

**PACIFIC GROVE COMMUNITY  
HIGH SCHOOL**

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

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**Pacific Grove Unified School District  
Monterey County**

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**Pacific Grove Unified School District  
Board of Education  
2023-2024**

Brian Swanson	President
Elliot Hazen	Clerk
Jennifer McNary	Trustee
Laura Ottmar	Trustee
Carolyn Swanson	Trustee
Dario DiMaggio & Daci Dishny	Student Representatives

**Pacific Grove Community High School  
Safety Committee/ \*Search and Rescue  
2023-2024**

Lito M. García*	Principal
Sheri Deeter*	Teacher in Charge
Mansour Abdur-Rahim*	Teacher
Luciana Morgan*	Administrative Assistant
James Ehret	Counselor

## Pacific Grove Community High School

### SCHOOL OVERVIEW

Pacific Grove Community High School (PGCHS) is a continuation high school within the K-12 educational system of Pacific Grove Unified School District that serves residents of the City of Pacific Grove and a portion of Pebble Beach. PGCHS, home to the “Firebirds,” was established in 1971 and is WASC accredited. PGUSD comprises two elementary schools, one middle school, one comprehensive high school, and an adult school.

### PACIFIC GROVE COMMUNITY HIGH SCHOOL VISION STATEMENT

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

*We seek to:*

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

## SCHOOLWIDE LEARNER OUTCOMES

### EDUCATED INDIVIDUALS WHO:

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

### CRITICAL THINKERS AND PROBLEM SOLVERS WHO:

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

### INDEPENDENT AND COLLABORATIVE WORKERS WHO:

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

### RESPONSIBLE CITIZENS WHO:

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

### HEALTHY INDIVIDUALS WHO:

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

## ASSESSMENT OF CURRENT SAFETY DATA

### ATTENDANCE

Provide total average yearly attendance per year.

PGCHS AVERAGE DAILY ATTENDANCE	2020-21	2021-22	2022-23
<b>TOTAL</b>	82.71	64.71	78.8

See Strategy for Maintaining School Safety for attendance goal.

The Governing Board believes regular attendance plays a key role in student achievement. The board recognizes its responsibility under the law to ensure that students attend school regularly. parent(s)/guardian(s) of children aged 6 years to 18 years are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

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

### **EMERGENCY CONTACT**

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

### **MEDICAL EXCUSES (LONG TERM PE)**

For a student to receive a "medical" for a unit (3 weeks of class time) in Physical Education, a doctor's note must be on file in the Office before the end of the unit in question. A parent(s)/guardian(s)'s/guardian's note will suffice until a doctor's note is obtained. No points/credits will be given if a note is not obtained.

### **PERMITS TO LEAVE CAMPUS/parent(s)/guardian(s) REQUEST TO PICK UP**

Students leaving campus before the end of their regular school day must have a parent(s)/guardian(s) call (831-646-6535) BEFORE being picked up and signing out in person with the Office – an email is not sufficient for verification. Any student, who leaves the campus without being properly signed out, will be marked truant.

### **RE-ADMITS**

Students need re-admits to clear their absences. When clearing absences, please note that only a parent(s)/guardian(s) can clear an absence. Board Policy states that a student has 72 hours in which to clear an absence to make up any missing assignments. Clearing absences is the responsibility of the parent(s)/guardian(s) and student. Failure to clear absences in a timely manner could result in truancy.

### **DISCIPLINE REFERRALS, SUSPENSION, AND EXPULSION RATES**

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

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

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

<b>PGCHS SUSPENSION AND EXPULSION DATA</b>				
<b>SUSPENSIONS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
A(1)-physical injury to another				
A(2)-used force				
B-dangerous object				
C-possession controlled substance	3			3
D-sell controlled Substance				

F-damage to school property				
G-stolen school property				
H-possession of tobacco	3		1	
I-obscene act/profanity				
J-sell drug paraphernalia				
K-defied authority	6			
O – Harass, threaten witness				
Q-engaged in hazing				
R - Bullying				
48900.2 Sexual Harassment				
48900.4-harassment/intimidation				
<b>TOTAL SUSPENSION</b>	12	0	1	3
<b>EXPULSIONS</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>
<b>TOTAL EXPULSIONS</b>	2	0	0	0

### Suspension Goal

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

## PGUSD POLICIES AND PROCEDURES

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

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

### CHILD ABUSE REPORTING NOTIFICATION

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

“Child care custodian” includes teachers; an instructional aide, a teacher’s aide, or a teacher’s assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; and who have been trained in the duties imposed by this 0article; 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.

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

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

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

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

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

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

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

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

Superintendent

435 Hillcrest Avenue Pacific Grove, CA 93950

Telephone: 831-646-6520

### **Other Remedies**

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

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

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

### **[BP 5145.3: Nondiscrimination/Harassment](#)**

### **[AR 5145.3: Nondiscrimination/Harassment](#)**

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in AR 1312.3 – Community Relations – Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parent(s)/guardian(s)al status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such

characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at:

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

(Education Code 234.1; 5 CCR 4621)

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

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

### **Measures to Prevent Discrimination**

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parent(s)/guardian(s)/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district supported social media, when available. (cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings) (cf. 1114 – Community Relations – Communication with the Public – School District Publications)
2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parent(s)/guardian(s)/guardians of the district's nondiscrimination policy. The notice shall inform students and parent(s)/guardian(s)/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent(s)/guardian(s)/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parent(s)/guardian(s)/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.
4. The Superintendent or designee shall ensure that all students and parent(s)/guardian(s)/guardians, including students and parent(s)/guardian(s)/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parent(s)/guardian(s)/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parent(s)/guardian(s)/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and



- gender-nonconforming students. (cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance) (cf. 4131 – Personnel – Certificated Personnel – Staff Development) (cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
  7. At the beginning of each school year, inform each principal or designee of the district’s responsibility to provide appropriate assistance or resources to protect students’ privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

### **Enforcement of District Policy**

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

1. Removing vulgar or offending graffiti. (cf. 5131.5 – Student – Vandalism and Theft)
2. Providing training to students, staff, and parent(s)/guardian(s)/guardians about how to recognize unlawful discrimination and how to respond.
3. Disseminating and/or summarizing the district’s policy and regulation regarding unlawful discrimination.
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school’s response to students, parent(s)/guardian(s)/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(s)/guardian(s)/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 – Community Relations – Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses

not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

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

### **Transgender and Gender-Nonconforming Students**

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

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

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

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

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

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

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

- the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three (3) school days.
11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parent(s)/guardian(s)/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parent(s)/guardian(s)/guardians of their status and desire assistance in doing so.
  12. (cf. 1340 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Access to District Records)
  13. (cf. 3580 – Business – District Records – Development, Maintenance and Disposal)
  14. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parent(s)/guardian(s)/guardians.
  15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parent(s)/guardian(s)/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.
  16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.
  17. (cf. 6145 – Instruction – Curriculum – Extracurricular and Co-Curricular Activities)
  18. (cf. 6153 – Instruction – Instructional Arrangements – School Sponsored Trips)
  19. (cf. 7110 – Facilities – Concepts and Roles – Facilities Master Plan)

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

### **Opioid Overdose Protocol for Schools (Grades 7-12) - Senate Bill 10 Compliance**

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

#### **Training and Awareness:**

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

#### **Designated Personnel:**

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

#### **Emergency Response Procedures:**

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

#### **Naloxone Administration:**

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

#### **Communication Protocols:**

- Establish communication protocols to promptly notify relevant stakeholders, including parents or guardians, following an opioid overdose incident.

- Collaborate with local law enforcement, emergency medical services, and healthcare providers to facilitate a coordinated response.

#### **Confidentiality and Privacy:**

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

#### **Documentation and Reporting:**

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

#### **Review and Evaluation:**

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

#### **Training Updates:**

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

## **SCHOOL SAFETY AND CONDITIONS**

PGCHS is considered a safe environment by both students and parent(s)/guardian(s), according to survey results.

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

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

Security cameras have been installed at strategic locations to watch for vandalism and student behavior.

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

#### **Socio-Economic Status: Free and Reduced Lunch**

Total Percentage of Students Receiving Free/Reduced Lunch

<b>PGCHS FREE/REDUCED LUNCH</b>	2020-2021		2021-22		2022-23	
	PGCHS	District	PGCHS	District	PGCHS	District
<b>Free/Reduced % Lunch Recipients</b>	42.86	18.81	35.29	13.8	50	19.3

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

### **Component 1: The Social Climate - People and Program**

**Component 1: Goals for Improvement:** Create and Sustain a Safe and Affirming Learning Environment

- Sub Goal 1: Reduce suspensions by 1%
- Sub Goal 2: Increase or maintain, as measured by student surveys, e.g. California Healthy Kids
  - Survey (CHKS) by 3% - School Perceived As Very Safe or Safe 100% up from 63% (State average 2017-2019 56%)\*, School Connectedness 98% up from 63% (State average 2017-2019 49%),
  - Academic Motivation 75% up from 58% (State average 2017-2019 63%), Caring Adult Relationships 100% up from 79% (State average 2017-2019 57%). \*State data is for “non-traditional schools.
- Sub Goal 3: Promotion of Parental Involvement
  - 99% up from 57% (State average 2017-2019 48%) and opportunities through educational workshops, increased communication, and varied meeting platforms as measured by the CHKS.

**Component 1: Actions for Improvement:**

- Action 1: Promote a positive climate and supportive school culture and examine ways to recognize students for positive contributions to the community.
- Action 2: Update and expand how the school communicates with and includes parent(s)/guardian(s) in their student's educational progress and community service activities to engage parent(s)/guardian(s) in their students' education.
- Action 3: Train staff, students, and families in Restorative Approaches.

**Component 2: The Social and Academic Climate - Attendance**

**Component 2: Goals for Improvement** Improve the average daily attendance rate for all students by 5%.

**Component 2: Goals for Improvement**

- Action 1: Increase communication with parent(s)/guardian(s) regarding excused absences and unexcused absences.
- Action 2: Develop individual attendance goals with students whose absences exceed 10%.
- Action 3: Continue partnership with District Attorney’s Office regarding Truancy

**Pacific Grove Community High School Student Handbook**

- **Attendance Policy page 7**
- **School Policies and Expectations page 17**
- **Behavior and Discipline Guidelines page 20**

**PGCHS SAFETY TEAM**

Site Incident Commander: Location: Field	1. Lito M. García  2. Sheri Deeter  3. Mansour Abdur-Rahim	Role: - overall management and coordination of emergency operations from the command center - requests and allocates resources - activates communications, disseminates emergency public info, and	Materials: - Radio - Emergency Response Bag (Black) to Command Center
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		<p>warnings</p> <ul style="list-style-type: none"> <li>- ensures needs of students with special needs are met</li> <li>- sets up media area – but does not give statements to media</li> <li>- public information officer</li> </ul>	
<p>Communication Recorder (District office support)</p>	<p>Luciana Morgan TBD District Office (Radio)</p>	<p>Role:</p> <ul style="list-style-type: none"> <li>- makes pre-authorized announcements (What happened, Who was involved, why it happened); creates ‘talking points’ list for IC to share with public</li> <li>- carries messages to command center/IC and to District Safety Director</li> <li>- initiates phone tree; answers phones</li> <li>- disseminates info to staff</li> <li>- calls in resources as needed</li> <li>- reports to IC frequently</li> </ul> <p>Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported.</p>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Radio (1)</li> <li>- Cell phone(s)</li> <li>- Phone tree list</li> <li>- Local service providers list with contact info</li> </ul>
<p>Student Release: Location: Field</p>	<p>Luciana Morgan  Sheri Deeter/Mansour Abdur-Rahim (Alternate)</p>	<p>Role:</p> <ul style="list-style-type: none"> <li>- Implements &amp; monitors student release (needs emergency cards/Illuminate access)</li> <li>- monitors &amp; supervises volunteers</li> <li>- coordinates with public safety</li> <li>- Sets up boundaries, manages crowds (cones, ropes)</li> <li>- controls foot and vehicle traffic</li> <li>- reports to IC frequently</li> </ul>	<p>Materials:</p> <ul style="list-style-type: none"> <li>- Radio (3)</li> <li>- Emergency Cards</li> <li>- blank Student Release Forms</li> <li>- Signs to mark “Student Release Area”</li> <li>- Tables, chairs (2)</li> <li>- Master roster of students and staff (current attendance noted)</li> <li>- clipboards, pens, clerical supplies</li> <li>- blank signage materials</li> </ul>

			(poster board) - duct tape
First Aid/Basic Needs:	Available PGCHS Staff  Katrina Powley, PGUSD Nurse (if available)  Tammy Kirmil, Health Clerk (if available)	Role: - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coord. with Red Cross) - reports to IC frequently	Materials: - First Aid supplies from the Office (in addition to red backpacks) - medication from Office - self-adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/First Aid guidelines
Search and Rescue	Available PGCHS Staff	Role: - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently	Materials: -Radio - Site map with search plan, clipboard - hard hat, gloves, whistle - master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape
Facilities	Available PGCHS Staff  PGUSD Maintenance Staff	Role: **must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment - shut off valves if advised to do so (gas, water, power) - check safety of facilities, lock/unlock doors - bring out supplies or resources	Materials: - Radio - hard hats, gloves, whistle - master key - site maps - duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench)



		<ul style="list-style-type: none"> <li>- provide maps and info to public safety agencies</li> <li>- coordinate with public safety to determine when building is safe to enter</li> <li>- security of building</li> <li>- tracks damages and monitors all equipment/supplies</li> <li>- reports to IC frequently</li> </ul>	
Student Monitoring	Available PGCHS Staff	<b>Role:</b> <ul style="list-style-type: none"> <li>- accounts for all staff, students, &amp; visitors</li> <li>- keeps everyone safe in a manageable location</li> <li>- supervise all students if team leaders need to assemble their teams</li> <li>- coordinate with student release</li> </ul>	<b>Materials:</b> <ul style="list-style-type: none"> <li>- Rosters of students with accurate attendance</li> <li>-Red/Green vest or cards for identifying missing students (red) or all present (green)</li> </ul>

### 2023-2024 Safety Drills - Calendar

<b>Date</b>	<b>Time</b>	<b>Drill</b>
8/18/2023	11:30 AM	Shelter in Place
9/19/2023	11:30 AM	Secure Campus
10/12/2023	11:30 AM	Great America Shake Out: Drop, Cover & Hold On Evacuation Drill
11/16/2023	11:30 AM	Lockdown/Barricade (discussion only)
1/22/2024	11:30 AM	Evacuation
2/23/2024	11:30 AM	Secure Campus
3/28/2024	11:30 AM	Lockdown/Barricade (discussion only)
4/29/2024	11:30 AM	Shelter in Place



## 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 may 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
- Unhealthy air quality outside
- **Dangerous wildlife on or near campus**

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

### SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and **ventilation systems may need to 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**

## SHELTER IN PLACE



### STAFF ACTIONS:

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



## DROP, COVER, AND HOLD ON

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

- Earthquake
- **Explosion**

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

### **DROP, COVER, AND HOLD ON:**

- **Must be practiced for immediate and automatic response**
- Is the single most useful action to protect from injury in an earthquake
- **In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy**
- Requires an awareness that most injury in earthquakes is caused by **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**

## DROP, COVER, AND HOLD ON



### STAFF ACTIONS - INSIDE:

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

### STAFF ACTIONS - INSIDE (*continued*):

- **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,**



## DROP, COVER, AND HOLD ON

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

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

### SECURE CAMPUS:

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



## SECURE CAMPUS

### STAFF ACTIONS:

- **Move to the door and instruct any passing students to return to assigned classroom immediately**
- **Close and lock the door**
- **Continue the class instruction or activity as normal**
- Enforce the “no entrance” and “no exit” protocol. Remain in the **classroom or secured area and wait for further instructions**
- **Be alert to the possibility that the response may elevate to LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander **will send out periodic updates**
- **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 to do so by law enforcement. During LOCKDOWN/BARRICADE, **students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration.** This response is considered appropriate for, but not limited to, the following **types of emergencies:**

- **Gunfire**
- Threat of extreme violence outside the classroom

**During a LOCKDOWN/BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.**

Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by law enforcement or School Incident Commander who will unlock door from the outside with keys.

### LOCKDOWN / BARRICADE:

- **Is a response to an immediate danger; it is not preceded by any warning**
- Demands quick action; an active shooter, for example, can fire **one round per second**
- Requires common sense thinking under duress; do what must **be done to best ensure survival of students and staff**
- **If it is possible to safely get off campus with students, take that action immediately (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**
- Prioritize clear communication. Remove face covering if necessary.
- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**



## LOCKDOWN / BARRICADE

### THINK ON YOUR FEET

In the event of a Violent Intruder on campus, quick thinking is imperative for survival.

**Especially when an active threat of violence is present, an individual must think on their feet** to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds **of danger and teaching them to forcefully communicate and take necessary action.**

These actions would likely include:

### ESCAPE / GET OFF CAMPUS:

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

### HIDE / LOCKDOWN / BARRICADE:

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

## LOCKDOWN / BARRICADE



### THINK ON YOUR FEET *(continued)*

#### 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**

#### LOOK, LISTEN, AND LEAVE: FIRE ALARM

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

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



## LOCKDOWN / BARRICADE

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

- **Immediately move to the door and check for passing students. Divert as many students as possible into the classroom**
- **Lock and close the door and barricade with heavy objects**
- **Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard**
- **Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder**
- **Turn off television, LCD projector, document camera, etc. The room should be dark and quiet**
- **Silence all cellphones**
- **DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room**
- **Only if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door**

### STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE (continued):

- **If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized**
- **If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on**
- **If safe to do so, take attendance and document students who are present in the room**
- **Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement**
- **Do NOT call office to ask questions; School Incident Command will send out periodic updates**

## LOCKDOWN / BARRICADE



- **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 TIME OF LOCKDOWN / BARRICADE:**

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

### **STAFF ACTIONS - IF STUDENTS ARE OUT OF CLASS AT TIME OF LOCKDOWN / BARRICADE (continued):**

- **Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator**
- **If an active threat is still present at the time law enforcement comes on scene, Law enforcement will bypass injured victims in order to neutralize the threat**
- **If safe to do so, locate emergency packet and remove staff ID placard and put it on**
- **If safe to do so, take attendance and document individuals who are present in the room**
- **If safe to do so and according to site communications protocol, contact**



## LOCKDOWN / BARRICADE

**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 ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):**

- **Gather students together**
- **Inform students that as part of LOCKDOWN / BARRICADE procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location**
- **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.**

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

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

### EVACUATION:

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



## EVACUATION

### EVACUATION ROUTES:

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

### 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 WHEELCHAIR-USING INDIVIDUALS:

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



## EVACUATION



### STAFF ACTIONS:

- **Prepare students to leave all belongings and calmly exit the building**
- **Gather emergency supplies/materials (Go Bag, p. 42) including the student roster for current class and that of “Buddy Teacher” (p. 43)**
- **Remove staff ID placard from emergency materials and put it on**
- **Ensure that the door is closed, but unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health **status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.**
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students **or staff with disabilities according to site protocol**
- **Students and staff may remove masks while outside.**
- Emphasize that the class stay together en route to the 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 instruction**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine**

## FIRST AID: TRIAGE

**First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.**

### THE BASICS OF FIRST AID RESPONSE:

- **Remain calm and assess the situation**
- **Be sure the situation is safe for the responder**
- **In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 911 immediately**
- **Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety**
- **If moving is necessary, protect the neck by keeping it straight to prevent further injury**

### RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. **Portable stretcher and cot with waterproof cover**
2. Ten Triage Tags
3. **Blankets, sheets/pillows/pillow cases (disposable covers are suitable)**
4. **Wash cloths, hand towels, and small portable basin**
5. **Covered waste receptacle with disposable liners**
6. Bandage scissors, tweezers
7. **Disposable thermometer**
8. **Pocket mask/face shield for CPR**
9. **Disposable latex free gloves**
10. **Cotton-tipped applicators, individually packaged**
11. Assorted adhesive bandages (1"× 3")
12. Gauze squares (2"× 2"; 4"× 4"), **individually packaged**
13. Trauma Pads (5"× 9")
14. Adhesive tape (1" width)
15. Gauze bandage (2" and 4" widths) rolls
16. Ace bandage (2" and 4" widths)
17. **Splints (long and short)**
18. Quick clot dressing
19. **Cold packs**
20. Triangular bandages for sling **and safety pins**
21. Tongue blades
22. **Disposable facial tissues, paper towels, sanitary napkins**
23. One flashlight with spare bulb **and batteries**

**EMERGENCY TELEPHONE NUMBERS****(If dialing from school phones, dial "9-9" before dialing the number)**

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

### Evacuation Route: South Parking Lot

#### INSTRUCTIONS FOR EVACUATION

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

