

COMPREHENSIVE SCHOOL SAFETY PLAN VERIFICATION 2020 - 2021

Pacific Grove Middle School

Name of School

Pacific Grove Unified School District

Name of District

27661340000000

CDS #

Date of Safety Plan Adoption: 2/10/2021

Contact Person: Jason Tovani

Position: Assistant Principal, PGMS

Telephone Number: 831.646.6568

Address: 835 Forest Avenue, Pacific Grove, CA 93950

E-mail Address: jtovani@pgusd.org

NOTE: By signing below, you are assuring that your school has a Comprehensive School Safety Plan that meets all requirements listed in Ed. Code 32280-32289, and that an annual evaluation of the plan has occurred and that any necessary changes have been made.

School Principal:

Signature

2/10/2021

Date

Please return completed form to the General Services office of the Monterey County Office of Education. Please call (831) 755-6423 with any questions.









Fax: (831) 753-7888














Email: dfort@montereycoe.org

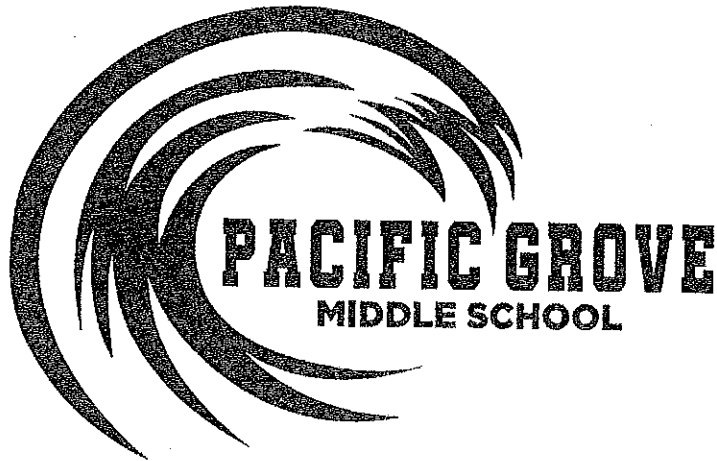
Address: Monterey County Office of Education
General Services Department
901 Blanco Circle
Salinas, CA 93901

COMPLIANCE CHECKLIST FOR COMPREHENSIVE SCHOOL SAFETY PLANS
CA Education Code 32280 – 32289

Please initial next to each requirement to confirm that your Safety Plan includes the listed required element.

Required Component	Requirement Met (please initial)
Section 32280	
(b) (1) Plan is written and developed by a school site council (SSC) or a safety planning committee. (2) The school safety planning committee is made up of a principal/designee, teacher, parent of child who attends the school, classified employee, others.	
(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.	
Section 32282	
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	
(1) An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information: <input type="checkbox"/> Reviewed UMIRS data <input type="checkbox"/> Office Referrals <input type="checkbox"/> Attendance rates/SARB data <input type="checkbox"/> Suspension/Expulsion data <input type="checkbox"/> Local law enforcement juvenile crime data <input type="checkbox"/> CA Healthy Kids Survey data <input type="checkbox"/> School Improvement Plan <input type="checkbox"/> Property Damage data <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	
(A) Child Abuse Reporting procedures (<i>reference board policy</i>)	
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: (<i>i.e. crisis plan</i>)	
(i) Earthquake emergency procedures that include: (I) a school building disaster plan (<i>evacuation map</i>) (II) a drop procedure (student & staff take cover) <i>dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary</i> (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system	

Required Component	Requirement Met (please initial)
(ii) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency (<i>reference board policy</i>)	
(C) Suspension/Expulsion procedures (<i>reference policy and/or student handbook</i>)	
(D) Teacher notification of dangerous students (<i>reference board policy</i>)	
(E) Discrimination and Harassment policy (<i>reference cyber-bullying policies in this section</i>)	
(F) Dress code, including prohibition of gang-related apparel (<i>reference board policy and/or student handbook</i>)	
(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site	
(H) A safe and orderly environment conducive to learning at the school, including two Safe School Components defined in Safe Schools: A Planning Guide for Action	
(I) School rules and procedures for discipline (<i>reference student handbook and/or board policy</i>)	
(J) Hate crime reporting procedures and policies (<i>reference board policy</i>)	
(d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees	
(e) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also keep an updated file of all safety-related plans and materials readily available for inspection by the public.	
Section 32288	
(a) Submit the plan to school district office of approval	
(b) (1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site	



**Pacific Grove Middle School
Safe Schools Report
&
School Safety Plan
2020-2021**

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

**Pacific Grove Unified School District
Monterey County**

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Plan approved at School Site Council meeting _____

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

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 451 students enrolled in grades six through eight. The student ethnicity is: 61.64% White (not Hispanic), 19.29% Hispanic, 8.43% Asian, 2.88% Filipino, 2.88% unknown, 2.66% African American or Black, 1.11% Native Hawaiian or Other Pacific Islander, and 0.67% American Indian or Alaska Native.

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.

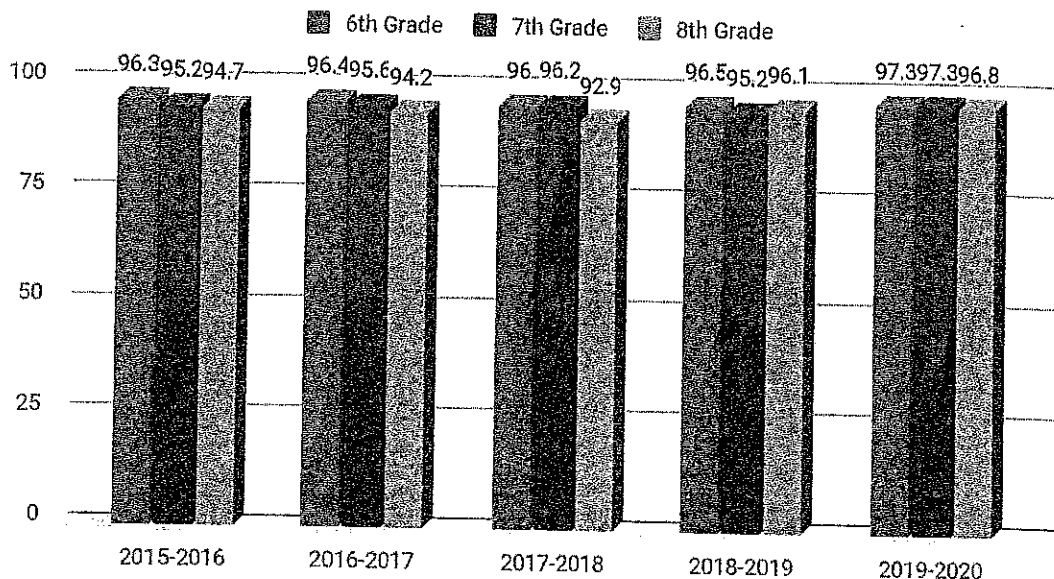
Assessment of Current Safety Data

Attendance

Average daily attendance for the 2019-2020 school year was at 97.2%. 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.

Average Daily Attendance (%)

6th Grade, 7th Grade and 8th Grade



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 in the Library on Mon., Tues. and Wed. from 3:10-4:00. 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.

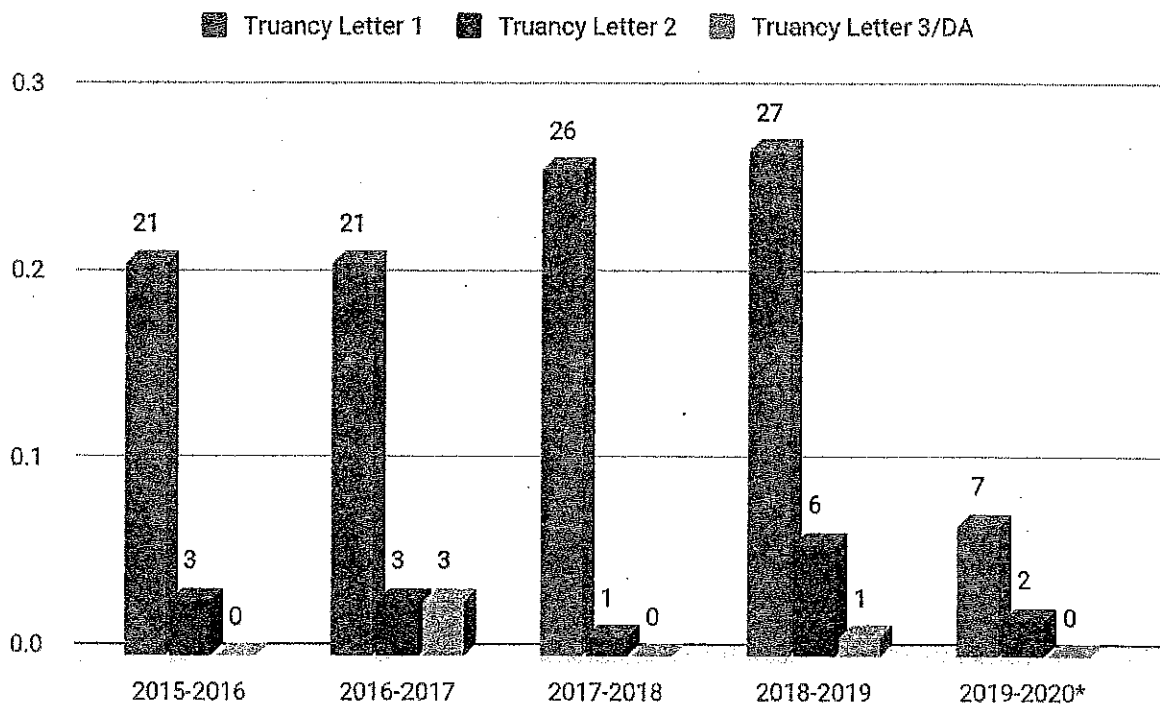
If a student is found to be truant, the following procedures will be followed:

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 truantries: 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.

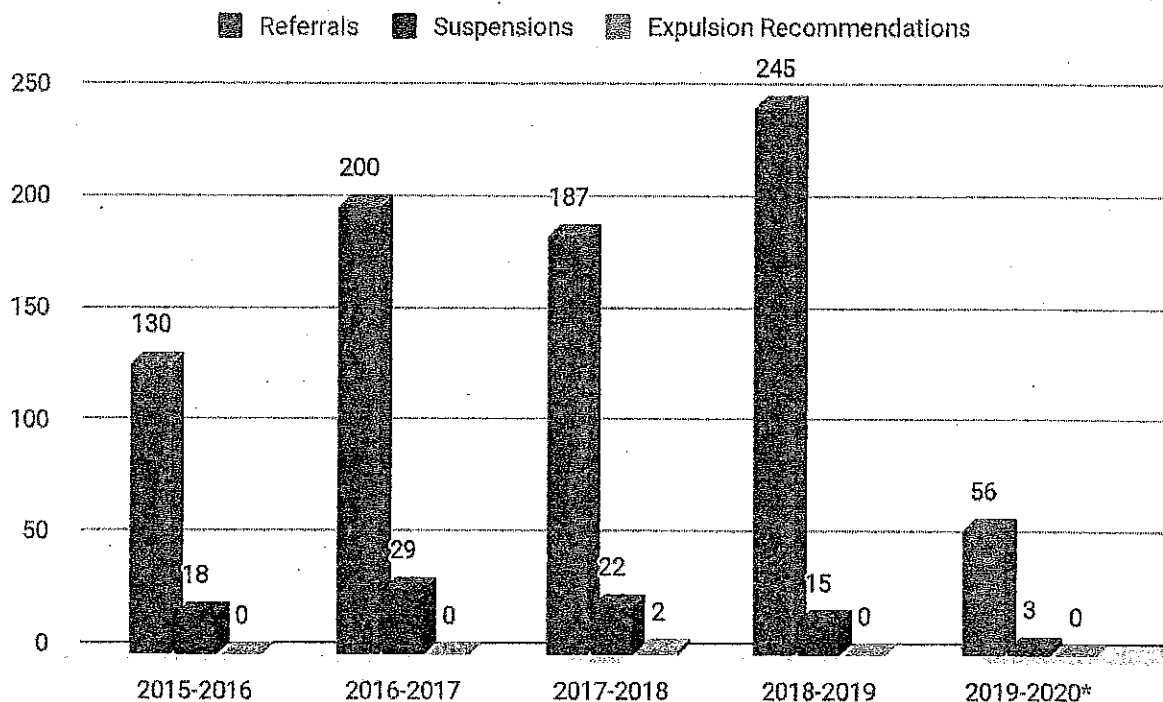
Referrals: If a student violates a school rule and/or policy, or is involved in any misbehavior which disrupts school activities, he/she may be issued a referral and/or disciplinary consequence. More serious disruption or defiance issues, such as cheating, bullying, defying authority, etc., result in 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. This group consists of parents, students, teachers and administration. 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. It is a theme for our students to use as they build and grow lasting friendships. Each year, the Leadership Class works with administration and the Campus Culture and Climate committee to design school wide events that foster CHILL character development.

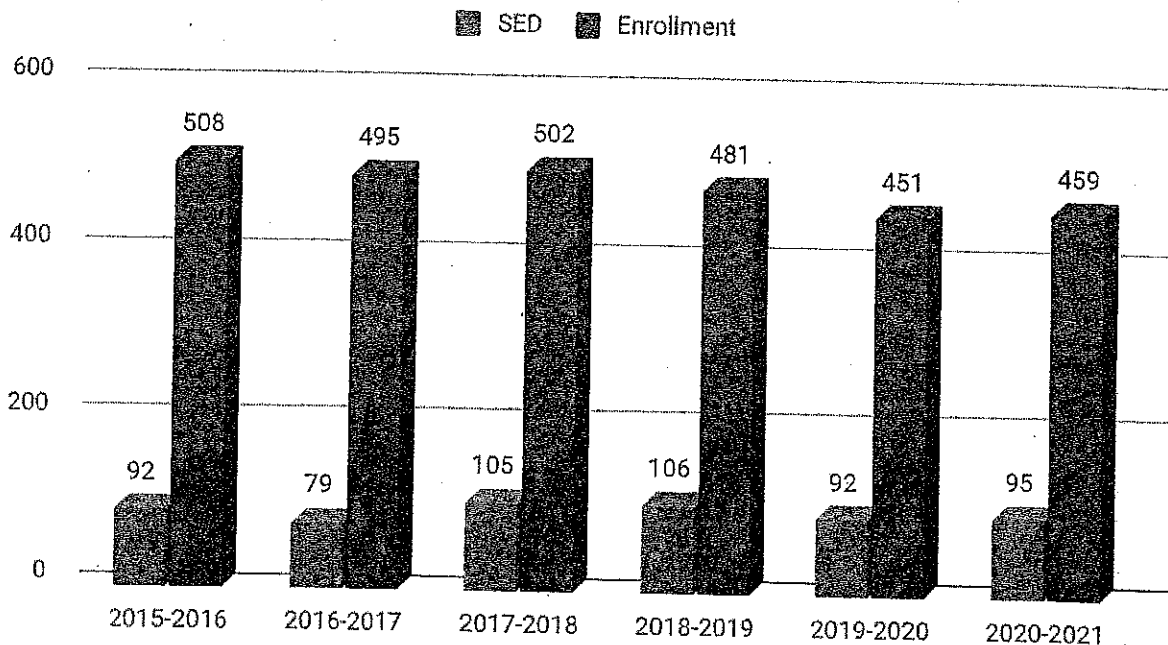
PGMS will continue our efforts to improve school culture by utilizing a curriculum called CharacterStrong. CharacterStrong is a Social-Emotional Learning and Character curriculum that provides students with opportunities to practice good character. The premise of the CharacterStrong curriculum is that 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

SED and Enrollment



Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a][2])

Component 1: The Social Climate – People and Program

Component 1: Status

Each year at PGMS we try to have a theme to carry us through our character development program. This year, we continue with the theme of “Every student's heart and mind, every day.” This theme represents the staff’s intent to not only grow each student’s academic capacities (mind), but also tend to their social-emotional (heart) needs as well. To this end, PGMS has committed to the implementation of a character program, called CharacterStrong, in a new Advisory class that will take place once each week, on Monday mornings. All students are assigned to an advisory, and all advisories implement the same lessons, each 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 Jo Lynne Costales, 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. This year, PGMS has 20 lunch clubs, representing a wide range of student interests, such as Dungeons & Dragons, Creative Writing, Car Enthusiasts, Gardening, Music, Movies, Drama, Sign Language, and Drawing Clubs, to name a few. Students are encouraged to attend a lunch club, visit the Library or participate in an athletic game during lunch.

For 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 Hankes, in collaboration with the PE department.

We are fortunate 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 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.

Finally, for the first time, PGMS is administering a Social Emotional Learning survey in the Fall and again in the Spring. Results of this survey will provide insight into the wellness of our students and the strengths and needs of our school culture, and will 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.

Component 1: Goals for Improvement

Our main goal for 2020-2021 is to continue to implement the CharacterStrong curriculum with fidelity and commitment to the program, and then evaluate the impact of our Advisory program and the CharacterStrong curriculum on our students. By the end of each school year, all PGMS students will have experienced ~30 CharacterStrong lessons, and we are very interested in discovering how these lessons might influence a variety of school culture data indicators.

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.*

Component 2: Physical Environment – Place

Component 2: Status

Over the last several school years we have seen many great structural improvements at our school. The addition of the Music building, four portable classrooms, a play structure, tether ball courts, and ball wall have expanded our campus and its capabilities. We have created a new eating area with amphitheater style seating to support academic and social needs. In 2011 Linda Goulet and Becky Ohsiek, with the help of the maintenance department, began creating a PGMS Garden. The garden includes a variety of beds including pollinators, fruits, vegetables and herbs and will be used in the Home Economic, Science, and Special Education Science classes. The Garden Club is back at PGMS again this year, and will provide oversight of the garden area as well as much needed labor to complete the many projects the club has envisioned. In 2017, the Garden Club raised funds to build a fence around the garden to keep deer and other unwanted visitors out of the garden and further define the garden space.

PGMS has four science classrooms, but only three of them were fully upgraded to lab classrooms in 2013. Last year, PGMS committed to upgrading the fourth classroom to better accommodate science instruction and practice. Tables have been replaced with lab-quality (heat/chemical resistant) tables and electrical access for lab stations, both of which improve student safety while learning science. In addition, PGMS allocated additional funding to the science department to be sure that appropriate equipment is always accessible, even in classrooms that are far from the storage closet. These safety measures ensure that all students can have access to high quality science instruction, regardless of their classroom.

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 this year, 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.

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.

Last year, 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.

Last Fall, 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

Emergency drills continue to be a focus for PGMS. This year, our goal is to expand the scope of our drills to include evacuation to our off-site evacuation site, as well as evacuation drills that take place during break time or a passing period. All drills are unannounced to staff and students until the beginning of the drill. This is to ensure that we are practicing a more authentic response, as planned and announced drills tend to simply practice the best-case scenario response, where students and staff can plan and prepare just moments before the drill. Additionally, there will be drills that have embedded hazards that will help us identify gaps in our preparation. For example, when we held an earthquake drill in October, we closed off one of the hallways as if there was structural damage to the building, which forced students and staff to “think on their feet” and quickly choose an alternate evacuation route out of the building.

Another goal to improve the safety of PGMS is to eliminate tripping hazards from stairwells. The stairs throughout the building are covered in linoleum flooring, and several of the steps have been damaged to the point that the linoleum is chipping and exposing the wood surface underneath. The difference in surfaces presents a tripping hazard. Resurfacing the steps would eliminate this hazard.

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.

PGUSD is still considering adding additional fencing to the Fountain Avenue side of PGMS. This is a tricky part of campus, as it is a public thoroughfare that runs through the heart of the school. Public access to Fountain Avenue must be maintained, however this poses safety concerns that are not easily remedied. The district continues to seek new solutions to address these concerns.

Documents

Code of Conduct (pages 36-45 of PGMS Student - Parent Handbook, 2020-2021)

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; detention during and after school; 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.

Detention: Students who have been assigned a detention should report to the Library by 3:10pm. Reminder slips will be given to students as a courtesy. Skipping detention will result in the detention being doubled. Students who skip detention more than once may be assigned alternative consequences. Detention is held in the **Library on Mon., Tues., and Wed. from 3:10-4:00**. Students are to silently work on homework while serving detention.

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 after-school 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, parent may be contacted, student will be issued a warning slip by Asst. Principal
- **Tardy 3:** Student meets with Asst. Principal, assigned one detention, parent contacted by Asst. Principal
- **Tardy 4:** Student meets with Asst. Principal, assigned one detention, parent contacted by Asst. Principal
- **Tardy 5:** Student meets with Asst. Principal, assigned two detentions, parent contacted by Asst. Principal
- **Tardy 6:** Parent conference with student and Asst. principal, assigned two detentions
- **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 of 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 be assigned an after-school detention. He/she will be asked to change, and his/her 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 School Resource Officer. 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 of 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 an after-school 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
- After school 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, 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,

putdowns, 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 or after-school 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 insure 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 after school detention.

XIV. Failure to Serve Assigned Detention

Students who fail to serve an assigned 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> Leadership, Student Council, Overnight Field Trips	<u>Requirements</u> A grade of C or better in every class; No N or U in conduct in any class; No suspensions.
Level II	Interscholastic Sports, School Dances, Drama and Music Performances and other Extracurricular Activities	2.0 GPA; No F or U in any class; 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 and no "U" for citizenship 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 2020-2021

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* 2020-2021

<i>Date - Week of...</i>	<i>Type of Drill planned</i>
TBD*	Evacuation (Fire)
TBD*	Evacuation (@ passing period)
TBD*	Drop, Cover & Hold On with Evacuation
TBD*	Secure Campus
TBD*	Lockdown / Barricade
TBD*	Shelter in Place
TBD*	Evacuation (Fire) @ Break
TBD*	Secure Campus → Lockdown / Barricade
TBD*	Drop, Cover & Hold On (No Evac)
TBD*	Shelter in Place

*Due to school closures as a result of the Covid-19 pandemic, all instruction for the first semester of the 2020-2021 school year will be virtual. There are no students on campus, so *no drills will be conducted until students are back to learning on campus.*

PGMS Crisis Teams 2020-2021

***Denotes team leader**

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

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

Emergency Management Plan

Pacific Grove Middle School
2020-2021

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
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

