



**Forest Grove Elementary
School**

**SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2023-2024**

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





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Forest Grove Elementary School
 Safety Committee
 2022-23

Abbie Arbrun	Principal	831-646-6560
Rebecca Boston	Teacher	Special Education
Summer Wright	Teacher	Kindergarten
Camilla Miller	Teacher	First Grade
Nate Welch	Teacher	Second Grade
Sarah Gordon	Teacher	Third Grade
Zoe Roach	Counselor	Specials
Danielle Condit	Teacher	Fifth Grade
Carey O’Sullivan	Office Manager	Classified
Oscar Orozco	Day Custodian	Classified

In addition, the School Site Council provides input and annually reviews the Safety Plan. Our School Site Council current members are: Abbie Arbrun, Principal; Kristen Sweeney, Teacher; Edwin Marticorena, Parent; Mike Loomis, Parent; Robin Pelc, Parent; Sarah Gordon, Teacher; Jenny Hattori, Parent; Katie Kreeger, Teacher; **OPEN position**, Classified; **OPEN position**, Parent.

SCHOOL OVERVIEW

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

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

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

Currently, Forest Grove has approximately 387 students; approximately 50% of students identify as White/Not Hispanic, 25% of our students are Hispanic, 8% are Asian, 1.3% African American, and 1.8% Filipino while the rest represent several other ethnic groups. 20% of our children are considered socioeconomically disadvantaged. We have 8.3% of students identified as English language learners, all of whom receive designated support. Forest Grove has students from approximately 19 different countries in attendance speaking approximately 21 different languages. The English Language Development Program serves our English Learners, providing them focused instruction in addition to their regular English Language Arts program. Students that are considered economically disadvantaged, and students who are language learners are considered socioeconomically disadvantaged (SED). Forest Grove receives Title I Funds to assist us in meeting the needs of these students.

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

Forest Grove is implementing positive behavior practices. Students who act as role models for other students may be given a "Fabulous Falcon" award or a Falcon Feather. Their names are announced at monthly assemblies, and the students' photos are posted on the Falcon Wall of Pride. Forest Grove also implements the Toolbox Social Emotional Learning program. The Toolbox is designed to teach students 12 strategies that help them cope with anxiety and improve interpersonal relationships at school and at home.

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

FOREST GROVE SCHOOL VISION STATEMENT

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

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

ASSESSMENT OF CURRENT SAFETY DATA

Attendance

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

School Safety and Conditions

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

In the 2023-24 school year, at least five adults supervise the morning and afternoon recesses for grades 1 through 5. Transitional-Kindergarten and Kindergarten teachers provide supervision for their own classes along with the support of their aides. During the lunch period, at least 8 staff members provide supervision in all areas used by students. We have fifth grade assistants who help with the kindergarten playground at the lunch period.

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

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

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2])

The Social Climate- People and Program

Forest Grove is a safe school. The school has implemented the Toolbox social-emotional learning program to augment our Character Counts program in classrooms. This practice is supported and replicated by administration at the end of the lunch hour. Our counselor leads a school wide effort to improve peer relationships and lower students' anxiety as these were the two most common reasons our students were referred for counseling services last year. Administration reviews the school rules and education code information regarding behavior that could result in school suspension to each student as necessary.

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

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

Component 2: Physical Environment- Places

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

Documents

Core Value Statements

Regarding Students:

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

Regarding Staff:

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

Regarding Parents:

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

Regarding Community

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

Bell Schedule 2022-23 Transitional Kindergarten and

Kindergarten Bell Schedule

8:45	School Starts
8:45-10:40	Instruction
10:40-10:55	Recess
10:35-12:10	Instruction
12:10-12:55	Lunch/Recess
12:55-2:00	Dismissal

Regular Schedule Grades 1-5

Grades 1-3	8:45-10:30	Instruction	Grades 4-5	8:45-10:15	Instruction
Grades 1-3	10:30-10:40	Recess	Grades 4-5	10:15-10:25	Recess
Grades 1-3	10:40-12:10	Instruction	Grades 4-5	10:25-12:10	Recess
Grades 1-3	12:10-12:55	Lunch	Grades 4-5	12:10-12:55	Lunch
Grades 1-3	12:55-1:55	Instruction	Grades 4-5	12:55-1:55	Instruction
Grades 1-3	1:55-2:05	Recess	Grades 4-5	1:55-2:05	Recess
Grades 1-3	2:05-3:10	Instruction	Grades 4-5	2:05-3:10	Instruction

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

Forest Grove Elementary Staff

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

NAME	EMAIL	POSITION	LOCATION	EXTENSION
Abbie Arbrun	aarbrun@pgusd.org	Principal	Office	3200 646-6504
Carey O'Sullivan	cosullivan@pgusd.org	Office Manager	Office	3201 646- 6561
Debbie Pinheiro	dpinheiro@pgusd.org	Attendance Clerk	Office	3202 646- 6559
Natalie Adams	nadams@pgusd.org	Health Clerk	Office	3221 208- 5558
Theresa McDaniel	tmcdaniel@pgusd.org	Transitional Kindergarten	K-1	3121
			K-3	3123
Kristen Sweeney	ksweeney@pgusd.org	Kindergarten (job share)	K-2	3106
Michelle Menczkowski	mmenczkowski@pgusd.org	Kindergarten (job share)	K-2	3106
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Christina Luciano	cluciano@pgusd.org	1st Grade	G-1	3105
Camilla Miller	camilla.miller@pgusd.org	1st Grade	G-3	3128
Tanya Fadem	tfadem@pgusd.org	2nd Grade	G-2	3101
Beth Cina	bcina@pgusd.org	2nd Grade	B-1	3109
Hetal Patel	hpatel@pgusd.org	2nd Grade	B-2	3108
Larissa Nelson	lnelson@pgusd.org	2nd Grade (Job Share)	B-3	3107
Nate Welch	nwelch@pgusd.org	2nd Grade (Job Share)	B-3	3107
Melissa Flores	mflores@pgusd.org	3rd Grade	C-2	3112
Sarah Gordon	sgordon@pgusd.org	3rd Grade	C-3	3118
Melissa Andersen	mandersen@pgusd.org	3rd Grade	C-4	3111
Kelly San Filippo	ksanfilippo@pgusd.org	4th	E-2	3114
Kari Serpa	kserpa@pgusd.org	4th Grade	D-3	3113
Jeanie De Tomaso	jdetomaso@pgusd.org	4th Grade (job share - Fridays only)	D-4	3117
Renee Woods	rvaldez@pgusd.org	4th Grade (job share - M-Th)	D-4	3117
Kristen Dempsey	kdempsey@pgusd.org	5th Grade	D-1	3115
Danielle Condit	dcondit@pgusd.org	5th Grade	D-2	3119
Natalie Montgomery	nmontgomery@pgusd.org	5th Grade	C-1	3110
Ricky Cabalza	rcabalza@pgusd.org	SDC (4th & 5th)	E-4	3102
Rebecca Boston	rboston@pgusd.org	SDC (K-3)	G-6	3104
Jared Masar	jmasar@pgusd.org	Music - Vocal	K-5	3210
Alan Durst	adurst@pgusd.org	Music - Instrumental	K-5	3210
Jeff Gray	jgray@pgusd.org	Physical Education	A-1	3230
Liliana Nunez	lnunez@pgusd.org	Spanish	Various	
Laurie Heilbron	ldheilbron@yahoo.com	Speech	G-8	3154
Jennifer Smallwood	jsmallwood@pgusd.org	ELD	B-4	3103
Katie Kreeger	kkreeger@pgusd.org	Resource Specialist	G-4	3129
Joshua Altamirano	jaltamirano@pgusd.org	Resource Specialist	G-4	3129
Mary Quindimil	mquindimil@pgusd.org	Title 1 - Reading Intervention	G-5	3152
Marc Russo	mrusso@pgusd.org	Intervention	K-6	3131
Cori Rosenberg	crosenberg@pgusd.org	Mental Health Therapist	Mailroom Office	2322
Zoe Roach	zroach@pgusd.org	Counselor	A-1	3126
Shyla Broach	sbroach@pgusd.org	Psychologist	G-7	3228
Mary Corey	mcorey@pgusd.org	Occupational Therapist	A-3	3233
Christine Gruber	cgruber@pgusd.org	Librarian	Library	3204
Carey Parker	cparker@pgusd.org	Computer Tech	E-3	3213
Fran Castorina	fcastorina@pgusd.org	Food Service - Supervisor	Cafeteria	3203
Carmen Gil	cgil@pgusd.org	Food Service	Cafeteria	3203

Oscar Orozco	oorozco@pgusd.org	Head Custodian	B-5	3207
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Danny Mamaclay	dmamaclay@pgusd.org	Night Custodian	B-5	3207
Thomas DeBruin	tdebruin@pgusd.org	Night Custodian	B-5	3207
Fran Petty	fpetty@pgusd.org	BASRP Leader	A-4	3224
Marie David	mdavid@pgusd.org	Super Sub	various	
FGE Instructional Aides / Noon Duty Supervisors				
Amy Killett	akillett@pgusd.org	InstAide - Title 1/ELD / Noon Duty	B-4 & G-5	
Cherie Mares	cmares@pgusd.org	Instructional Aide/Noon Duty	2nd	
Danielle Groshong	dgroshong@pgusd.org	Instructional Aide/Noon Duty/BASRP	K	
Harumi Gunn	hgunn@pgusd.org	Instructional Assistant	TK	
Jasna Norris	jnorris@pgusd.org	Instructional Aide/Noon Duty	TK	
Jennifer Thompson	jthompson@pgusd.org	Instructional Aide SPED	G-4	
Julia Mellin	jmellin@pgusd.org	Insturctional Aide SPED/Noon Duty	G-4	
VACANT (Georgia Kary Backfill)		Instructional Aide - Intervention	G-5/K-6	
Vacant (Ron Longoria Backfill)		Noon Duty		
Vacant (New Noon Duty)		Noon Duty		
Kathleen Poet Sub: Tina Tavares	ttavares@pgusd.org	Instructional Aide/Noon Duty	4th/5th	
Leonard West	lwest@pgusd.org	P.E. Aide	A-1	
Michelle Mitchell	mmitchell@pgusd.org	Instructional Aide/Noon Duty	2nd	
Ryan Rodewald	rrodewald@pgusd.org	Noon Duty	n/a	
Shirley Ushakoff	sushakoff@pgusd.org	Instructional Aide	Various/3rd	
Silvia Mah	smah@pgusd.org	Instructional Aide	1st	
Tracy Ruhs	truhs@pgusd.org	Instructional Aide - Title 1	G-5	
PARAPROFESSIONALS:				
Beth Radunzel	bradunzel@pgusd.org		Cabalza	
Vacancy (Charlotte Vander Meer)			Boston	
Erica Gonzalez	egonzalez@pgusd.org		Boston	
Fara Dunmire	fdunmire@pgusd.org		Cabalza	
Kate Edwards	kedwards@pgusd.org		Welch	
Laura Bixby-Hemmingway	lbixbyhemmingway@pgusd.org		Boston	
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Sarah Heindel	sheindel@pgusd.org		Cabalza	
Uriel Lopez	ulopez@pgusd.org		Boston	
Yuri Dorantes	ydorantes@pgusd.org		Boston	
updated:1/17/24				

2023-24 Forest Grove School Calendar

August	4-8	Friday - Tuesday	Staff PD/Prep days (non-student days)
	7	Monday	Class Lists emailed & posted
	8	Tuesday	All Grades - "Meet and Greet" 3:00 – 4:00 pm
	9	Wednesday	First Day of School
	15	Tuesday	Food Allergy Assembly - 11:00am
	23	Wednesday	School Photos
	24	Thursday	Back to School Night, 6:00 – 7:00 pm
September	4	Monday	Labor Day Holiday (<i>no school</i>)
	11	Monday	Morris Brothers, Anti-bullying Assembly
	16	Saturday	Walk with PRIDE 9am - 12pm
October	7	Saturday	Butterfly Parade & Bazaar
	16-20	Monday - Friday	Fall Break (<i>no school</i>)
	25	Wednesday	Retake (absent) Picture day
	30-Nov 3	Monday - Friday	Parent – Teacher Conferences cont. (minimum days)
	31	Tuesday	Halloween Parade at 9am at PGHS Stadium
November	3	Friday	End of the 1 st trimester
	9	Thursday	Celebrating our Veterans, 9am
	10	Friday	Veterans Day Holiday (<i>no school</i>)
	14	Tuesday	Ruby Bridges Walk to School Day
	22	Wednesday	Minimum Day for Students
	23-24	Thursday - Friday	Thanksgiving Holiday (<i>no school</i>)
December	21	Thursday	Elementary Winter Program, 6:00pm
	22	Friday	(TK-5th) Minimum Day
	25- Jan 5	Monday - Friday	Winter Break (<i>no school</i>)
January	8	Monday	Teacher Prep (<i>non-student</i>)
	9	Tuesday	School Resumes
	15	Monday	Martin Luther King Holiday – (<i>no school</i>)
	24	Wednesday	100 th Day Celebration
February	7	Wednesday	5th Grade Panoramic Photo, 9:00 am
	5-9	Monday - Friday	Kindness Week
	12-16	Monday - Friday	Presidents' Holidays & Break (<i>no school</i>)
	19	Monday	Teacher Workday (<i>no school</i>)
March	1	Friday	Read Across America Day
	8	Friday	End Second Trimester
	11-15	Monday - Friday	Parent Teacher conferences (min days - TK & K all week/ 1 st – 5 th grades ~ Wed, Thurs & Fri only)
	13	Wednesday	Spring Photos
	13	Wednesday	PGUSD TK/Kinder Orientation Night 6:00 – 7:00 pm
	27	Wednesday	5 th Grade Parent Orientation PGMS Auditorium 6 pm
April	5	Friday	Minimum Day – School is released at 12:10 pm
	8-12	Monday - Friday	Spring Break (<i>no school</i>)
	17	Wednesday	Purple Up day

	24	Wednesday	Open House 6:00 – 7:00 pm
May	6-10	Monday - Friday	State Testing (announcements modifications)
	13-17	Monday - Friday	State Testing (announcements modifications)
	24	Friday	Falcon Fest & 5 th Grade Student Orientation, 9-11 @ PGMS
	27	Monday	Memorial Day Holiday
	31	Friday	Last Day of School, minimum day, 12:10 pm dismissal

Arrival and Pick-up Times

Children should not arrive at school before 8:30 a.m. as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:30 a.m. or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision.

Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:42 a.m. Students are tardy if they are not in their classrooms at 8:45 a.m. and truant tardy if late 30 or more minutes (after 9:15 a.m.) without a doctor's note or verification from guardian (See Punctuality, Attendance and Tardy Policy for more information). Please remind your child that, if tardy, he or she must check in at the office before proceeding to class.

Campus Access: Gates Opened and Locked

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

Attendance/Procedure for Parent to Explain Absences

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

Student Attendance Policy/Board Regulation 5113

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

Punctuality

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

Truancy Mediation

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

Tardy Policy

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

Excused Absences

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

Unexcused Absences

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

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

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

1. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result.

Justifiable Absence Request (JAR) forms should be filled out at least two weeks in advance and turned in to the attendance clerk.

2. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
3. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.

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

Attendance Codes

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

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

Medications at School

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

Emergency Messages

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

Before and After School Recreation Program

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

Dress Code

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

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

PGUSD Policies and Procedures

5141.4 – Student – Student Welfare – Child Abuse Reporting 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.

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

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

Other Remedies

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

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

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

5145.3 – Student – Student Welfare – Nondiscrimination / Harassment

[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 parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at:

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

(Education Code 234.1; 5 CCR 4621)

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

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

Measures to Prevent Discrimination

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

1. Publicize the district’s nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer’s contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district’s web site and other prominent locations and providing easy access to them through district supported social media, when available.

(cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings) (cf. 1114 – Community Relations – Communication with the Public – School District Publications)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district’s nondiscrimination policy, procedures for filing a complaint, and resources avail

able to students who feel they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

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

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 - Community Relations - Participation by the Public - Volunteer Assistance)

(cf. 4131 - Personnel - Certificated Personnel - Staff Development)

(cf. 4331 - Personnel - Management and Confidential Personnel - Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

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

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

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

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

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

When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 – Community Relations – Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to

stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

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

Transgender and Gender-Nonconforming Students

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

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

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

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations. Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

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

1. Refusing to address a student by name and the pronouns consistent with his/her gender identity.
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because of his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex.
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming.
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex.
5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information.
6. Use of gender-specific slurs.
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression.
8. The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of

a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

9. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

10. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three (3) school days.

11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

12. (cf. 1340 - Community Relations - Public Activities Involving Staff, Students and School Facilities - Access to District Records)

13. (cf. 3580 - Business - District Records - Development, Maintenance and Disposal)

14. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose.

In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site

employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

17. (cf. 6145 - Instruction - Curriculum - Extracurricular and Co-Curricular Activities)

18. (cf. 6153 - Instruction - Instructional Arrangements - School Sponsored Trips)

19. (cf. 7110 - Facilities - Concepts and Roles - Facilities Master Plan)

20. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

21. (cf. 5125 - Student - Student Progress - Student Records)

22. (cf. 5125.1 - Student - Student Progress - Release of Directory Information)

23. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

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

General Guidelines

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

6. Students are not to bring gum, candy or soda pop to school.
7. Pursuant to Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)
8. When pulling into the large parking lot (adjacent to the high school tennis courts above our third level field) to drop off children, please pull all the way into the designated drop off space along the sidewalk. Please walk with your children to reach your car if you park.
9. Students who ride the bus to school are required to purchase a bus pass through the PGUSD District Office. The cost per student is \$100 per year (\$150 for two or more students), or \$80 per semester (\$120 for two or more students). Students waiting for the bus are to remain in line at the front of the school until the bus arrives and wait for the bus driver to invite them onto the bus. Students who fail to follow the directions of the bus driver may lose the privilege of riding the bus.
10. Dogs are not permitted on campus with the exception of service dogs.
11. In accordance with state and federal law, smoking is prohibited in all district facilities and vehicles. (20 U.S.C. 6083, Labor Code 6406.5) The Board further prohibits the use of tobacco products and e-cigarettes at all times on district grounds and facilities.

Emergency Guidelines

In the event of a serious emergency:

1. FG staff has been trained in the Big Five School Safety Protocols (Shelter in Place; Drop, Cover, and Hold On; Secure Campus; Lockdown/Barricade; and Evacuation) and will take appropriate actions in any emergency.
2. Teachers will keep all of their students together until a family member arrives to pick up his/her child. **Only people listed on the Emergency Card will be allowed to pick up a student.**
3. Parents will not be able to pick up students directly from the classroom (unless this has been determined as a safe pick-up area by law enforcement) and are discouraged from entering campus.
4. Students will be called to the office or student-release area to meet their parents. Students will be dismissed directly to parents by the classroom teacher only if the parent has checked in with office personnel at the proper gate during an evacuation/student release, or through the office if another location has been determined for pickup.
5. When coming to the school to pick up children, parents should go directly to the office for further instruction and to sign their student out. Parents will not be allowed to pick up students from the classroom and are not permitted to enter the classrooms. Students will be called to the office to meet their parents. **NO STUDENTS** will be dismissed directly to the

parents by the classroom teacher.

6. Alternative sites for student release will be the parking lot in back of Country Club Gate that parents would enter off of Forest Lodge Road. The alternative evacuation area would be First United Church on Sunset. These locations will be used if deemed appropriate by emergency responders. **Parents will receive an electronic message if the alternative location is deemed acceptable.**
7. Please visit <https://pgusd.org/safety/> for more information about the Big Five protocols and PGUSD's safety goals and policies

Student Mental Health Services

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

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

Playground Supervision and Guidelines SCHOOL RULES * STUDENT CONDUCT

Playground Rules

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

Lunch and Cafeteria Guidelines

Cafeteria Guidelines

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

- ◆ 45 minutes are scheduled for children to eat lunch and have recess.

Additional Guidelines:

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

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

Assembly Guidelines

Before Assembly:

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

During Assembly:

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

After Assembly:

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

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

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

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

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

Consequences:

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

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

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

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

Student Alternative Discipline

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

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

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

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

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

District-Wide Discipline Policy

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

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

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

Guidelines for Forest Grove School Volunteers and Parents/Guests

These guidelines will be given to and reviewed with each classroom

volunteer/parent by the classroom teacher.

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

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

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

Parent Teacher Association (PTA)

The PTA is an essential part of the education of all children at Forest Grove School. While it does raise money for countless needs in and out of the classroom, our PTA also sponsors the fun activities such as: Trunk or Treat, Primary Night, Intermediate Night, the Fun Fest, Scholastic Book Fair, Movie Night, Ice Cream Social, Family Reading Nights, campus pride days and many other events. In addition, the PTA sponsors parent education evenings that often precede the regular meetings. The PTA should be your first stop as you look for ways to help the school. PTA meetings are generally scheduled once a month at 6 p.m. in the library. They work very hard in a variety of ways and can always use extra help, particularly for special events.

School Site Council

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

Forest Grove Incident Command Teams 2023-24

Incident Command Center

Incident Commander: **Abbie Arbrun**
Alternate: Zoe Roach
Recorder: Debbie Pinheiro
Alternate: Fran Castorina

Communications Team

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

Student Release Team

Leader: **Carey O'Sullivan**
Alternate: Christine Gruber
Team Members: Carey Parker, Michelle Mitchell

First Aid and Basic Needs Team

Leader: **Marc Russo**
Alternate: Natalie Adams
Team Members: Julia Mellin

Student and Staff Safety Team

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

Facilities Team

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

Crowd Control Team

Leader: **Jennifer Smallwood**
Alternate: Beth Cina
Team Members: Christina Luciano, Sylvia Mah

“Buddy” Crowd Control Team

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

COMMUNICATIONS

Functions

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

FIRST AID

Functions

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

FOOD, WATER, AND SUPPLY MANAGEMENT

Functions

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

Food, Water, and Supply Responsibilities

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

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

INCIDENT COMMAND

Functions

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

MAINTENANCE, SECURITY, AND FIRE

Functions

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

PSYCHOLOGICAL FIRST AID

Functions

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

Next Day Response

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

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

SEARCH AND RESCUE

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

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

Searches

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

STUDENT RELEASE

Functions

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

Accountability

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

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

Assembly/Shelter

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

Transportation Responsibilities

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

Release of Students

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

FOREST GROVE ELEMENTARY SCHOOL

2023-24 Safety Drills - Calendar

Day, Date	Length of Drill	Type
8.22.23	15 mins	Evacuation
9.14.23	15 mins	Shelter in Place
10.12.23	15 mins	Drop, Cover, & Hold On
11.15.23	15 mins	Secure Campus
12.15.23	15 mins	Lockdown/Barricade
1.16.24	15 mins	Evacuation
2.21.24	15 mins	Drop, Cover, Hold On
3.14.24	15 mins	Lockdown/Barricade
4.16.24	15 mins	Secure Campus
5.8.24	15 mins	Evacuation

Buddy List

<p style="text-align: center;">Rooms: K-1 & K-2 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: K-3 & K-4 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>
<p style="text-align: center;">Room: K-6, K-5, E-1 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	
<p style="text-align: center;">Room: G-1, G-2, G-3 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: G-4, G-5, G-6 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>
<p style="text-align: center;">Room: B-1, B-2, B3 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: B-4 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>
<p style="text-align: center;">Room: C-1, C-2 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: C-3, C-4 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>
<p style="text-align: center;">Room: D-1, D-2 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: D-3, D-4 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>
<p style="text-align: center;">Room: E-2, E-3, E-4 Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	
<p style="text-align: center;">Room: Counseling, Speech Vest: Red = HELP Yellow = SAFE/All Accounted For</p>	<p style="text-align: center;">Room: OT, BASRP, ELD, Psych Vest: Red = HELP Yellow = SAFE/All Accounted For</p>

Forest Grove School Incident Command Structure Locations

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

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

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

Student and Staff Safety Team

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

Secondary (outdoor) Location: ***PGHS Dance Gym (near tennis courts)***

Student Release Team

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

Secondary (indoor) Location: ***PGHS Dance Gym (near tennis courts)***

First Aid and Basic Needs Team

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

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

Communications Team

Primary Location: ***Office***

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

Facilities Team

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

Forest Grove School Crisis Team Locations

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

Communications Team

Office or
Picnic Tables on first level, next to Library

Student Release Team

Second Level, behind Library or
Office

First Aid and Basic Needs Team

Staff Lounge or
Kindergarten Playground

Search and Rescue Team

First Level, at tables near library

Facilities Team

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

Crowd Control Team

Second Level or
Outside of PGHS Dance Gym

“Buddy” Crowd Control Team

Perimeter of Assembly area

Forest Grove Elementary School

Response

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

CALLING 911

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

WHEN REPORTING AN EMERGENCY

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

CALLING 911 FROM A CELL PHONE

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

When calling 911, time is of the essence.

Remain calm; speak slowly and clearly.

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

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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

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

IMMEDIATE ACTION RESPONSES: THE BIG FIVE

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

Shelter in Place

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

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

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

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

SHELTER IN PLACE:

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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

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

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

STAFF ACTIONS:

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

Drop, Cover, and Hold On

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

- Earthquake
- Explosion

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

Administrator Actions:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone
- Assume Incident Command role
- As soon as possible after recognizing seismic activity, make a public address announcement. If the PA system is not available, use other means of communication, i.e., sending messengers to deliver instructions
- Be calm and give clear directions
 - **Example:** “Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. This is NOT a drill. Do NOT go outside!” Repeat.
- According to site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- If injuries are reported, instruct designee to call 911 immediately if classroom teacher/supervisor has not already done so
- Access the “Emergency Response Box” in order to chart reported injuries and/or damage on building maps. Be ready to provide this map to First Responders upon their arrival
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Before initiating any evacuation, deploy a Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut the gas off
- Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt. Non structural damage would **not** necessarily require an evacuation
- When able, report campus status to Superintendent’s office ☐☐ If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post

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

STAFF ACTIONS - INSIDE

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

STAFF ACTIONS: OUTSIDE

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area

Secure Campus

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

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

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

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

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

SECURE CAMPUS:

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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

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

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

STAFF ACTIONS:

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

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

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

Lockdown/Barricade

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus **or** the school is **directed by law enforcement**. During **LOCKDOWN-BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until the room is cleared by law enforcement or site administration.

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

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

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat.

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

LOCKDOWN / BARRICADE:

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

“THINK ON YOUR FEET”

- In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff.
- In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:
 - Escape-Get Off Campus
 - Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
 - Safely get off campus; find a position of cover or safe place for assembly
 - Guide/instruct others you encounter on the way to follow you to safety

- Call 911 immediately to report location and request emergency services if necessary
- Once in a safe place – stay there
- Hide-Lockdown/Barricade Clear all hallways; get students and staff inside immediately Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
 - Direct all those in the room to remain still and quiet; turn off/silence cell phones
 - If unable to find cover inside a secure room, quickly seek out a hiding place on campus
 - Fight
 - If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
 - There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
 - Fighting back is NOT an expectation, merely one option for a last resort response

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

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

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

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

- **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock doors and clear the room. If law enforcement does not have keys, follow the “Sum of Nine” communication protocol
- **Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate the emergency packet and attendance roster. Remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

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

- Move students to the nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do **not** chase students that run. Let them go
- Do **not** go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator

- **Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

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

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

Evacuation

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

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

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

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

EVACUATION:

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

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

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

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

STAFF ACTIONS:

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

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals:

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

To alert individuals with hearing limitations:

- Turn lights on/off to gain person’s attention -OR- Indicate directions with gestures –OR- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible -OR- Use a sturdy chair (or one with wheels) to move person -OR- Help carry individual to safety

To evacuate individuals using wheelchairs

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

EMERGENCY TELEPHONE NUMBERS

Police	911/ 831-648-3143
Sheriff	911
Fire Department	911/ 831-648-3143
Paramedics	911/ 831-648-3143
C.H.O.M.P	831-624-5311
Pacific Grove Unified School District Office	831-646-6509
Red Cross Monterey Chapter	831-624-6921
District Transportation	831-646-6643
District Maintenance	831-646-6537
California High Patrol	831-770-8000
Poison Control	800-222-1222
Child Protective Services	831-755-4661
PG&E	800-743-5000
Water	888-237-1333

EMERGENCY TELEPHONE NUMBERS

A. Pacific Grove Unified School District Emergency Contacts

Position/Title	Name	Day Phone	Mobile Phone
Superintendent	Linda Adamson	831-646-6510	
Assistant Superintendent	Joshua Jorn	831-646-6509	
Director of Maintenance	Jon Anderson	831-646-6537	
Nutrition Director	Robert Silveria	831-646-6521	
Director of Student Services	Yolanda Cork-Anthony	831-646-6523	

B. School Emergency Contacts

Position/Title	Name	Day Phone
		831-646-6560
Principal	Abbie Arbrun	Ext. 3200
Psychologist	Shyla Broach	Ext. 3225
Site Team Leaders:		
Student/Staff Safety	Jeff Gray	Ext. 3230
Student Release	Carey O'Sullivan	Ext. 3201
Crowd Control	Jennifer Smallwood	Ext. 3103
First Aid/Basic Needs	Marc Russo	Ext. 3114
Communications	Mary Quindimil	Ext. 3152
Facilities	Oscar Orozco	Ext. 3207

School Safety Goals

1) Improve drop off and pick up safety.

- Improve sidewalk into and out of the back parking lot
- Work with Kimball & Associates for Assessment for improvements
- Improve gates to ensure entry and exit safety

2) Conduct Safety Training for all staff annually

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

