



Pacific Grove Middle School
Safe Schools Report
&
School Safety Plan
2023-2024

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Pacific Grove Unified School District
Monterey County

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2023-2024**

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2023-2024**

Jason Tovani	Assistant Principal
Brice Gamble	Teacher on Special Assignment
Lisa McBride	Teacher
Nikki Madden	Teacher
Kyle Mountain	Teacher
Grer Enterline	Teacher / PGMS Parent
Robin Cochran	Registrar

School Overview

Pacific Grove Middle School (PGMS), a three-year comprehensive middle school, serves the city of Pacific Grove and a portion of Pebble Beach. The home of the Breakers sits on the tip of the Monterey Peninsula surrounded by the Pacific Ocean and the neighboring town of Monterey. The city of Pacific Grove has a population of ~15,041 and its primary industry is tourism.

PGMS is the only middle school in the Pacific Grove Unified School District. The district consists of two elementary schools (K-5), one middle school (6-8), one high school (9-12), one community high school and an Adult school which oversees adult education as well as preschool education.

PGMS currently ('23-'24) has 444 students enrolled in grades six through eight. The student ethnicity is: 56 % White (not Hispanic), 19.6 % Hispanic, 11.7 % Asian 6.5% two or more races, 1.6% Native American, 1.6% Filipino, 5% African American, 1% Pacific Islander, and 1.4% Decline to State.

MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

The mission of Pacific Grove Middle School is to provide a quality educational experience that teaches our students the skills and abilities they need to transition into high school with high self-esteem, a capacity for critical thinking, a sense of responsibility, global awareness, and respect for self and others. Our staff is committed to setting and achieving high standards of academics and behavior while recognizing and responding to the individual talents and learning styles of our students.

VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

The staff of Pacific Grove Middle School pursues excellence in education by providing a progressive, standards-based program that challenges every student to be an independent thinker and responsible citizen and inspires a desire for lifelong learning.

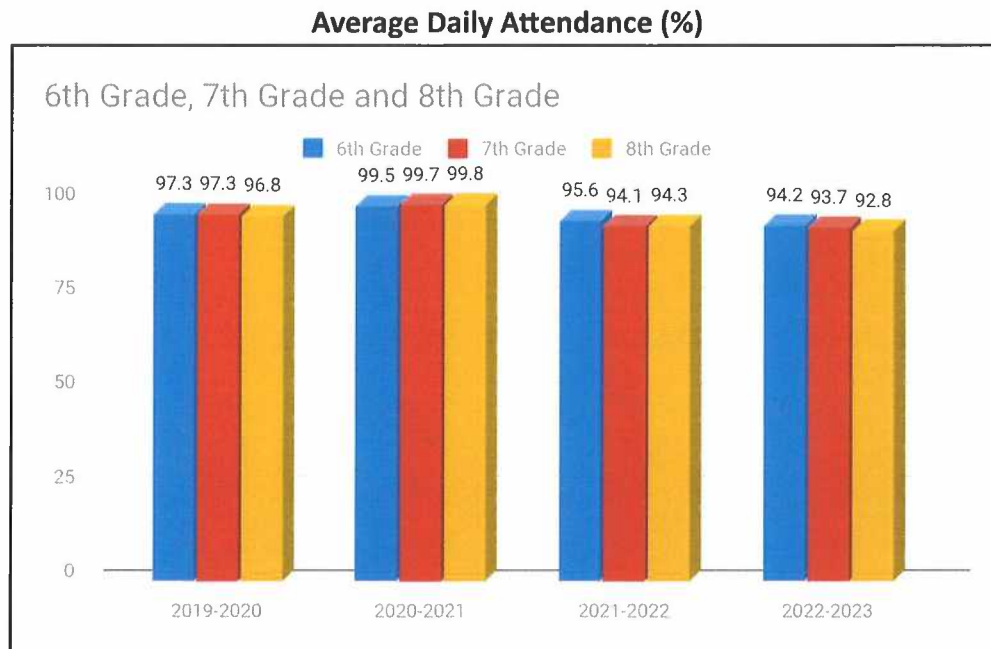
In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and is enhanced by fine arts, vocational and extracurricular opportunities, and the use of current technology. We encourage our students to work to their highest potential and publicly recognize both their efforts and achievements.

Pacific Grove Middle School maintains a positive partnership with the parents of our students and the greater community by collaborating on numerous student-centered programs that model success through cooperation, communication, and enrichment of our environment for personal and academic growth.

Assessment of Current Safety Data

Attendance

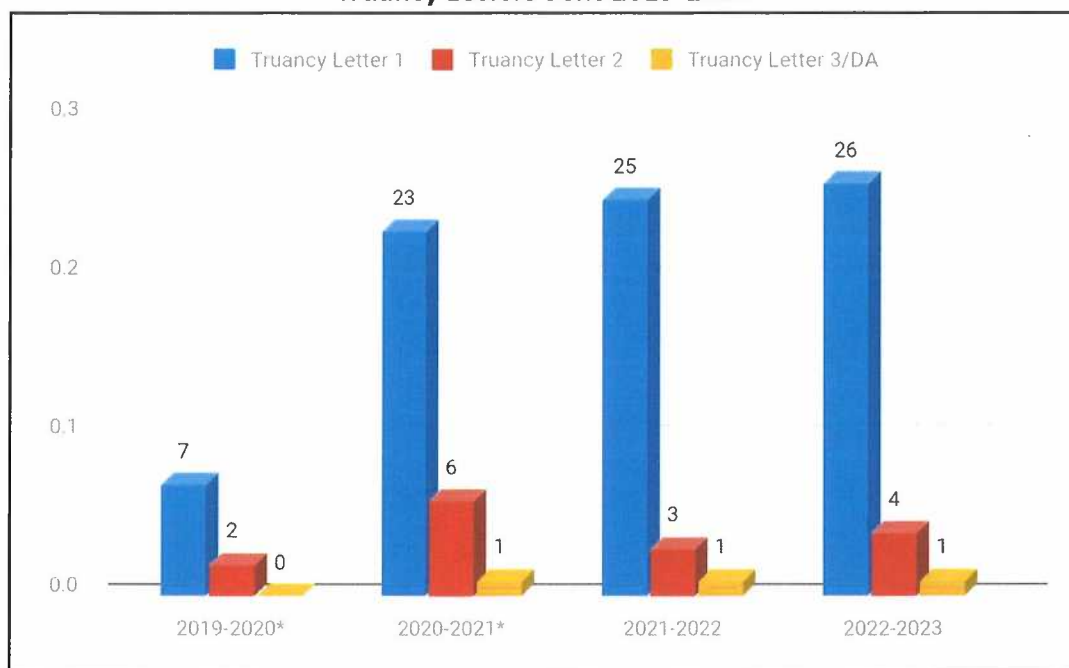
Average daily attendance for the 2020-2021 school year was at 99.6% and has declined slightly each year since. The 20-21 school year was primarily virtual, and students were held harmless for attendance, which might explain the high attendance numbers for that time span, compared to more recent data.



Students are expected to report to school on-time every day. Any student arriving late to any class period is considered tardy unless a valid excuse of illness, doctor appointment, funeral, court appearance, or justifiable personal necessity is given. Students who are tardy at the beginning of the school day must report to the Attendance Office and obtain an Admit Slip before being admitted to class. Any unexcused tardy that is more than 30 minutes is considered a truancy.

Truancy: In accordance with Ed code 48260 (a) any student who accumulates three unexcused absences or three absences of 30 minutes or more or a combination thereof, in one school year, is considered **truant**, and the Monterey County Truancy Abatement Program process is initiated through the Monterey County District Attorney's office. Per PGUSD Board Policy [AR 5113], students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es). Once 14 absences have accumulated for the school year, all subsequent absences are considered excessive. Absences for illness beyond 14 days must be verified by a physician. Any absence accompanied by a note from a physician or documentation from court will not count toward excessive absences.

Truancy Letters Sent 2019-2020



*The 2019-2020 school year was disrupted by the Covid-19 pandemic, and students were held harmless for their absences; no truancy was accrued after March 13, 2020.

Disciplinary Referrals, Suspensions and Expulsion Rates

PGMS has developed clear expectations for student behavior. Our Code of Conduct is part of our Student-Parent Handbook, which each family has access to on our pgmiddle.org website. Each classroom has a Code of Conduct poster and each student reviews essential pieces of the Code of Conduct at the start of the school year. The Code of Conduct consists of school rules, procedures defining expected behavior, and consequences for misbehavior. We require students and parents to read the document together to understand PGMS standards for good behavior, and sign on the last page. These rules and procedures are adopted by the school board in accordance with the State of California Education Code.

The PGMS Code of Conduct outlines the rules which shall be followed to provide a safe, orderly, and respectful environment so teachers can teach, students can learn, and so we can create a school everyone wants to come to every day. All school rules are based on district policy and state law. Policies and rules are enforced fairly, uniformly and consistently without regard to race, beliefs, economic status, or gender.

Referrals: If a student violates a school rule and/or policy, or is involved in any misbehavior which disrupts school activities, he/she may be issued a referral and/or disciplinary consequence. More serious disruption or defiance issues, such as cheating, bullying, defying authority, etc., result in an immediate referral and/or being sent to administration for disciplinary counsel. Warnings are issued for minor disruptions or defiance such as chewing gum, littering, horseplay, etc. A referral will be given for repeating these same types of behaviors. Teachers, substitute teachers, staff, or bus drivers may write a referral to the administrators. Referrals are cumulative by quarter and may limit a student's eligibility for

extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator will follow up with additional parent contact when issuing a consequence.

Minor offenses including gum, hats, dress code, and cell phones are reported to the Assistant Principal directly and not usually through a disciplinary referral. Students may receive consequences for these infractions.

Disciplinary Interventions/Consequences: All avenues shall be utilized to encourage the positive interaction of students. However, when misconduct occurs and a warning or referral is issued, the interventions we employ are intended to help the student learn from his/her mistakes and to exercise self-control. These interventions include, but are not limited to, the following: Advising and counseling students; conflict resolution; parental contacts and conferences; detention during and after school; work/trash detail at lunch or after school; assigning additional community service; the restriction of participation in school activities (including participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); Saturday school; restricted use of school technology; alternative learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of the PGPD School Resource Officer. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more severe interventions/consequences until the behavior is changed. These are to be determined by administration on an individual basis.



The administration and staff at PGMS are committed to the belief that everyone has a right to be treated with dignity and respect. Students who show a lack of regard or respect for others will be counseled and helped to understand the impact of their behavior on those around them. When appropriate, a restorative conversation will be facilitated between students so that the issue gets resolved in a manner that maintains the dignity of all involved, and so that students

are able to move on from the conflict/incident. Appropriate behavior is the responsibility of each student.

PGUSD POLICIES AND PROCEDURES

[BP 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

[AR 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

Child Abuse Reporting Notification

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

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

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

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

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

Non-Discrimination Policies and Protocols

[BP 4030 – Personnel – All Personnel – Non-Discrimination in Employment](#)

[AR 4030 – Personnel – All Personnel – Non-Discrimination in Employment](#)

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

testifies or in any way participates in the District's complaint procedures instituted pursuant to this policy.

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

Any District employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, District administrator or Superintendent as soon as practical after the incident. Failure of a District employee to report discrimination or harassment may result in disciplinary action.

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

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

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

Superintendent
435 Hillcrest Avenue Pacific Grove, CA 93950
Telephone: 831-646-6520

Other Remedies

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

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960).
2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 200e-5).

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

BP 5145.3: Nondiscrimination/Harassment

AR 5145.3: Nondiscrimination/Harassment

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in AR 1312.3 – Community Relations – Uniform

Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parent(s)/guardian(s)al status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at:

Director, Human Resources
435 Hillcrest Avenue
Pacific Grove, CA 93950
(831)-646-6507

(Education Code 234.1; 5 CCR 4621)

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

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

Measures to Prevent Discrimination

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

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

4. The Superintendent or designee shall ensure that all students and parent(s)/guardian(s)s/guardians, including students and parent(s)/guardian(s)s/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parent(s)/guardian(s)s/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parent(s)/guardian(s)s/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students. (cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance) (cf. 4131 – Personnel – Certificated Personnel – Staff Development) (cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

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

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

(cf. 5144 – Student – Student Welfare – Discipline)
(cf. 5144.1 – Student – Student Welfare – Suspension and Expulsion/ Due Process)
(cf. 5144.2 – Student – Student Welfare – Suspension and Expulsion/ (Individuals with Special Needs)
(cf. 6159.4 – Instruction – Instructional Arrangements – Behavioral Interventions for Special Education Students)

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

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

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

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent(s)/guardian(s)/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 – Community Relations – Uniform Complaint

Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

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

Transgender and Gender-Nonconforming Students

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

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

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

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

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

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

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

11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parent(s)/guardian(s)s/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parent(s)/guardian(s)s/guardians of their status and desire assistance in doing so.
12. (cf. 1340 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Access to District Records)
13. (cf. 3580 – Business – District Records – Development, Maintenance and Disposal)
14. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parent(s)/guardian(s)s/guardians.
15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parent(s)/guardian(s)s/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance

with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

17. (cf. 6145 – Instruction – Curriculum – Extracurricular and Co-Curricular Activities)
18. (cf. 6153 – Instruction – Instructional Arrangements – School Sponsored Trips)
19. (cf. 7110 – Facilities – Concepts and Roles – Facilities Master Plan)
20. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parent(s)/guardian(s)/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
21. (cf. 5125 – Student – Student Progress – Student Records)
22. (cf. 5125.1 – Student – Student Progress – Release of Directory Information)
23. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
24. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Opioid Overdose Protocol for Schools (Grades 7-12)

Senate Bill 10 Compliance

Established in accordance with Senate Bill 10, mandating schools serving pupils in grades 7 to 12 to include a comprehensive plan for addressing opioid overdose incidents within their safety plans. The primary objective is to ensure a timely and effective response to pupils suffering from or reasonably believed to be suffering from an opioid overdose.

Training and Awareness:

- Designated school staff members shall undergo training on recognizing the signs of opioid overdose.
- Periodic awareness programs for students shall be conducted to educate them about the dangers of opioid use and the importance of seeking help.

Designated Personnel:

- Identify and designate trained personnel, such as school nurses or other qualified staff members, who will be responsible for responding to potential opioid overdose incidents.
- Provide these designated personnel with the necessary resources and tools, including access to emergency medical services.

Emergency Response Procedures:

- Establish clear and concise procedures for responding to suspected opioid overdose incidents.
- In the event of an overdose, immediately activate emergency medical services by dialing 911
- Administer first aid as per trained personnel's capabilities, including the use of naloxone

Naloxone Administration:

- Ensure that designated personnel are trained and authorized to administer naloxone, an opioid antagonist, in accordance with applicable laws and regulations.
- Maintain a supply of naloxone in easily accessible locations within the school premises.

Communication Protocols:

- Establish communication protocols to promptly notify relevant stakeholders, including parents or guardians, following an opioid overdose incident.
- Collaborate with local law enforcement, emergency medical services, and healthcare providers to facilitate a coordinated response.

Confidentiality and Privacy:

- Safeguard the confidentiality and privacy of students involved in opioid overdose incidents, in accordance with applicable laws and regulations.

Documentation and Reporting:

- Maintain accurate records of all opioid overdose incidents, including actions taken, personnel involved, and outcomes.
- Submit required reports to appropriate authorities as mandated by law.

Review and Evaluation:

- Conduct periodic reviews of the opioid overdose protocol to ensure its effectiveness.
- Make necessary updates and improvements based on lessons learned and emerging best practices.

Training Updates:

- Provide regular updates and refresher training for all school staff to ensure they are knowledgeable about the opioid overdose protocol.

Addressing Accommodations Relevant to Federal Disability Laws (Grades 7-12)**Senate Bill 323 Compliance**

Accommodations related to relevant federal disability laws and requires that the annual evaluation of those plans ensures appropriate adaptations to school safety practices are in place for students with disabilities. The bill authorizes parents and others to bring a concern about a student's safety to the principal.

PGMS utilizes Big 5 Trauma Informed Practices. Currently, there is an anonymous reporting tool available on the school website and through QR codes placed throughout the school. The district is in the process of partnering with the Sandy Hook Promise organization to enhance resources and protocols related to anonymous reporting.

Procedures to Address Dangerous, Violent, or Unlawful Activity (Grades 7-12)**Senate Bill 671 Compliance**

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to any building administrator or district's designated safety officer. Anonymous reporting systems are also in place and accessible throughout the campus

All school district employees, volunteers, and contractors should report immediately to their direct supervisor, any building administrator, or the district's safety officer any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

Anyone who believes that a person or situation poses an imminent threat of serious violence that requires

School Safety and Conditions

PGMS is a safe campus where all students can stay focused on learning. The school invests significant effort in creating a positive school culture where students are safe to be themselves. We believe that the emphasis on school culture makes our school safer for all students and staff.

Before school, at break, lunch and after-school the two Administrators, and Counselor supervise the school. Faculty assists with additional supervision during break and at special events, as needed. Teachers are assigned hallway supervision at break time and after school as part of their work day. Most teachers also stand in the halls and monitor student behavior as they greet students entering their classroom during passing periods.

In 2011 we created the Campus Culture and Climate Committee, which is referred to as the CHILL Committee, a reference to the kind of 'vibe' it aims to create on campus. As a group, we analyze the needs of our school in relation to safety and overall culture at PGMS. Last year, the CHILL committee looked at current data from the Illuminate SEL Survey, given in the Fall of 2021, and determined that school connectedness and engagement were areas of need. To that end, they came up with the idea of coordinating a series of lunchtime activities that could engage all types of students through a variety of activities, competitions, and fun. Events and games are designed to be inclusive of all students so that participation is open to each and every student. Lunchtime activities like this give PGMS students a common experience rooted in (mostly non-academic) fun.

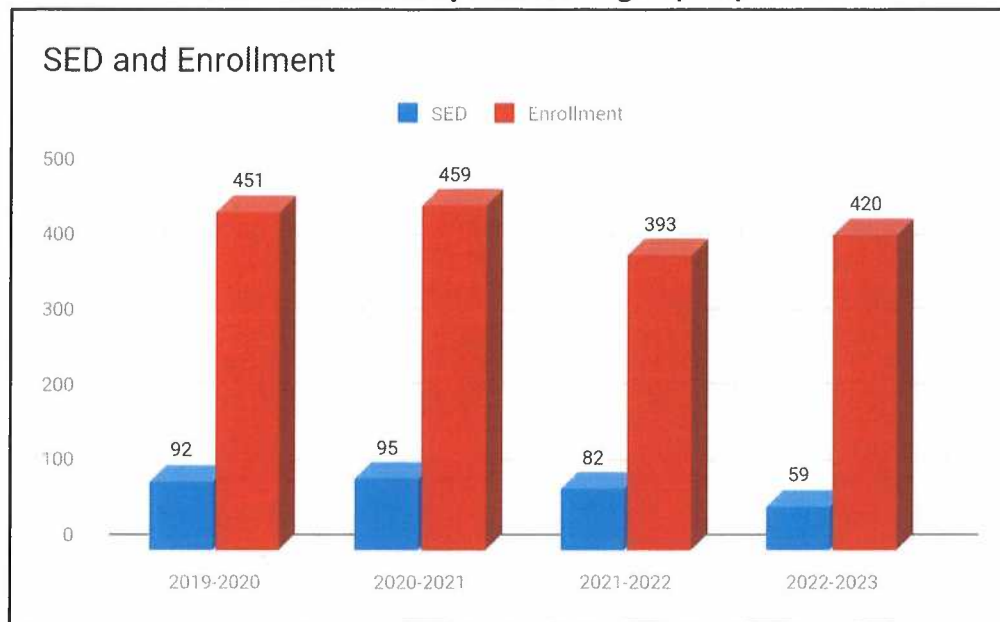
In 2018, PGMS added an Advisory period to help enhance Campus culture and school safety. Every teacher on campus has an Advisory class of ~15 students. Curriculum for Advisory classes is the same for all students, and can focus on a variety of important topics, such as character development, empathy, friendship dynamics, anti bullying, cyberbullying, stereotypes, disability awareness, discrimination, digital citizenship and more. PGMS has several curriculum subscriptions to use as resources for Advisory lessons, such as CharacterStrong, Open Parachute and Smart Social. Decisions about curriculum are made by the Advisory Committee, which consists of five teachers and site administration. The group also creates lessons, when necessary, to target specific topics, such as current events, trends on campus, and results of surveys such as the SEL Survey.

Socio-Economic Status: Free and Reduced Lunch

The number of students qualifying for federal Free and Reduced Lunch status has remained relatively stable over the last few years, with slight fluctuations in both directions. However, in the wake of the Covid-19 pandemic, school lunches have been provided free of charge to ALL

students, so it is no longer required that parents fill out the paperwork that shows economic need in order to get free lunches. This, we believe, has led to underreported numbers for our socioeconomically disadvantaged students, and may explain the decline in these numbers over the last few years. We are continually creating new resources and intervention programs to support these students and their families.

Socio-Economically Disadvantaged (SED) Data



Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a][2])

Component 1: The Social Climate – People and Program

Component 1: Status

PGMS is currently in Year 4 of our Advisory program. Advisory is an extra class that takes place once each week and provides instruction in the areas of social emotional learning, character building, and digital citizenship, and also provides an opportunity for instruction in response to trends on campus, current events, and teambuilding. Each teacher has an Advisory class of ~15 students.

Our Leadership class-continues to contribute to the improvements in the culture and climate at PGMS. They plan and promote bi-monthly Spirit Days with themes often related to other school-wide events, like Red Ribbon Week and kindness week. They have organized multiple fundraisers and the Holiday Canned Food Drive. The Leadership students have created a presence on campus. They model leadership skills and positive character traits for the rest of our student body. The events that the Leadership students plan encourage school spirit and camaraderie, and a majority of students participate in each one. This level of engagement and strong connection to school is an integral component of our overall school culture.

With the funding we receive from PG Pride and PTSA we are able to host many Lunch Clubs for our students to participate in. Last year, PGMS had +/-20 lunch clubs, representing a wide range of student interests, such as Dungeons & Dragons, Pokemon, LGBTQ+, Horror Movies, Gardening, Music, Drama, and Drawing Clubs, to name a few. Students are encouraged to attend a lunch club, visit the Library or participate in an athletic game during lunch.

For 16 years, our Children to Children Club has developed a connection with the Remera Mbogo Orphanage in Rwanda. Through the club, PGMS continues to raise funds to provide the orphanage with a variety of essential resources. In the past we committed to raising funds to send one of the brightest children in the orphanage, Mattieu, to college. Mattieu has now completed college and started a family, however, the club continues to fundraise for the orphanage he came from. The club has sent the orphanage over \$55,000 since its creation in 2008.

The Monterey Rape Crisis Center administers workshops for our 6th, 7th, and 8th grade students twice yearly covering the topics of Child Abuse (6th), Sexual Harassment (7th) and Sexual Assault Spectrum (8th). This program is embedded in our PE classes, and is important in educating our students on how to treat one another and acceptable ways they should be treated by others, at school and at home.

The DARE (Drug Abuse Resistance Education) Program is also embedded in our PE classes. This curriculum, designed specifically for Middle School students, builds on what students have learned at the elementary schools, but provides middle school appropriate scenarios and topics. DARE at PGMS is taught by our School Resource Officer and in collaboration with the PE department.

PGMS has been fortunate, in years past, to have a School Resource Officer (SRO) in our district. Officer Hill has been an excellent support for our students and staff. Officer Hill visits PGMS each week, focusing on establishing positive relationships with students.

To assist those students who are struggling academically we offer Study Hall and three intervention classes (ELA, Math, and ELL) three days a week after school. We also offer sports three seasons, after school Jazz music classes and Drama after school. We work in coordination with the Pacific Grove Police Department, the City of PG Youth Center, the YMCA, and other community agencies to encourage safe activities for our students during and after school.

Once again, all students will be taking the Brief Olweus Bullying Survey two times this year, Once in the Fall, and again in the Spring. The survey asks only two questions, but delivers data that allow the school administration and teachers to better understand the prevalence of bullying on campus. While discipline records and anecdotal data do not indicate that bullying is a major problem at PGMS, we are aware that some of our students experience it at PGMS. Through analyzing this data, we hope to develop strategies to make it even less common.

Two years ago, PGMS began administering the Illuminate Social Emotional Learning survey in the Fall and again in the Spring. Results of this survey provide insight into the wellness of our students and the strengths and needs of our school culture, and also provide a measure of the success of our Advisory program. Before this survey was available, we only gathered social-emotional data on 7th graders, once a year, as a part of the California Healthy Kids Survey. Now, we can gather the same data from all grade levels each year they are at PGMS, which will help us better identify trends and student needs in order to make necessary improvements.

Component 1: Goal for Improvement

Goal for Improvement: Create and sustain a safe learning environment by focusing on student wellness.

- Sub Goal 1: Use data to drive Advisory lesson planning
 - Action 1: Examine data from CHKS, Illuminate SEL Survey, Olweus Bullying Survey, and discipline records to identify trends that might reveal areas of need.
 - Action 2: Support Advisory Committee with release time to develop the Advisory scope and sequence and plan the Advisory lessons to target areas of need.
- Sub Goal 2: Improve SEL Counseling Access
 - Action 1: Seek PGUSD School Board approval to add 1.0 FTE dedicated to Social-Emotional counseling
- Sub Goal 3: As a staff, explore restorative approaches to disciplinary issues for use in the classroom and beyond.
 - Action 1: Identify and attend appropriate trainings on Restorative Practices with a small team of staff (Admin, teacher, counselor)
 - Action 2: Present learning from trainings to whole staff as professional learning

Component 2: Physical Environment – Place

Component 2: Status

Pacific Grove Middle School consists of 25 classrooms, 18 of which are part of a “main” two-story building, with the remainder of the classrooms spread across the lower part of the property. The original structure was built in 1958, and the property has been renovated over time to accommodate the growing population of Pacific Grove.

The front door to PGMS, as well as all doors to the main building, remain locked before, during, and after the instructional school day. A camera-enhanced doorbell system was installed on the front door so that students and/or anyone doing business with the school can come inside once they have stated their name and business to the office staff that manage the doorbell. Live camera footage of the front entrance plays on monitors for all office staff, as well as the Assistant Principal.

All classrooms and exterior doors are outfitted with “Lock-Bloks,” small, rubber contraptions that can be adjusted to keep a door from locking. The intent of the Lock-Bloks is to provide a quick way for teachers and staff to safely lock their classroom doors, without fumbling for keys or going outside to lock the door with the key. Exterior doors are to remain locked, but kept from closing by the lock-Blok. In the event of a Secure Campus or Lockdown/Barricade event, the teacher simply slides the Lock-Blok into the locking position, which they can do without a key and without leaving the safety of their classroom.

Pacific Grove Middle School has a robust camera surveillance system to assist staff in keeping students and staff safe while on campus. Camera footage is useful in a variety of ways that improve school safety, including bullying incidents, unsafe behavior, lost or stolen item recovery, and visitors on campus, among others. Cameras are constantly monitoring each school entrance, and the footage plays on a large screen in the main office that is monitored by office staff. This gives them early warning of anyone coming on campus, which makes our students safer. PGUSD is currently taking bids from surveillance providers to upgrade the cameras so that footage is saved to cloud storage, and not local servers, as this has been a source of challenges with the cameras. Additional cameras are planned for locations on campus that are currently ‘blind spots.’

The public address (PA) system at PGMS is effective and audible throughout the majority of campus, however, there are some locations on campus where the clarity and/or volume of announcements could be enhanced. Specifically, the garden area, athletic field, and music room seem to need additional speakers in order for students in those areas to easily hear school wide announcements.

Component 2: Physical Environment: Goals for Improvement

Goal: Make improvements to the school building and related technology that increase the sense of safety among staff and students as measured by the California Healthy Kids Survey (MS A107: *How safe do you feel at school? Baseline: 74% Very Safe or Safe*)

- Action 1: Replace current PA system with web based technology similar to that of other schools in PGUSD
- Action 2: Add cameras according to plan developed with PGUSD Director of Technology Systems
- Action 3: Replace or modify all gates on the perimeter of campus so that self-closing hardware keeps the gates closed at all times.

Documents

CODE OF CONDUCT

2023-2024

The PGMS Code of Conduct outlines the rules which shall be followed to provide a safe, orderly, and respectful environment so teachers can teach, students can learn, and so we can create a school everyone wants to come to every day. All school rules are based on district policy and state law. Policies and rules are enforced fairly, uniformly and consistently without regard to race, beliefs, economic status, or gender.

Disciplinary Interventions/Consequences: All avenues shall be utilized to encourage the positive interaction of students. However, when misconduct occurs and a warning or referral is issued, the interventions we employ are intended to help the student learn from their mistakes and to exercise self-control. These interventions include, but are not limited to, the following: Advising and counseling students; conflict resolution; written apologies; parental contacts and conferences; lunch detention; work/trash detail at lunch or after school; community/school service; the restriction of participation in school activities (including participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); restricted use of school technology; alternative learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of the PGPD School Resource Officer. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more aggressive interventions / consequences. These are to be determined by administration on an individual basis.

Referrals: If a student violates a school rule and/or policy, or is involved in misbehavior which disrupts school activities, they may be issued a referral to speak to administration. Warnings are issued for minor disruptions or defiance. A referral may be given for repeating these behaviors. Teachers, substitute teachers, staff, or bus drivers may refer students to administration. Referrals are cumulative by quarter and may limit a student's eligibility for extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator will follow up with additional parent contact when issuing a consequence.

Lunch Detention: Students may be assigned to serve a lunch detention as a consequence for breaking school rules. While in lunch detention, students will reflect on the incident that earned them the detention, make plans to avoid repeating the mistake, and figure out the best way to make amends with any victims. Staff will assist with this. Students who have been assigned a lunch detention should report to the appropriate classroom by 12:30 (11:50 on Thursdays). Reminder slips will be given to students as a courtesy. Skipping detention will result in additional consequences.

I. Truancy

California State law requires students to attend school and all classes on a regular basis. California Education Code recognizes only illness, medical appointments, quarantine, observance of a religious holiday, or attendance at funeral services as excused absences. All other absences, including family vacations, oversleeping, personal reasons, or any absence not cleared within 72 hours are considered unexcused. A student will also receive an unexcused absence if they cut class or arrive at school without a valid parent excuse 30 minutes after the start of school. When a student receives an unexcused absence, parents are notified, a referral may be written, and a lunch detention may be assigned. After the third unexcused absence, California Ed Code considers a student truant and truancy proceedings are initiated with the Monterey County Truancy Abatement Program and the District Attorney's office. Please note: **Teachers are not required to accept make-up work from a student who receives an unexcused absence.**

II. Tardiness

A student is considered to be tardy if they are not seated and prepared to work when the class period begins. Tardies accompanied by a doctor's note or appointment card are excused; however, other tardies, whether the fault of the parent or student, cannot be excused. Tardies are cumulative by quarter. Each period is recorded separately. For each tardy that occurs the following consequence(s) will apply:

- **Tardy 1:** Teacher warning, possible teacher consequence
- **Tardy 2:** Teacher warning, possible teacher consequence, student will be issued a warning slip.
- **Tardy 3:** Student meets with Registrar, parent contacted by Asst. Principal
- **Tardy 4:** Student meets with Registrar, parent contacted by Asst. Principal
- **Tardy 5:** Student meets with Asst. Principal, parent contacted by Asst. Principal, Lunch Detention assigned
- **Tardy 6:** Parent conference with student and Asst. Principal, Lunch Detention Assigned
- **Tardy 7:** Saturday School or in-school suspension assigned, parent contacted by Asst. Principal
- **Tardy 8:** Loss of eligibility for extracurricular activities. Parent requested to shadow student, other consequences to be determined (may include additional parent conferences, Saturday School, in-house suspension, and/or loss of extracurricular privileges.)

III. Dress Code

The following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Pajamas are not appropriate clothing for school, and should only be worn on occasional 'pajama day' spirit days.

4. Clothes shall be sufficient to conceal undergarments at all times. Exposed chest, sides, back of the body, midriffs, or buttocks are prohibited. See-through or fish-net fabrics, halter or strapless tops, and skirts or shorts shorter than mid-thigh are also prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed.

Consequences for Violating the Dress Code:

- First time offenders will receive a warning and be asked to change or cover up the clothing. The student may call their parent/guardian to bring a change of clothing or the student may change into their PE clothes.
- Second time offenders will receive a referral and may be assigned lunch detention. They will be asked to change, and their parents will be notified.
- Further offenses will, in addition to a referral, detention(s), and a change of clothing, require the parent(s) and student to attend a conference with the Assistant Principal and may result in additional detentions, community service, trash duty, or in-school suspension.

The above dress-code standards are also in effect for all extra-curricular events and activities. Determination of appropriate clothing will be made by school administration.

IV. Prohibited Items

Students are prohibited from bringing Sharpies, lighters, fireworks, poppers, stink bombs, pepper spray or mace, tobacco, E Cigarettes (vape), drugs, drug paraphernalia, alcohol, knives of any kind, guns of any kind, laser pointers, or any other dangerous objects/toys to school. Possession of such items may result in suspension and the involvement of the PGPD. Continued possession of such items may result in a recommendation for expulsion.

Students are also prohibited from chewing gum at school, and from bringing roller blades, digital cameras, perfume and deodorant sprays, *or other personal property/toys not related to school activities*. Per Board Policy, balloons of any sort are prohibited on all PGUSD campuses. Possession of these items may result in a referral and disciplinary intervention. Students should not bring large amounts of money to school and are also prohibited from selling *anything* on campus.

V. Drug Canine Units & Searches

Use of drug-detecting canines is one part of a comprehensive approach to drug and alcohol prevention in PGUSD. Reaching the goal of zero use and/or possession of drugs and alcohol on campus depends on students, parents, and staff members working together. Random searches by dogs will take place on campuses at unannounced times during the school year. Students and their belongings, including lockers and backpacks, are subject to search by school officials under any circumstances considered to justify "reasonable suspicion."

VI. Cell Phones and Other Electronic Devices

Per 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.)

Cell phones, music devices, smart watches, and all portable media devices, including e-readers, **must be turned off and stored inside lockers during regular school hours and may not be used inside the school.** These items may only be used outside the school building before and after school. These items are the most commonly lost or stolen items at school, and we cannot and will not be responsible for such items. We strongly recommend that you keep all valuable items at home. Any time a student found to be using a cell phone or other electronic device, or with the item on or out during the school day, will receive a disciplinary intervention.

- First offense, the student will be issued a warning, and may reclaim the item no sooner than the end of the school day from the Assistant Principal and a parent will be contacted.
- Second offense, the student will be issued a referral, assigned a lunch detention, and the parent must pick up the item from the Assistant Principal.
- Third offense, the student will be issued a referral, a parent conference will take place with the Assistant Principal, and the student will lose the privilege of having the cell phone/device on campus for the remainder of that quarter. Phone storage agreements will be made at the parent conference.

VII. Academic Honesty – Plagiarism/Cheating

Students who copy work from others, lend inappropriate assistance (allow others to copy work) to others, submit work that is not their own efforts, or engage in forgery are guilty of “academic dishonesty” and will have consequences.

Plagiarism includes taking someone else’s assignments or portion of an assignment and submitting it as your own, submitting material written by someone else (including online resources and class texts) without properly citing the source(s), and presenting the work of tutors, parents, siblings or friends as your own.

Cheating is copying another student’s work or lending/receiving outside assistance on any assignment, test or quiz, except when the teacher allows. When a student violates the Academic Honesty Policy at any time, they will be disciplined in a manner consistent with the nature of the infraction, and may include any or all of the following:

- Receive a zero for the academic exercise
- Referral to administration
- Parent conference
- Lunch detention(s)

- “U” in citizenship
- Repeat offenders may earn an in-school suspension or Saturday School

VIII. Disruptive Classroom Behavior

When a student is disruptive in class, the teacher will follow their classroom discipline procedures and may issue the student a consequence. For repeated disruptive behaviors, a teacher may elect to issue the student a referral and send the student to the office. Teachers will notify parents of the referral. Upon arrival there, the student will meet with the Assistant Principal and consequences will be issued. Consequences may include a conference, warning, lunch detention(s), class suspension, full-day suspension (in-school), Saturday school, community service or a parent shadow. Repeated disruptive behavior will result in more severe consequences. The Assistant Principal will contact a parent any time a disciplinary referral and consequence is being issued. Teachers have the right to suspend a student from their classroom for a total of two days, including the day of the disruption. If a student is suspended for a class period, they will complete class work in the office or library. All PGMS staff utilize a system of *progressive discipline*. This means that the same infraction will earn more aggressive consequences when it is repeated.

IX. Harassment, Bullying, Cyberbullying, and Intimidation

Students have the fundamental right to a safe and secure environment. Students and parents place their trust in school officials to take all reasonable steps to provide a setting that is free of humiliation, intimidation and threat. Accordingly, the district and staff shall not tolerate any incidents of bullying or harassment. To this end, the administration has the duty to implement programs that encourage students to behave with civility and common decency, and to establish and enforce codes of conduct that hold students accountable should they violate this policy. [BP 5145.3]

Harassment, bullying, cyberbullying, and intimidation will not be tolerated at PGMS.

Harassment consists of verbal or physical conduct relating to an individual's gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, age, economic status, sexual orientation or the perception of one or more such characteristics. [BP 5145.3]

Bullying occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.

Cyberbullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that person's reputation or friendships. [BP 5131]

Intimidation refers to actions that would inflict or attempt to inflict fear, humiliation, or injury. [BP 5145.3]

Students who engage in such behavior will be disciplined in a manner consistent with the nature of the infraction, with the goal of learning from the incident and “making it right” with the victim(s). Students who repeatedly engage in such behavior will receive increasingly severe consequences up to, and including, suspension from school and/or recommendation for expulsion from the district. Students who engage in sexual, racial, ethnic, and religious harassment will be dealt with more severely.

At a minimum, students are subject to the following:

- First offense: Receive a referral, assigned to lunch detention, participate in a Conflict Resolution, parent contacted by Assistant Principal.
- Second offense/breaking of CRT agreements: Receive a referral, assigned one day suspension, and a meeting to be held with student, parents, and Assistant Principal.
- Third offense: Suspended from school for two to five days.
- Fourth offense: Suspended from school for three to five days, possible involvement of the PGPD School Resource Officer, and possible recommendation for expulsion.

X. Internet and Technology Use

Access to PGMS computers and the network requires parent and student signatures on the Acceptable Use Agreement (See page 34 of this plan for the Technology Use Agreement). Network administrators may review files and communications to ensure that students are using the system responsibly. Violations may result in a referral, restricted computer and network access, such as a technology suspension, and other disciplinary and legal actions when necessary. Violations of the Acceptable Use Agreement include but are not limited to:

- Using another student's username and password to access the network.
- Trespassing in another's folder, work, or files.
- Sending or displaying offensive messages, pictures, or media of any kind.
- Use of obscene or profane language.
- Harassing, intimidating or bullying others.
- Accessing online chat rooms, social networking sites, or instant messaging services.
- Accessing websites not directed to do so by a teacher or staff member.
- Chatting with other PGUSD students.
- Damaging PGUSD devices

XI. Physical Violence and Fighting

Students who physically harm another person will, at a minimum, receive a referral and disciplinary interventions. All parties involved in mutual combat will be suspended. Self-defense is limited to actions required to escape injury, and does not include fighting back when escape is possible.

XII. Profanity and Inappropriate Language

Students who use inappropriate and/or profane language will receive a warning and possible referral to administration. Disciplinary interventions will be issued by the Assistant Principal.

XIII. Public Displays of Affection

Students shall refrain from engaging in public displays of affection. Such displays include kissing, hand holding, romantic hugging, sitting on students' laps, or other behaviors that promote romantic relationships on campus.

- First time offenses result in a warning and parent phone call.
- Second offenses may result in a referral and/or lunch detention.

XIV. Failure to Serve Assigned Detention

Students who fail to serve an assigned lunch detention will receive a referral and have that detention time doubled. Repeated failure to serve detention will result in an in-school suspension.

XV. Scholastic and Behavioral Eligibility

While many school-wide activities are open to all students regardless of academic standing or behavioral status, others require clear standards of eligibility. Students must be currently enrolled in PGMS to be eligible to try out for or participate in school activities. All marks for eligibility are determined by grades on the most recently completed reporting period.

The end of the year 8th Grade field trip is open to all promoting 8th grade students (on track to earn 44 units) not involved in recurring and/or serious behavioral or disciplinary problems.

Extracurricular and co-curricular activities: All students in grades 6 through 12 must meet the following standards for extra-curricular and co-curricular eligibility. [AR 6145]

Definitions:

Extra-curricular: Activities not associated with the classroom and offered beyond regular school day (e.g., team and individual sports, spirit squad, drama, clubs, and the like).

Co-curricular: Activities that are an extension of the classroom and for which the student does not receive a grade, (e.g., Close Up, History Day, curriculum-related field trips).

Scholastic Eligibility for Students in Grades 6, 7, 8

Following are the scholastic eligibility standards of the District for grades six, seven and eight. These standards are part of the middle school's continuing high expectations for its students.

Level I	<u>Activities</u>	<u>Requirements</u>
	Leadership, Student Council, Overnight Field Trips	A grade of C or better in every class; No suspensions.
Level II	Interscholastic Sports, School Dances, Drama and Music Performances and other Activities	2.0 GPA; no more than two referrals in the most recently completed quarter; present in school for one half of the instructional minutes on the day of the event.

To remain eligible for after school sports and extracurricular activities, a student must have received a GPA of 2.0 or higher on their most recent grade report, including fourth quarter/semester two of the previous year (*except for entering 6th graders), and must have no more than two referrals in the most recently completed quarter. A student's eligibility may be removed by the site administrator as part of a disciplinary action.

Students who are suspended from, expelled from, or on suspended expulsion status (probation) at a District school are ineligible to attend or participate in any extracurricular or co-curricular activities of the type identified above at Level I, or II, regardless of their academic standing with the District, during the entire period of the student's suspension, expulsion, or suspended expulsion.

If a student is absent from school due to illness or any other reason, they may not participate in practice or a game on the day of the absence. In order to practice or participate in a contest, game, or performance on any given day, a student must be present in classes for at least half of the instructional minutes of the day.

Eligibility Notification:

In Middle School and High School, students must be informed of the District's eligibility requirements. Notification shall, at a minimum, include:

1. Annual publication of eligibility criteria in the Student/Parent Handbook
2. Printed notice on student report card informing them of eligibility and steps that can be taken
3. Progress report notices which include the following "**bolded**" statement:
Students in all grades 6-8 must have a 2.0 GPA to participate in extra-curricular and co-curricular activities, interscholastic sports, Student Council, clubs, etc.

XVI. Athletics

A comprehensive after-school sports program is offered to all PGMS students. Our school is a member of the Mission Trails Junior Athletic League and the Coastal Counties Middle School Wrestling League. We compete against other schools in a variety of team sports. All students interested in trying out for a sports team must obtain a **sports physical** and have **proof of insurance documented on the Athletic Emergency/ Medical Information & Participation Form and submitted to the office.**

Students that have insurance: Your insurance policy may already cover your athlete during school sports activities. It does not matter where the event is, whether it is a home event or at another school. If necessary, you may want to contact your insurance company to confirm that your child is covered for school sports. **The insurance information needs to be put on the Athletic Emergency/ Medical Information & Participation Form. You must provide the name of your insurance company and the policy # on the bottom portion of this form. If the policy # is not present, your athlete will not be allowed to play.**

Students that do NOT have insurance: You will need to purchase insurance coverage in order for your student to participate in school sports. Myers-Stevens & Toohey & Co., Inc. provides insurance for student athletes at a minimal cost. Forms are available in the school office. There are several policy options available for purchase. The most recommended and least expensive plan is the "School Time Accident Plan." This plan provides coverage for your athlete during any type of school activity at any time and any place. Complete the order form and mail your check directly to the company. Do not send it to school.

Eligibility: All students participating in extracurricular sports must meet the Scholastic and Behavioral Eligibility criteria, above (Section XV of PGMS Code of Conduct).

XVII. Grounds for Suspension/Expulsion

By State law the following offenses by a student are grounds for suspension or expulsion, whether they occur while on school grounds, while going to or coming from school, during the lunch period (on or off the campus), during a school-sponsored activity, or while going to or coming from a school sponsored activity:

- a.(1) Caused, attempted to cause, or threatened to cause physical injury to another person. (2) Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2, commencing with Section 11053, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 commencing with Section 11053, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.

- m.** Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - n.** Committed or attempted to commit a sexual assault as defined in Section 261.266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
 - o.** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
 - p.** Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
 - q.** Engaged in, or attempted to engage in, hazing as defined in Section 32050.
 - r.** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed toward a pupil or school personnel.
 - s.** A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.
- 48900.2: Sexual Harassment - A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.
- 48900.3: Hate Violence Crime – A pupil in any grades 4-12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.
- 48900.4: Harassment/Intimidation - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.
- 48900.7: Terrorist Threats - Terrorist threats against school officials, school property, or both. Students may be expelled for any violation of Education Code 48900-48900.7 or for other serious infractions. Students who violate the School-Wide Contract may be recommended for expulsion.

Please be advised it is the policy of the Board of Education, in accordance with the educational code, that a suspended student:

1. Shall not be allowed to loiter on or around any school grounds at any time.
2. Shall not be allowed to participate in any school activities during the suspension period.
3. Shall have the right to have access to their records.
4. Shall have the right to request a meeting with the administrator to discuss matters pertinent to the suspension.
5. May be requested by teachers of any class from which a student has been suspended to complete any assignments and tests missed during the suspension.

Acceptable Use of Technology:

ALL Pacific Grove Middle School students and their parents/guardians are required to sign that they have read and understand the District's policy for acceptable use of technology, including web access, online textbooks, school computers/ChromeBooks, and other technology. A signed Agreement is required for all students.

Pacific Grove Unified School District
School Year 2023-2024

Online/Internet User Obligations and Responsibilities/Acceptable Use Agreement

Students are authorized to use the District's equipment to access the Internet or other online services in accordance with this Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the District's system safely, responsibly and primarily for educational purposes.
3. Students shall not access, post, submit, publish or display harmful or inappropriate matter that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion or political beliefs. (PGUSD Bullying/Cyberbullying Board Policy #5131.3)
Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political or scientific value for minors.
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using electronic mail, chat rooms, or other forms of direct electronic communication. Students are also cautioned not to disclose such information by other means to individuals contacted through the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other individually identifiable information.
5. Students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

Whenever a student is found to have violated Board policy, administrative regulation, or the District's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the District's technological resources, as appropriate

Pacific Grove Middle School

DISASTER DRILL SCHEDULE 2023-2024

<i>Date</i>	<i>Type of Drill planned</i>
8/23	Evacuation (Fire)
9/20	Secure Campus*
10/12	Drop, Cover & Hold On with Evacuation
11/17	Shelter in Place*
12/12	Secure Campus
1/19	Evacuation (@ passing period)*
3/1	Secure Campus
3/20	Drop, Cover & Hold On (No Evac)*
4/24	Evacuation (at Break)*
5/20	Shelter in Place

*For the 2023-2024, PGUSD has hired Kimball & Associates to observe and evaluate PGMS' emergency drill responses. The team from Kimball & Associates will observe five drills, including one of each type of drill. Drills indicated with * are the drills Kimball plans to observe. (Note: Middle schools are not recommended to conduct Lockdown drills, so no Lockdown drill will be observed. Instead, Kimball & Associates have been invited to observe an additional Evacuation drill.

PGMS Crisis Teams 2023-2024

*Denotes team leader

Note: Crisis Team Membership will be re-evaluated during the 23-24 school year. All assignments here are effective until further notice.

Site Incident Commander:	Sean Roach* Jason Tovani (alternate) Michelle Cadigan (alternate)	Role: <ul style="list-style-type: none">- overall management and coordination of emergency operations from command center- requests and allocates resources- activates communications, disseminates emergency public info, warnings- ensures specials needs student needs are met	Materials: <ul style="list-style-type: none">- Radio (3)- Megaphone- Extra master keys
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<p>Communications:</p> <p>(District office support)</p>	<p>Luciana Morgan*</p> <p>Jo Lynne Costales</p> <p>Mark Clark</p>	<p>Role:</p> <ul style="list-style-type: none"> - makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public - carries messages to command center/IC - coordinates with public information officer (tells media what to tell parents/community) - initiates phone tree; answers phones - disseminates info to staff - calls in resources as needed - reports to IC frequently - Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported. 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (1) - Cell phone(s) - Phone tree list - Local service providers list with contact info -paper, pen, laptop/ipad, phone/cell phone, clipboard, clerical supplies
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Student Release:	Robin Cochran* Melissa Gibson Susan Torres Valerie Hooper Wendy Milligan Katherine Wheeler Brandi Lopez	Role: - Implements & monitors student release (needs emergency cards/Illuminate access) - monitors & supervises volunteers - sets up & monitors media area – but does not give statements to media - coordinates with public safety - Sets up boundaries, manages crowds (cones, ropes) - controls foot and vehicle traffic - reports to IC frequently	- Materials: - Radio (3) - Emergency Cards - blank Student Release Forms - Signs to mark “Student Release Area” - Tables, chairs (2) - Master roster of students and staff (current attendance noted) - clipboards, pens, clerical supplies - traffic cones - caution tape & Duct tape - blank signage materials (poster board)
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First Aid/Basic Needs:	<p>Greg Enterline*</p> <p>Brice Gamble</p> <p>Chris Avedissian</p> <p>Bill Hurst</p> <p>Susan Chavez</p> <p>Monika Parsons</p> <p>Desi Pettas</p> <p>Jennifer Ternullo</p> <p>Health clerk (if present)</p>	<p>Role:</p> <ul style="list-style-type: none"> - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coord with Red Cross) - reports to IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - First Aid supplies (in addition to red backpacks) - Stretchers - medication from Health Office - self adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/1st Aid guidelines
Student/Staff Safety:	<p>Lisa McBride*</p> <p>Maira Mahr</p> <p>Chip Dorey</p> <p>Dennis Rosen</p> <p>Pam Gaul</p> <p>Andrea Kelly</p> <p>Kristiansen Harvuot</p>	<p>Role:</p> <ul style="list-style-type: none"> - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (3) - Site map with search plan, clipboard - hard hat, gloves, whistle, master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape

Facilities:	Jason Cota* Grayson Fong Greg Kelly Rodrigo Ilagan	Role: **must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment - shut off valves if advised (gas, water, power) - heck safety of facilities, lock/unlock doors - bring out supplies or resources - provide maps and info to public agencies - coordinate with public safety to determine when building is safe to enter - security of building - tracks damages and monitors all equipment/supplies - reports to IC frequently	Materials: - Radio - hard hats, gloves, whistle - master key - site maps - duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench)
Crowd Control:	Priest, Madden, Kong, Fort, Tuinenga, Tulley, Matlow, Mountain, Brimer	Role: - accounts for all staff, students, & visitors - keeps everyone safe in a manageable location - supervise all students if team leaders need to assemble their teams - coordinate with student release - coordinates special needs students; alternate staging area	Materials: - Radio - Rosters of students w accurate attendance

Emergency Management Plan

Pacific Grove Middle School 2023-2024

DISTRICT: Pacific Grove Unified School District – 435 Hillcrest Ave. PG, CA 93950 831-646-6510
Superintendent: Dr. Linda Adamson – 831-646-6520
SCHOOL: Pacific Grove Middle School – 835 Forest Ave. PG, CA 93950 831-646-6568
Principal: Sean Roach – 831-646-6568 x308 sroach@pgusd.org

REVISION DATE: June 2019

COMMAND CENTER 1: PGMS Front Office

School Phone 831-646-6568, School Fax 831-646-6652, www.pgmiddle.org
Media Staging Area – Flag Pole/Parking Lot
Parent/Student Reunification Site – Front doors of school; Gated area near shop

COMMAND CENTER 2: Outside Basketball Court

Media Staging Area – Picnic table eating area near cafeteria
Parent/Student Reunification Site – Gated area to track

COMMUNICATION DEVICES: Two-way radios; multi-frequency – YES
Intercom system – YES
Buzzers, Tones, Alarms – YES
Megaphone (1) – yes
Email, Internet access, Laptops/iPads – YES

ON-SITE EVACUATION AREA 1: Field (map attached)

ON-SITE EVACUATION AREA 2: Front of school lawn area (map attached)

ON-SITE ASSEMBLY AREA 1: Auditorium

OFF-SITE EVACUATION AREA 1: Platt Park, McFarland Ave & Platt Ct., PG 93950

OFF-SITE EVACUATION AREA 2: Robert Down Elementary School
485 Pine St. PG, CA 93950 831-646-6560
Principal – Sean Keller

OFF-SITE EVACUATION AREA 3: Pacific Grove Unified School District Office
435 Hillcrest Ave. PG, CA 93950 831-646-6510
Superintendent - Dr. Linda Adamson
Assistant Superintendent – Joshua Jorn

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of 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. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside. If hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.



SHELTER IN PLACE

SHELTER IN PLACE is implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other environmental hazards. The procedures may necessitate 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
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

A Shelter-in-Place response may require that HVAC systems be shut down to provide protection from contaminated outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- All heating, air conditioning, and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

SHELTER IN PLACE



STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Support those needing special assistance.
- If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or email attendance report to school secretary or according to site protocol
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to class routine



DROP, COVER, AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken in the event of an earthquake or explosion and protects 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 secure against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury 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
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- 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

DROP, COVER, AND HOLD ON



STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away from windows
- Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand, and cover the back of the neck with the other arm.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass.
- 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



DROP, COVER, AND HOLD ON

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
- 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 should continue and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Attention/Response
- Mental Health/Wellness Needs/Response

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** as circumstances demand in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus allows for instruction to continue while the school takes preventative action in the event of a threat in the neighborhood surrounding a school. Lock all classroom/office doors, close entrance and exit points on the school's perimeter, and continue classroom instruction.



SECURE CAMPUS

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community 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

SECURE CAMPUS



STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the “no entrance” and “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
- Be prepared to escort students to locations on campus for essential need breaks
- Wait for another action or, if **ALL CLEAR** is issued, return to 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 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 to do so by law enforcement. During **LOCKDOWN / BARRICADE**, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns.

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 who will unlock door from the outside with keys.

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 students and staff
- If it is possible to safely get off campus with students, take that action immediately (Escape/Get Off Campus)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide/Lockdown/Barricade)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect or defend by any means necessary (Protect/Defend)

LOCKDOWN / BARRICADE



THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual must think on their feet to quickly determine the best course of action.

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 during 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 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/encourage others you might 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



LOCKDOWN / BARRICADE

PROTECT/DEFEND:

- If confronted by a Violent Intruder, 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
- Protect/defend is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

If an alarm is triggered during Lockdown/Barricade, always respond with caution and **LOOK** and **LISTEN** for unusual or violent activity before initiating an evacuation **LEAVE**.

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is your pre-planned evacuation path clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation location

LOCKDOWN / BARRICADE



STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / 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 dark paper or cardboard.
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder.
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- *Only if* there is a life-threatening emergency inside the room and there is no other way to request medical assistance. Place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door.
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- 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



LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE:

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option.
- Do not chase students who 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 out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet.
- Remain calm and stay alert to changing conditions
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- 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 individuals who are present in the room
- 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 protect/defend back (Protect/defend)
- 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

LOCKDOWN / BARRICADE



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

- Gather students together
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location or any nearby location that is out of harm's way
- Should the group be confronted by the intruder who is intent on doing harm, consider taking measures to protect and defend against
- Upon arrival at the Off-Site 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.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

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

EVACUATION



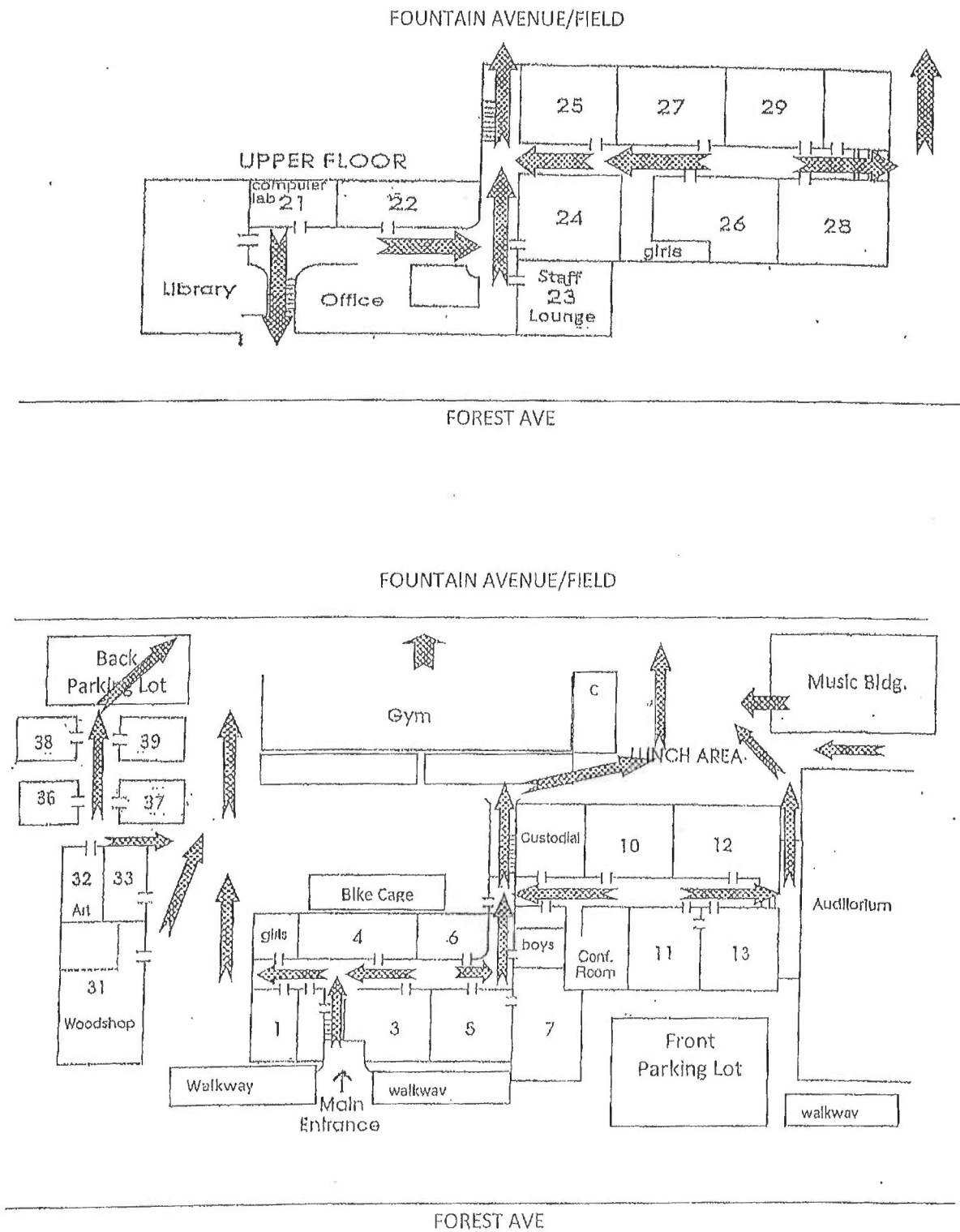
EVACUATION ROUTES:

Take care in choosing a designated evacuation area. Consider whether there is a clear route to the area from all parts of the campus, and whether it is far enough away in the case of a fire or gas leak, but close enough to be reached on foot. Consider also having multiple designated evacuation areas in the event one is obstructed or otherwise becomes unsafe during an emergency. Make sure there is a clear, unblocked path onto campus for emergency vehicles. Be sure to include evacuation to designated area(s) as part of safety drills and training.

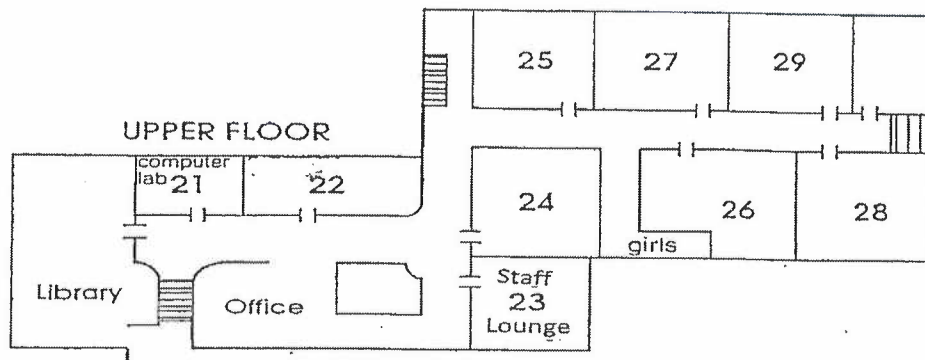
STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Bag, p. 39) including the student roster for current class and that of “Buddy Teacher” (p. 40)
- Remove staff ID placard from emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure the door is closed. Leave the door unlocked if possible.
- 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
- According to site protocol, take attendance using evacuation attendance forms once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instruction
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

Pacific Grove Middle School -- Site Evacuation Map

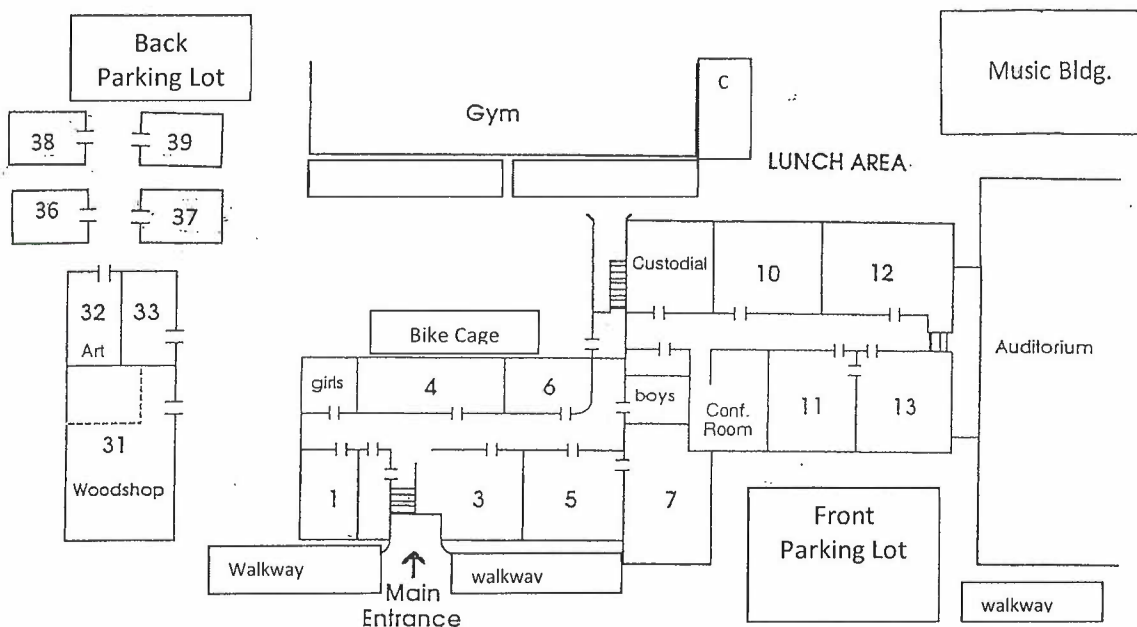


FOUNTAIN AVENUE/FIELD



FOREST AVE

FOUNTAIN AVENUE/FIELD



FOREST AVE

EMERGENCY TELEPHONE NUMBERS

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

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