

Comprehensive School Safety Plan

2025-26 School Year

School: Pacific Grove High School
CDS Code: 27-66134-2733657
District: Pacific Grove Unified School District
Address: 615 Sunset Dr.
Pacific Grove, CA 93950-4827
Date of Adoption: April 23, 2018
Date of Update: February 25, 2025
Date of Review:
- with Staff February 25, 2025
- with Law Enforcement
- with Fire Authority

Approved by:

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE’s **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training:** Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders:** Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input:** Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles:** Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols:** Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy:** Include this policy in the CSSP.
- **Pandemic and COOP Plans:** Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection:** Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication:** Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership:** Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation:** Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies:** Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments:** Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team:** Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness:** Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools:** Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption:** Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval:** The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE:** Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to \$2,000 against the district or COE.
4. **Public Inspection:** An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at the PGHS Office..

Safety Plan Vision

PGUSD Safety Master Planning 2023-2024

Introduction

PGUSD has contracted with MC Kimball and Associates to develop school safety training protocols and a districtwide Threat and Risk Assessment that will help our schools remain prepared and avoid reactive responses. M.C. Kimball utilizes certified trainers to custom design and implement an applicable life safety-training module for faculty, students, and parents. Training material and exercises are developed with universal applications and site-specific considerations.

Districtwide Threat and Risk Assessment - Executive Summary 2023

Districtwide Threat and Risk Assessment - Top Five Safety Concerns 2023

2023-24 Planning

PGUSD schools will begin the following actions in consultation with MC Kimball and Associates:

District Wide Threat and Risk Assessment

Professional assistance with PGUSD safety meetings

Preparatory planning for all sites Big Five Drills

Observation and evaluation reporting (AAR's)

Recommended action steps including facility infrastructure improvements, changes to policy, changes to practices.

2024-25 Implementation

District Wide Threat and Risk Assessment Implementation with recommendations from MC Kimball and Associates and priority projects as identified by the Board of Education.

PGUSD Sites will implement all after action reports based on school site observations

Infrastructure projects will begin as delineated by the Board of Education at specific sites based on priority level

All sites will be trained on We Got Your Back active intruder protocols, by grade level (WGYB FAQ's for Families)

2026-27 Implementation

District Wide Threat and Risk Assessment review and verification of advancing changed in out fiscal years

PGUSD Sites will once more revisit the drill observations with an outside agency such as MC Kimball and Associates

Monthly Overview

The District will provide via School Site and District Office websites, Facebook and Twitter, routine communications with the community to highlight progress associated with the aforementioned plan.

The following Infrastructure Reports are examples of the work being accomplished during the 2023-24 school year:

Staff Top 10 Concerns Interviews

S.W.O.T. Interviews and Analysis

Active Shooter Response Readiness Survey

Drone Assessment Analysis

Follow-up and Completion of Infrastructure Assessments to include Technology Assessments

Meghan's Law Assessments

Coordination with Pacific Grove Police Department for Crime Statistics

Coordination with Pacific Grove Police Department SRO and Command Staff for Top School Safety Concerns

SWOT Analysis - SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

Upon completion of these items, a safety analysis called a Spotlight Report will highlight major areas of concern to focus on for safety improvements based on interviews and tools used during those interviews.

The Spotlight Report will then be provided to our Crime Prevention Through Environmental Design (CPTED) Expert, who will conduct a CPTED Analysis and prepare site reports for District consumption. A CPTED is a multi-disciplinary approach of crime prevention that uses urban and architectural design and the management of built and natural environments. CPTED strategies aim to reduce victimization, deter offender decisions that precede criminal acts, and build a sense of community among inhabitants so they can gain territorial control of areas, reduce crime, and minimize fear of crime.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific Grove High School Safety Committee

Pacific Grove High School
Safety Committee/ *Search and
Rescue 2025-2026

Sean Keller Assistant Principal

Travis Selfridge Teacher

Amanda Zonghi Teacher

Darrell Geyer Teacher

Jessica Millington Teacher

Ginny Roggeman Campus Supervisor

Assessment of School Safety

See Attached PGHS School Safety Plan Assessment

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

PACIFIC GROVE HIGH SCHOOL 2025-2026 Safety Drills

August 8, 2025 – Evacuation

October 2, 2025 – Secure Campus

October 23, 2025 – Drop, Cover, and Hold On

November 6, 2025 – Shelter in Place

December 11, 2025 – Lockdown Discussion Only

January 16, 2026 – Secure Campus

February 26, 2026 – Evacuation with Reunification

March 12, 2026 – Shelter in Place

April 3, 2026 - Lockdown Discussion Only

April 27, 2026 – Drop, Cover, and Hold On

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Policy 5141.4: Child Abuse Prevention And Reporting

Original Adopted Date: 07/01/2002 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022

The Board of Trustees is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention

The district's instructional program may provide age-appropriate and culturally sensitive child abuse prevention curriculum which explains students' right to live free of abuse, includes instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, informs students of available support resources, and teaches students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee may display posters, in areas on campus where students frequently congregate, notifying students of the appropriate telephone number to call to report child abuse or neglect. (Education Code 33133.5)

In addition, student identification cards for students in grades 7-12 shall include the National Domestic Violence Hotline telephone number. (Education Code 215.5)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting

The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters as required by law and as specified in the accompanying administrative regulation. (Education Code 44691; Penal Code 11165.7)

Regulation 5141.4: Child Abuse Prevention And Reporting

Original Adopted Date: 11/01/2010 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

A physical injury or death inflicted by other than accidental means on a child by another person

Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1

Neglect of a child as defined in Penal Code 11165.2

Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3

Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

A mutual affray between minors (Penal Code 11165.6)

An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)

An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)

An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Pacific Grove Police Dept
580 Pine Ave
Pacific Grove CA 93950
831-648-3141

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

The child's name and address, present location, and, where applicable, school, grade, and class

The names, addresses, and telephone numbers of the child's parents/guardians

The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child

The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)
The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.

The selected person shall not participate in the interview.

The selected person shall not discuss the facts or circumstances of the case with the child.

The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

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

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 workday

‡ 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 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.

Adaptations for Students with Disabilities

From The Big Five Inclusive Practices:

This section lists inclusive practices that can be employed to assist students with nonambulatory needs, cognitive and developmental needs, sensory needs and mental health needs.

- ‡ The needs of students will vary depending on the student
- ‡ It is important to model confidence and competence during a drill or emergency incident
- ‡ All students need to know that it is okay to feel afraid, sad, angry, or worried during an emergency incident and encouraged to talk about what they are feeling or experiencing
- ‡ Consider creating an Individual Emergency Plan for each student

Student Group Actions

All Students - Work with students prior to the emergency incident occurring to prepare them. State expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, the Big Five Books or Picture Exchange Systems, etc.)

- Identify the stressors/triggers for particular students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in particular locations, etc.)
- With students who have difficulty with transitions, use a transition marker or surprise card (keep in the Teacher's Go Bag) during an emergency incident
- Use calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.)
- If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident

Visual/Auditory Needs - Use visual signals in conjunction with verbal commands (classroom signage, the Big Five Posters, desk sized visual aids related to the Big Five or even American Sign Language)

- Flash lights on and off to secure the student's attention after an announcement or when fire alarm is activated

Non-Ambulatory Needs - Students on crutches, canes or walkers should be evacuated as injured persons.

- Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location
- Give priority assistance to wheelchair users with electrical
- Accompany students to the evacuation site and reunite student with their ambulatory equipment as soon as safe to do so

Cognitive/Developmental - Use the student's reward/reinforcement systems to promote participation and following of directions

Needs - Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair

Sensory/Autism Needs - Speak slowly, whisper commands and avoid physical contact between others during drills and incidents if able to do so

Mental Health Needs - Provide earplugs/noise canceling headphones to decrease sensory input

- Allow students to color in the Big Five Activity Books, their own coloring pages or calming strategies during the emergency incident Be aware of students who may be vulnerable to stress or trauma, re-experiencing personal experiences or life circumstances or emotional vulnerability.
- Provide appropriate and timely services or referrals after the emergency incident

Public Agency Use of School Buildings for Emergency Shelters

Policy 3516: Emergencies And Disaster Preparedness Plan

Original Adopted Date: 03/01/2024 | Last Reviewed Date: 03/01/2024 Status: ADOPTED

The Governing Board recognizes that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The district shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on district students, staff, and schools.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which contains routine and emergency disaster procedures, including, but not limited to, earthquake emergency procedures, and adaptations for individuals with disabilities, in accordance with the Americans with Disabilities Act. Such procedures shall be incorporated into the comprehensive school safety plan. (Education Code 32282)

In developing the disaster preparedness plan, the Superintendent or designee shall involve district staff at all levels, including administrators, district police or security officers, facilities managers, transportation managers, food services personnel, school psychologists, counselors, school nurses, teachers, classified employees, and public information officers. As appropriate, he/she shall also collaborate with law enforcement, fire safety officials, emergency medical services, health and mental health professionals, parents/guardians, and students.

The plan shall comply with state-approved Standardized Emergency Management System (SEMS) guidelines established for multiple-jurisdiction or multiple-agency operations and with the National Incident Management System.

The Superintendent or designee shall provide training to employees regarding their responsibilities, including periodic drills and exercises to test and refine staff's responsiveness in the event of an emergency.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services the district may deem necessary to meet the community's needs. (Education Code 32282)

District employees are considered disaster service workers and are subject to disaster service activities assigned to them.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

The PGUSD Discipline Matrix is located on the district website: <https://www.pgusd.org/Departments/Safety/Student-Discipline/index.html>

- Exhibit (PDF) 5144-E PDF(1): Discipline

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

ARTICLE 5. Privacy of Pupil Records [49073 - 49079.7] (Article 5 enacted by Stats. 1976, Ch. 1010.)

49079.

(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

(d) For the 1994–95 school year, the information provided shall be from the previous two school years. For the 1996–97 school year and each school year thereafter, the information provided shall be from the previous three school years.

(e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(Amended by Stats. 2000, Ch. 345, Sec. 2. Effective January 1, 2001.)

(E) Sexual Harassment Policies (EC 212.6 [b])

Policy 5145.7: Sex Discrimination and Sex-Based Harassment Original Adopted Date: 03/01/2012 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022 Status: ADOPTED

The Board of Trustees is committed to maintaining a safe school environment that is free from sexual harassment of students by anyone at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment. The definition of "sexual harassment" under District policy, as well as under Title IX of the Education Amendments of 1972 ("Title IX") is described below. The administrative regulation used to process a known allegation of sexual harassment will depend upon the nature of the alleged conduct and if that alleged conduct meets the definition of sexual harassment under Title IX.

Sexual Harassment Under District Policy

"Sexual harassment" under District policy means unwelcome sexual advances, unwanted requests for sexual favors, or other unwanted verbal, visual, or physical conduct of a sexual nature made against another person of the same or opposite sex in the educational setting, under any of the following conditions: (Education Code 212.5; 5 CCR 4916).

Submission to the conduct is explicitly or implicitly made a term or condition of a student's academic status or progress.

Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.

The conduct has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment.

Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Sexual harassment also includes nonconsensual touching and cyber sexual bullying, as defined and prohibited by the California Penal Code and Education Code.

"Nonconsensual touching," as defined in Penal Code 243.4, means touching another person's intimate part against that person's will. "Touch" means direct physical contact or contact through the clothing of either person. "Intimate part" means sexual organ, anus, groin, or buttocks of any person, or the breast of a female.

"Cyber sexual bullying," as defined in Education Code 48900(r)(2)(A)(iii), means electronic dissemination of or solicitation or incitement to electronically disseminate a sexually explicit image or recording, by a student to another student or to school personnel, that causes the student to be in fear of harm, or a substantially detrimental effect on the student's physical or mental health, or the student's ability to benefit from the educational environment.

Examples of types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

Unwelcome leering, sexual flirtations, or propositions

Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions

Graphic verbal comments about an individual's body or overly personal conversation

Sexual jokes, derogatory posters, notes, stories, cartoons, drawings, pictures, obscene gestures, or computer-generated images of a sexual nature

Spreading sexual rumors

Teasing or sexual remarks about students enrolled in a predominantly single-sex class

Massaging, grabbing, fondling, stroking, or brushing the body

Touching an individual's body or clothes in a sexual way

Impeding or blocking movements or any physical interference with school activities when directed at an individual on the basis of sex

Displaying sexually suggestive objects

Sexual assault, sexual battery, or sexual coercion

Electronic communications containing comments, words, or images described above

Any prohibited conduct that occurs off-campus or outside of school-related or school-sponsored programs or activities will be regarded as sexual harassment in violation of district policy if it has a continuing effect on or creates a hostile school environment for the complainant-victim of the conduct.

Sexual Harassment Under Title IX

Some sexual harassment prohibited by District policy, as described above, may also be prohibited under Title IX. Under Title IX, sexual harassment toward a student means conduct on the basis of sex that satisfies at least one of the following:
An employee conditioning the provision of an aid, benefit, or service of the district on the student-victim's participation in unwelcome sexual conduct.

Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a student equal access to the district's educational program or activity.

Sexual assault, dating violence, domestic violence, or stalking as defined in (20 U.S.C. 1092 or 34 U.S.C. 12291.)

Sexual assault means actual or intentional physical sexual acts against a person without consent that may include: rape, rape and seduction, sodomy, lewd and lascivious acts, oral copulation, sexual penetration, sexual battery, and sexual assault, as defined under Education Code 48900(n) and Penal Code 261, 266c, 286, 288, 288a, 289 and 243.4.

Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. (34 U.S.C. 12291(a)(10).)

Domestic violence means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws. (Ed. Code, § 48900, subd. (n).)

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (A) fear for his or her safety or the safety of others; or (B) suffer substantial emotional distress. (34 U.S.C. 12291(a)(30).)

"Without consent" or "against that person's will" may include: force, duress, violence, fear of immediate harm, or one's inability to consent.

Reporting Allegations of Sexual Harassment

The district strongly encourages any student who believes they are being or have been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who have experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact their teacher, the principal, one of the district's Title IX coordinators, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district Title IX coordinator. Once notified, the principal, coordinator or designee shall take the steps to investigate and address the allegation, as specified in the appropriate administrative regulation. Supportive measures should be offered to the complainant-victim and respondent, as deem appropriate.

Notice and Instruction Related to District Policy on Sexual Harassment

The Superintendent or designee shall inform students and parents/guardians of the district's sexual harassment policy by disseminating it through parent/guardian notifications, publishing it on the district's website, and including it in the student and staff handbooks.

The district shall also create a poster that notifies students of the district's sexual harassment policy, and display the poster in a prominent and conspicuous location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted, in each bathroom and locker room on campus.

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. All district staff shall be trained regarding the district policies that prohibits sexual harassment of students.

Complaint Processes

Title IX Complaints:

If the alleged conduct, if taken to be true, meets the definition sexual harassment under Title IX (as defined above), the complaint or allegation shall be investigated or otherwise resolved in accordance with the procedures outlined in Title IX and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. This determination shall be made by a district Title IX coordinator. If a complaint does not rise to the level of sexual harassment under Title IX, it may need to be formally dismissed pursuant to Title IX and AR 5145.71.

All Other Sexual Harassment Complaints:

If the alleged conduct, even if taken to be true, is sexual in nature but does not meet the definition of sexual harassment under Title IX, the complaint or allegation shall be investigated or otherwise resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. This determination shall be made by a district Title IX coordinator.

Disciplinary Actions

Upon completion of an investigation of a sexual harassment complaint, whether the investigation followed AR 1312.3 or AR 5145.71, any student found to have engaged in sexual harassment or sexual violence in violation of this policy and/or Title IX shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall be subject to disciplinary action, up to and including termination in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

In accordance with law, the Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools. Record-keeping requirements for complaints that fall under Title IX are detailed in AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Regulation 5145.7: Sex Discrimination and Sex-Based Harassment Original Adopted Date: 10/01/2014 | Last Revised Date: 07/13/2023 | Last Reviewed Date: 07/13/2023 Status: ADOPTED
Reporting Process

Any student or parent/guardian who believes a student has been subjected to sexual harassment by another student, an employee, or any third party, or who has witnessed an incident of possible sexual harassment, is strongly encouraged to report the incident to their teacher, the principal, one of the district's Title IX coordinators, or any other available school employee and/or to submit a complaint pursuant to AR 1312.3 - Uniform Complaint Procedures or AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

Within one school day of receiving such a report/complaint, or within one school day of observing an incident of sexual harassment involving a student, the school employee shall forward the complaint/report, or prepare and forward a written description of a verbal report or observation, to the principal or a Title IX coordinator identified herein. The employee shall take these actions, whether or not the alleged victim submits a complaint and regardless of the alleged victim's request for confidentiality. The Title IX coordinator will be responsible for assessing a victim's request for confidentiality, and will only initiate the Title IX Sexual Harassment Complaint Process - AR 5145.71 against the victim's wishes if doing so is not clearly unreasonable in light of the known circumstances.

If a report or complaint of sexual harassment is initially submitted to the principal, the principal shall forward the report or complaint to a Title IX coordinator that same day, or as soon as is reasonably possible.

In any case of sexual harassment involving the principal, Title IX coordinator or designee, or any other person to whom the incident would ordinarily be reported, the report/complaint may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

When a verbal or informal report of sexual harassment is submitted, the principal and/or Title IX coordinator shall inform the student or parent/guardian of their right to file a formal written complaint in accordance with applicable district complaint procedures. As detailed in AR 5145.71, if the alleged conduct meets the definition of sexual harassment under Title IX, the Title IX coordinator must notify the student-victim of this right. If a complainant-victim refuses to reduce their complaint to writing in accordance with AR 1312.3 or AR 5145.71, the Title IX coordinator or designee shall reduce the verbal complaint to writing and may initiate an investigation into the verbal allegations pursuant to AR 1312.3 or AR 5145.71.

Title IX Coordinators

The district designates the following individuals as the employees responsible for coordinating its efforts to comply with Title IX of the Education Amendments of 1972, as well as to oversee, investigate, and/or resolve sexual harassment complaints processed under AR 1312.3 - Uniform Complaint Procedures and AR 5145.71 - Title IX Sexual Harassment Complaint Procedures.

The Title IX Coordinator may be contacted at:

Director II, Human Resources
435 Hillcrest Avenue
Pacific Grove, CA 93950
831.646.6507

Supportive Measures and Response Pending Investigation

When an incident of sexual harassment is reported, the Title IX coordinator or designee, in consultation with the coordinator, shall determine whether supportive measures are necessary during and pending the result of an investigation to stop the alleged discrimination and ensure that all students have access to the educational program and a safe school environment.

Supportive measures will be implemented on a case by case basis and shall be offered to both complainants and respondents, as appropriate. Any supportive measures adopted to address alleged sexual harassment, or related retaliation shall, be designed to preserve equal access to the district's educational program or activity without unreasonably burdening the other involved party. The supportive measures shall remain in place until the Title IX coordinator determines that they are no longer necessary.

Supportive measures may include, but are not limited to, counseling, course-related adjustments, modifications of class schedules, academic support, mutual restrictions on contact, increased security, and monitoring of certain areas of the campus. All supportive measures shall be implemented in accordance with law and Board policy. Such actions shall be considered even when a student chooses to not file a formal complaint or the sexual harassment occurs off school grounds or outside school-sponsored or school-related programs or activities.

Complaint Investigation and Resolution

The Title IX coordinator or designee shall contact the complainant (who is the victim of alleged misconduct) and investigate and resolve the complaint in accordance with law and district procedures. The Title IX coordinator will determine, based on the allegations and how sexual harassment is defined under Title IX and district policy, whether the complaint should be processed in accordance with AR 1312.3 - Uniform Complaint Procedures or AR 5145.71 - Title IX Sexual Harassment Complaint Procedures. Complaints that are filed but do not meet the definition of sexual harassment under Title IX may need to be formally dismissed pursuant to AR 5145.71.

When a report or complaint of sexual harassment involves off-campus conduct that was outside a district program or activity, the Title IX coordinator, or a designee who has consulted with the Title IX coordinator, shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If the Title IX coordinator or designee determines that a hostile environment may be created, the complaint shall be investigated and resolved, as is deemed appropriate under the circumstances. At a minimum, supportive measures will be offered to the victim.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

If sexual harassment is found following an investigation, the Title IX coordinator, or designee in consultation with the coordinator, shall take prompt action to stop the sexual harassment, prevent recurrence, and address any continuing effects.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

Be included in the notifications that are sent to parents/guardians at the beginning of each school year (Education Code 48980; 5 CCR 4917)

Be displayed in a prominent location in the main administrative building or other area where notices of district rules, regulations, procedures, and standards of conduct are posted (Education Code 231.5)

Be summarized on a poster which shall be prominently and conspicuously displayed in each bathroom and locker room at each school. The poster may be displayed in public areas that are accessible to and frequented by students, including, but not limited to, classrooms, hallways, gymnasiums, auditoriums, and cafeterias. The poster shall display the rules and procedures for reporting a charge of sexual harassment; the name, phone number, and email address of an appropriate school employee to contact to report a charge of sexual harassment; the rights of the reporting student, the complainant, and the respondent; and the responsibilities of the school (Education Code 231.6)

Be posted in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. This shall include the name or title, office address, email address, and telephone number of the employee(s) designated as the district's Title IX Coordinator (Education Code 234.6; 34 CFR 106.8)

Be provided as part of any orientation program conducted for new and continuing students at the beginning of each quarter, semester, or summer session (Education Code 231.5)

Appear in any school or district publication that sets forth the school's or district's comprehensive rules, regulations, procedures, and standards of conduct (Education Code 231.5)

Be included in any handbook provided to students, parents/guardians, employees, or employee organizations (34 CFR 106.8)

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

Notice regarding which acts and behaviors constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence

A clear message that students do not have to endure sexual harassment under any circumstance

Encouragement to report observed incidents of sexual harassment even when the alleged victim of the harassment has not complained

A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved

A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to respond to harassment, prevent recurrence, and address any continuing effect on students, in a manner deemed appropriate by a Title IX coordinator

Information about the district's procedures for investigating complaints and the person(s) to whom a report of sexual harassment should be made

Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right

to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues

A clear message that, when needed, the district will implement supportive measures to ensure a safe school environment for a student who is the complainant-victim of sexual harassment, and the respondent. Supportive measures will be designed to restore or preserve equal access to the district's educational program or activity without unreasonably burdening the other involved party.

Transgender and Gender-Nonconforming Students

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

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

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

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

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

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

status and desire assistance in doing so.

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

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

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

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

15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

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

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

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

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

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

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

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

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

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

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

Policy 5132: Dress And Grooming

Original Adopted Date: 10/01/1996 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022 Status: ADOPTED

The Board of Trustees believes that appropriate dress and grooming contribute to a productive learning environment. The Board

expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

District and school rules pertaining to student attire shall be included in student handbooks, may be posted in school offices and classrooms, and may be periodically reviewed with all students as necessary.

Students shall not be prohibited from dressing in a manner consistent with their gender identity or gender expression or with their religious or cultural observance.

In addition, the dress code shall not discriminate against students based on hair texture and protective hairstyles, including, but not limited to, braids, locks, and twists. (Education Code 212.1)

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

School administrators, teachers, and other staff shall be notified of appropriate and equitable enforcement of the dress code.

When practical, students shall not be directed to correct a dress code violation during instructional time or in front of other students.

Repeated violations or refusal to comply with the district's dress code may result in disciplinary action.

Gang-Related Apparel

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Uniforms

The Board may approve a school-initiated dress code requiring students at the school to wear a school uniform whenever the Board determines that such a dress code will promote student achievement, a positive school climate, and/or student safety.

The Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against, or denied attendance to school if their parents/guardians so decide. (Education Code 35183)

The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms. (Education Code 35183)

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Safe Ingress

Students

PGHS students should use caution when walking, riding a bike/skateboard/scooter, or driving to school. Once on campus, students

should walk with their method of transportation or drive slowly in the parking lots. The parking lot off Sunset is used by seniors and staff. The parking lot off Forest Lodge Road is for Juniors, Sophomores, and Staff.

Parents

Drop off areas at PGHS: Sunset Drive - Use the former Bus Drop Off/Loading Zone to drop off students. Sunset Drive is a busy highway (HWY 68) so drivers should not double-park to drop off students. Disabled parking spots should also not be used for drop off as they might be needed. Senior Parking Lot - Drivers should drive up to the back of the lot near the tennis courts and gym to drop off their student. Junior/Sophomore Parking Lot - Drivers should use the former Bus Lane to drop off students.

Staff

The main staff parking lot is off Forest Lodge Road to the right of entry into the campus. This is a Staff Only parking lot. Staff may also park in the Senior or Junior/Sophomore lot, if needed. Staff should not park on Sunset Road since this is a 20 minute parking area and reserved for disabled parking and visitors to campus.

All drivers should not drive over 10 mph while driving on the PGHS campus and park only in designated parking spots.

Policy 5142.2: Safe Routes To School Program

Original Adopted Date: 07/01/2009 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022 Status: ADOPTED

The Board of Trustees recognizes that walking, bicycling, and other forms of active transport to school increase students' physical activity and reduce vehicle traffic and air pollution in the vicinity of schools. As part of the district's coordinated approach to supporting student wellness and safety and enhancing student learning and achievement, the Superintendent or designee shall develop and implement strategies to establish and encourage safe routes to school program activities.

All students shall have equitable access and opportunity to participate in the district's safe routes to school program.

The Superintendent or designee may appoint a program coordinator and identify or establish district and/or school site committees to oversee and coordinate related activities.

The Superintendent or designee may collaborate with local public works and public safety departments, transportation agencies, other city and county agencies, school staff, students, parents/guardians and parent organizations, health organizations, community organizations, and/or businesses in the development, implementation, and evaluation of strategies.

Strategies in support of the safe routes to school program shall be based on the grade levels of the students and an assessment of the conditions and needs of each school and the surrounding neighborhoods.

The Superintendent or designee shall explore the availability of grant funds and other sources of funding to support related projects and activities.

The Superintendent or designee shall periodically report to the Board on the implementation of program activities and progress toward program goals. Such reports may include, but are not limited to, levels of participation in promotional and educational activities, survey results of parent/guardian attitudes about allowing their child to walk or bicycle to school, tallies of the numbers of students using various modes of travel to and from school and how these numbers have changed over time, records of student attendance and on-time arrival, and injury data within the school and/or district attendance boundaries.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

The Social Climate

Element:

People and Program

Opportunity for Improvement:

CHKS indicators reveal that student connectedness falls from 62% during the 9th grade year to 50% in 11th grade. Student perceptions of safety similarly fall from a strong 71% in 9th grade to 65% in 11th grade. This data, as well as other local data described above in the analysis of attendance and suspensions, has helped leadership to initiate a professional development focus on cultural proficiency and DEI work. Component 1 goals address these identified focus areas within our school professional development on the topic of cultural proficiency and DEI.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Sub Goal 1: Reduce suspensions by 1%	Action 1: Introduce restorative justice practices to resolve conflicts and build a sense of responsibility among students.	Little Book of Restorative Justice in Education by Katherine Evans and Dorothy Vaandering provided to all PGHS staff. Restorative Justice Partners Dwanna Nicole and Iyanna Nelson PD on August 2, 2024. Book: Don't Suspend Me	PGHS Assistant Principal	Reduce Suspensions - Meeting goal: Four suspensions to date (2/2025) - less than 1%. Several Restorative meetings held in 2024-2025, helping those involved gain closure over conflict. Met in 2024-25 with reduction of 3%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Sub Goal 2: Decrease CHKS 9th and 11th grade indicators related to Harassment and Bullying to below 30%	Action 2: Encourage open communication by providing channels for reporting incidents of harassment or bullying anonymously, and engage parent(s)/guardian(s) in their students' education.	CA Healthy Kids Survey	PGHS Assistant Principal	<p>Decrease Harassment and Bullying - Meeting Goal: 9th grade 26% and 11th grade 15 % in bullying two or more times. 2023 results were 9th - 32% and 11th - 30%.</p> <p>For rumors/afraid of being beaten up/sexual jokes or comments combined: 9th grade 28% and 11th grade 21%. 2023 results were 9th - 25% and 11th - 24%.</p> <p>For property stolen or damaged/been made fun of for looks or talk/insulted or called names/rumors or lies spread combined: 9th grade 12% and 11th grade 10%. 2023 results were 9th - 12% and 11th - 15%.</p> <p>Did not meet goal with 32% in 2024-25.</p>
Sub Goal 3: Increase academic motivation in 9th and 11th grade by 5%	Action 3: Establish a peer mentoring program to support freshmen and promote a positive social environment.	PGHS Leadership - Activities beyond initial mentor day	PGHS Activities Director and PGHS Admin	<p>Breaker Buddies mentoring occurred August 2024</p> <p>Met goal in 2024-25 with 6%.</p>
	Action 4: Continue grading for equity work to strengthen PLCs.	Book - Grading for Equity, PLC time for all departments, PLC PD in March 2025	PGHS Admin, all teachers	At Site Council each dept. shared
	Action 5: Introduce UDL practices with Instructional Leadership Team	Equity by Design by Mirko Chardin and Katie Novak, PGMS Admin	PGHS Admin	
				Academic Motivation - Close to goal: 9th grade increase by 3% (71 to 74%) and 11th grade increase by 8% (56 to 64%).

Goal

Component:

Component 2: The Social and Academic Climate

Element:

People and Programs

Opportunity for Improvement:

Attendance and tardies continue to be a problem at PGHS. In 2022-23, there were sharp increases in the numbers of tardy students, especially in 1st and 2nd period. Once students are at school, the tardy rates appear to stabilize.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Goals for Improvement <ul style="list-style-type: none"> Improve the average daily attendance rate for all students by 5%. Decrease Tardies in 1st and 2nd Periods by 5% 	Action 1: Parental Involvement: Foster communication with parents to highlight the importance of regular attendance and involve them in addressing attendance challenges.	PGHS Tardy Contracts	PGHS Attendance Clerk	Goal not met in 2024-25 with only 0.4% increase. Goal changed to improve average daily attendance by 3%.
	Action 2: Identify students with chronic absenteeism and implement early intervention strategies, including counseling or additional support services.	Weekly Attendance Reports	PGHS Attendance Clerk	Data unavailable. Goal changed to overall tardies decreased by 10%, which was amount decreased from 2023-24 to 2024-25.
	Action 3: Encourage teachers to address tardiness within their classrooms and communicate its impact on learning.	Synergy Attendance	Classroom Teachers	
	Action 4: Work with student leaders to create engaging and interactive morning activities to motivate students to arrive on time.	PGHS Leadership and Media Class	PGHS Assistant Principal, Activities Director, and media teacher	

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Action 5: Create tardy contracts where students need to get signatures from parents, coaches, and assistant principal in order to miss detention/Saturday School.		PGHS Assistant Principal and PGHS Attendance Clerk	

Goal

Component:

Component 3: Communication Regarding Safety and Student Support Issues

Element:

Places

Opportunity for Improvement:

Safety Communication - all stakeholders feeling informed about safety protocols and response, school rules (especially around bullying), and how a reduction in cell phone use would benefit academic, social, and emotional well being for all students.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student awareness of school rules, Big Five Safety protocols and response, and knowledge of the harms of too much cell phone/tech use.	Set baseline for student awareness by creating PGHS Student Survey regarding knowledge of school rules, Big Five Safety Protocols and response, and student cell phone use.	Google Forms, PGHS Leadership to help with questions	PGHS Assistant Principal with help from PG Tech	PGHS Principal and Assistant Principal met with all students in English classes to discuss Student Handbook/school rules
Increase Big Five Safety communication for staff using Google Chat during Safety Drills and response	Set baseline for staff use of Google Chat during PGHS Big Five Safety Drills and response throughout 2024-2025.	Google Chat	PGHS Assistant Principal with help from Office Managers	99% of staff are checking in properly with Green or Red during Safety Drills

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Pacific Grove High School Student Conduct Code

The PGUSD Discipline Matrix is located on the district website: <https://www.pgusd.org/Departments/Safety/Student-Discipline/index.html>

- Exhibit (PDF) 5144-E PDF(1): Discipline

Conduct Code Procedures

The PGUSD Discipline Matrix is located on the district website: <https://www.pgusd.org/Departments/Safety/Student-Discipline/index.html>

(K) Hate Crime Reporting Procedures and Policies

Pacific Grove Unified School District is committed to maintaining a safe, inclusive, and respectful learning environment free from discrimination, harassment, intimidation, and hate-motivated behavior. Any student, staff member, or community member who witnesses or becomes aware of a suspected hate crime or hate-related incident occurring on school grounds, at school-sponsored activities, or involving members of the school community is encouraged to report the incident promptly to site administration or a trusted staff member. Administrators respond immediately by ensuring student safety, documenting the incident, and conducting an initial assessment to determine appropriate next steps. All reports are handled in accordance with applicable state and federal laws, including confidentiality requirements, and are addressed using appropriate disciplinary, restorative, and supportive interventions. These procedures align with PGUSD Board Policy, Education Code §§200–234.1, and Education Code §32282, and support the district’s commitment to equity, belonging, and the prevention of bias- and hate-motivated behavior.

PGUSD adopted the Sandy Hook Promise anonymous reporting tool, Say Something, in 2023-2024. Posters are around campus and classrooms with a QR code to report any Hate Crimes anonymously.

Students, parents, or staff may also report Hate Crimes directly to the principal or assistant principal via in-person, note, phone call, or email, if they do not wish to be anonymous.

Policy 5145.9: Hate-Motivated Behavior

Original Adopted Date: 06/01/1999 | Last Revised Date: 10/20/2022 | Last Reviewed Date: 10/20/2022 Status: ADOPTED

The Board of Trustees is committed to providing a respectful, inclusive, and safe learning environment that protects students from discrimination, harassment, intimidation, bullying, or any other type of behavior that is motivated by hate.

Hate-motivated behavior is any behavior intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism motivated in part or in whole by bias or hostility toward the victim's real or perceived race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, or genetic information, or any other characteristic identified in Education Code 200 or 220, Government Code 11135, or Penal Code 422.55.

The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents in a timely manner when they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote an environment where diversity is celebrated and hate-motivated behavior is not tolerated. Such collaborative efforts shall focus on the development of effective prevention strategies and response plans, provision of assistance to students affected by hate-motivated behavior, and/or education of students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that:

Includes the development of social-emotional learning

Promotes an understanding, awareness, appreciation, and respect for human rights, human relations, diversity, and acceptance in a multicultural society

Explains the harm and dangers of explicit and implicit biases

Discourages discriminatory attitudes and practices

Provides strategies to manage conflicts constructively

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

When appropriate, students who engage in hate-motivated behavior shall be disciplined.

The Superintendent or designee shall provide staff with training that:
Promotes an understanding of diversity, equity, and inclusion

Discourages the development of discriminatory attitudes and practices

Includes social-emotional learning and nondiscriminatory instructional and counseling methods

Supports the prevention, recognition, and response to hate-motivated behavior

Raises the awareness and sensitivity of staff to potentially prejudicial and discriminatory behavior

Includes effective enforcement of rules for appropriate student conduct

Employees who engage in hate-motivated behavior shall be subject to disciplinary action, up to and including dismissal.

Rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident shall be provided to students, staff, and parents/guardians.

This policy shall be posted in a prominent location on the district's web site in a manner that is readily and easily accessible to parents/guardians and students. (Education Code 234.6)

Complaints

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, the staff member shall also contact law enforcement.

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is encouraged to report the incident to a teacher, the principal, the district's compliance officer, or other staff member.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures or other applicable procedure. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

(J) Procedures to Prepare for Active Shooters

Pacific Grove Unified School District prepares for potential active shooter or other violent incidents through comprehensive, trauma-informed planning, training, and collaboration aligned with the Big Five Immediate Safety Protocols. School sites implement age-, program-, and population-appropriate emergency procedures, including Lockdown/Barricade, Secure Campus, Evacuation, and emergency communication protocols, to support a rapid and coordinated response to immediate threats. Emergency drills are conducted on a regular basis in compliance with Education Code §§32282 and 35294.10, and are designed and implemented using trauma-informed practices that prioritize emotional safety, minimize fear, and avoid simulation of violence. Staff provide advance notice of drills when appropriate, use clear and calm communication, and offer support before, during, and after drills to address student and staff well-being. The district collaborates with local law enforcement, fire departments, and other first responders to coordinate emergency response planning and training, while ensuring drills remain developmentally appropriate and educational in nature. Input from district and site safety committees is used to review procedures, evaluate drill effectiveness, and update safety plans annually to ensure legal compliance, continuous improvement, and the safety of all students and programs, including adult education and shared-use campuses, in accordance with Education Code §§32280–32289.

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

- ‡ Get off campus - PGHS has six primary areas to go to: 1) Forest Grove, 2) PGMS, 3) PGUSD District Office, 4) Starbucks parking lot (where PGPD will conduct their Command Center), 5) PG Police Department/Fire Department, or 6) Gateway Center Parking lot
- ‡ Hide
- ‡ Go into Lockdown/Barricade
- ‡ Fight against an assailant in the most extreme circumstances

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 during 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.

Big Five Lockdown/Barricade Protocol:

LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus, or the school is directed to do so by law enforcement. During

LOCKDOWN / BARRICADE, students are to always remain in designated classrooms or lockdown locations. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

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

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

THINK ON YOUR FEET

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

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

These actions would likely include:

ESCAPE / GET OFF CAMPUS:

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

HIDE / LOCKDOWN / BARRICADE:

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

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol for Schools (Grades 7–12) – SB 10 Compliance: In accordance with Senate Bill 10, Pacific Grove Unified School District has established a comprehensive protocol for addressing opioid overdose incidents in schools serving pupils in grades 7 through 12. The primary objective of this protocol is to ensure a timely and effective response to students suffering from, or reasonably believed to be suffering from, an opioid overdose. Designated school staff members receive training to recognize the Comprehensive School Safety Plan 21 of 40 2/19/26 signs of opioid overdose, including the administration of naloxone, and periodic awareness programs are provided for students to educate them about the dangers of opioid use and the importance of seeking help. The protocol identifies trained personnel, such as school nurses or other qualified staff, who are responsible for responding to potential overdose incidents and are equipped with the necessary resources and access to emergency medical services. Emergency procedures include immediately contacting 911, providing first aid within the scope of training, and administering naloxone as authorized by law. Communication protocols ensure that parents or guardians, local law enforcement, emergency medical services, and healthcare providers are promptly notified to facilitate a coordinated response. Confidentiality and privacy of students involved in overdose incidents are safeguarded in accordance with applicable laws, and all incidents are accurately documented, with reports submitted to appropriate authorities as required. The district conducts periodic reviews of the protocol to ensure its effectiveness, implements updates based on lessons learned and emerging best practices, and provides regular refresher training for all staff. This protocol is reviewed annually as part of the site's Comprehensive School Safety Plan to ensure ongoing compliance with SB 10, Board Policy, and best practices for student safety.

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

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

Training and Awareness:

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

Designated Personnel:

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

Emergency Response Procedures:

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

Naloxone Administration:

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

Communication Protocols:

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

Confidentiality and Privacy:

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

Documentation and Reporting:

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

Review and Evaluation:

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

Training Updates:

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

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Program Expectations, Registration, Required Testing, and Safety Procedures – Pacific Grove Adult Education Pacific Grove Adult Education operates on a year-round schedule consisting of four ten-week instructional sessions. Students may register for classes

either on site or online through the district website. Course placement is determined using assessment data collected at registration. Pacific Grove Adult Education is able to offer free instructional programs through state and federal funding sources, which require documented student participation and academic progress. As a condition of enrollment, students must participate in required pre- and post-testing to measure learning gains. Pre-testing is completed at registration, and ongoing posttesting is required throughout enrollment. By registering, students acknowledge and agree that failure to participate in required testing may result in dismissal from the program in order to maintain program compliance and funding eligibility. Pacific Grove Adult Education offers a broad range of instructional programs designed to meet the diverse needs of the adult community. Academic offerings include Adult Basic Education (K–8), High School Diploma, and High School Equivalency (HiSET) Comprehensive School Safety Plan 22 of 40 2/19/26 preparation courses in mathematics, reading, science, history, government, and language arts. HiSET preparation includes practice testing and weekly exam opportunities, with student readiness determined by practice exam results. English as a Second Language (ESL) courses serve non-English and limited-English-speaking adults, with placement based on assessment results and progression from pre-beginning through advanced levels. Career Technical Education (CTE) programs provide workforce preparation and preapprenticeship opportunities aligned to employment and postsecondary pathways. Additional programs include Active Older Adult courses, Parent Education and cooperative preschools, Community Education classes, Adults with Disabilities programs, and the Adult Transition Program for students ages 18–22 receiving special education services. Each program emphasizes individualized instruction, skill development, and meaningful transition outcomes. The instructional environment at Pacific Grove Adult Education is expected to remain safe, orderly, inclusive, and welcoming. Teachers are responsible for maintaining reasonable order in classrooms, ensuring organized learning spaces, and establishing a respectful atmosphere that reflects the diversity of the adult learner population. Safety procedures are reviewed with students at the beginning of each session, and emergency plans are posted and accessible in every classroom. Emergency kits containing response guides are located near classroom exits. In the event of a medical emergency, staff are directed to call 911 and notify the main office immediately. Evacuations, earthquakes, and other emergencies are addressed using the Big Five Safety Protocols, including Drop, Cover, and Hold On, followed by evacuation to designated assembly areas as directed by administration. Pacific Grove Unified School District also maintains an Instructional Continuity Plan to ensure the uninterrupted delivery of instruction during emergencies or disruptions such as natural disasters or public health events. This plan provides guidance for inperson and remote learning, communication with students and staff, access to instructional technology, and accommodations for students with disabilities or other access needs. The plan is coordinated by site administrators, teachers, and district leadership and is reviewed annually to ensure alignment with PGUSD Board Policy, Education Code requirements, and equity and accessibility standards across all adult education, preschool, and community education programs.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 2025 and adopted by Pacific Grove High School on July 01, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA’s Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils’ social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Pacific Grove High School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Within five calendar days of an emergency, schools will: -Conduct virtual or phone-based wellness checks. -Distribute engagement packets for students with limited internet access. -Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet. -Provide asynchronous learning options (e.g., recorded lessons, digital resources).

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- › Short messaging service (SMS)
- › Phone Calls
- › Email
- › School Portal
- › Social Media
- Flyers

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

In the event of power outages or infrastructure damage that disrupt digital communication systems, PGUSD will activate backup communication methods including SMS alerts, phone trees, individual phone calls, radio announcements if necessary, and coordination with local emergency services to ensure families receive timely updates. Printed notices, alternative pick-up locations, and community-based messaging (e.g., posted notices at designated sites) will be utilized to maintain two-way communication and provide clear instructions regarding instructional continuity and student support services.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Counselor/Mental Health Therapist Check-Ins:

Virtual counseling sessions available. Daily or weekly SEL activities shared through digital platforms or printed packets.

Resource Guides: Provide digital and print guides with mental health resources and community support services. Local resources available for Social emotional, Mental & Behavioral Health Support

Free Help, available 24/7 by phone and online: Call 988 or text 988 Text 741741

California Youth Crisis Line (800) 843-5200

Monterey County Rape Crisis: (831) 424-4357 or 831 375-4357

YWCA Crisis Line 831.372.6300 or 831.757.1001

The Trevor Project Lifeline - Help for LGBTQ+ youth: (866) 488-7386 or Text START to 678-678

Monterey County Mobile Response Team – Children and Youth 21 and Under (831) 687-4379 (831) 755-4111

CalHOPE- digital mental health for youth, young adults and families <https://www.calhope.org/>

BrightLife Kids (free online behavioral health support and coaching for parents and their children all ages)

https://www.hellobrightline.com/brightlifekids/?utm_medium=referral&utm_source=calhopewebsite

Military-Specific Services: No matter where families are stationed, School Support Services are available to help children/youth build resilience and increase student achievement. The program is designed to meet the needs of the community, and is committed to supporting military-connected families. <https://presidio.armymwr.com/>

Soluna (Confidential support for 13- to 25-year-olds in California. No cost. No pressure. Chat 1:1) <https://solunaapp.com/>

The NAMI HelpLine can be reached Monday through Friday, 10 a.m. – 10 p.m., ET. Call 1-800-950-NAMI (6264), text "HelpLine" to 62640 or email us at helpline@nami.org Free nationwide resource hotline (counseling, psychiatry, legal resources) <https://www.nami.org/help> Monterey County Behavioral Health for Youth 831.687.4379 * Crisis Intervention is available 24-hours a day * Services provided in the community and by telephone * Offers immediate evaluation, treatment, and referral More information at: <https://www.co.monterey.ca.us/government/departments-a-h/health/behavioral-health/bh-home>

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Pacific Grove High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Within 10 School Days:

Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
Coordinate with neighboring districts and county offices of education for alternative facilities space

Independent Study Standards: Ensure that instructional quality meets or exceeds standards set by independent study programs: Minimum instructional time per grade level. Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8) Academic progress tracking and regular feedback.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Pacific Grove High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Within 10 School Days: Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary. Coordinate with neighboring districts and county offices of education for alternative facilities space Independent Study Standards: Ensure that instructional quality meets or exceeds standards set by independent study programs: Minimum instructional time per grade level. Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8) Academic progress tracking and regular feedback.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Digital materials will be distributed through platforms such as Google Classroom, ParentVue/Synergy, district and school websites, and direct email communication to ensure timely and equitable access for all students. Non-digital materials, including printed learning packets and resource guides, will be made available through scheduled on-site pick-up locations, mailed to families as Comprehensive School Safety Plan 26 of 40 2/19/26 needed, or delivered in coordination with community partners to support students with limited internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Remote Learning Platforms: Google Classroom (for assignments, announcements, and resources). Zoom/Google Meet for synchronous instruction. Asynchronous Options: Recorded video lessons and digital assignments. Printed learning packets distributed through designated pick-up locations or mailed to families.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Pacific Grove High School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Pacific Grove Adult Education provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning: Criteria for Reassignment: When the home school site cannot safely operate for more than 10 days. Work with functional district sites to relocate students from non-operational sites. Partnerships: Develop agreements with local school districts and charter schools to accept reassigned students. Residency Waiver: Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

The district will communicate with families, students, staff, and faculty through mass email, SMS alerts, phone calls, ParentVue/Synergy, social media, and district and school websites, with an initial notification issued within 24 hours of the emergency and weekly updates provided thereafter. Additional updates will be shared as conditions change, and two-way Comprehensive School Safety Plan 27 of 40 2/19/26 communication will be maintained through designated contact numbers, email, and virtual platforms to ensure timely responses and ongoing engagement.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The district ensures technology readiness by providing educators and students with early access to independent study written agreements, online assignments, and academic resources through established learning management systems and instructional platforms. District-issued devices, internet access support, and staff training are in place to enable a rapid transition from in-person instruction to remote learning while maintaining continuity, access, and instructional quality.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

During emergency or remote learning, the district will prioritize essential learning objectives to ensure continuity of core instruction and equitable access to grade-level expectations. Student progress will be monitored through regular assessments, assignment feedback, and documented teacher-student interactions, with additional supports provided through tutoring, scheduled check-ins, virtual office hours, and targeted small-group or individualized instruction whenever possible.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

The district will ensure that all students—including students with disabilities, students experiencing homelessness, foster youth, and English learners—have equitable access to instructional resources by providing devices, internet connectivity, translated materials, and differentiated supports aligned to Individualized Education Programs (IEPs), 504 Plans, and English Language Development (ELD)

needs. Targeted outreach, case management, and coordinated services with site staff and community partners will ensure continued access to instruction, specialized services, and supplemental supports throughout any period of remote or alternative learning.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Individualized Education Program (IEP) services will continue to be implemented in accordance with each student's plan through virtual or in-person services as appropriate, including specialized academic instruction, related services (e.g., speech, occupational therapy, counseling), and accommodations and modifications. IEP meetings, evaluations, progress monitoring, and parent collaboration will be conducted through secure virtual platforms or alternative agreed-upon methods to ensure legal compliance, continuity of services, and ongoing communication with families.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

PGHS English Learners will continue to receive ELD services within 10 days as previously noted. In Addition, they will meet with their ELD teacher/case manager:

Within 10 School Days: Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary. Coordinate with neighboring districts and county offices of education for alternative facilities space Independent Study Standards: Ensure that instructional quality meets or exceeds standards set by independent study programs: Minimum instructional time per grade level. Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8) Academic progress tracking and regular feedback.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Yearly Training Sessions for all staff on: Emergency communication protocols. Remote learning platforms and instructional continuity strategies. SEL and mental health support during emergencies. Simulation Drills: Conduct annual drills simulating remote learning activation and family communication procedures.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

PGUSD will ensure access to physical and mental health professionals through school counselors, psychologists, nurses, contracted therapists, and community-based partners, with services available in-person or virtually as needed. Bilingual staff, interpretation services, and partnerships with multilingual providers will be utilized to ensure students and families who speak languages other than English can access timely, culturally responsive health and mental health support.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an emergency, the PGUSD will maintain access to backup supplies including potable water, basic first aid materials, and essential medications stored in accordance with safety regulations and student health plans. Site administrators and health staff will follow established emergency protocols to secure, monitor, and distribute necessary supplies, including student-specific

medications, while coordinating with local emergency services as needed.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

PGUSD will ensure continuity of essential support services—including special education, counseling, after-school programs, and nutrition services—by adapting service delivery to virtual, hybrid, or alternative in-person models as conditions require. This includes providing remote specialized instruction and related services, virtual counseling and enrichment programs, and maintaining access to meal distribution through grab-and-go or community-based pick-up sites to ensure students and families continue to receive comprehensive support.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

The PGUSD Instructional Continuity Plan ensures effective communication, uninterrupted learning, and equitable access to academic and support services during emergencies. Through collaborative planning, technology readiness, targeted student supports, and strong community partnerships, the district remains committed to maintaining safe, inclusive, and high-quality learning environments for all students.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to reopening school sites following a disruption, the PGUSD will ensure that facilities are deemed safe by appropriate authorities, utilities are fully restored, and health and safety protocols are in place in alignment with local and state guidance. Clear communication will be provided to families and staff regarding reopening timelines, safety measures, and instructional expectations to ensure a safe, orderly, and well-coordinated return to in-person learning.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Pacific Grove High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pacific Grove High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Beginning July 1, 2025, this Instructional Continuity Plan will be incorporated into Pacific Grove Unified School District's Comprehensive School Safety Plan as required by SB 153 and aligned with all existing safety protocols. Inclusion of the ICP in the locally adopted CSSP is required to support approval of a Form J-13A waiver request starting in fiscal year 2026–27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Annual review of the plan to incorporate feedback and best practices as a part of the Districts comprehensive school site safety plan through the school site council and the Board.

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

If immigration enforcement presence is reported or observed on or near a school campus, the site principal will immediately verify the identity and credentials of the officers, request documentation of legal authority, and notify the Superintendent or designee to confirm the situation. Upon confirmation by the Superintendent or designee, the District will activate its notification protocol and promptly inform families and staff through established communication channels in accordance with state law.

In accordance with Assembly Bill 49 and Senate Bill 98, Pacific Grove Unified School District is committed to ensuring that all students and families have access to a safe, welcoming, and inclusive educational environment, regardless of immigration status. In the event that immigration enforcement activity occurs or is anticipated on or near a school campus, the District will provide information to families as soon as practicable through official email communications and other established communication channels.

To the extent permitted by law and practicable under the circumstances, Pacific Grove Unified School District personnel shall not allow immigration enforcement officers access to nonpublic areas of any school site without first being presented with a valid judicial warrant, subpoena, or court order. District or site administration shall request and review valid identification from any immigration enforcement officer seeking entry to nonpublic areas of campus and shall verify the legal authority of such requests prior to granting access.

Pacific Grove Unified School District shall not disclose education records, personnel records, or any information about students, families, teachers, or other school employees to immigration enforcement officers without prior written consent from a parent or eligible student, unless required to do so pursuant to a valid judicial warrant, subpoena, or court order. These procedures are intended to protect student privacy, uphold state and federal law, and reinforce the District's commitment to maintaining schools as safe and supportive spaces for learning.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The site principal will verify the presence and legal authority of any immigration enforcement officers and immediately notify the Superintendent or designee. Once confirmed, the Superintendent or designee will initiate the District's notification protocol to inform families and staff in accordance with state law.

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Notification will be issued to families and staff as soon as practicable, typically within the same school day, while ensuring the accuracy of information. Communications will be carefully crafted to prioritize student safety, provide clear guidance, and minimize fear or disruption to the school environment.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

All notifications will exclude any personally identifiable information related to students, families, or staff. Communications will provide only general, factual information necessary to ensure safety and awareness while protecting privacy rights.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

PGUSD will utilize secure mass communication systems, encrypted email, ParentVue/Synergy portals, and password-protected district and school websites to provide timely two-way communication with families, students, and staff. These systems are maintained through regular security updates, access controls, staff training, and periodic testing to ensure data privacy, system reliability, and continuity during emergency situations.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

The plan will be reviewed and updated as needed by the school district policy committee each year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

The Instructional Continuity Plan can be viewed on all district and site websites.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Compliance with this plan will follow the Department of Education's checklist for developing a comprehensive school safety plan, which is maintained and publicly posted on the district website under Safety. This ensures alignment with state requirements and best practices for school safety.

Procedures Regarding Pupil Smartphone Use During Emergencies

This section of the CSSP ensures PGUSD maintains the authority to limit or prohibit student smartphone use during emergencies or perceived threats, in compliance with AB 962. Policy 5131.8: Mobile Communication Devices Regulation 5131.8: Mobile Communication Devices Policy 6163.4: Student Use Of Technology

Pacific Grove Unified School District recognizes that responsible use of smartphones and personal electronic devices can support communication and safety while maintaining a focused instructional environment. The District adopts a site-based smartphone policy that balances instructional integrity, student engagement, and campus safety in accordance with Assembly Bill 962 and applicable Education Code provisions.

During instructional time, smartphone and personal device use shall be limited to educational purposes as directed by staff or as permitted under site-specific guidelines. Devices shall not be used in a manner that disrupts instruction, compromises student privacy, or interferes with the learning environment. Staff may establish reasonable classroom expectations regarding device storage and use, provided such expectations are applied equitably and consistently.

Consistent with AB 962, the Comprehensive School Safety Plan explicitly permits students and staff to use smartphones and personal communication devices during emergencies or when an individual reasonably perceives a threat to personal safety. In emergency situations, devices may be used to contact emergency services, receive official district or site communications, and communicate with family members as directed by site administration. Enforcement of smartphone restrictions shall not impede emergency response or access to safety information.

Smartphone and personal device policies shall not disproportionately impact students based on disability, medical need, language access, or other protected characteristics. Reasonable accommodations shall be provided as required under federal and state disability laws. This policy shall be reviewed and updated no later than July 1, 2026, and periodically thereafter to ensure continued compliance with AB 962, evolving safety guidance, and district technology use standards.

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Policy updated and approved 1/02/26 at a public board meeting.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Pacific Grove Unified School District procedures ensure that exceptions to smartphone restrictions are recognized and respected by allowing use when a teacher or administrator grants permission under reasonable limitations, when a licensed physician or surgeon determines the device is necessary for the pupil's health or well-being, and when smartphone use is required as part of a student's IEP. Staff are trained to apply these exceptions equitably, ensuring that instructional integrity, safety, and student needs are all maintained.

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan (CSSP) is developed in accordance with Education Code sections 32282–32289 and is reviewed and updated annually no later than March 1. Following review, the CSSP is submitted to the district governing board or the county office of education for approval. The plan applies to all staff, students, and guests and is designed to promote a safe, orderly, and supportive learning environment. At a minimum, the CSSP includes an assessment of the current status of school crime occurring on campus and at school-related functions, strategies and programs implemented to maintain a high level of school safety, and procedures to ensure compliance with applicable state and federal laws related to school safety. For additional information regarding school safety programs, policies, or procedures, please contact the school site administration.

Greg O'Meara Principal
Pacific Grove High School
615 Sunset Drive
Pacific Grove, CA 93950 831-646-6590
gomeara@pgusd.org

Emergency Contact Numbers

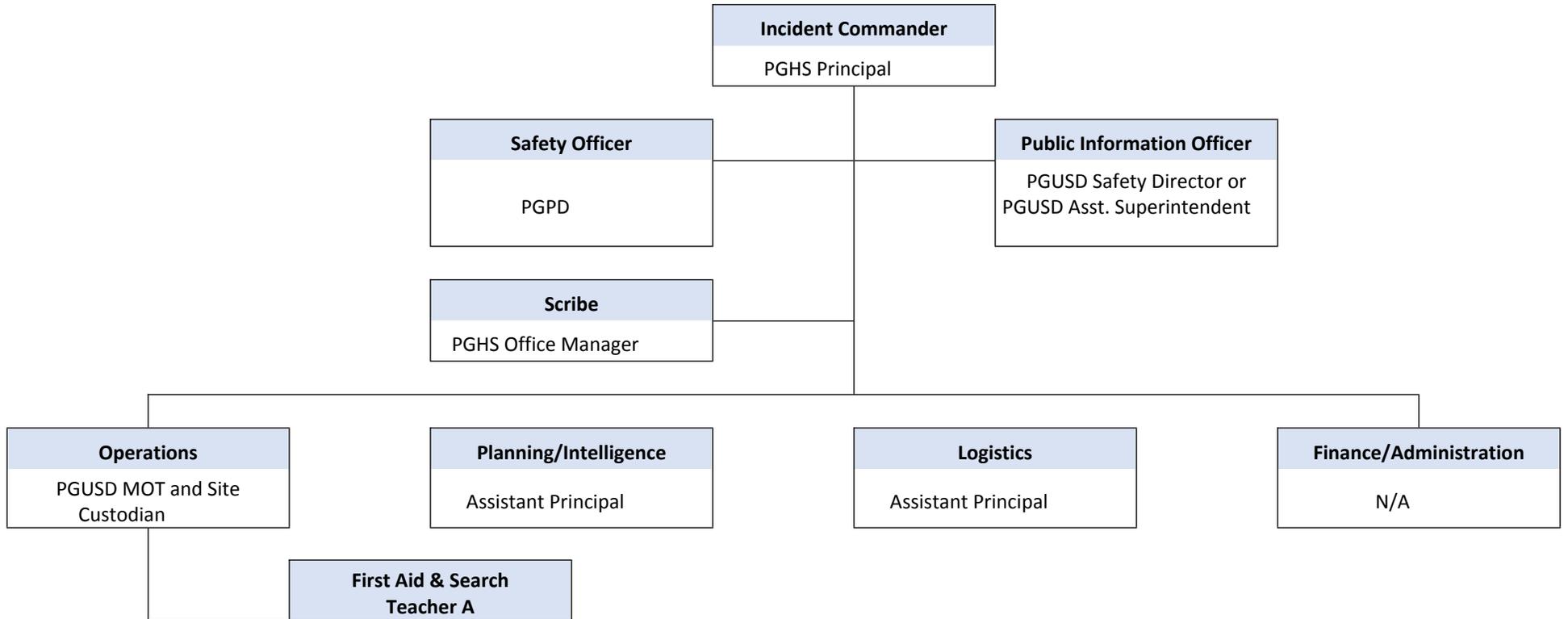
Utilities, Responders and Communication Resources

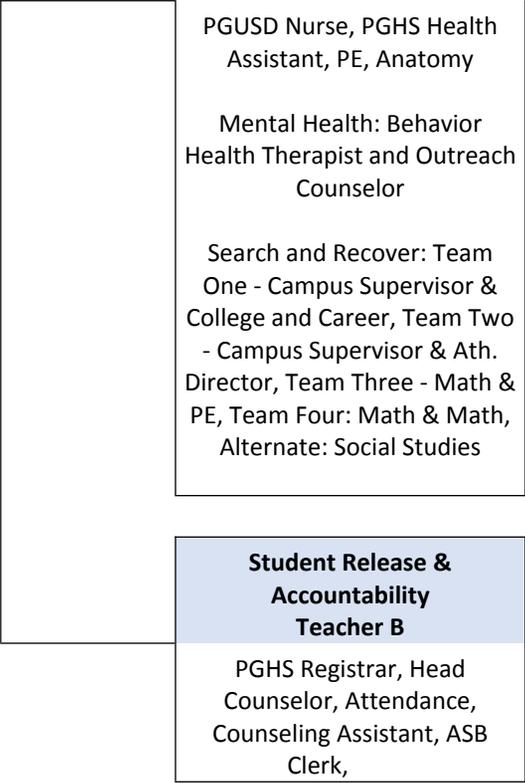
Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Pacific Grove Police Department	911 or 831-648-3143	For incidents within City of PG
Law Enforcement/Fire/Paramedic	Monterey County Sheriff	911	Use for Pebble Beach area
Law Enforcement/Fire/Paramedic	Monterey Fire Department	911 or 831-648-3143	
Emergency Services	American Medical Response	911 or 831-718-9555	
Local Hospitals	C.H.O.M.P.	831-624-5311/625-4900	
American National Red Cross	Red Cross Monterey Chapter	831-624-6921	
Emergency Services	CA Highway Patrol	831-796-2100	911 from any cell phone
Emergency Services	Poison Control	800-784-2433	800-222-1222
Emergency Services	Pacific Gas and Electric	800-743-5000	
Other	California American Water	831-373-3051	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
PGHS Site Council	January 21, 2026	PGHS Site Council Notes

Pacific Grove High School Incident Command System





Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

SCHOOL INCIDENT COMMANDER - SITE ADMINISTRATOR ACTIONS:

Role:

- Assume Incident Command role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation.
- Initiate the alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teachers until further instructions are provided.
- When able, alert Superintendent's office
- Access the "Emergency Response Box" (p. 12) to provide fire officials and/or law enforcement with maps, rosters, etc.
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Meet fire officials or law enforcement at Incident Command Post
- Collect attendance and notify fire officials or law enforcement of any missing persons- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of

event.

- When cleared to return to the buildings, announce ALL CLEAR and oversee a safe return to classroom and normal school activities If site is designated unsafe to return, initiate STUDENT RELEASE procedures
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, the school's response, and what steps are being taken to ensure safety of students and staff
- Sets up media area – but does not give statements to media
- 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
- Emergency Response Bag (Black) to Command Center

Communication Recorder

Role:

- 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 and to District Safety Director
- reports to IC frequently Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported.

Materials:

- Radio (1)
- Cell phone(s)
- Phone tree list
- Local service providers list with contact info

Student Release: Location - Stadium Entrance Gate near ticket booth (PGHS)

Role:

- Implements & monitors student release (needs emergency cards/Illuminate access)
- monitors & supervises volunteers
- coordinates with public safety
- Sets up boundaries, and 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
- blank signage materials (poster board)
- duct tape

First Aid/Basic Needs: Location- Tennis Courts or Stadium Field House

Role:

- First Aid & CPR
- provides water, food, blankets, etc.
- Monitors special needs students
- tracks students treated by EMS
- sets up shelters (coord. with Red Cross)
- reports to IC frequently

Materials:

- First Aid supplies from the supply room by GYM (in addition to red backpacks)
- 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/First Aid guidelines

Mental Health: Location - Tennis Courts or Field House (Visitor's Side)

- provides water, food, blankets, etc.
- coordinates mental health needs/counseling services

Materials:

- patient log
- blankets
- ground cover/tarps

Search and Recover: Meet by Incident Command

Role:

- search & rescue (assists First Responders)
- coordinates transportation for off-site evacuation, plans for movement

- reports to IC frequently
- Team One: Music, Cafeteria, Kitchen, A & B Wings, restrooms in area
- Team Two: E & F Wings and Gym/Dance/Small Gym and restrooms in area
- Team Three: C, D, & I Wings and Library (above and below) and restrooms in the area
- Team Four: KL, N, and O wings and restrooms in the area

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

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step One of the school's structured emergency approach is to identify the type of emergency, which allows staff to determine the appropriate Immediate Action Response under The Big Five protocols. By recognizing the specific emergency—such as fire, intruder, medical crisis, or natural disaster—staff can quickly implement assigned responsibilities to protect themselves, students, and others on campus, ensuring alignment with the CSSP's disaster, routine, and crisis response requirements.

Step Two: Identify the Level of Emergency

Step Two involves identifying the level of emergency to determine the scope and urgency of the response needed. This assessment guides staff in applying the appropriate Big Five Immediate Action Response, coordinating with first responders, and activating communication protocols to ensure student and staff safety in alignment with the CSSP.

Step Three: Determine the Immediate Response Action

Step Three requires staff to determine the appropriate Immediate Action Response based on the type and level of emergency. Using The Big Five protocols, staff quickly implement assigned actions—such as lockdown, evacuation, shelter-in-place, or drop/cover—while ensuring the safety of students and coordinating with first responders, in accordance with the CSSP.

Step Four: Communicate the Appropriate Response Action

Step Four involves promptly communicating the appropriate Immediate Action Response to all staff, students, and relevant stakeholders. Clear, timely communication ensures everyone on campus understands the required actions—such as lockdown, evacuation, or shelter-in-place—while also coordinating with first responders, parents, and the community to maintain safety and minimize confusion.

Types of Emergencies & Specific Procedures

Aircraft Crash

- Shelter in Place

Animal Disturbance

- Shelter in Place

Armed Assault on Campus

- Lockdown/Barricade/Think on Your Feet

Biological or Chemical Release

- Shelter in Place

Bomb Threat/ Threat Of violence

- Call 911
- Communicate with PGUSD District office
- Once directed, initiate Evacuation with possible Student Release at PGHS Stadium

Bus Disaster

- Call 911
- Follow directives from bus driver, if applicable.
- Remain calm and leave vehicle through emergency exit in rear of bus
- Stay off road/freeway, clear of any traffic flow
- Bus driver or event chaperone to contact school office/district office/ school administration for directive and arranging student pick up
- School administration to contact parents to provide update and location for student pick up

Cardiac Arrest

Disorderly Conduct

- Call 911 or contact PGUSD SRO if during school hours
- Secure Campus

Earthquake

- Drop Cover and Hold On
- If large enough seismic event with building damage or fire initiate Evacuation
- Evacuation, staying clear of any trees, light posts, fallen wires on way to stadium for Student Release

Explosion or Risk Of Explosion

- Call 911
- Determine if Shelter in Place should be called before Evacuation
- Communicate with custodial and campus supervisors for alternate route to JV Baseball Field or Stadium

Extreme Weather

Fire in Surrounding Area

Shelter in Place

Fire on School Grounds

- Evacuation to JV Field
- Determine if Student Release needs to occur in PGHS Stadium

Flooding

- Shelter in Place
- Determine if any building(s) need to evacuate due to flooding
- Contact MOT for support
- Initiate Evacuation, if appropriate

Loss or Failure Of Utilities

- Power: Contact PGUSD District Office for directive. School continues if safe conditions.
- Water: Contact PGUSD District Office for directive. School may have to be called off/students sent home due to Ed Code.

Motor Vehicle Crash

- Shelter in Place if near campus due to possible fire, smoke, or explosion.
- Contact PGUSD District Office for directive.
- Determine if any PGHS student/staff/parent is involved

Pandemic

- Shelter in Place
- Follow former PGUSD COVID protocols for distance learning
- Contact PG Tech for guidance in technology check out organization
- Organize Parent Zoom meeting to explain procedures for instruction once PGUSD Management Team has determined implementation plan.

Psychological Trauma

- Determine how many students have been affected
- Contact Behavior Health Therapist regarding service time(s) and location(s)
- Contact PGUSD Nurse, if applicable.
- Contact additional site Behavior health Therapists/Counselors for additional support
- Determine if Child Protection Services needs to be contacted

Suspected Contamination of Food or Water

- Contact MOT to help shut off water, if applicable.
- Contact Food Services regarding any suspected cafeteria food/other issues at other sites.
- Contact District Nurse, if applicable, for guidance/directive
- Determine how many students/staff/volunteers need support.
- Call 911 if any suspected fatal reactions are occurring
- Determine if the Health Office is large enough for response area. Use the Student Union as an alternative location for use of restrooms and space.

Tactical Responses to Criminal Incidents

- Initiate Secure Campus or Lockdown/Barricade once contacted by authorities.
- Contact PGUSD District office for directive/to inform Safety Director of situation.
- Follow directive from Incident Command.
- Initiate Evacuation to Stadium, if directed.

Unlawful Demonstration or Walkout

- Secure Campus if demonstration is too close or heading toward campus.
- Call 911
- Call PGUSD for directive if Walkout is student-based. Continue instruction for those remaining in class.

Emergency Evacuation Map

