

# Comprehensive School Safety Plan

## 2025-26 School Year

**School:** Pacific Grove Middle School  
**CDS Code:** 27-66134-6058754  
**District:** Pacific Grove Unified School District  
**Address:** 835 Forest Avenue  
Pacific Grove, CA 93950

**Date of Adoption:**

**Date of Update:**

**Date of Review:**

- with Staff
- with Law Enforcement
- with Fire Authority

**Approved by:**

Name	Title	Signature	Date
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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 Pacific Grove Middle School.

**Safety Plan Vision**

School Overview  
 Pacific Grove Middle School (PGMS), a three-year comprehensive middle school, serves the city of Pacific Grove and a portion of Pebble Beach. The home of the Breakers sits on the tip of the Monterey Peninsula surrounded by the Pacific Ocean and the

neighboring town of Monterey. The city of Pacific Grove has a population of ~15,041 and its primary industry is tourism.

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

PGMS has approximately 438 students enrolled in grades six through eight ('24-'25). The student ethnicity is: 55.3 % White (not Hispanic), 19.6 % Hispanic, 10.4% Asian, 7.4% two or more races, 1.4% Native American, 2.5% Filipino, 1.8% African American, 1% Pacific Islander, and 0.7% Decline to State.

#### MISSION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

#### VISION STATEMENT OF PACIFIC GROVE MIDDLE SCHOOL

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

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

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

## Components of the Comprehensive School Safety Plan (EC 32281)

### Pacific Grove Middle School Safety Committee

Jason Tovani - PGMS Assistant Principal  
Lisa McBride - PGMS Teacher  
Nikki Madden - PGMS Teacher  
Greg Enterline - PGMS Teacher  
Dezi Pettas - PGMS Teacher  
Susan Chavez - PGMS Teacher

### Assessment of School Safety

Pacific Grove Middle School Administration, staff and district staff monitor the campus and classrooms to look for any potential safety concerns. Teachers and staff are routinely encouraged to report any issues that may pose a safety hazard so that site administration can work with the Maintenance and Operations Department to resolve concerns quickly. Teachers and staff are routinely advised of the following in an effort to further promote school safety and support emotional well-being:

- An Automated External Defibrillator (AED) is located in the front office on the wall to just as you enter the school from the parking lot. An AED is a type of computerized defibrillator that automatically analyzes the heart rhythm in people who are experiencing cardiac arrest. When appropriate, it delivers an electrical shock to the heart to restore its normal rhythm. Instructions for use of the AED are inside the storage box for the device.
- PGMS is equipped with Epi-pens in locked cabinets throughout several locations on campus. The medication in this is used in emergencies to treat very serious allergic reactions to insect stings/bites, foods, drugs, or other substances. Epinephrine acts quickly to improve breathing, stimulate the heart, raise a dropping blood pressure, reverse hives, and reduce swelling of the face, lips, and throat.

#### Safety Protocols:

As part of the PGUSD Safety Protocols, Administrators, Teachers, and staff completed PGUSD Mandated training for the 2025-2026 school year.

Completion of these training courses not only fulfilled the district requirement but also fulfilled the Safe School Mission Statement: "To create a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for conduct, behavior and respect for others."

#### Training Course Titles for 2025-2026 are as follows:

- Bloodborne Pathogens for School Employees
- Child Abuse Reporting
- Heat Illness Awareness
- Sexual Harassment Policy and Prevention
- Sexual Harassment: Staff to Staff
- Sexual Harassment: Student Issues and Response
- Understanding Boundaries
- Discrimination Awareness in the Workplace
- Mandated Reporter: Child Abuse and Neglect
- Slips, Trips, and Fall Prevention
- Suicide Prevention Response

#### Attendance

Average Daily Attendance has remained consistent over the last three years, at around 92.8%. For the 24-25 school year, ADA was as

follows:

6th grade - 92.6%

7th Grade - 94%

8th Grade - 91.8

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

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

#### Disciplinary Referrals, Suspensions and Expulsion Rates

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

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

All schools in PGUSD have begun training in restorative practices with Restorative Justice Partnership, an organization that works with schools to replace exclusionary practices with practices that build community and teach conflict-resolution and social-emotional skills to both students and adults. PGMS is transitioning to increased use of restorative practices, which is intended to reduce the reliance on exclusionary practices (suspension, detention, etc.) which tend to disengage students from their school communities. This work is ongoing.

Referrals: If a student violates a school rule and/or policy, or is involved in any misbehavior which disrupts school activities, he/she may be issued a referral and/or disciplinary consequence. More serious disruption or defiance issues, such as cheating, bullying, defying authority, etc., result in an immediate referral and/or being sent to administration for disciplinary counsel. A referral notifies administration of the incident so that they may assist with the follow-up, which may include restorative approaches to repairing any harm done to others, and consequences such as detention or suspension. Warnings are issued for minor disruptions or defiance such as chewing gum, littering, horseplay, etc. A referral will be given for repeating these same types of behaviors. Teachers, substitute teachers, staff, or bus drivers may write a referral to the administrators. Referrals are cumulative by quarter and may limit a student's eligibility for extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator may follow up with additional parent contact when issuing a consequence.

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

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

participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); Saturday school; restricted use of school technology; alternative learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of the PGPD School Resource Officer. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more severe interventions/consequences until the behavior is changed. These are to be determined by administration on an individual basis.

The administration and staff at PGMS are committed to the belief that everyone has a right to be treated with dignity and respect. Students who show a lack of regard or respect for others will be counseled and helped to understand the impact of their behavior on those around them. When appropriate, a restorative conversation will be facilitated between students so that the issue gets resolved in a manner that maintains the dignity of all involved, and so that students are able to move on from the conflict/incident. Appropriate behavior is the responsibility of each student.

#### School Safety and Conditions

PGMS is a safe campus where all students can stay focused on learning. The school invests significant effort in creating a positive school culture where students are safe to be themselves. We believe that the emphasis on school culture makes our school safer for all students and staff.

Before school, at break, lunch and after-school the two Administrators and assigned staff supervise the school. Faculty assists with additional supervision during break and at special events, as needed. Teachers are assigned hallway supervision at break time and after school as part of their work day. Most teachers also stand in the halls and monitor student behavior as they greet students entering their classroom during passing periods.

In 2011 we created the Campus Culture and Climate Committee, which is referred to as the CHILL Committee, a reference to the kind of 'vibe' it aims to create on campus. As a group, we analyze the needs of our school in relation to safety and overall culture at PGMS. Each year, the CHILL committee looks at current data from the Illuminate SEL Survey, given in the Fall. The Committee determined that school connectedness and engagement have been areas of need. To that end, they came up with the idea of coordinating a series of lunchtime activities that could engage all types of students through a variety of activities, competitions, and fun. Events and games are designed to be inclusive of all students so that participation is open to each and every student. Lunchtime activities like this give PGMS students a common experience rooted in (mostly non-academic) fun.

In 2018, PGMS added an Advisory period to help enhance Campus culture and school safety, and also build school connectedness and engagement. Every teacher on campus has an Advisory class of ~15 students. Curriculum for Advisory classes is the same for all students, and can focus on a variety of important topics, such as character development, empathy, friendship dynamics, anti bullying, cyberbullying, stereotypes, disability awareness, discrimination, digital citizenship and more. PGMS has several curriculum subscriptions to use as resources for Advisory lessons, such as CharacterStrong, Open Parachute and Smart Social. Decisions about curriculum are made by the "Advisory Advisory Committee," which consists of five teachers and site administration. The group also creates lessons, when necessary, to target specific topics, such as current events, trends on campus, and results of surveys such as the SEL Survey.

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

The number of students qualifying for federal Free and Reduced Lunch status has remained relatively stable over the last few years, with slight fluctuations in both directions. However, in the wake of the Covid-19 pandemic, school lunches have been provided free of charge to ALL students, so it is no longer required that parents fill out the paperwork that shows economic need in order to get free lunches. This, we believe, has led to underreported numbers for our socioeconomically disadvantaged students, and may explain the decline in these numbers over the last few years. We are continually creating new resources and intervention programs to support these students and their families.

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

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

BP 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=rfspoW5s5mZu4G9349DJHQ==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&PG=6&IRP=0&isPndg=false>

AR 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=slshslshLBfplus9QzMirUbtplusbnKjEw==&ptid=amlgTZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMVf6zKpJz3Q==&isPndg=&PG=6>

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

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

“Health practitioner” includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

“Child visitation monitor” means any person as defined in Section 11165.15.

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

**Disaster Plan**

**Adaptations for Students with Disabilities**

**Public Agency Use of School Buildings for Emergency Shelters**

**(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

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

All schools in PGUSD have begun training in restorative practices with Restorative Justice Partnership, an organization that works with schools to replace exclusionary practices with practices that build community and teach conflict-resolution and social-emotional skills to both students and adults. PGMS is transitioning to increased use of restorative practices, which is intended to reduce the reliance on exclusionary practices (suspension, detention, etc.) which tend to disengage students from their school communities. This work is ongoing.

Referrals: If a student violates a school rule and/or policy, or is involved in any misbehavior which disrupts school activities, he/she may be issued a referral and/or disciplinary consequence. More serious disruption or defiance issues, such as cheating, bullying, defying authority, etc., result in an immediate referral and/or being sent to administration for disciplinary counsel. A referral notifies administration of the incident so that they may assist with the follow-up, which may include restorative approaches to repairing any harm done to others, and consequences such as detention or suspension. Warnings are issued for minor disruptions or defiance such as chewing gum, littering, horseplay, etc. A referral will be given for repeating these same types of behaviors. Teachers, substitute teachers, staff, or bus drivers may write a referral to the administrators. Referrals are cumulative by quarter and may limit a student's eligibility for extracurricular activities. The teacher/staff member issuing the referral will make initial contact with parent(s). The administrator may follow up with additional parent contact when issuing a consequence.

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

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

Discipline: Referrals, Suspensions, Recommendations for Expulsion Data for 24-25:

Referrals: 153

Suspensions: 6

Expulsions: 0

The administration and staff at PGMS are committed to the belief that everyone has a right to be treated with dignity and respect. Students who show a lack of regard or respect for others will be counseled and helped to understand the impact of their behavior on those around them. When appropriate, a restorative conversation will be facilitated between students so that the issue gets resolved in a manner that maintains the dignity of all involved, and so that students are able to move on from the conflict/incident. Appropriate behavior is the responsibility of each student.

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

##### Identification of Dangerous Pupils

PGMS counseling and Administration identify dangerous pupils through the threat assessment process. When a student exhibits behaviors that may pose an ongoing threat, the student is referred to our Mental Health Therapist and/or Academic Counselor, who

perform a formal threat assessment.

#### Teacher Notification

Upon completion of the threat assessment, teachers of the involved student, are notified of any findings via email from the Mental Health Therapist. The email includes factual information about the incident or concern, safety protocols or accommodations that will be required in classroom settings, safe spaces and people on campus for the student, de-escalation techniques, and any other relevant information that might help to mitigate any risks relevant to the student's continued attendance.

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

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

#### III. Dress Code

The following guidelines shall apply to all regular school activities:

Shoes must be worn at all times.

Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.

Pajamas are not appropriate clothing for school, and should only be worn on occasional 'pajama day' spirit days.

Clothes shall be sufficient to conceal undergarments at all times.

Gym shorts may not be worn in classes other than physical education.

#### Consequences for Violating the Dress Code:

First time offenders will receive a warning and be asked to change or cover up the clothing. The student may call their parent/guardian to bring a change of clothing or the student may change into their PE clothes.

Second time offenders will receive a referral and may be assigned detention. They will be asked to change, and their parents will be notified.

Further offenses will, in addition to a referral, detention(s), and a change of clothing, require the parent(s) and student to attend a conference with the Assistant Principal and may result in additional detentions, community service, trash duty, or in-school suspension.

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

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

Students, staff, and parents enter the PGMS campus through the front door only. All exterior doors remain locked at all times. A buzzer system is used for entry at the front entrance, which allows office staff to see and speak with anyone desiring to enter campus. All visitors are directed to go directly to the Front Office, where they 'check in' by showing identification and receiving a temporary identification sticker. Unless fingerprinted by PGUSD, all visitors are to remain with a certificated staff person at all times. Fingerprinted volunteers are allowed to separate from certificated staff, as needed and appropriate.

A crossing guard is placed at the bust intersection at Forest and Sinex each morning. The crossing guard is a paid classified employee. PGUSD has been working with the City of Pacific Grove to improve safe routes to each of the PGUSD campuses. This work is ongoing. However, PGMS is situated with roads on each side of the campus, making the pick-up and drop-off options very flexible. The back side of the school, for example, has two cul-de-sacs that allow for easy drop-off and pick-up.

Many students ride bicycles, scooters, and skateboards to PGMS, and this is encouraged. Students are not allowed to ride these on campus and should walk through campus to place their ride in the bike cage. The bike cage is locked throughout the day and is open only at arrival and dismissal times.

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

**Goal**

Create and sustain a safe learning environment by focusing on student wellness.

**Component:**

1

**Element:**

The Social Climate - People and Program

**Opportunity for Improvement:**

Create and sustain a safe learning environment by focusing on student wellness.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Use data to drive Advisory lesson planning	Assemble team of teacher-leaders to develop Advisory lessons, and support with release time to develop the Advisory scope and sequence and plan the Advisory lessons to target areas of need.	Prop 28 / Site Funds	Sean Roach	Timesheets showing the team meets to plan advisory lessons
Use data to drive Advisory lesson planning	Examine data from Ca Healthy Kids Survey, CORE SEL Survey, Olweus Bullying Survey, and discipline records to identify trends that might reveal areas of need	Survey results in Synergy, Discipline records	Jason Tovani	Lessons developed in response to data trends.
As a staff, continue to explore and implement restorative approaches to disciplinary issues for use in the classroom and beyond.	Identify and attend appropriate trainings on Restorative Practices with a small team of staff (Admin., teacher, counselor)	TBD	Jason Tovani	Certificates and other evidence of training received
As a staff, continue to explore and implement restorative approaches to disciplinary issues for use in the classroom and beyond.	Present learning from trainings to whole staff as professional learning (in Thursday TIDES meetings, for example.	Meeting time	Jason Tovani	trainings developed to share new restorative approaches.

**Goal**

Make improvements to the school building and related technology that increase the sense of safety among staff and students as measured by the California Healthy Kids Survey (MS A107: How safe do you feel at school? Baseline: 74% Very Safe or Safe.

**Component:**

Physical Environment

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase sense of safety among staff and students	Add cameras according to plan developed with PGUSD Director of Technology Systems	Measure A	Jason Tovani	Increased camera coverage
	Replace or modify all gates on the perimeter of campus so that self-closing hardware keeps the gates closed at all times	Measure D	Jason Tovani	Self-closing gates.
	Add six foot fencing where possible, and in accordance with the Safety audit performed by Kimball and Associates.	Measure D	Jason Tovan	Installation of six foot fencing surrounding school.

**Goal**

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Pacific Grove Middle School Student Conduct Code**

## Conduct Code Procedures

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

**Disciplinary Interventions/Consequences:** All avenues shall be utilized to encourage the positive interaction of students. However, when misconduct occurs and a warning or referral is issued, the interventions we employ are intended to help the student learn from their mistakes and to exercise self-control. Restorative practices will be used when appropriate in order to place emphasis on the importance of repairing any harm that results from student behaviors. Additional interventions include, but are not limited to, the following: Advising and counseling students; conflict resolution; written apologies; parental contacts and conferences; lunch or after school detention; work/trash detail at lunch or after school; community/school service; the restriction of participation in school activities (including participation in after-school sports, attendance at non-academic assemblies, school dances, and extracurricular activities); restricted use of school technology; alternative learning environments; creative scheduling; and, when necessary, suspension, expulsion, and/or involvement of PGPD. Disciplinary consequences will be issued on a progressive discipline system. Students who repeat inappropriate behaviors or who are frequently disruptive or defiant will be issued more aggressive interventions / consequences. These are to be determined by administration on an individual basis, and guided by the PGUSD Discipline Matrix and Related Interventions for Grades K-12.

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

**Detention:** Students may be assigned to serve a detention as a consequence for breaking school rules or for an accumulation of unexcused tardies. While in detention, students will reflect on the incident that earned them the detention, make plans to avoid repeating the mistake, and figure out the best way to make amends with any victims. Staff will assist with this. Students who have been assigned a detention report to the Library by 3:05pm. Detention takes place three days a week, on Mondays, Wednesdays and Fridays. Reminder slips are given to students as a courtesy. Skipping detention results in additional consequences.

### I. Truancy

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

### II. Tardiness

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

Tardy 1: Teacher warning, possible teacher consequence

Tardy 2: Teacher warning, possible teacher consequence, student will be issued a warning slip.

Tardy 3: Student meets with Registrar, parent contacted by Asst. Principal

Tardy 4: Student meets with Registrar, parent contacted by Asst. Principal

Tardy 5: Student meets with Asst. Principal, parent contacted by Asst. Principal, Detention assigned

Tardy 6: Parent conference with student and Asst. Principal, Detention Assigned

Tardy 7: Saturday School or in-school suspension assigned, parent contacted by Asst. Principal

Tardy 8: Loss of eligibility for extracurricular activities. Parent requested to shadow student, other consequences to be determined (may include additional parent conferences, Saturday School, in-house suspension, and/or loss of extracurricular privileges.)

#### IV. Prohibited Items

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

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

#### V. Drug Canine Units & Searches

Use of drug-detecting canines is one part of a comprehensive approach to drug and alcohol prevention in PGUSD. Reaching the goal of zero use and/or possession of drugs and alcohol on campus depends on students, parents, and staff members working together. Random searches by dogs will take place on campuses at unannounced times during the school year. Students and their belongings, including lockers and backpacks, are subject to search by school officials under any circumstances considered to justify "reasonable suspicion."

#### VI. Cell Phones and Other Electronic Devices

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

Cell phones, music devices, smart watches, and all portable media devices, including e-readers, must be turned off and stored inside lockers during regular school hours and may not be used inside the school. These items may only be used outside the school building before and after school. These items are the most commonly lost or stolen items at school, and we cannot and will not be responsible for such items. We strongly recommend that you keep all valuable items at home. Any time a student found to be using a cell phone or other electronic device, or with the item on or out during the school day, will receive a disciplinary intervention. First offense, the student will be issued a warning, and may reclaim the item no sooner than the end of the school day from the Assistant Principal and a parent will be contacted.

Second offense, the student will be issued a referral, assigned a detention, and the parent must pick up the item from the Assistant Principal.

Third offense, the student will be issued a referral, a parent conference will take place with the Assistant Principal, and the student will lose the privilege of having the cell phone/device on campus for the remainder of that quarter. Phone storage agreements will be made at the parent conference.

#### VII. Academic Honesty – Plagiarism/Cheating

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

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

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

Receive a zero for the academic exercise

Referral to administration

Parent conference  
Lunch detention(s)  
Repeat offenders may earn an in-school suspension or Saturday School

#### VIII. Disruptive Classroom Behavior

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

#### XI. Physical Violence and Fighting

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

#### XII. Profanity and Inappropriate Language

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

#### XIII. Public Displays of Affection

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

First time offenses result in a warning and parent phone call.

Second offenses may result in a referral and/or lunch detention.

#### XIV. Failure to Serve Assigned Detention

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

#### XV. Scholastic and Behavioral Eligibility

While many school-wide activities are open to all students regardless of academic standing or behavioral status, others require clear standards of eligibility. Students must be currently enrolled in PGMS to be eligible to try out for or participate in school activities. All marks for eligibility are determined by grades on the most recently completed reporting period.

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

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

Definitions:

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

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

#### Scholastic Eligibility for Students in Grades 6, 7, 8

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

Level I

Activities

Leadership, Student Council, Overnight Field Trips  
Requirements

A grade of C or better in every class; No suspensions.

Level II

Interscholastic Sports, School Dances, Drama and Music Performances and other Activities

2.0 GPA; no more than two referrals in the most recently completed quarter; present in school for one half of the instructional minutes on the day of the event.

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

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

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

Eligibility Notification:

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

1. Annual publication of eligibility criteria in the Student/Parent Handbook
2. Printed notice on student report card informing them of eligibility and steps that can be taken
3. Progress report notices which include the following "bolded" statement:

Students in all grades 6-8 must have a 2.0 GPA to participate in extra-curricular and co-curricular activities, interscholastic sports, Student Council, clubs, etc.

XVI. Athletics

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

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

XVII. Grounds for Suspension/Expulsion

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

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

alcoholic beverage, or intoxicant.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property

g. Stole or attempted to steal school property or private property.

h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to, cigarettes, e-cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm, i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit a sexual assault as defined in Section 261.266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

p. Unlawfully offered, arranged to sell, or sold the prescription drug Soma.

q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivision (f) and (g) of Section 32261, directed toward a pupil or school personnel.

s. A pupil who aids or abets the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion.

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

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

48900.4: Harassment/Intimidation - Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonable expected effect of materially disrupting class work, creating substantial disorder, and invading student rights by creating an intimidating or hostile educational environment.

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

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

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

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

Acceptable Use of Technology:

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

Pacific Grove Unified School District  
School Year 2025-2026

## Online/Internet User Obligations and Responsibilities/Acceptable Use Agreement

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

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

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

## (K) Hate Crime Reporting Procedures and Policies

### Non-Discrimination Policies and Protocols

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

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=LigJtAvJAqhPvkm6Wnv8Vw==&ptid=amlgTZiB9plusHnJl6WXhfiOQ==&secid=muNUIKiR2jsXcslsh28JpBkiw==&PG=6&IRP=0&isPndg=false>

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

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=R2MVHu0EyWddhstr9judAQ==&ptid=amlgTZiB9plusHnJl6WXhfiOQ==&secid=muNUIKiR2jsXcslsh28JpBkiw==&isPndg=&PG=6>

The Governing Board prohibits unlawful discrimination against and/or harassment of District employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental

disability, medical condition, veteran status, gender or sexual orientation at any District site and/or activity. The Board also prohibits retaliation against any District employee or job applicant who complains, testifies or in any way participates in the District's complaint procedures instituted pursuant to this policy.

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

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

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

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

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

Superintendent

435 Hillcrest Avenue Pacific Grove, CA 93950

Telephone: 831-646-6520

#### Other Remedies

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

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960).

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

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

#### BP 5145.3: Nondiscrimination/Harassment

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=OBSlj0XMVtxR9TrquYjumg==&ptid=amIgtZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMF6zKpJz3Q==&PG=6&IRP=0&isPndg=false>

#### AR 5145.3: Nondiscrimination/Harassment

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36031115&revid=f3TwNplusslshUslshslshnflshYTplusaAslshyAQ==&ptid=amIgtZiB9plushNjl6WXhfiOQ==&secid=9slshUHzTHxaaYMF6zKpJz3Q==&isPndg=&PG=6>

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

Director, Human Resources

435 Hillcrest Avenue

Pacific Grove, CA 93950

(831)-646-6507

(Education Code 234.1; 5 CCR 4621)

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

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

#### Measures to Prevent Discrimination

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

Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parent(s)/guardian(s)/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district supported social media, when available. (cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings) (cf. 1114 – Community Relations – Communication with the Public – School District Publications)

Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel they have been the victim of any such behavior. (Education Code 234.1)

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

The Superintendent or designee shall ensure that all students and parent(s)/guardian(s)/guardians, including students and parent(s)/guardian(s)/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parent(s)/guardian(s)/guardians with limited English proficiency.

Provide to students, employees, volunteers, and parent(s)/guardian(s)/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students. (cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance) (cf. 4131 – Personnel – Certificated Personnel – Staff Development) (cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)

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

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

#### Enforcement of District Policy

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

Removing vulgar or offending graffiti. (cf. 5131.5 – Student – Vandalism and Theft)

Providing training to students, staff, and parent(s)/guardian(s)/guardians about how to recognize unlawful discrimination and how to respond.

Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination.

Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parent(s)/guardian(s)/guardians, and the community. (cf. 4012.6 – Personnel – All Personnel – Personnel Files) (cf. 5125 – Student – Student Progress – Student Records)

Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true.

(cf. 5144 – Student – Student Welfare – Discipline)

(cf. 4218 – Personnel – Classified Personnel – Dismissal/ Suspension/ Disciplinary Action)

(cf. 5144 – Student – Student Welfare – Discipline)

(cf. 5144.1 – Student – Student Welfare – Suspension and Expulsion/ Due Process)

(cf. 5144.2 – Student – Student Welfare – Suspension and Expulsion/ (Individuals with Special Needs)

(cf. 6159.4 – Instruction – Instructional Arrangements – Behavioral Interventions for Special Education Students)

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

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

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

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

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

#### Transgender and Gender-Nonconforming Students

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

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

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

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

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

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

Refusing to address a student by name and the pronouns consistent with his/her gender identity.

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.

Blocking a student’s entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming.

Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex.

Revealing a student’s transgender status to individuals who do not have a legitimate need for the information.

Use of gender-specific slurs.

Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender

expression.

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.

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:

**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.

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

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

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

**Determining a Student's Gender Identity:** The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose. In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parent(s)/guardian(s)/guardians.

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

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

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

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

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

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

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

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

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.

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.

## **(J) Procedures to Prepare for Active Shooters**

See Big Five Emergency Response Protocols

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

### Harassment, Bullying, Cyberbullying, and Intimidation

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

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

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

Bullying occurs when a student is exposed, repeatedly and over time, to negative actions on the part of one or more other persons.

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

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

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

At a minimum, students are subject to the following:

First offense: Receive a referral, assigned to detention, participate in a Conflict Resolution and/or restorative justice, parent contacted by Assistant Principal.

Second offense/breaking of CRT agreements: Receive a referral, assigned one day suspension, restorative justice, and a meeting to be held with student, parents, and Assistant Principal.

Third offense: Suspended from school for two to five days.

Fourth offense: Suspended from school for three to five days, possible involvement of the PGPD School Resource Officer, and possible recommendation for expulsion.

All disciplinary infractions will be assigned consequences aligned with the PGUSD Discipline Matrix and Related Interventions for Grades K-12.

#### X. Internet and Technology Use

Access to PGMS computers and the network requires parent and student signatures on the Acceptable Use Agreement (See page 34 of this plan for the Technology Use Agreement). Network administrators may review files and communications to ensure that students are using the system responsibly. Violations may result in a referral, restricted computer and network access, such as a technology suspension, and other disciplinary and legal actions when necessary. Violations of the Acceptable Use Agreement include but are not limited to:

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

### **Opioid Prevention and Life-Saving Response Procedures**

#### 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

### Procedures to Address Dangerous, Violent, or Unlawful Activity (Grades 7-12)

#### Senate Bill 671 Compliance

Anyone, including students, families, and community members may report communication or behavior that appears to be threatening or potentially threatening to any building administrator or district's designated safety officer. Anonymous reporting systems are also in place and accessible throughout the campus

All school district employees, volunteers, and contractors should report immediately to their direct supervisor, any building administrator, or the district's safety officer any expression of intent to harm another person, concerning communications, or concerning behaviors that suggest an individual may intend to commit an act of violence.

## Instructional Continuity Plan

### PGUSD Instructional Continuity and Emergency Communication Plan

"Senate Bill (SB) 153, Chapter 38, Statutes of 2024, requires local educational agencies (LEAs) to adopt plans to ensure all students can access instruction during an emergency or natural disaster.

The plans, known as Instructional Continuity Plans (ICPs), must be included in an LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. A school district, county office of education, and charter school must include an ICP in a locally-adopted CSSP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27.

In response to SB 153, the California Department of Education has posted new guidance for LEAs to consider as they develop an ICP. The guidance includes an overview of the statutory requirements, along with practical considerations and best practices for drafting an ICP, as well as access to a number of planning resources to ensure LEAs are prepared to comply with the requirements.

Access the guidance and review the resources by visiting <https://www.cde.ca.gov/re/di/or/icpguidance.asp>"

This plan ensures that in the event of an emergency where in-person instruction is not viable, the district can:

Communicate effectively with families and students.

Maintain instructional continuity through alternate learning modes.

Support students' social-emotional, mental health, and academic needs.

Preserve attendance-based funding through timely implementation of these procedures.

#### Communication Plan

##### Communication Protocol

##### Platforms:

PGUSD Mass Email System

Email and SMS Alerts  
Phone calls  
Social Media  
ParentVue/Synergy  
District and School Websites  
Individual Phone calls not via PGUSD non-mass communication system

Process:

Initial notification sent to all families within 24 hours of emergency onset.  
Families can respond via provided contact numbers, emails, or designated communication apps.  
Weekly updates on the status of school operations and instructional options.  
Translation services provided for non-English speaking families.

Responsibility:

Superintendent, along with cabinet, site administration to manage and monitor two-way communication.  
Teachers maintain regular communication with students and families via their preferred platforms.

Initial Student Engagement within Five Days

Engagement Activities

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).  
Social-Emotional and Mental Health Supports  
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](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](mailto: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>

Instructional Continuity Plan

Alternate Modes of Instruction

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.

Timeline for Instructional Continuity

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.

Emergency Reassignment Plan

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:

Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

Expedite enrollment for reassigned students by bypassing residency requirements.

Staff Training and Preparation

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.

Monitoring and Accountability

Attendance and Engagement Tracking

Daily attendance recorded through remote platforms.

Regular follow-up with families of absent students.

Plan Review and Updates

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.

## 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 Middle School on July 1, 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 Middle 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.

The following resources are available locally to families of PGMS students:

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

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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/>

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<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](mailto: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 Middle 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 Middle 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 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.

Synergy (for grades received on submitted work)

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 Middle 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:

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 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. Results of assessments (grades) can be accessed through Synergy Student Vue and Parent Vue.

## **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.

English Learner services will continue to be implemented in accordance with each student's needs through virtual or in-person services as appropriate

## 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 Middle School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pacific Grove Middle 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.

### 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

### 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**



## Emergency Contact Numbers

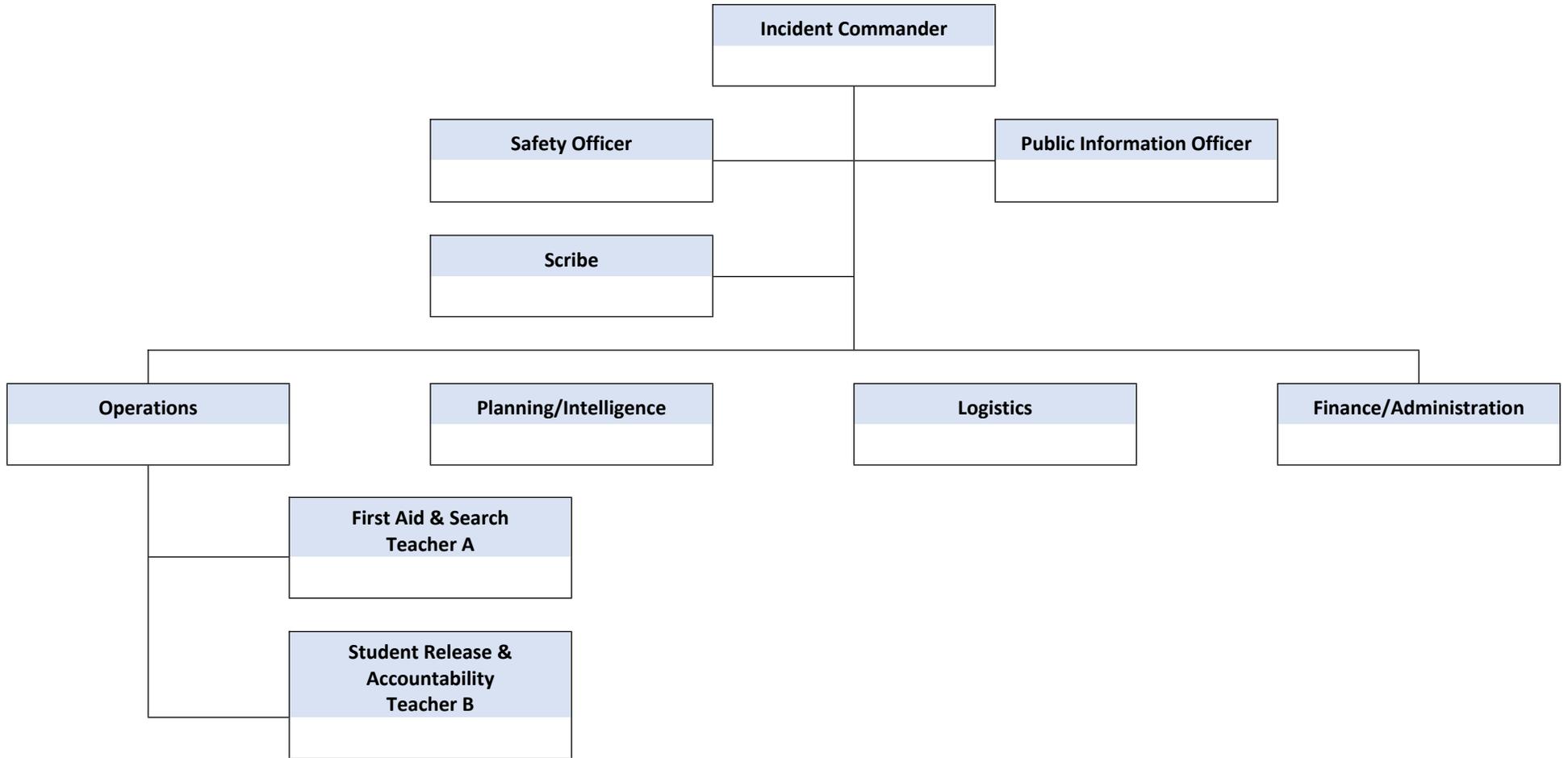
### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
	Police	911/831-648-3143	
	Sheriff	911	
	Fire Department	911/831-648-3143	
	Paramedics	911/831-648-3143	
	C.H.O.M.P	831-624-5311	831-625-4900
	Pacific Grove Unified School District Office	831-646-6509	
	Red Cross Monterey Chapter	831-624-6921	
	District Transportation	831-646-6643	
	District Maintenance	831-646-6537	
	California High Patrol	831-796-2100	
	Poison Control	800-784-2433	800-222-1222
	Child Protective Services	831-755-4661	
	PG&E	800-743-5000	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
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Pacific Grove Middle 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:

#### Site Incident Commander:

Sean Roach\*

Jason Tovani (alternate)

Vanessa Ginez (alternate)

#### Role:

- overall management and coordination of emergency operations from command center
- requests and allocates resources
- activates communications, disseminates emergency public info, warnings
- ensures special needs student needs are met

#### Materials:

- Radio (3)
- Megaphone
- Extra master keys

#### Communications:

(District office support)

Apple Atofau\*

Jo Lynn Costales

Jamie Allaire

Darcy Tuinenga

Mark Clark

#### 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
- coordinates with public information officer (tells media what to tell parents/community)
- initiates phone tree; answers phones
- disseminates info to staff
- calls in resources as needed
- reports to IC frequently
- Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported.

#### Materials:

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

-paper, pen, laptop/ipad, phone/cell phone, clipboard, clerical supplies

#### Student Release:

Luciana Morgan\*

Melissa Gibson  
Susan Torres  
Kylee Hawthorne  
Monika Parsons  
Stephanie Bolton  
Doug George  
Kathy Wheeler

Role:

- Implements & monitors student release (needs emergency cards/Illuminate access)
- monitors & supervises volunteers
- sets up & monitors media area – but does not give statements to media
- coordinates with public safety
- Sets up boundaries, manages crowds (cones, ropes)
- controls foot and vehicle traffic
- reports to IC frequently
  
- Materials:
- Radio (3)
- Emergency Cards
- blank Student Release Forms
- Signs to mark “Student Release Area”
- Tables, chairs (2)
- Master roster of students and staff (current attendance noted)
- clipboards, pens, clerical supplies
- traffic cones
- caution tape & Duct tape
- blank signage materials (poster board)

First Aid/Basic Needs:

Greg Enterline\*  
Dezi Pettas  
Nikki Madden  
Mary Ann Fort  
Amy Tulley

Role:

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

Materials:

- First Aid supplies (in addition to red backpacks)
- Stretchers
- medication from Health Office
- self adhesive tags (red, yellow, green to assess triage), pens, masking tape
- medical treatment victim log
- blankets
- ground cover/tarps
- quick reference CPR/1st Aid guidelines

Student/Staff Safety:

Chris Avedissian\*

Lisa McBride

Dennis Rosen

Role:

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

Materials:

- Radio (3)
- Site map with search plan, clipboard
- hard hat, gloves, whistle, master keys
- First Aid backpack (one)
- duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape

Facilities:

Jason Cota\*

Valerie Hooper-Vita

Chip Dorey

Role:

\*\*must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment

- shut off valves if advised (gas, water, power)
- check safety of facilities, lock/unlock doors
- bring out supplies or resources
- provide maps and info to public agencies
- coordinate with public safety to determine when building is safe to enter
- security of building
- tracks damages and monitors all equipment/supplies
- reports to IC frequently

Materials:

- Radio
- hard hats, gloves, whistle
- master key
- site maps
- duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench)

Crowd Control:

Kyle Mountain\*

Savanna Griffin

Ivy Kong

Susan Chavez

Pam Gaul

Bill Hurst

Barbara Priest

Justin Matlow

Jasona Prowse

Role:

- accounts for all staff, students, & visitors

- keeps everyone safe in a manageable location
- supervise all students if team leaders need to assemble their teams
- coordinate with student release
- coordinates special needs students; alternate staging area

**Materials:**

- Radio
- Rosters of students w accurate attendance

**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 Two: Identify the Level of Emergency**

**Step Three: Determine the Immediate Response Action**

**Step Four: Communicate the Appropriate Response Action**

**Types of Emergencies & Specific Procedures**

**Aircraft Crash**

**Animal Disturbance**

**Armed Assault on Campus**

**Biological or Chemical Release**

**Bomb Threat/ Threat Of violence**

**Bus Disaster**

**Cardiac Arrest**

**Disorderly Conduct**

**Earthquake**

**Explosion or Risk Of Explosion**

**Extreme Weather**

**Fire in Surrounding Area**

**Fire on School Grounds**

**Flooding**

**Loss or Failure Of Utilities**

**Motor Vehicle Crash**

**Pandemic**

**Psychological Trauma**

**Suspected Contamination of Food or Water**

**Tactical Responses to Criminal Incidents**

**Unlawful Demonstration or Walkout**

Emergency Evacuation Map

