



Pacific Grove Middle School
Safe Schools Report
&
School Safety Plan
2022-2023

Sean Roach, Principal
Jason Tovani, Assistant Principal
835 Forest Avenue
Pacific Grove, CA 93950
(831) 646-6568

Pacific Grove Unified School District
Monterey County

Table of Contents

Page	
3	School Overview
5	Vision and Mission Statement
	Assessment of Current Safety Data
6	Attendance
8	Discipline
9	School Safety and Conditions
10	Socio-Economic Status: SED
11	Strategies for Maintaining School Safety
	School Climate – People and Programs (Status & Goals for Improvement)
13	Physical Environment – Place (Status & Goals for Improvement)
	Documents
16	Copy of Handbook Policy Pages – Code of Conduct
28	Safety Drill Calendar 2022-2023
29	Crisis Teams and Procedures
34	Emergency Management Plan
Appendix	
35	The Big Five: Community Packet
44	Immediate Action Response
45	Shelter in Place
47	Drop, Cover, Hold On
50	Secure Campus
52	Lockdown Barricade
58	Evacuation
	Documents
60	Front Exit Procedures
61	Evacuation map for front of school
62	Evacuation map for back of school- field
63	Site Map
64	Child Abuse reporting procedures

****NOTE: For current information on Covid-19 related safety measures, please visit:**
<https://www.pgusd.org/documents/COVID-Resources/COVID-Safety-Plan-Updated-2022.pdf>

SCHOOL OVERVIEW

Pacific Grove Middle School (PGMS), a three-year comprehensive middle school, serves the city of Pacific Grove and a portion of Pebble Beach. The home of the Breakers sits on the tip of the Monterey Peninsula surrounded by the Pacific Ocean and the neighboring town of Monterey. The city of Pacific Grove has a population of 15,041 and its primary industry is tourism. People come to visit the beautiful coastline, world famous golf courses, and historical sites. Numerous events draw people to the peninsula, including the Monterey Jazz Festival, the Concourse D' Elegance car show and the Pebble Beach AT&T Golf tournament. In fact, it is a rare weekend when there is not an event of some type. Many hotels, inns, conference centers, and fine restaurants serve visitors to the area. There is also a significant military presence in our community. The Defense Language Institute and the Naval Postgraduate School are located here and we receive many students from military families.

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

The district enjoys deep community support. Homes in the area are expensive, making it difficult for families with children to own homes. Instead, many families rent, but costs force both parents to work full-time. Due to high property values, the district receives property tax revenue more than its state "revenue limit," which is based on an Average Daily Attendance (ADA) formula.

In 2014, voters passed Measure A, which secured \$18 million to be allocated to PGUSD for the purpose of increasing student access to computers, upgrading educational software, and to keep pace with 21st century technological innovations. Some of the improvements Measure A funds have supported are:

- Realization of a 1:1 ratio of computers (ChromeBooks) to students
- Training in the use of Google Classroom
- Increased bandwidth districtwide
- Additional WiFi connection points
- A device repair service allowing rapid return of broken devices (ChromeBooks)
- A device-on-loan program to provide loaner computers to students without adequate technology at home
- History, Math, and ELA online curriculum subscriptions and renewals
- GoGuardian Software: for improved web monitoring, filtering
- Surveillance Camera Project
- Illuminate Student Information System - software and training to utilize Illuminate as our comprehensive student information system

In 2020, voters in Pacific Grove passed PGUSD's general obligation bond, Measure D, to repair and modernize schools and classrooms throughout the district. Some of the projects planned for use of Measure D funds are:

- Repair/replace outdated pipes and leaking roofs and gutters
- Repair/replace aging plumbing infrastructure
- Replace aging floors and building foundations
- Upgrade fire alarm and emergency communication systems
- Upgrade old playgrounds and playing fields to increase student safety
- Meet handicap accessibility (ADA) requirements in restrooms and classrooms,

These projects will undoubtedly make PGMS a safer place for students and staff.

As a philosophy, PGMS seeks to give each student a variety of experiences with the purpose of preparing them for success in all areas of their high school education. A demanding academic program is combined with extracurricular activities and student support services. The school's Parent Teacher Student Association (PTSA), School Site Council and staff have developed a strong, supportive partnership through which volunteer time and allocated funds are expended to improve the total school program. In addition, each program is reviewed for its rigor and effectiveness to make sure that we are meeting every student's needs.

PGMS currently has 420 students enrolled in grades six through eight. The student ethnicity is: 56.7 % White (not Hispanic), 20 % Hispanic, 13.8 % Asian, 1.2 % Filipino, 1.7 % African American or Black, 1.2 % Filipino, and 2.0 % Native American.

Parents and community are an integral part of PGMS. We welcome volunteers and parents to help in the classroom, library, and office in a variety of ways. School-wide functions (Back-to-School Night, Open House, holiday programs, parent conferences, Butterfly Parade and Bazaar, Honors Night, District Music Festival, various drama and musical productions, and Promotion) are heavily attended. PGMS has an active PTSA, School Site Council (SSC), and Campus Culture and Climate Committee.

MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

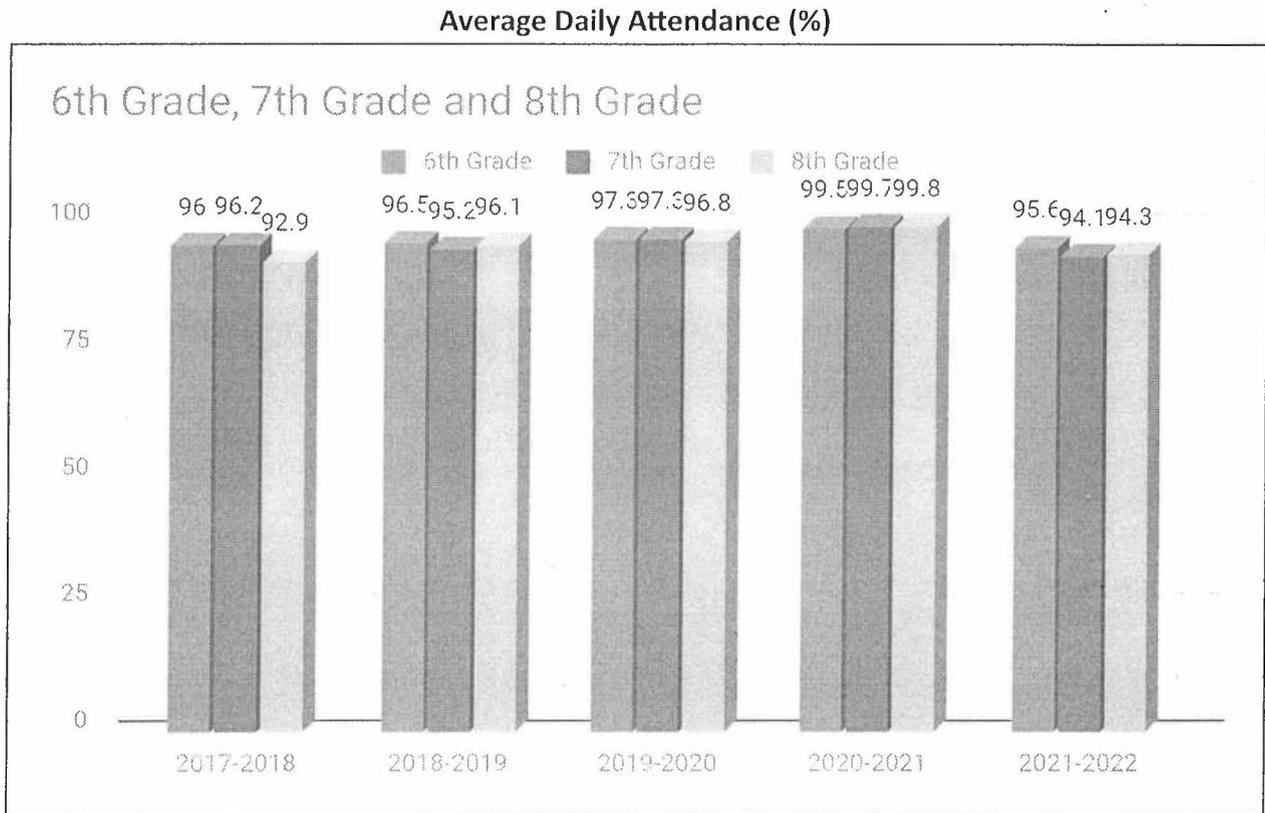
In an atmosphere that is purposeful and structured, friendly and caring, skills are taught and support is provided to assist the transition from childhood to adolescence. Our team-oriented approach is based on a strong academic foundation and is enhanced by fine arts, vocational and extracurricular opportunities,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

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

Assessment of Current Safety Data

Attendance

Average daily attendance for the 2020-2021 school year was at 99.6% This number is somewhat higher than recent years, perhaps due to the impact of the school's closure, after which, students were held harmless for attendance.



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

Tardiness: Students receive consequences for being tardy to class. They are as follows.

Tardy 1: Teacher warning, teacher consequence

Tardy 2: Teacher warning, teacher consequence, parent may be contacted, student will be issued a warning slip by Asst. Principal

Tardy 3: Student assigned one detention, parent contacted by Asst. Principal

Tardy 4: Student assigned one detention, parent contacted by Asst. Principal

Tardy 5: Student assigned two detentions, parent contacted by Asst. Principal

Tardy 6: Two detentions and parent conference

Tardy 7: Saturday School, extended detention, or in-house suspension.

Detention is held at lunch time on Tuesdays and Fridays. Students are to silently work on homework while serving detention.

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

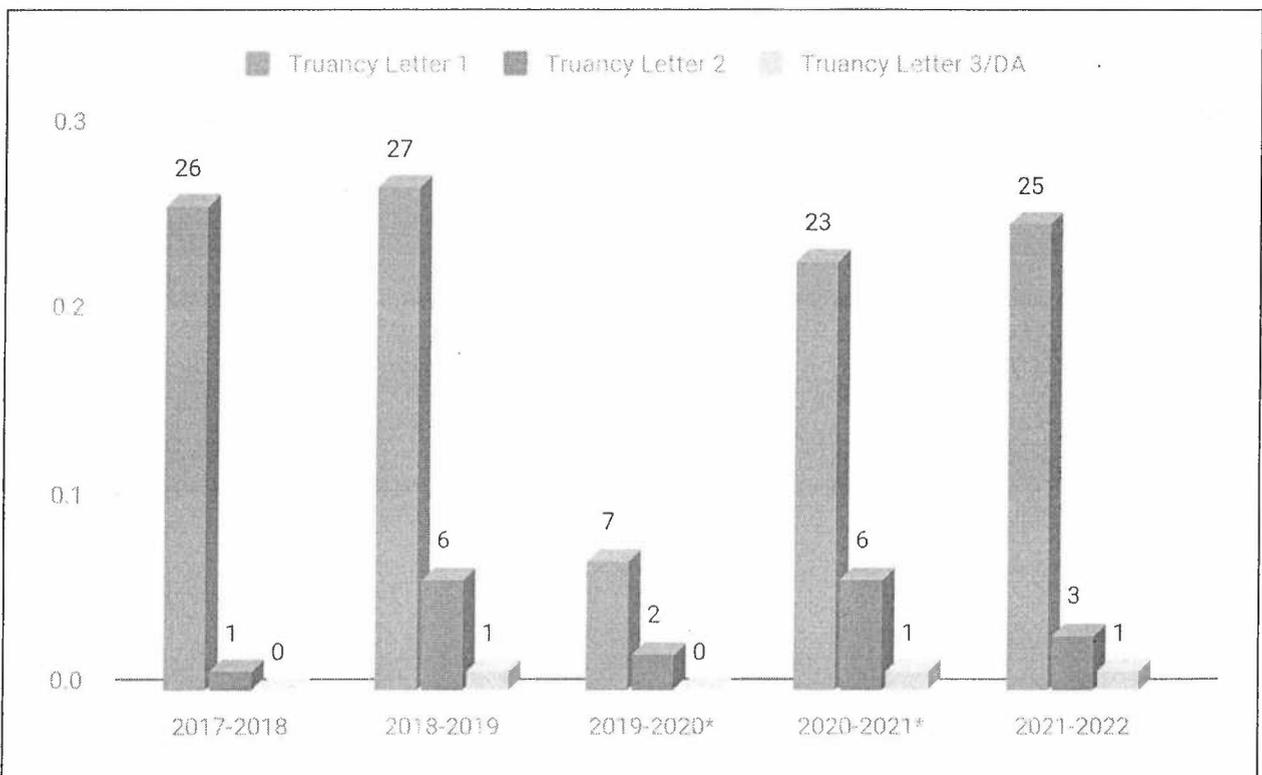
If a student is found to be truant, the following procedures will be followed:

First Truancy: Letter #1 sent to parents, detention assigned for each period missed.

Second Truancy: Letter #2 sent to parents, parent and student attend meeting with Assistant Principal, detentions assigned for each period missed.

Third Truancy and all subsequent truancies: Letter #3 sent to parents and a copy of the letter and student attendance record will be sent to the District Attorney’s office, parent and student attend meeting with Assistant Principal, detentions assigned for each period missed. Any scheduled truancy meeting missed by a parent will result in a copy of the letter and student attendance record being sent to the District Attorney’s office.

Truancy Letters Sent 2019-2020



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

Disciplinary Referrals, Suspensions and Expulsion Rates

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

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

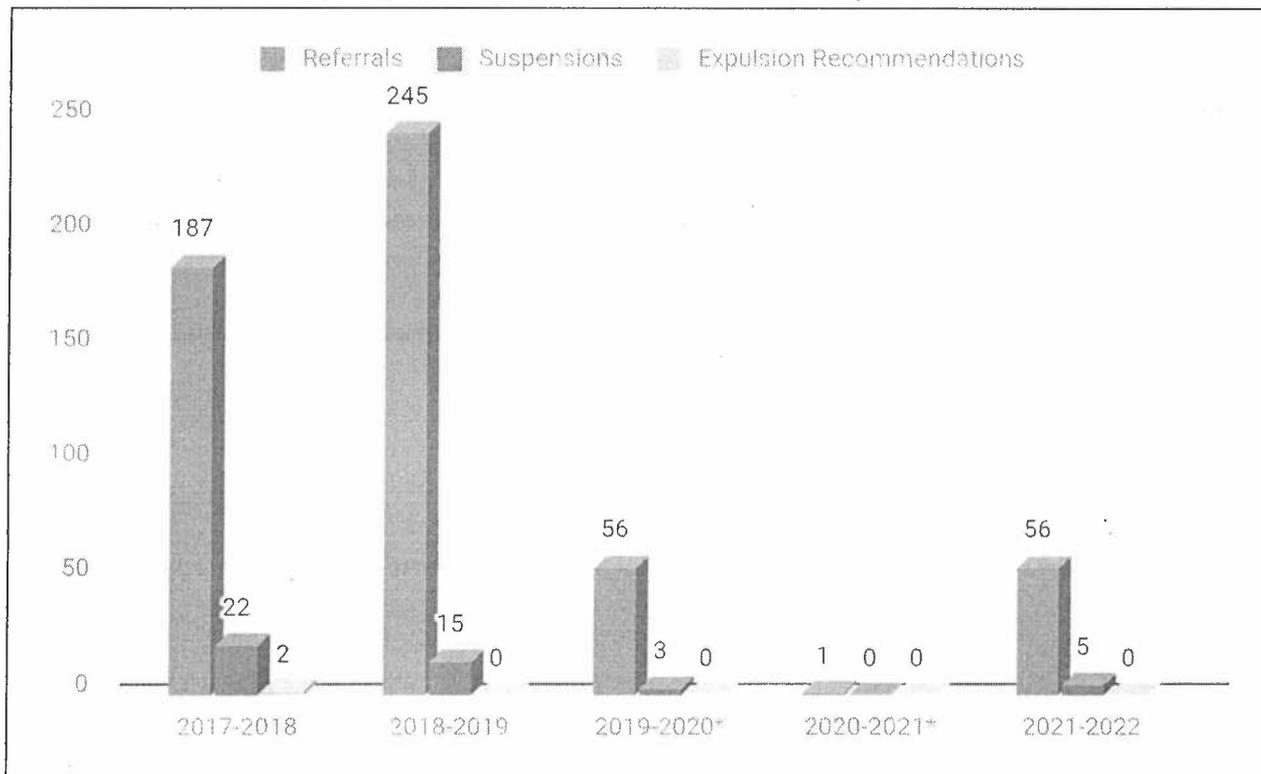
Referrals: If a student violates a school rule and/or policy, or is involved in any misbehavior which disrupts school activities, he/she may be issued a referral and/or disciplinary consequence. More serious disruption or defiance issues, such as cheating, bullying, defying authority, etc., result in an immediate referral and/or being sent to administration for disciplinary counsel. Warnings are issued for minor disruptions or defiance such as chewing gum, littering, horseplay, etc. A referral will be given for repeating these same types of behaviors. Teachers, substitute teachers, staff, or bus drivers may write a referral to the administrators. Referrals are cumulative by quarter and may limit a student's eligibility for extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator will follow up with additional parent contact when issuing a consequence. **Note: Discipline statistics in the chart, below, represent numbers as of March 13th, at which time PGUSD schools closed, forcing all teaching and learning online. As a result, there were no further referrals or suspensions.*

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

Disciplinary Interventions/Consequences: All avenues shall be utilized to encourage the positive interaction of students. However, when misconduct occurs and a warning or referral is issued, the interventions we employ are intended to help the student learn from his/her mistakes and to exercise self-control. These interventions include, but are not limited to, the following: Advising and counseling students; conflict resolution; parental contacts and conferences; detention during and after school; work/trash detail at lunch or after school; assigning additional community service; the restriction of participation in school activities (including participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); Saturday school; restricted use of school technology; alternative

learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of the PGPD School Resource Officer. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more severe interventions/consequences until the behavior is changed. These are to be determined by administration on an individual basis.

Referrals, Suspensions, Recommendations for Expulsion 2019-20



The administration and staff at PGMS are committed to the belief that everyone has a right to be treated with dignity and respect. Students who show a lack of regard or respect for others will be counseled and helped to understand that to diminish one diminishes all. Appropriate behavior is the responsibility of each student.

School Safety and Conditions

PGMS is a safe campus where all students can stay focused on learning. Before school, at break, lunch and after-school the two Administrators, and Counselor patrol the school. Faculty assists with additional supervision during break and at special events, as needed. Teachers are assigned hallway supervision at break time as part of their adjunct duty requirements. Most also stand in the halls and monitor the student behavior as they greet students entering their classroom during passing periods.

In 2011 we created the Campus Culture and Climate Committee. As a group, we analyze the needs of our school in relation to safety and overall culture at PGMS. As a result, we created the CHILL Time program. CHILL (Courage, Honor, Integrity, Lasting Loyalty) is an acronym created by the 2011-12 Leadership class. Last year, the CHILL committee looked at current data from the Illuminate SEL Survey, given in the Fall of 2021, and determined that school connectedness and

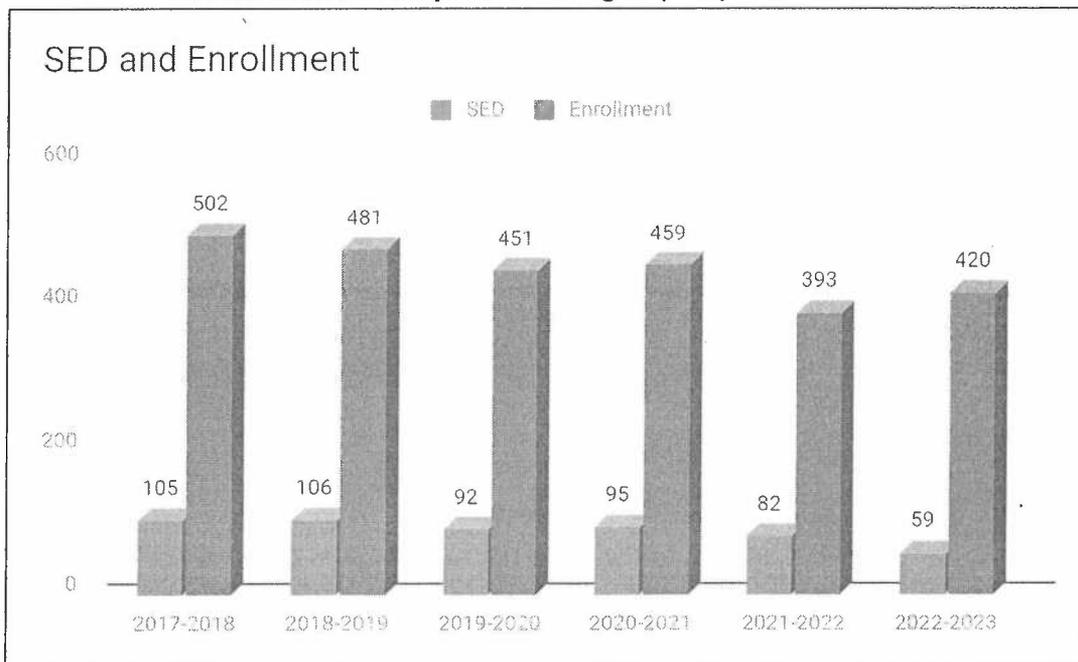
engagement were areas of need. To that end, they came up with the idea of coordinating a series of lunchtime activities that could engage all types of students through a variety of activities, competitions, and fun. These events are now referred to as The CHILL Games, and are planned, coordinated, and supervised by five PGMS staff that have been hired to do so. These lunchtime activities will continue in the 22-23 school year. It is our hope that The CHILL Games give more PGMS students a way to connect with their school.

PGMS will continue our efforts to improve school culture by utilizing a curriculum called CharacterStrong. CharacterStrong is a Social-Emotional Learning and Character curriculum that provides students with opportunities to practice good character. The premise of the CharacterStrong curriculum is that students know *how* to be kind (patient, respectful, honest, committed, etc), but they need more time to *practice* so that kindness (patience, respect, honesty, commitment, etc.) can become habitual. Each Monday, PGMS has a modified bell schedule that allows for a special Advisory class to meet. CharacterStrong’s curriculum is used in each Advisory class. With dozens of grade level specific lessons, each with multiple opportunities for students to practice new elements of their character, PGMS is deeply committed to improving the social-emotional wellness of our students, and creating a vibrant and inclusive school culture.

Socio-Economic Status: Free and Reduced Lunch

The number of students qualifying for federal Free and Reduced Lunch status has remained relatively stable over the last few years, with slight fluctuations in both directions. This may reflect a stabilizing of the economy, however it is not known whether all students that qualify actually apply for the benefit. We are continually creating new resources and intervention programs to support these students and their families.

Socio-Economically Disadvantaged (SED) Data 2020-21



Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a][2])

Component 1: The Social Climate – People and Program

Component 1: Status

PGMS is currently in Year 3 of implementation of a character program, called CharacterStrong, in a new Advisory class that takes place once each week, on Monday mornings. All students are assigned to an advisory. Lessons are differentiated by grade level, with each lesson focusing on an element of character and/or social-emotional wellness. Weekly “dares” tempt the students into breaking out of their comfort zones to try new behaviors, like sending an appreciative note to someone who has helped you, committing random acts of kindness for your parents, or asking someone you care about how you can be a better friend. The common lessons, and the weekly dares, give all PGMS students and staff a common experience, so that we all have more in common each week.

Our Leadership class, under the direction of Chris Avedissian, continues to contribute to the improvements in the culture and climate at PGMS. They plan and promote bi-monthly Spirit Days with themes often related to other school-wide events, like Red Ribbon Week or the Veterans Day ceremony. They have organized multiple fundraisers and the Holiday Canned Food Drive. The Leadership students have created a presence on campus. They model leadership skills and positive character traits for the rest of our student body. The events that the Leadership students plan encourage school spirit and camaraderie, and a majority of students participate in each one. The dances, rallies, lunch time music, and class competitions encourage our students to show their Breaker pride! This level of engagement and strong connection to school is an integral component of our overall school culture.

With the funding we receive from PG Pride and PTSA we are able to host many Lunch Clubs for our students to participate in. Last year, PGMS had +/-20 lunch clubs, representing a wide range of student interests, such as Dungeons & Dragons, Pokemon, LGBTQ+, Horror Movies, Gardening, Music, Drama, and Drawing Clubs, to name a few. Students are encouraged to attend a lunch club, visit the Library or participate in an athletic game during lunch. We hope to have a rich offering of lunch clubs again this year, in 22-23.

For several years our Children to Children Club, under the guidance of teacher Moira Mahr, has developed a connection with the Remera Mbogo Orphanage in Rwanda. Through the club, PGMS continues to raise funds to provide the orphanage with a variety of essential resources. In the past we committed to raising funds to send one of the brightest children in the orphanage, Mattieu, to college. We have raised funds for Mattieu each year since. Last Winter, the club raised over \$2,100 at a bake sale held during a math conference that took place at PGMS.

The Monterey Rape Crisis Center administers workshops for our 6th, 7th, and 8th grade students twice yearly covering the topics of Child Abuse (6th), Sexual Harassment (7th) and Sexual Assault Spectrum (8th). This program is embedded in our PE classes, and is important in

educating our students on how to treat one another and acceptable ways they should be treated by others, at school and at home.

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

PGMS has been fortunate, in years past, to have a School Resource Officer (SRO) in our district. Officer Hawkins has been an excellent support for our students and staff. Wonder Woofs has also been a great addition to our program at PGMS. The talented canines at Wonder Woofs search our school twice each year.

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

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

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

Component 1: Goals for Improvement

Our main goal for 2022-2023 is to continue our focus on student wellness by deepening our implementation of CharacterStrong, improving SEL counseling access, increasing SEL “check-ins,” and shifting toward a more restorative approach to discipline issues.

This school year represents year three of the Covid-19 pandemic, and all of our students have experienced various interruptions to their schooling, as well as to the rest of their lives. While it

is too early to say how they will be affected by Covid-related disruptions long term, PGMS believes that ensuring that students have a variety of outlets and opportunities to connect with caring adults is a strategy that can have significant impact.

When we launched our implementation of CharacterStrong, we gathered baseline data from four sources: discipline (referrals & suspensions), the California Healthy Kids Survey, the Olweus Bullying Survey, and the Social Emotional Learning survey from Illuminate. Any effects of the CharacterStrong curriculum are likely to show up in these data. For example, by giving the SEL survey in the Fall and then again in the Spring, we will be able to identify any trends or changes that occurred between the two. Are kids feeling more connected to school? Do they feel safer? Is there less frequent bullying? Fewer suspensions? Are students happy to be at PGMS? These are all questions that may be influenced by the work we are doing in Advisory with CharacterStrong. *Unfortunately, due to the disruption of the school system caused by Covid-19, these end-of-year surveys were not administered in the Spring of 2020 and 2021. They were, however, administered in the 21-22 school year, and these data now serve as a post-Covid baseline for data that comes in in the 22-23 school year and beyond.*

Component 2: Physical Environment – Place

Component 2: Status

PGMS has seen many structural and physical improvements to the school in the past few years. The passing of Measure A has led to many technology infrastructure improvements, enabling quicker, more reliable access to the internet for students and teachers. These funds also enabled PGMS to upgrade the security cameras. Twenty-six new cameras were installed, offering high definition video of campus around the clock. Adding cameras to eliminate blind spots was a goal in last year's Site Safety Plan. In Fall of 2020, three additional cameras were purchased in order to eliminate blind spots around campus. One camera was added to the downstairs hallway, one was added to the upstairs hallway to show access to and from the main office, and one was added to the area outside the entrance to the girls locker room. We now have significantly fewer blind spots on campus. Camera footage is useful in a variety of ways that improve school safety, including bullying incidents, unsafe behavior, lost or stolen item recovery, and visitors on campus, among others. Cameras are constantly monitoring each school entrance, and the footage plays on a large screen in the main office that is monitored by office staff. This gives them early warning of anyone coming on campus, which makes our students safer. PGUSD is currently taking bids from surveillance providers to upgrade the cameras so that footage is saved to cloud storage, and not local servers, as this has been a source of challenges with the cameras.

In Spring, 2017, PGMS received three skateboard racks, each capable of locking up 15 skateboards/scooters. These were installed in the first few weeks of the 17-18 school year, providing a safe place for skateboards to be stored on campus, without concern for theft. Since then, more and more students are choosing to ride their skateboards and scooters to school.

In 2019, all classrooms and exterior doors were outfitted with “Lock-Bloks,” small, rubber contraptions that can be adjusted to keep a door from locking. The intent of the Lock-Bloks is to provide a quick way for teachers and staff to safely lock their classroom doors, without fumbling for keys or going outside to lock the door with the key. Exterior doors are to remain locked, but kept from closing by the lock-Blok. In the event of a Secure Campus or Lockdown/Barricade event, the teacher simply slides the Lock-Blok into the locking position, which they can do without a key and without leaving the safety of their classroom.

In Fall of 2020, a seven foot iron gate was installed across the pathway that comes up from Sinex in between the Art Room and the portables. This was previously one of the most vulnerable entrances to campus - at the back of the school, directly off of a main road, with a low, 42 inch gate. The new gate’s size and ability to lock and self close are significant improvements to this area of campus.

Gas pipes on the roof of the school have also been replaced. The old pipes were found to be corroding to the point that they became a safety issue. All pipes were replaced over the Fall Break.

All PGUSD administration attended Incident Command training, which was a goal in last year’s Site Safety Plan. This training is an essential element of our emergency response protocols, and requires additional training of both certificated and classified staff - everyone who is on campus. Incident Command training for site staff will likely need to take place this Winter or early next Fall, as there are no opportunities to gather the whole group while school is in session. PGMS will work with the District, and PGPD to coordinate our site response and incident command protocols with those of the district and the PD so that each entity knows what to expect when it is put into action.

Component 2: Goals for Improvement

PGMS is an aging school, and there are a number of repairs that we hope to make in the coming year. The Facilities Maintenance Bond, Measure D, should help make that a reality. PGMS is very grateful to the PGUSD community for voting to pass Measure D, ensuring that safety repairs, like those to follow, are accomplished.

The windows in rooms 32 & 33 are so old that they are still made of plate glass. In the event of a major earthquake, for example, they would break into large and dangerous pieces, potentially putting students inside at risk. We would like to see these windows replaced with safety glass.

The rain gutters on many of the buildings are rusted out, and need to be replaced so that they control where water falls from the roof. Currently, the rusted gutters allow water to fall on walkways, and in other high traffic places. The front entrance of the school is one such place. Regular moisture on walkways can lead to mossy and slippery walkways, creating a slipping hazard

Fencing around the PGMS field should be redesigned to account for the wildlife that regularly occupy the field, needing to be coerced out of the area by PGMS staff. Following school closures, the local deer made PGMS a regular feeding and resting place. At times, up to 14 deer were counted on the field, some quite large with massive antlers. Staff made daily sweeps to try to get them to leave, but this put staff in potentially dangerous situations, and should not be the ongoing solution to the problem of wildlife on the field. Higher fencing may be all it takes to keep the deer out, and the students safe.

Keeping the gates around the school closed during school hours is another goal for improvement. While the gates are closed most of the time, they are often found open simply because someone did not close them. We would like to add self-closing springs to each of the gates that allow entry onto campus, so that we do not need to rely on the people coming and going to shut the gates - they would close on their own. This is a relatively simple fix, but one that is relevant to our site's needs.

Inside many of the downstairs classrooms and hallways, the linoleum tiles have begun to erode, and these formerly small "holes" have been growing larger and larger each year, and now pose a tripping hazard. Replacing cracked and broken floor tiles would make these spaces safer for students and staff.

Finally, PGMS needs a covered outdoor area where students can eat with shelter from the elements. Previously, rainy days at PGMS just meant that all students would pile into the gym for lunch, but Covid-19 has made rainy days much more complicated. As we try to provide ample space for all students while eating, unmasked, indoors, it is not possible to host all 400 plus of our students in the gym. Establishing a covered outdoor area would mitigate this concern. The lower lunch area would be an ideal area to cover to provide relief from sun and rain, when needed.

Documents

CODE OF CONDUCT

2022-2023

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

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

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

Lunch Detention: Students may be assigned to serve a lunch detention as a consequence for breaking school rules. While in lunch detention, students will reflect on the incident that earned them the detention, make plans to avoid repeating the mistake, and figure out the best way to make amends with any victims. Staff will assist with this. Students who have been assigned a lunch detention should report to Room 21 by 12:30 (11:50 on Thursdays). Reminder slips will be given to students as a courtesy. Skipping detention will result in additional consequences.

I. Truancy

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

II. Tardiness

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

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

III. Dress Code

Students are expected to wear appropriate clothing to school. Students shall refrain from wearing clothing or accessories that make reference to drugs, alcohol, tobacco, gangs, sex, or violence. Also, clothing that exposes the back, stomach, and/or sides of the torso, cleavage, or upper thigh, including see-through materials.

- Skirts, dresses, shorts and holes in clothing must at minimum be finger-tip length.
- Pants must be worn at hip level in a manner in which underwear is not exposed or would not be exposed if the shirt were raised. (No sagging)
- Shirts must cover cleavage and midriffs at all times.

- Straps on tank tops must be one inch or wider. No spaghetti straps or strapless tops are to be worn.
- Excessively tight-fitting clothing is not permitted.
- Bare feet, for reasons of health and safety, are not allowed. Shoes must be worn at all times.
- No pajamas or slippers are to be worn at school. Pajama pants and slippers are not allowed, unless it is a designated dress up day.
- Hats, hoods, and sunglasses may not be worn inside the school building at any time during the school day and should be put away in their locker.
- Bandanas are not allowed to be worn.
- Wallet chains are not allowed.

Consequences for Violating the Dress Code:

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

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

IV. Prohibited Items

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

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

V. Drug Canine Units & Searches

Use of drug-detecting canines is one part of a comprehensive approach to drug and alcohol prevention in PGUSD. Reaching the goal of zero use and/or possession of drugs and alcohol on campus depends on students, parents, and staff members working together. Random

searches by dogs will take place on campuses at unannounced times during the school year. Students and their belongings, including lockers and backpacks, are subject to search by school officials under any circumstances considered to justify "reasonable suspicion."

VI. Cell Phones and Other Electronic Devices

Per Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees. (b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)

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

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

VII. Academic Honesty – Plagiarism/Cheating

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

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

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

- Receive a zero for the academic exercise
- Referral to administration
- Parent conference
- Lunch detention(s)
- "U" in citizenship
- Repeat offenders may earn an in-school suspension or Saturday School

VIII. Disruptive Classroom Behavior

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

IX. Harassment, Bullying, Cyberbullying, and Intimidation

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

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

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

Bullying occurs when a student is intimidated by verbal or physical conduct or actions by one or more persons. Bullying includes assault, extortion, oral or written threats, teasing, put downs, name-calling, threatening looks, gestures or actions, cruel rumors, false accusations, social isolation, and hazing. [BP 5145.3]

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

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

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

At a minimum, students are subject to the following:

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

X. Internet and Technology Use

Access to PGMS computers and the network requires parent and student signatures on the Acceptable Use Agreement (See page 27 of this handbook for the conditions of the Agreement). Network administrators may review files and communications to ensure that students are using the system responsibly. Violations may result in a referral, restricted computer and network access, such as a technology suspension, and other disciplinary and legal actions when necessary. Violations of the Acceptable Use Agreement include but are not limited to:

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

XI. Physical Violence and Fighting

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

XII. Profanity and Inappropriate Language

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

XIII. Public Displays of Affection

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

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

XIV. Failure to Serve Assigned Detention

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

XV. Scholastic and Behavioral Eligibility

While many school-wide activities are open to all students regardless of academic standing or behavioral status, others require clear standards of eligibility. Students must be currently enrolled in PGMS to be eligible to try out for or participate in school activities. All marks for eligibility are determined by grades on the most recently completed reporting period. **A student's eligibility may be removed by the site administrator as part of a disciplinary action.**

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

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

Definitions:

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

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

Scholastic Eligibility for Students in Grades 6, 7, 8

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

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

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

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

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

Eligibility Notification:

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

1. Annual publication of eligibility criteria in the Student/Parent Handbook
2. Printed notice on student report card informing them of eligibility and steps that can be taken
3. Progress report notices which include the following "**bolded**" statement:
Students in all grades 6-8 must have a 2.0 GPA with no "F" grades in any class to participate in extra-curricular and co-curricular activities, interscholastic sports, Student Council, clubs, etc.

XVI. Athletics

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

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

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

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

XVII. Grounds for Suspension/Expulsion

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

- a.**(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- b.** Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred by the principal or the designee of the principal.
- c.** Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2, commencing with Section 11053, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- d.** Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 commencing with Section 11053, Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- e.** Committed or attempted to commit robbery or extortion.
- f.** Caused or attempted to cause damage to school property or private property
- g.** Stole or attempted to steal school property or private property.
- h.** Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- i.** Committed an obscene act or engaged in habitual profanity or vulgarity.
- j.** Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k.** Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- l.** Knowingly received stolen school property or private property.
- m.** Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n.** Committed or attempted to commit a sexual assault as defined in Section 261.266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- o.** Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p.** Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
- q.** Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- r.** Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed toward a pupil or school personnel.
- s.** A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

48900.2: Sexual Harassment - A pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5.

48900.3: Hate Violence Crime – A pupil in any grades 4-12 inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 33032.5.

48900.4: Harassment/Intimidation - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of

materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

48900.7: Terrorist Threats - Terrorist threats against school officials, school property, or both.

Students may be expelled for any violation of Education Code 48900-48900.7 or for other serious infractions. Students who violate the School-Wide Contract may be recommended for expulsion.

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

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

Acceptable Use of Technology:

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

Pacific Grove Unified School District
School Year 2022-2023

Online/Internet User Obligations and Responsibilities/Acceptable Use Agreement

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

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

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

Pacific Grove Middle School

DISASTER DRILL SCHEDULE 2022-2023

<i>Date</i>	<i>Type of Drill planned</i>
8/23	Evacuation (Fire)
9/21	Secure Campus
10/20	Drop, Cover & Hold On with Evacuation
11/15	Secure Campus → Lockdown / Barricade
12/12	Shelter in Place
1/17	Evacuation (@ passing period)
2/24	Evacuation (Fire) @ Break
3/8	Secure Campus → Lockdown / Barricade
4/4	Drop, Cover & Hold On (No Evac)
5/18	Shelter in Place

PGMS Crisis Teams 2022-2023

*Denotes team leader

Note: Crisis Team Membership will be re-evaluated during the 22-23 school year. All assignments here are effective until further notice.

Site Incident Commander:	Sean Roach* Jason Tovani (alternate) Michelle Cadigan (alternate)	Role: - overall management and coordination of emergency operations from command center - requests and allocates resources - activates communications, disseminates emergency public info, warnings - ensures specials needs student needs are met	Materials: - Radio (3) - Megaphone - Extra master keys
-------------------------------------	--	--	--

<p>Communications:</p> <p>(District office support)</p>	<p>Apple Atofau*</p> <p>Jo Lynne Costales</p> <p>Mark Clark</p>	<p>Role:</p> <ul style="list-style-type: none"> - makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public - carries messages to command center/IC - coordinates with public information officer (tells media what to tell parents/community) - initiates phone tree; answers phones - disseminates info to staff - calls in resources as needed - reports to IC frequently - Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported. 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (1) - Cell phone(s) - Phone tree list - Local service providers list with contact info -paper, pen, laptop/ipad, phone/cell phone, clipboard, clerical supplies
--	---	--	--

<p>Student Release:</p>	<p>Robin Cochran*</p> <p>Melissa Gibson</p> <p>Susan Torres</p> <p>Valerie Hooper</p> <p>Wendy Milligan</p> <p>Katherine Wheeler</p> <p>Brandi Lopez</p>	<p>Role:</p> <ul style="list-style-type: none"> - Implements & monitors student release (needs emergency cards/Illuminate access) - monitors & supervises volunteers - sets up & monitors media area – but does not give statements to media - coordinates with public safety - Sets up boundaries, manages crowds (cones, ropes) - controls foot and vehicle traffic - reports to IC frequently 	<p>- Materials:</p> <ul style="list-style-type: none"> - Radio (3) - Emergency Cards - blank Student Release Forms - Signs to mark “Student Release Area” - Tables, chairs (2) - Master roster of students and staff (current attendance noted) - clipboards, pens, clerical supplies - traffic cones - caution tape & Duct tape - blank signage materials (poster board)
--------------------------------	---	--	--

<p>First Aid/Basic Needs:</p>	<p>Greg Enterline*</p> <p>Brice Gamble</p> <p>Chris Avedissian</p> <p>Bill Hurst</p> <p>Susan Chavez</p> <p>Monika Parsons</p> <p>Desi Pettas</p> <p>Cheri Diehl</p> <p>Health clerk (if present)</p>	<p>Role:</p> <ul style="list-style-type: none"> - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coord with Red Cross) - reports to IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - First Aid supplies (in addition to red backpacks) - Stretchers - medication from Health Office - self adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/1st Aid guidelines
<p>Student/Staff Safety:</p>	<p>Lisa McBride*</p> <p>Moira Mahr</p> <p>Chip Dorey</p> <p>Dennis Rosen</p> <p>Pam Gaul</p> <p>Andrea Kelly</p> <p>Adan Hull</p>	<p>Role:</p> <ul style="list-style-type: none"> - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (3) - Site map with search plan, clipboard - hard hat, gloves, whistle, master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape

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

Emergency Management Plan

Pacific Grove Middle School

2022-2023

DISTRICT: Pacific Grove Unified School District – 435 Hillcrest Ave. PG, CA 93950 831-646-6510
Superintendent: Dr. Ralph Porras – 831-646-6520

SCHOOL: Pacific Grove Middle School – 835 Forest Ave. PG, CA 93950 831-646-6568
Principal: Sean Roach – 831-646-6568 x308 sroach@pgusd.org

REVISION DATE: June 2019

COMMAND CENTER 1: PGMS Front Office
School Phone 831-646-6568, School Fax 831-646-6652, www.pgmiddle.org
Media Staging Area – Flag Pole/Parking Lot
Parent/Student Reunification Site – Front doors of school; Gated area near shop

COMMAND CENTER 2: Outside Basketball Court
Media Staging Area – Picnic table eating area near cafeteria
Parent/Student Reunification Site – Gated area to track

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

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

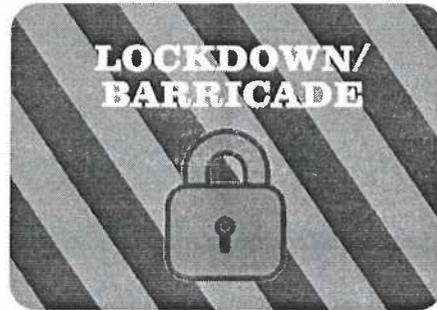
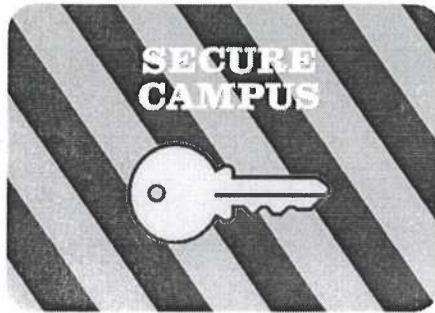
ON-SITE EVACUATION AREA 2: Front of school lawn area (map attached)

ON-SITE ASSEMBLY AREA 1: Auditorium

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

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

OFF-SITE EVACUATION AREA 3: Pacific Grove Unified School District Office
435 Hillcrest Ave. PG, CA 93950 831-646-6510
Superintendent - Dr. Ralph Porras
Assistant Superintendent – Song Chin-Bendib



THE Big Five

Staff Packet • 2022-2023

Immediate Action Emergency
Response for Schools



TABLE OF CONTENTS

TABLE OF CONTENTS

TRAUMA-INFORMED APPROACH.....	1
DISASTER SERVICE WORKER	3
CALLING 911	4
DRILLS AND EXERCISES	5
THINK ON YOUR FEET	7
IMMEDIATE ACTION RESPONSE - THE BIG FIVE	8
■ SHELTER IN PLACE.....	9
■ DROP, COVER, AND HOLD ON	11
■ SECURE CAMPUS.....	14
■ LOCKDOWN / BARRICADE	16
■ EVACUATION	22
FIRST AID: TRIAGE	25
SCHOOL INCIDENT COMMAND CHART	27
GO BAG	28
<u>BUDDY TEACHER LIST</u>	29

TRAUMA-INFORMED APPROACH

To minimize the negative mental health impacts on students, employ a trauma-informed approach when practicing and implementing the Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found on page 6.

	Preparedness	Response	Recovery
All Grades	<p>Staff: Train all staff on procedures Use the word "safety" when conducting drills</p> <p>Students: Practice grounding and calming skills with students</p> <p>Parents/Guardians: Educate parents on protocols Inform parents prior to drills</p>	<p>Staff: Remain calm Know the students will take their cues from adults</p> <p>Students: Have students use calming skills and exercises</p> <p>Parents/Guardians: Notify parents as soon as it is safe regarding the situation or when the drill has concluded</p>	<p>Get the class engaged in a movement activity</p> <p>Notice students experiencing anxiety/fear and inform counselors or parents</p>
<p>Pre-K to Kinder</p> <p><i>Developmental Considerations:</i> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions</p>	<p>Students: Use Big Five posters as a visual tool Use Big Five books to help students prepare for what to expect</p>	<p>Staff: Act with confidence Use age-appropriate language</p> <p>Students: Have students hold a calming item (stuffed animal, book, small toy)</p>	<p>Praise students for what they did well during the drill</p>

TRAUMA-INFORMED APPROACH

	Preparedness	Response	Recovery
<p>1st Grade to 4th Grade</p> <p><i>Developmental Considerations:</i> Students can understand safety directions and instructions Students are capable of understanding purpose of safety drills Engage in social stories with students instead of simulated drills</p>	<p>Students: Use Big Five posters as a visual tool Use Big Five books and curriculum to help students prepare and learn</p> <p>Parents/Guardians: Encourage families to discuss the Big Five Protocols and emergency preparedness at home</p>	<p>Staff: Give clear instructions and follow protocol</p> <p>Students: Have students hold a calming item (stuffed animal, book, small toy)</p>	<p>Identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready</p>
<p>5th Grade to 8th Grade</p> <p><i>Developmental Considerations:</i> Students are capable of understanding purpose of safety drills Students benefit from adult direction but are able to perform Big Five actions independently Review prior knowledge of the Big Five protocols</p>	<p>Staff: Clearly post the Big Five Protocols in each classroom</p> <p>Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home</p>	<p>Staff: Give clear instructions and follow protocol Emphasize cooperation as a class</p> <p>Students: Assign students to perform action steps during the incident</p>	<p>Appreciate students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready</p>
<p>9th Grade to 12th Grade</p> <p><i>Developmental Considerations:</i> Students are able to identify probable dangers confronting a school Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency</p>	<p>Staff: • Clearly post the Big Five Protocol in your classroom</p> <p>Students: • Have students discuss what to expect during a drill or incident • Assign students specific roles and have them walk through those actions</p>	<p>Staff: Give clear instructions and follow protocol</p> <p>Students: Assign students to perform action steps during the incident</p>	<p>Spend time debriefing the incident or drill with the class Allow students to ask questions Identify how the class worked well together Move back into learning when class is ready</p>

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public **employees are Disaster Service Workers and are subject to such disaster service activities** as may be assigned by their superiors or emergency service commanders. The term “public **employees” includes all persons employed by the state or any county, city, city and county, state agency or public district.** The law applies in the following cases:

- **When a local emergency is proclaimed**
- **When a state of emergency is proclaimed**
- **When a federal disaster declaration is made**

WHAT DOES A DISASTER SERVICE WORKER DO?

- **Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours**
- **Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day**
- **Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety**
- **When pressed into disaster service, employees’ Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.**

To provide effective support as a Disaster Service Worker, employees must have the confidence their own families are well prepared to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance they are capable of dealing with the emergency situation at the school/ work site.

CALLING 911

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. This may include calling or texting 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:

- **Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries**
- **Know your cell phone number and be prepared to give the dispatcher an exact address**

TEXT TO 911:

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your **mobile phone or device. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible.** Call if you can. Text if you can't.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.

DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:

- **Reveal gaps in preparedness**
- **Identify resource and supply needs**
- **Improve coordination between the school and community**
- **Clarify roles and responsibilities**
- **Increase overall level of emergency readiness, including response capacity of all staff and students**

TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions**
- **Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions**
- **Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies**
- **Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources**
- **Full-Scale Exercise: Tests an entire community's response capability, uses real equipment, takes place in "real time"**

STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Students and staff may experience anxiety when anticipating and participating in drills.

School leaders should take explicit steps to minimize the impact of drills on students and staff.

Use a TRAUMA-INFORMED and developmentally appropriate approach to drills.

- **Consider using social stories (short stories that depict the emergency response situation) or leading the class in table top exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place and Secure Campus Drills**
- **Conduct Lockdown/Barricade drills only with adult staff when students are not present.**

DRILLS AND EXERCISES

- **Consider conducting a table top exercise with adult staff**
- Use The Big Five story books for K-3 students to engage in classroom **activities and discussions about Lockdown/Barricade and other Big Five actions**
- **Discuss and assign certain roles for 4th-12th grade students during the event (help barricade, close blinds, turn off lights). Involve students in response**
- Conduct Table Top activities with students in 6th-12th grade, go over **the procedures specifically for each Big Five Action**
- **Identify objects for students to hold for comfort**
- **Always announce drills in advance and prepare all participants as** “surprise” drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- **Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills**
- **Make sure your school is ready for the type of drill planned**
- **Allow enough time for the exercise**
- **Gradually increase sophistication of exercises over time, but do not add unnecessary complications**
- **Adults should monitor students during the drill for signs of emotional distress and provide support accordingly**
- **Evaluate every exercise and conduct a debrief with staff and students**

THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis situation, an individual must think on their feet to determine the best course of action. These **choices may include:**

- **get off campus,**
- **hide,**
- **implement Lockdown/Barricade, or**
- **fight an assailant in the most extreme situation.**

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others.

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 experiencing a dangerous situation** to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN AND LEAVE: FIRE ALARM

The LOOK, LISTEN, AND LEAVE **protocol is an important action to practice when training** the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of LOOK, LISTEN, AND LEAVE **are:**

- **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 - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.**

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of **IMMEDIATE ACTION RESPONSES** intended to be implemented quickly in any variety of emergency situations. **When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of The Big Five protocols.**

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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

SECURE CAMPUS:

- **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.**



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**

Pacific Grove Middle School
FRONT EXIT PROCEDURES

Take your classes to the front of the school and line up in straight lines perpendicular to the street and facing the school.

Downstairs

Rooms 1, 3, 4 exit the side door by room 1
Rooms 5, 6, 7 exit the bike rack door
Rooms 10, 11, 12, 13 exit door by auditorium

Upstairs

Library, Office: exit down stairs by library
Rooms 21, 22, 23, 24 exit down stairs by library
Faculty Lounge exit down stairs by library
Rooms 24, 25, walk down breezeway stairs; exit out front doors.

Rooms 26, 27, 28, 29 exit downstairs outdoor by auditorium
Music Room exit downstairs outdoor by auditorium
Auditorium exit outdoor by auditorium

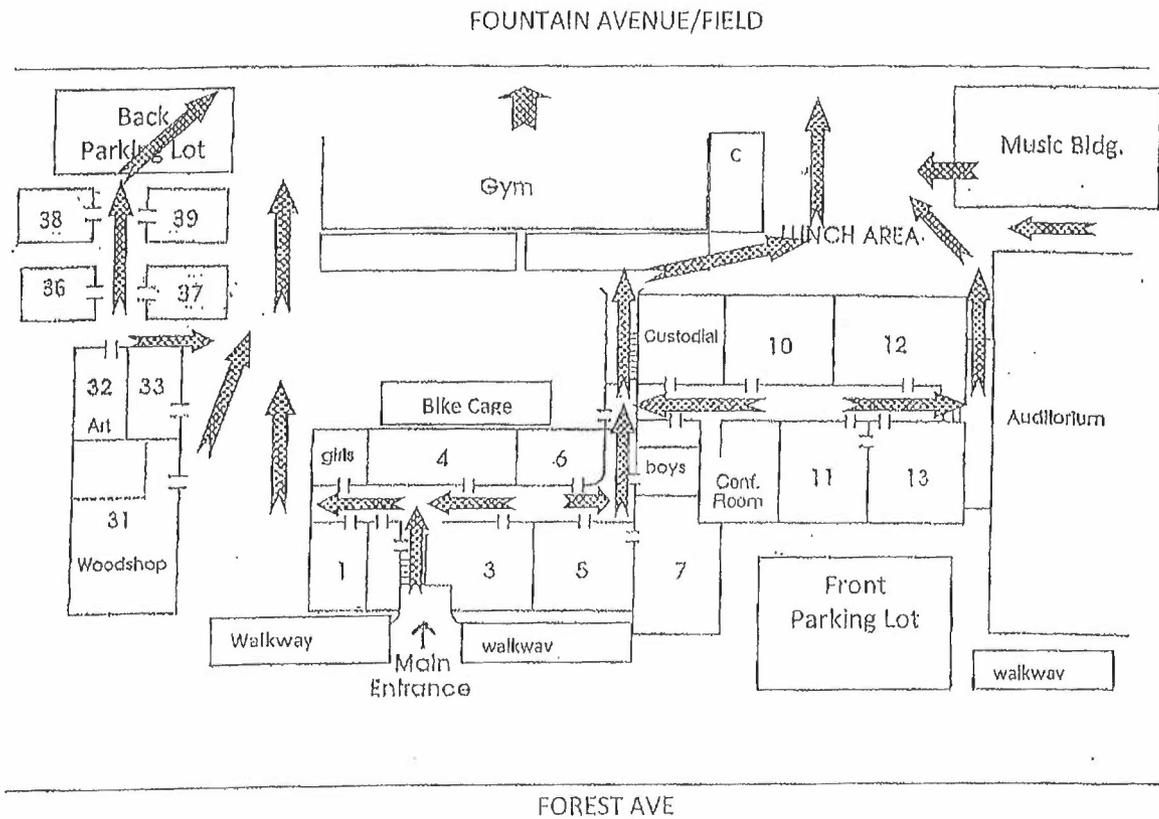
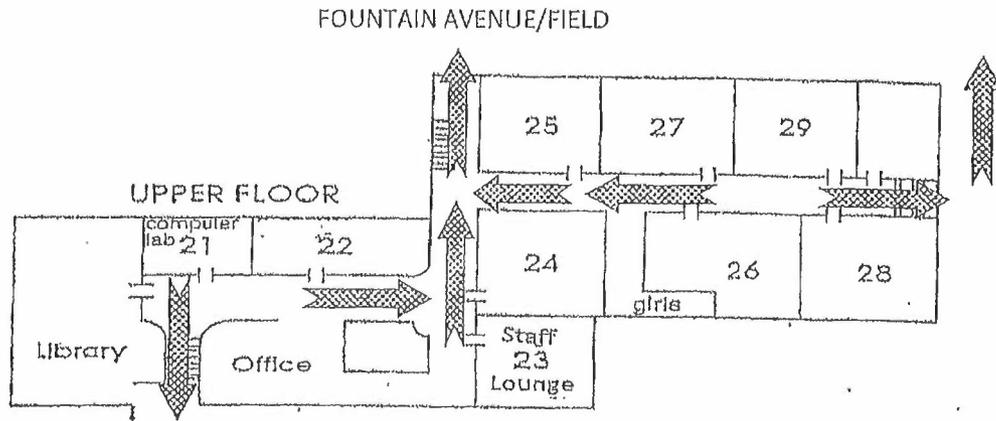
Outside

P.E. (if outside) exit around gym (boys side) to front
P.E. (if inside) exit through breezeway to front (do not enter building)
Rooms 31 thru 39 Exit to front of school

Crisis Team Locations

Incident Commander = Flag pole
First Aid = On grass in front of auditorium
Student Release = In front of main entry to school

Pacific Grove Middle School – Site Evacuation Map



63

PACIFIC GROVE UNIFIED SCHOOL DISTRICT

OATH OF AFFIRMATION FOR CHILD CUSTODIANS REGARDING CHILD ABUSE

PURPOSE

Any person who enters into employment on or after January 1, 1985, as a child care custodian, teacher, medical or nonmedical practitioner, or with a child protective agency, prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her employer to the effect that he or she has knowledge of the provisions of Section 11166 and will comply with its provisions. (11166.5 PC)

1. SELECTED DEFINITIONS

- A. "Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private day camp; licensed day care worker; administrators of community care facilities licensed to care for children; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; and social workers or probation officers.
- B. "Child protective agency" means a police or sheriff's department, a county probation department, or a county welfare department.
- C. "Child abuse" means a physical injury which is inflicted by other than accidental means on a child by another person. "Child abuse" also means the sexual assault of a child or any act or omission proscribed by Section 273a (willful cruelty or unjustifiable punishment of a child) or 273d (corporal punishment or injury). "Child abuse" also means the neglect of a child or abuse in out-of-home care, as defined in this article.

2. SCHOOL PERSONNEL'S LEGAL RESPONSIBILITY

- A. Reporting child abuse - Section 11166 of the Penal Code requires any child care custodian, teacher, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency, police or sheriff's department, a county probation department, or a county welfare department, 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.
- B. Failure to Report - Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by law, is guilty of a misdemeanor which is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or by both.

3. SCHOOL PERSONNEL'S PROTECTION UNDER LAW

- A. Immunity from Civil and Criminal Liability - Any child care custodian, teacher, medical practitioner, nonmedical practitioner, or employee of a child protective agency, who pursuant to a request from a child protective agency, provides the requesting agency with access to the victims of a known or suspected instance of child abuse shall not incur civil or criminal liability as a result of providing that access.
- B. Legal Fees - The Legislature finds that even though it has provided immunity from liability to persons required to report child abuse, that immunity does not eliminate the possibility that actions may be brought against those persons based upon required reports of child abuse. A child care custodian, medical practitioner, nonmedical practitioner, or an employee of a child protective agency may present a claim to the State Board of Control for reasonable attorneys' fees incurred in any action against that person on the basis of making a report required or authorized by this article. (cf 11172 Penal Code)

I have read and understand the intent and incumbent responsibilities of Section 11166 of the Penal Code. Further, I understand that it is my responsibility as a "child care custodian" to keep apprised of these provisions. In addition, I promise to comply with current child abuse laws and local Board policies.

Name of Employee

Signature of Employee

Signature of Authorized Official

Subscribed before me this date _____
PACIFIC GROVE UNIFIED SCHOOL DISTRICT

Abuse Reporting:

As in every school district in the state, we must file reports if we even suspect that abuse is going on. First, a call must be made to Social Services (899-8015)--have a copy of the student's emer. card handy, and make note of the caseworker's name, as you need to put it on the form.

The phone call must be followed by a written report in either 24 or 36 hours (can't remember--usually do it right after the call). A copy of the report is kept in a file (drawer 2 of filing cab.) and the rest mailed to Dept. of Social Services.

Kids NEVER want you to make that call, but you are legally bound to do so. It is confidential UNLESS A CASE GOES TO COURT, AND THEN YOU WILL BE CALLED TO TESTIFY. If you think a child is being either physically hurt, or sexually molested, insist that a caseworker come to the school right away. If there are marks, they will take photos.

In the case of sexual abuse, a person from Rape Crisis will often come with the social worker--is a big help for situations like this.

Caseworkers will often come to school to check up on kids--they always have access to kids, as do the police, w/o parents being called. Check their I.D. When anyone from the outside comes to speak with a child, I always tell the child I will sit in with them if they wish, so they are not alone. About 50% of the time they want me to be there, and the rest feel o.k. being alone with the caseworker.

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by Mandated Child Abuse Reporters
Pursuant to Penal Code Section 11186

CASE NAME:

CASE NUMBER:

PLEASE PRINT OR TYPE

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY				
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS				Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT?	
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE				
B. REPORT NOTIFICATION	LAW ENFORCEMENT		COUNTY PROBATION		AGENCY				
	COUNTY WELFARE / CPA (Child Protection Services)				ADDRESS		City	Zip	
	OFFICIAL CONTACTED - TITLE		TELEPHONE		DATE/TIME OF PHONE CALL				
C. VICTIM <i>One report per victim</i>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
	ADDRESS		Street	City	Zip	TELEPHONE			
	PRESENT LOCATION OF VICTIM				SCHOOL		CLASS	GRADE	
	PHYSICALLY DISABLED?	DEVELOPMENTALLY DISABLED?	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE				
	IN FOSTER CARE?	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:				TYPE OF ABUSE (CHECK ONE OR MORE)			
	RELATIONSHIP TO SUSPECT	PHOTOS TAKEN?		DID THE INCIDENT RESULT IN THE VICTIM'S DEATH?					
D. INVOLVED PARTIES <i>Victims, Parents/Guardians</i>	NAME		BIRTHDATE	SEX	ETHNICITY	NAME			
	ADDRESS		Street	City	Zip	HOME PHONE	BUSINESS PHONE		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS		Street	City	Zip	HOME PHONE	BUSINESS PHONE		
	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS		Street	City	Zip	TELEPHONE			
	OTHER RELEVANT INFORMATION								
	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX								
	DATE/TIME OF INCIDENT				PLACE OF INCIDENT				
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/did/other or past incidents involving the victim(s) or suspect)								

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11189 to submit to DOJ a Child Abuse Investigation Report Form SS 8693 (1/1) an active investigation was conducted and (2) the incident was determined not to be unfounded.
WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

666