12. The OR-OSHA poster <i>Job Safety & Health</i> is displayed in a prominent area.	X		
13. Medications for students are properly stored & secured. (Review log to verify.)	X		
14. A system is in place for staff, students & parents to anonymously report problems (hotline, designated staff, tip box, etc)	X		
15. District drill schedule is followed. Debrief sheets are utilized & given to the District Safety Officer.	X		
16. A SAFE Team has been established & trained. (Attach copy of roles & responsibilities.)	X		
17. All classified staff have been trained on emergency procedures during the current school year.	X		
18. A system is in place to train substitute staff on emergency procedures.	X		Through office manager/principal or Sub folder
19. First aid kits are properly stocked and readily accessible.	X		
20. Staff Development Plan is current. (Attach a copy to this form.)		X	All staff receive training at the beginning of the year.

21. A Behavior Team meets regularly to review behavior issues & behavior management systems.	X		
22. Other:			
Areas of Recognition Record commendable areas of safe school conditions and staff members who are involved with these efforts.			Who Needs Recognition

School Safety Goals

1) Improve drop off and pick up safety in the back parking lot.

- Improve sidewalk into and out of the back parking lot
- Paint cross walk from sidewalk to first island
- Install an exit so that there are one way entrance and exits.

2) Conduct Safety Training for all staff annually

- Review Evacuation Procedures
- Review Earthquake procedures
- Review components of Crisis Response Plan

PGUSD Parent Guide to COVID-19

To be updated (noted 10/1/22)

Protocols and Procedures - 2021-2022 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 as to ensure their health and safety?*
4. *What is PGUSD providing to classrooms so that they remain properly disinfected?*
5. *How is PGUSD following health guidelines while staff and students are on campus?*
6. *How do I know if my child is well enough to come to school?*
7. *My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?*
8. *When my child comes to school, what is the check-in procedure?*
9. *When would my child have to go home from school?*
10. *If a student becomes ill at school, how does the school handle it?*
11. *How long should a student stay at home when ill?*
12. *How would I know if my student has been exposed to COVID-19?*
13. *What happens when a student is exposed to a positive case of COVID-19 based on guidelines for close contact?*
14. *What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?*
15. *If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?*
16. *What is the school plan if a student or staff member becomes infected with COVID-19?*
17. *What happens if a family member or someone in close contact (outside of school) with a student or staff member tests positive for COVID-19?*
18. *What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?*
19. *If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?*

20. *How will information about COVID-19 cases and other medical information be handled by the school?*
21. *When would the district decide to close a school because of COVID-19?*
22. *When would the district decide to close all of the schools because of COVID-19?*
23. *If a school is closed for in-person learning, when may it re-open?*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Each student should arrive at school with their face covered securely if there is 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?*

- g+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, the nurse/health clerk contacts the parent for student pickup.
- Parents/guardians must be available to pick up their child within 15 minutes of a school phone call.
- Parents will be instructed to keep students at home until there are no signs or symptoms of illness for at least 24 hours without over-the-counter medication. Parents should contact a 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 a healthcare provider before the 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 providers may specify two negative test results 24 hours apart before a 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 the 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 providers 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 the 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 a 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?

Students or staff members may return to school 3 days after symptoms resolve according to provider discretion. A 14-day quarantine is 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)



Forest Grove Reopening Overview 2022-2023 Drafted during the spring 2022

Introduction - This is an overview of the current plan at Forest Grove Elementary School. Specifics to each area will be provided prior to a district survey asking parents to decide between distance learning or blended learning. Every aspect of this plan follows state and county guidelines regarding physical distancing to keep all staff and students safe as we return to school. The plan also must be flexible enough to allow us to shift into 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 Irene Preciado by email at ipreciado@pgusd.org. (needs to be updated: noted 10/1/22)

Two Programs Offered

1. Full Distance Learning - Students who are medically compromised and students choosing to remain in Distance Learning do not attend school and participate in distance learning every day
2. Hybrid Learning Program - Students attend school four days each week in an AM or PM group and participate in asynchronous distance learning at home depending on their cohort time

Full Distance Learning

- Students do all learning from home
- Daily live interaction with a teacher
- All testing is done online
- Instruction will be computer based, but also include traditional materials (paper, workbooks, manipulatives, etc.) distributed regularly
- Distance Learning program developed by each grade level
- Will have a combination of live instruction (synchronous) and recorded instruction (asynchronous)
- Attendance and online engagement will be monitored

Hybrid Learning Program

Weekly Attendance for Live Instruction - Students attend school four days each week in an AM or PM cohort. When not at school, students participate in asynchronous distance learning at home. Ongoing cleaning/disinfection will occur throughout each day along with nightly custodial services. Groups would be decided by alphabetical order and considerations will occur for pairing siblings on site/at PGMS and with pods created in fall.

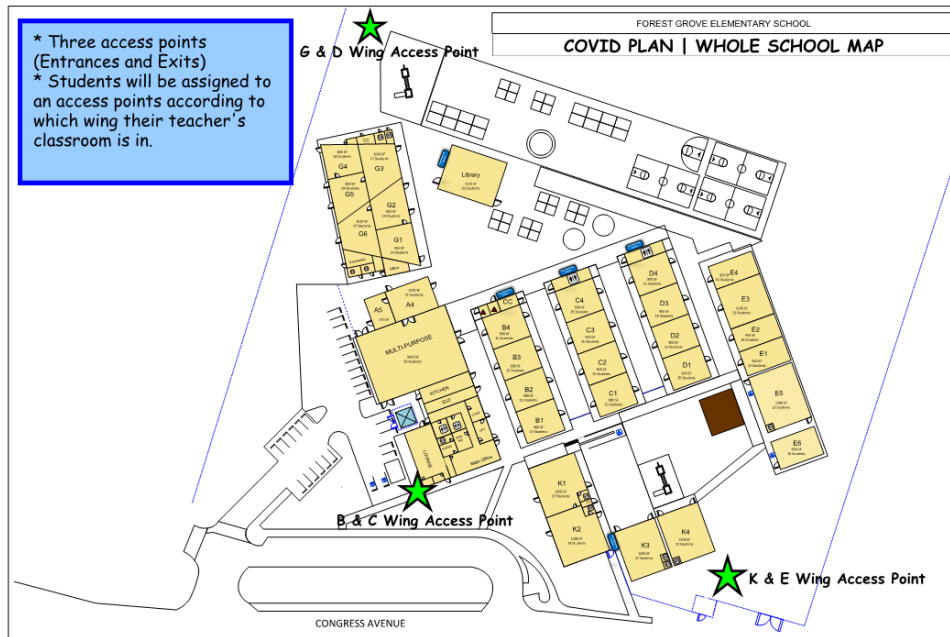
Monday	Tuesday	Wednesday	Thursday	Friday
Teacher Planning & DL	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)	AM Group (PM Asynchronous) PM Group (AM Asynchronous)

Bell Schedule (Working Draft) - Staggered start and end times allow for smaller groups arriving and leaving campus. (see actual schedule)

Grade	Cohort Group	Start Time	Dismissal
Kindergarten	AM Group	8:30	10:30 (120)
	PM Group	12:00	2:00 (120)
1st & 2nd	AM Group	8:30	11:00 (150)
	PM Group	12:30	3:00 (150)
3rd, 4th, & 5th	AM Group	8:45	11:15 (150)
	PM Group	12:45	3:15 (150)

Student Drop Off & Pick Up

- Student temperatures will be taken but not recorded. Parents will be contacted for students with a fever of greater than 100.4 degrees.
- Students will use a different campus entrance based on their classroom location.
 - Front of School: Students whose classes are in B & C Wings
 - Maintenance Gate off of Congress Ave: Students whose classes are in K & E Wings
 - Back Gate by Playground Structure: Students whose classes are in G & D Wings
- Parents will not be allowed to accompany students inside the gates.



- Estimated number of students using each access point
 - Front of School (B & C wings): AM - 36 students, PM - 23 students
 - Congress Gate (K & E wings): AM 42 students, PM - 41 students
 - Back Gate (G & D): AM 53 students, PM - 45 students

Special Education Small Cohort Instruction

- Our SDC/Inclusion students will be invited back to campus on Tuesdays and Thursdays in accordance with the California Department of Education guidelines allowing for small cohorts of special populations of students to return to live instruction.

Grade	Cohort Group	Start Time	Dismissal
Primary SDC/Inclusion E-2	AM Group Only	9:30	K-1st 10:30 2nd 11:30
Intermediate SDC/Inclusion E-4	AM Group	8:45	11:30
	PM Group	12:30	3:15

- When all students return to school, the SDC/Inclusion schedule will match that of their general education peers.

BASRP

- BASRP is to be determined as our elementary schools are analyzing the viability of establishing small cohorts that would not mix.

Transportation - Detailed information will be available once physical distancing requirements on buses are made clear and accurate capacity can be determined.

Personal Protective Equipment

- Students - all students would be required to wear a mask according to county guidelines. Students who do not have a mask will have one provided 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. Classes will have 10-14 students in them
- Outside - students will remain in their class groups during recess and physical education. They will maintain six feet of distance in all situations where they line up.

Recess

- Students will wash their hands before and after recess
- Classes will be given a specific area of the playground where they play for that day (play structure, 2-3 groups on the field, 2-3 groups on level 2, and 2-3 groups on level 1)
- We will follow all county and state guidelines regarding the sharing and disinfecting of equipment

Lunch - School lunches will be provided free of charge

- AM Students will have the opportunity to grab and go lunches as they leave campus
- PM students will eat lunch before they arrive at campus

Restrooms

- TK/K students will use the restroom in their classes
- 1st-5th grade students will use common restrooms with specific stalls assigned to each grade level
- Two students will be allowed in at a time with adults monitoring during recess
- One student per class may access restrooms at a time during class periods although they will not be monitored