



PACIFIC GROVE
ADULT EDUCATION

PACIFIC GROVE ADULT EDUCATION

STAFF

HANDBOOK

2026-2027

PACIFIC GROVE ADULT EDUCATION

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WELCOME LETTER

Welcome to Pacific Grove Adult Education!

Our experienced supportive teachers and staff are committed to providing you high quality, student friendly classes and programs designed to help you reach your personal, educational and career goals.

Whether your goal is to attain your high school diploma or high school equivalency, develop and strengthen your English reading, writing and speaking skills, improve your computer skills, expand your knowledge about effective parenting or support your health through physical exercise, we have classes for you.

Pacific Grove Adult Education is a proud member of the Monterey Peninsula Adult Education Consortium. As the principal of Pacific Grove Adult Education and MPAEC team leader, I want to assure you that we will continue to provide quality programs that serve our community.

I am proud to be the principal of Pacific Grove Adult Education and am honored to work with our outstanding staff and community. I invite you to stop by our school and pick up a brochure. You can also visit our website at pgadulterd.pgusd.org where you can access all of our course offerings.

See you around campus,

Barbara Martinez

Principal

PGAE CALENDAR

2026-2027 Pacific Grove Adult Education

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
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October 2026						
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November 2026						
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December 2026						
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January 2027						
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31						

February 2027						
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April 2027						
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May 2027						
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June 2027						
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LEGEND	
	Breaks
	Welcome Breakfast - Staff
	Minimum Day Classified Staff

SESSION DATES	
Summer	07/06 - 09/12
Fall	09/14 - 12/12
Winter	01/04 - 03/20
Spring	03/22 - 06/12

Pacific Grove Unified School District Mission Statement

Pacific Grove Unified School District, in partnership with the community and with a focus on equity, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The district will meet the diverse needs of all students by ensuring exceptional learning opportunities to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

Pacific Grove Adult Education Mission Statement

Providing a program of quality academic, vocational and physical education for adults is the primary goal of Pacific Grove Adult Education. In achieving this goal, Adult Education has built its curriculum on the philosophy that increasing knowledge allows any subject to be enjoyed, pursued, accepted or defended to greater degrees. We believe strongly in the right of every adult in the community to gain an education regardless of age, heritage, challenges or background.

Student Learning Outcomes

Goal #1 - Students will be Self-Empowered

- Students will know how to seek key resources
- Students will increase self-confidence
- Students will have the ability to thrive in their community

Goal #2 - Students will be Productive and Responsible Community Members

- Ability to apply classroom knowledge in real-world situations
- Ability to set realistic goals
- Ability to seek support for themselves and others

Goal #3 - Students will be Life-Long Learners

- Willingness to re-evaluate goals and ask questions
- Willingness to apply a variety of learning methods
- Willingness to pursue one's goals

TEACHER/STAFF INFORMATION

PGAE Calendar

All teachers and staff are given a School/Activities Calendar with District Board meeting dates, holidays, session dates, testing, and various meetings, etc. The Adult School and Child Development Center Calendars are posted on our website. Students can also find the Adult School Calendar in the public folders on the district website. The calendars contain holidays, non-working days, and summer school dates.

Personnel Information

Staff are encouraged to inform their immediate supervisor and the Office Manager of any changes to their personal address, telephone and emergency information. Each employee must have an up-to-date personal information card on file with the Office Manager.

Absence Procedures

To report an absence, please email pgae_admin@pgusd.org. Staff must provide the following information: Name and reason for absence. Other information to include may be anticipated length of absence, work site, and work schedule of the days of your absence. If your position requires a substitute, please enter your absence into Frontline.

Substitute Procedures

Obtaining and notifying substitutes for classes:

For Childcare and Preschool Staff:

- Please complete the absence request form at least two weeks in advance and turn it into the front Office Manager. Once approved, enter your absence into Frontline.
- Typically, staff will request other members of their department to substitute for them in the event of an absence. Please fill out the absence request form and turn into Office Manager.

Jury Duty

A staff member shall be granted a leave of absence for jury duty in the manner provided by law. You must submit a copy of the jury summons to the Office Manager prior to the date of jury service. You may contact the front office when you know what day you must report for jury duty.

Data & Accountability

Accountability requires data collection for all adult education programs. Data collection is mandated by the California Department of Education. Accountability for the academic programs at PGAE is attained through completion of TOPSpro Student Entry and Update records. The PGAE ESL, Citizenship Preparation, High School Diploma, Adult Basic Education and other programs utilize CASAS (Comprehensive Adult Student Assessment System) standardized tests. Tests vary according to the academic area and state requirements. Students are pre-tested and post-tested each quarter. Successful completion of testing provides earned benchmarks that are reported to the state quarterly. For more information, ask your program administrator. The accountability period runs for the fiscal school year, July 1 to June 30.

Staff Mailboxes

Staff mailboxes are located in the staff lounge in the main building. Staff are expected to check their mailbox daily.

Email

Most communication will be delivered via email. Staff are expected to check their email daily. Staff are required to use their district email address for work related communication.

Attendance

PGAE attendance is currently tracked online. Each teacher has a login and password to log into the ASAP system on their computer. When the class roster appears, all class information will be available. Please verify that the week, date, school year and term are correct on the screen.

Class Size

Teachers are asked to maintain as large a class as is consistent with good teaching. In general, the room will determine how many students can safely enter the classroom. Online classes may have higher enrollment.

Class Dismissal

Classes are scheduled for a designated length of time. Students should not be dismissed before the end of the scheduled class period.

Credentials

Each teacher must possess a valid credential, covering his/her area of assignment. It is the responsibility of the teacher to maintain and renew his or her credential.

Lesson Plans

Lesson plans are part of your adjunct duties. Good teaching requires good planning. General classroom guidelines for a substitute must be included in the Emergency Lesson Plans.

Emergency Lesson Plans

Emergency Lesson Plans should include information on Big Five Emergency Response Protocols and schedule information. Each teacher is responsible for preparing lesson plans in the event of an absence.

Classroom Care

In many cases, staff share classroom space with other staff. Please leave the room clean and the top of the desk free from personal items.

Money Handling

No staff member or teacher may collect money from students or fund-raising groups associated with programs, other than for registration in the Adult Education office.

Comprehensive School Safety Plan

2025-26

School Year

School: Pacific Grove Adult Education

CDS Code:

District: Pacific Grove Unified School District

Address: Pacific Grove, CA 93950

March 01, 2026

Date of Adoption: November 2025



Date of Update:

Date of Review:

- with Staff February 05, 2026
- with Law Enforcement January 26, 2026
- with Fire Authority January 26, 2026

Approved by:

Name	Title	Signature	Date
Barbara J Martinez	Principal	BM 1-14-26	01/14/26
Kristen Arps	Assistant Principal	KA 1.14.2	01/14/26
Diane Pegis	Administrative Assistant IV	DP 1-14-2	01/14/26

Name	Title	Signature	Date
Jennifer Burks	Teacher	 1-14	01/14/26
Jonathan Damon	College and Career Navigator	 1-14	01/14/26
Oscar De La Cruz	Custodian	O De La Cruz	01/14/26

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, includes 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 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 www.pgusd.org.

Safety Plan Vision

Providing a program of quality academic, vocational, and physical education for adults is the primary goal of Pacific Grove Adult Education. In support of this goal, the district is committed to maintaining a safe, inclusive, and orderly learning environment that allows all adults to fully engage in educational opportunities. Adult Education has built its curriculum and safety practices on the philosophy that increased knowledge empowers individuals to enjoy, pursue, accept, and defend ideas with confidence and respect. The district strongly affirms the right of every adult in the community to access education regardless of age, heritage, challenges, or background, and recognizes that a secure, supportive environment is essential to student well-being, belonging, and academic success.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific Grove Adult Education Safety Committee

Barbara Martinez, Principal
Kristen Arps, Assistant Principal
Diane Pegis, Administrative Assistant IV
Oscar De La Cruz, Custodian
Jennifer Burks, Teacher
Jonathan Damon, College and Career Navigator

Assessment of School Safety

Pacific Grove Unified School District conducts an annual assessment of school safety at each site as part of the Comprehensive School Safety Plan process. This assessment evaluates campus conditions, student supervision practices, emergency preparedness, crime data, and potential risks to the physical, emotional, and psychological safety of students and staff. The assessment includes a review of incidents occurring on campus and at school-related activities, evaluation of facilities and access points, traffic and ingress/egress procedures, emergency response readiness aligned with the Big Five Safety Protocols, and the effectiveness of communication and supervision practices. Input from administrators, staff, and when appropriate, local law enforcement and emergency responders, is considered to identify areas of strength and opportunities for improvement. Findings from the assessment inform prevention strategies, staff training, and updates to safety procedures to ensure a safe, inclusive, and supportive learning environment for all students. This assessment is reviewed annually and updated as necessary in accordance with Education Code §32282 and relevant PGUSD Board Policies.

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

Comprehensive School Safety Plans (CSSPs) are required under SB 719 and AB 115 and contain the following elements: - Assessment of school crime committed on school campuses and school-related functions - Opioid overdose protocols - Child abuse reporting procedures - Disaster procedures/incident command systems - Threat assessment, protocols for dangerous, violent, or unlawful activities - Procedures for safe, ingress, and egress - Policies enacted to maintain a safe and orderly environment - Adaptations for students with disabilities - Rules and procedures on school discipline - Suspension/expulsion policies - Procedures to notify teachers of dangerous pupils - Discrimination and harassment policies - Hate crime reporting procedures - School-wide dress code policies - Seek consultation with local first responder agencies and share plan annual updates with such agencies These guidelines include strategies to create and maintain a positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time. CSSP requirements have periodically been amended by legislative statute to include additional items and development requirements. California Education Code Sections 32280–32288 outline the requirements for schools operating kindergarten and first through 12th grade to write and develop a school safety plan. The law requires that CSSPs be reviewed and updated every year.

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

Procedures

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

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

In accordance with Board Policy and Administrative Regulation 5141.4, Pacific Grove Unified School District is committed to protecting children and complying fully with California’s mandated reporter laws. Pursuant to Penal Code section 11166, any mandated reporter who, in their professional capacity or within the scope of their employment, has knowledge of or reasonably suspects that a child has been the victim of abuse or neglect shall make a report immediately, or as soon as practicably possible, by telephone to a child protective agency. A written follow-up report shall be prepared and submitted within 36 hours of receiving the information concerning the incident. Reports must be made directly by the individual with knowledge or reasonable suspicion; internal reporting to supervisors or administrators does not replace or satisfy the legal obligation to report.

For purposes of this policy, “child care custodians” include, but are not limited to, teachers; instructional aides; teacher assistants; classified school employees; certificated pupil personnel employees; administrators; supervisors of child welfare and attendance; administrators of public or private day camps; and other school staff who have been trained in the duties of mandated reporters, as warranted by the district to the California Department of Education. The district ensures that all employees serving in mandated reporter roles receive required training and understand their legal, professional, and ethical responsibilities. No employee shall impede or inhibit a mandated report, and retaliation against any individual who makes a report in good faith is strictly prohibited. These procedures are implemented to safeguard student welfare, ensure prompt intervention by appropriate authorities, and maintain full compliance with state law.

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

Disaster Plan

In accordance with Education Code sections 35295–35297 and Government Code sections 8607 and 3100, Pacific Grove Unified School District maintains comprehensive disaster procedures as part of its Comprehensive School Safety Plan to ensure the protection of students, staff, and visitors during emergencies. The district utilizes the Big Five Immediate Action Safety Protocols— Evacuation, Shelter in Place, Secure Campus, Lockdown/Barricade, and Drop, Cover, and Hold On—to provide clear, standardized responses to a wide range of emergency situations, including natural disasters, environmental hazards, and human-caused threats. These protocols are designed to be age-appropriate, trauma-informed, and adaptable to the needs of all students, including individuals with disabilities.

Disaster response and recovery are coordinated using the Incident Command System (ICS), which establishes a clear chain of command and defined roles for staff during an emergency. Designated personnel assume incident command responsibilities to ensure effective decision-making, communication, accountability, and coordination with local law enforcement, fire departments, emergency medical services, and other first responders. All employees are considered disaster service workers under Government Code sections 8607 and 3100 and are required to participate in emergency response activities as assigned. Regular drills, staff training, and collaboration with district and site safety committees support preparedness, reinforce consistent implementation of procedures, and ensure ongoing alignment with state law and best practices for school safety.

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Inclusive Practices for Students with Disabilities:

Pacific Grove Unified School District is committed to ensuring that all disaster and emergency procedures are accessible to students with disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The safety plan is evaluated annually to confirm that it includes appropriate adaptations for students with diverse needs, and parents, guardians, educational rights holders, or students may raise concerns about an individual student's ability to access safety procedures. If a concern is determined to be valid, the school site council or safety planning committee will modify the plan accordingly. At Pacific Grove Adult Education, staff assist students with ambulatory, cognitive, developmental, sensory, and mental health needs by modeling confidence and competence with empathy, supporting students' emotional responses, and creating Individual Emergency Plans when appropriate. Inclusive practices include preparing students in advance using developmentally appropriate methods such as storyboards, social narratives, Big Five books, or Picture Exchange Communication Systems (PECS), and identifying potential stressors such as noise, schedule changes, or chaotic environments. Calming activities and objects, including stuffed animals, stress balls, or fidget spinners, are used to support emotional regulation, and communication tools such as ASL, PECS, tablets are utilized to provide instructions during an incident. For students with visual or auditory needs, visual signals such as classroom signage, Big Five posters, or desk-sized visual aids are used in conjunction with verbal commands. Students with ambulatory needs, including those using crutches, canes, walkers, or wheelchairs, are given priority assistance during evacuation, including accompaniment to safe locations and rapid reunification with their mobility devices. These inclusive practices ensure that all students are supported physically, cognitively, and emotionally during emergency situations while maintaining safety, equity, and compliance with federal and state law.

Public Agency Use of School Buildings for Emergency Shelters

Pacific Grove Unified School District may make school facilities available for use by public agencies or authorized organizations as emergency shelters during disasters, in accordance with Education Code §39607. Procedures prioritize the safety and security of students, staff, and shelter occupants by coordinating ingress and egress, maintaining clear communication with families and personnel, and aligning with the Big Five Safety Protocols—Evacuation, Secure Campus, Lockdown/Barricade, Shelter in Place, Drop, Cover, and Hold On. Staff are trained to support shelter operations, collaborate with emergency responders, and ensure that ongoing educational programs are minimally disrupted. Facilities are promptly restored for regular use following an emergency, ensuring the district continues to provide a safe and orderly learning environment while serving the community during critical incidents.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

School Suspension, Expulsion and mandatory Expulsion Guidelines

Pacific Grove Unified School District (PGUSD) is committed to maintaining safe, inclusive, and supportive learning environments for all students. In accordance with Assembly Bill (AB) 1230 and amendments to the California Education Code, the District is providing notice of recent statutory changes related to pupil discipline procedures, specifically regarding expulsions. These updates are reflected in District policies, administrative regulations, and School Site Safety Plans.

Notice to Expelled Students and Educational Options

Effective immediately, when a student is expelled, the District shall provide timely written notice to the student and the student's parent/guardian regarding the educational options available during the period of expulsion. In addition, no later than three (3) school days following the expulsion decision, PGUSD will complete the initial referral for enrollment of the expelled student into an appropriate alternative educational program, in coordination with the Monterey County Office of Education when applicable.

Expanded Data Collection and Reporting Requirements

AB 1230 clarifies and expands the expulsion-related data that school districts are required to maintain. PGUSD will continue to collect and annually maintain expulsion disposition data, which shall now include:

- Rehabilitation plan completion rates
- Successful student readmissions following expulsion
- The average length of expulsions, including any extensions

The District will also comply with new statutory requirements governing transitions when an expelled student must move from one alternative educational program to another, ensuring continuity of instruction and support.

Suspension and Expulsion Procedures

Pacific Grove Unified School District adheres to state law regarding student suspension, expulsion, and mandatory expulsion in accordance with the California Education Code. Suspension may be used as a disciplinary measure for students who engage in behaviors that disrupt the educational environment, pose a threat to the safety of themselves or others, or violate school or District rules.

Expulsion is reserved for more severe or repeated infractions and is conducted in accordance with established District procedures that ensure due process, including parent or guardian notification, a formal hearing, and the opportunity for the student to respond. Certain acts—such as possession of firearms, explosives, or other dangerous objects, and serious threats of violence—may result in mandatory expulsion as required by state law.

Commitment to Equity and Student Support

PGUSD ensures that all suspension and expulsion actions are applied equitably, without discrimination, and are accompanied by appropriate supports to address students' academic, behavioral, and social-emotional needs. When applicable, this includes access to alternative education placements, counseling services, and reentry supports designed to promote successful rehabilitation and reintegration.

These procedures and updates are communicated to students and families through student and parent handbooks, Board policies, School Site Safety Plans, and school administration to ensure transparency, compliance, and a safe, orderly learning environment for all.

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

Pacific Grove Unified School District has established procedures to ensure that appropriate school personnel are informed when a pupil has engaged in behavior that may pose a safety risk to themselves or others. Consistent with applicable laws regarding student confidentiality, the Superintendent or designee ensures that relevant information is shared with teachers and other staff who have responsibility for the supervision or instruction of the pupil, when such knowledge is necessary to protect the health and safety of students and staff. Notification may occur through administrative communication, safety planning meetings, or other secure and appropriate methods, and may include recommended safety strategies, supervision plans, or response protocols. Information is shared on a need-to-know basis and in compliance with state and federal privacy laws. These procedures support proactive supervision, situational awareness, and coordinated responses while maintaining student dignity and legal protections and are reviewed annually as part of the Comprehensive School Safety Plan in alignment with Education Code §32282(a)(1)(D) and applicable PGUSD Board Policies.

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

Nondiscrimination and Equity Protections for Employees and Students (BP 4030, BP 5145.3)

Pacific Grove Unified School District is committed to maintaining a safe, inclusive, and equitable educational and work environment free from unlawful discrimination, harassment, intimidation, retaliation, or bullying, in accordance with Board Policy 4030 (Non-Discrimination in Employment) and Board Policy 5145.3 (Nondiscrimination/Harassment). The District prohibits discrimination against employees, job applicants, and students on the basis of any legally protected characteristic, including but not limited to race, color, ancestry, national origin, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran status, or association with a person or group with such characteristics. All District employees are required to report known or observed incidents of discrimination or harassment promptly to appropriate administrators and to intervene when it is safe to do so. Retaliation against any individual who reports or participates in a complaint process is strictly prohibited.

The District designates compliance officers to coordinate adherence to state and federal civil rights laws, including Title IX, Section 504, the Americans with Disabilities Act, and related statutes, and to oversee the Uniform Complaint Procedures. Nondiscrimination policies and complaint procedures are regularly publicized to students, staff, parents/guardians, and the community through handbooks, postings, district publications, and the District website, with information made accessible to individuals with limited English proficiency. The District provides ongoing training for students, employees, and volunteers on recognizing prohibited conduct, reporting procedures, and fostering respectful, inclusive school climates. Special protections and procedures are in place to safeguard the rights, privacy, and safety of transgender and gender-nonconforming students, including the right to be addressed by affirmed names and pronouns, access facilities and programs consistent with gender identity, and receive individualized support as needed. Through consistent enforcement, education, and accountability, PGUSD affirms its responsibility to ensure all employees and students have equal access to a safe, respectful, and orderly environment conducive to learning and work.

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

Pacific Grove Adult Education follows Pacific Grove Unified School District Board Policy 5132 (Dress and Grooming) and applicable provisions of the California Education Code, including sections 212.1, 32282, and 35183. Students are encouraged to wear attire that supports participation in learning activities and does not create a health or safety concern, interfere with emergency procedures, or substantially disrupt the educational environment.

Clothing and grooming should allow students to move safely and comfortably during instructional activities, emergency drills, or evacuations. During emergencies or safety drills, items that may limit mobility or situational awareness may be addressed as a safety consideration; however, students may retain personal items needed for warmth, protection, or evacuation. Dress-related concerns shall not delay emergency response.

In keeping with principles of equity and non-discrimination, students may dress in ways that reflect their gender identity or expression and may wear clothing, hairstyles, or accessories connected to religious, cultural, or ethnic identity. Protective hairstyles, including braids, locs, and twists, are fully supported. Dress and grooming expectations are applied consistently and fairly and are not intended to disproportionately impact any student group based on gender, race, ethnicity, body type, sexual orientation, or socioeconomic status.

The dress and grooming section is reviewed annually as part of the Comprehensive School Safety Plan to ensure continued alignment with district policy, state law, and best practices that support safety, equity, and student dignity.

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

Safe Arrival and Departure (Ingress and Egress) – Pacific Grove Adult Education

Pacific Grove Adult Education is committed to supporting the safe and smooth movement of students, families, staff, and visitors as they arrive at and depart from campus. Thoughtful ingress and egress practices help reduce traffic concerns, support supervision, and ensure the campus remains accessible during both daily operations and emergency situations.

Daily Arrival and Departure Practices

Pacific Grove Adult Education follows site-based procedures designed to promote safe and orderly arrival and departure for all campus users. These practices may include designated drop-off and pick-up areas, clearly marked crosswalks, sidewalks, and pedestrian pathways, posted signage to guide vehicle and pedestrian flow, and staff presence during higher-traffic times when appropriate. Whenever it is feasible, pedestrian and vehicle traffic are separated to reduce congestion and support safety.

Students, families, staff, and visitors are asked to follow posted traffic signs, speed limits, and directions from school staff. School vans load and unload in designated areas only. Parking guidelines are in place to maintain clear visibility, ensure emergency vehicle access, and support overall campus safety. When appropriate, the district may coordinate with local law enforcement or crossing guards to assist with traffic safety.

Emergency Access and Preparedness

Ingress and egress procedures are designed to keep fire lanes and emergency access routes clear at all times so emergency responders can reach the campus without delay. Gates and access points may be opened or secured as needed based on the applicable Big Five Safety Protocol. Procedures may be adjusted during emergencies, including the use of designated evacuation routes and assembly areas during evacuations, monitored entry and exit during a secure campus, limited outdoor movement during a shelter-in-place situation, or restricted movement during a lockdown/barricade as directed by law enforcement.

Communication, Accessibility, and Equity

Arrival and departure expectations are shared with students and families through orientation materials, handbooks, signage, and district communications. Updates are provided when changes occur due to construction, special events, or emergency conditions.

Planning for safe ingress and egress takes into account equity and accessibility, including the needs of students with disabilities or mobility challenges, preschool and early learning families on shared campuses, adult education schedules, and compliance with state and federal accessibility requirements. These practices align with Education Code section 32282(a)(1)(E), applicable PGUSD Board Policies, and guidance from local fire and law enforcement agencies.

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

Goal

The Adult School will maintain a safe, orderly, and nurturing learning environment that supports the social-emotional well-being, development, and learning of all children by fostering consistent routines, positive relationships, and a culture of belonging for students, families, and staff.

Component:**The Social Climate – People and Program**

A Safe and Orderly School Environment Conducive to Learning: Pacific Grove Adult Education fosters a safe, inclusive, and orderly environment that is conducive to learning for a diverse student population spanning infants, toddlers, preschoolers, young parents, adults with disabilities, career and technical education students, high school diploma and equivalency learners, English learners, and older adults. The school community reflects a wide range of ages, backgrounds, and needs, including parents who attend classes while bringing children to on-site parent education programs and preschool cooperatives. Evening Community Education classes further extend enrollment to adults aged 18 through 90-plus, contributing to the richness and diversity of the campus social climate. To support safety and preparedness, each classroom is equipped with an emergency kit containing essential supplies and an Emergency Response Guide, which provides a quick reference for staff responsible for student supervision. PGUSD actively monitors opportunities for improvement to maintain a secure, orderly, and nurturing learning environment and establishes clear objectives, action steps, resources, assigned leads, and evaluation measures to ensure that all students can engage in learning without disruption, in alignment with Education Code §35294.2 and district safety policy.

Element:

Elements of a Safe and Orderly School Environment: Pacific Grove Adult Education is committed to fostering a safe, inclusive, and orderly environment across its diverse programs, which include Social Climate – People and Program, Classroom Emergency Kits, Parent Education and Preschool Programs, Workforce Preparation, Career Technical Education, ESL, High School Diploma and Equivalency Programs, and Evening Community Education. Coordinating safety for young children alongside adult learners, managing diverse learning needs and schedules, and addressing the wide age range and varied mobility levels in evening classes require intentional planning and resources. The objectives of each element are to ensure equitable access, promote student and staff safety, maintain preparedness for emergencies, and create a supportive learning climate. Action steps include monitoring supervision across programs, maintaining and updating emergency kits, providing staff training on emergency response and classroom procedures, implementing orientation and safety protocols for parents and children, and conducting periodic safety reviews and drills. Resources such as emergency kits, guides, signage, communication systems, and staff training materials support these actions. Lead personnel include site administrators, program coordinators, lead teachers, and safety coordinators who oversee implementation and compliance. Evaluation of these elements is conducted through annual safety audits, incident reports, student and parent feedback, staff self-assessments, drill evaluations, and observation reports, ensuring continuous improvement and alignment with Education Code §35294.2 and PGUSD Board Policies.

Opportunity for Improvement:

Pacific Grove Adult Education fosters a safe, inclusive, and orderly environment that supports learning for a uniquely diverse population spanning infants through older adults, requiring intentional coordination of supervision, preparedness, and program design. The district continuously strengthens safety systems through emergency readiness, staff training, and program oversight to ensure equitable access, protection, and a nurturing climate where all students can learn without disruption.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure a safe, inclusive, and orderly environment for all students, parents, and children on campus.	<ul style="list-style-type: none"> • Monitor and support supervision across programs • Implement orientation for students and parents • Promote respectful interactions among diverse student populations 	Staff training, parent education resources, community engagement materials.	Site Administrator	Annual review of safety incidents, student and parent feedback.
Ensure all classrooms are prepared for emergencies.	<p>Maintain and update emergency kits in each classroom.</p> <ul style="list-style-type: none"> • Provide staff training on Emergency Response Guide • Conduct regular drills and reviews 	Emergency kits, Emergency Response Guides, Big Five Protocol materials.	Program Leads / Safety Coordinator/ Site Administrator	Staff self-assessments, drill evaluation logs.
Protect the safety of children and adult learners.	<ul style="list-style-type: none"> • Establish clear check in/check-out procedures • Assign staff supervision during parent classes • Integrate safety protocols into daily routines 	Classroom staffing, parent sign-in systems, safety signage.	Program Coordinator/Site Administrator	Observation reports, parent feedback surveys.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain safe and supportive learning environments.	<ul style="list-style-type: none"> • Provide clear behavioral expectations • Monitor classroom and campus movement • Align emergency procedures with Big Five protocols 	Staff training, signage, communication systems.	Program Coordinator/ Site Administrator	Incident reports, student surveys, periodic safety audits
Ensure accessibility, safety, and participation for all students.	<ul style="list-style-type: none"> • Conduct accessibility assessments • Provide orientation and safety reminders • Monitor entrances, exits, and common areas 	Accessibility tools, staff coverage, communication systems.	Evening Administrator	Attendance tracking, feedback from evening learners.

Goal

Pacific Grove Adult Education will sustain a safe, accessible, and orderly learning environment across all campus and off-site programs by proactively monitoring facilities, strengthening emergency preparedness, and coordinating supervision and safety practices that protect learners of all ages. The school is committed to continuous improvement of safety systems so that every student, family, and staff member can participate in learning within a secure, inclusive, and well-prepared environment.

Component:

The main campus of Pacific Grove Adult Education Center is located at 1025 Lighthouse Avenue in Pacific Grove, with additional off-site classes offered throughout the community. The Parents’ Place program occupies an entire wing of the school and regularly uses the multi-purpose room for physical and social-emotional parent education classes for infants and toddlers. The main hallway (Rooms 1–8) houses the High School Diploma/Equivalency program, College/Career Navigation, English Language Learner classes, two computer labs, and the Adults with Disabilities Independent Pathway Program. Community Education

classes utilize classrooms during afternoon and evening hours, and exercise classes are held both in the multi-purpose room and at auxiliary locations throughout Pacific Grove. Dual Language Parent Education Preschool, Lighthouse Parent Education Preschool, and the Pacific Grove Adult Education Child Development Center are located on the Seventeen Mile Drive side of the campus in separate free-standing buildings.

Assessment of School Safety and Emergency Preparedness: Pacific Grove Adult Education administration, staff, and district personnel actively monitor the campus and classrooms to identify and address potential safety concerns. Teachers and staff are encouraged to report hazards so that site administration can coordinate with the Maintenance and Operations Department to resolve issues promptly. The campus is equipped with emergency response resources, including three Automated External Defibrillators (AED) located in the front office near the main entrance, multi-purpose room and childcare center- and EpiPens stored in locked cabinets throughout the campus. Emergency procedures are aligned with the Big Five Safety Protocols— Lockdown/Barricade, Secure Campus, Evacuation, Shelter in Place, and Drop, Cover, and Hold On—and are integrated into monthly drills, staff training, and orientation programs for new students and families. Evacuation routes, assembly areas, and ingress/egress procedures are clearly marked and accessible, including for students and staff with mobility needs, disabilities, or other accessibility requirements. Regular review and monitoring of the physical environment, combined with staff training, drill evaluation, and feedback from district safety committees, ensure that the campus maintains a safe, accessible, and orderly learning environment for all students and staff across programs and age groups.

Element:

Pacific Grove Adult Education maintains a safe, accessible, and orderly physical environment across all campus facilities, including the main campus, off-site classrooms, Parents’ Place and preschool programs, High School Diploma/ESL/Adults with Disabilities/CTE programs, and Community Education and evening programs. The objectives for each element are to ensure student and staff safety, promote accessibility, and maintain preparedness for emergencies. Action steps include monitoring campus facilities and classroom layouts, implementing supervision plans for young children, training staff on emergency procedures, conducting safety orientations for students and parents, reinforcing behavioral expectations, and performing monthly drills aligned with the Big Five Safety Protocols. Resources supporting these actions include emergency kits, AEDs, EpiPens, signage, communication systems, classroom guides, and staff training materials. Lead personnel responsible for implementation and oversight include site administrators, program coordinators, lead teachers, safety coordinators, and the Maintenance & Operations team. Evaluation of safety measures is conducted through routine safety audits, drill assessments, staff self-assessments, observation reports, incident reports, student and parent feedback, and review by district and site safety committees to ensure continuous improvement and compliance with Education Code §35294.2 and PGUSD Board Policies.

Opportunity for Improvement:

Physical Environment and Safety Management: Pacific Grove Adult Education serves a diverse student population across multiple programs and age ranges, which presents challenges for supervision, coordination, and maintaining a consistently safe and orderly environment. Staff familiarity with emergency kits, AEDs, EpiPens, and Big Five Safety Protocols may vary, highlighting the need for ongoing training and refreshers. Coordinating safety for young children attending Parents’ Place and preschool programs alongside adult learners requires clear procedures and dedicated supervision. The objective is to ensure student and staff safety, maintain accessibility, and support a prepared and orderly campus. Action steps include monitoring campus facilities and classroom layouts, conducting staff training and orientations, performing monthly Big Five drills, and maintaining emergency supplies and resources. Resources supporting these efforts include classroom emergency kits, AEDs, EpiPens, signage, communication systems, and staff training materials. Lead personnel, including site administrators, program coordinators, lead teachers, safety coordinators, and the Maintenance & Operations team, oversee implementation and compliance. Evaluation is conducted through safety audits, drill assessments, staff self-assessments, observation and incident reports, student feedback, and review by district and site safety committees to ensure continuous improvement, compliance with Education Code §35294.2, and alignment with PGUSD Board Policies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Ensure safe, accessible, and orderly use of main campus and off-site classrooms.</p>	<ul style="list-style-type: none"> • Maintain clear signage for all buildings and rooms • Monitor traffic flow and campus movement • Ensure accessibility for students and staff with mobility needs 	<p>Campus maps, signage, accessibility tools.</p>	<p>Site Administrator/ Facilities Director</p>	<p>Annual review of campus accessibility, safety audits, incident reports.</p>
<p>Protect the safety of young children and adult learners during classes.</p>	<ul style="list-style-type: none"> • Implement supervision plans for infants and toddlers • Ensure safety during parent education and preschool activities • Conduct safety orientations for parents 	<p>Staff coverage, parent sign-in systems, safety signage.</p>	<p>Program Coordinator/Lead Teacher</p>	<p>Observation reports, parent feedback, drill participation records.</p>

Maintain safe learning environments across diverse adult student programs.	<ul style="list-style-type: none"> • Monitor classrooms for hazards • Train staff on emergency procedures • Reinforce behavioral expectations 	Staff training materials, emergency protocols, communication systems.	Site Administrator	Incident reports, staff self-assessments, student feedback.
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure safety for a wide age range and varied mobility levels.	<ul style="list-style-type: none"> • Monitor entrances and exits during evening hours • Provide orientation on safety procedures • Maintain accessible emergency routes 	Security coverage, lighting, emergency kits.	Evening Administrator	Attendance tracking, drill evaluations, feedback from learners.

Align physical environment with Big Five Safety Protocols and ensure readiness for emergencies.	<ul style="list-style-type: none"> • Conduct monthly drills (Evacuation, Lockdown/ Barricade, Secure - Campus, Shelter in Place, Drop, Cover, and Hold On) • Maintain AEDs and EpiPens • Review and update emergency kits and response guides 	AEDs, EpiPens, classroom emergency kits, Big Five guides.	Administrator/ Safety Director	Drill evaluation logs, incident reports, committee reviews.
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify and resolve safety hazards promptly.	<ul style="list-style-type: none"> • Encourage staff to report hazards • Coordinate with Maintenance & Operations to address concerns • Perform routine safety inspections 	Reporting forms, maintenance requests, inspection checklists.	Site Administrator/ Maintenance Liaison	Safety audit results, resolution tracking, follow-up reports.

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

Pacific Grove Adult Education Student Conduct Code

Student Conduct Expectations – Pacific Grove Adult Education

Pacific Grove Adult Education is a place where everyone should feel safe, respected, and welcome. We ask all students, staff, and visitors to help create a positive learning environment by treating others with courtesy and respect and by following school and district rules.

Students are expected to behave in ways that support learning and do not interfere with classes or activities. This includes avoiding behavior that threatens safety, involves harassment, bullying, discrimination, or violence, or causes damage to school property.

Alcohol, illegal drugs, and controlled substances are not allowed on school grounds or at school-related activities. Students may not come to school under the influence of these substances.

When concerns about behavior arise, the school will address them fairly and respectfully. Responses may include a conversation with staff, problem-solving or restorative practices, or other actions needed to keep the campus safe and classes running smoothly. In serious situations, suspension or removal from the program may be necessary.

All conduct expectations are applied consistently and without discrimination, in alignment with district policies and state law. Our goal is always to support student success while maintaining a safe and respectful learning environment for everyone.

Conduct Code Procedures

How Behavior Concerns Are Addressed – Pacific Grove Adult Education

Pacific Grove Adult Education handles behavior concerns in a fair, consistent, and respectful way. Our goal is to resolve issues quickly, support learning, and keep the campus safe for everyone.

When a concern comes up, staff will address it as soon as possible. If needed, the situation may be documented and shared with the Principal. The Principal will review what happened and give the student a chance to share their perspective before any decision is made.

Next steps depend on how serious the situation is, how often it has occurred, and how it affects safety and the learning environment. Responses may include a verbal reminder, a meeting with staff, problem-solving or restorative practices, or—when necessary—removal from the program to protect others and maintain a safe school environment.

(K) Hate Crime Reporting Procedures and Policies

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

(J) Procedures to Prepare for Active Shooters

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

Pacific Grove Unified School District is committed to providing a safe, inclusive, and respectful learning environment free from bullying, cyberbullying, harassment, and intimidation. The district implements preventative measures that include clear behavioral expectations, proactive supervision, and timely intervention when concerns arise. Students and staff are educated annually on recognizing, preventing, and reporting bullying and cyberbullying, including behavior conducted on campus, at school-sponsored activities, or through electronic means that substantially disrupt the learning environment. Staff receive training on early identification, documentation, response procedures, and the use of restorative and supportive practices, while students receive age and program-appropriate instruction on digital citizenship, respectful communication, and how to seek help. Reports of bullying or cyberbullying are promptly investigated in accordance with district procedures, with corrective actions and supports implemented as appropriate to ensure student safety and accountability. These procedures are aligned with PGUSD Board Policy, Education Code §§200–234.1, Education Code §32282, and related state and federal requirements, and are reviewed annually as part of the Comprehensive School Safety Plan.

Opioid Prevention and Life-Saving Response Procedures

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

Response Procedures for Dangerous, Violent, or Unlawful Activities

(Grades 7-12)- Senate Bill Compliance Pacific Grove Unified School District maintains established procedures for responding to dangerous, violent, or unlawful activities in compliance with Senate Bill 671 (Education Code §32282 and §32282.1), which requires timely reporting of such incidents to local law enforcement. School staff are trained to immediately notify site administration and follow established emergency protocols, including the Big Five Immediate Safety Protocols (Lockdown/Barricade, Secure Campus, Evacuation, Shelter in Place, Drop, Cover, and Hold On) as appropriate to the situation. Administrators coordinate with law enforcement and other first responders to ensure the safety of students, staff, and visitors, and to contain or mitigate the threat. All incidents are documented and reported according to district policy, state law, and any additional regulatory requirements. Procedures include proactive measures such as threat assessment, student and staff training on recognizing warning signs, crisis intervention, and post-incident support. These procedures are reviewed annually by district and site safety committees to ensure compliance with SB 671, best practices, and the maintenance of a safe, secure, and orderly learning environment.

Procedures to Address Dangerous, Violent, or Unlawful Activity (Grades 7–12) – SB 671 Compliance: Pacific Grove Unified School District encourages anyone—including students, families, staff, and community members—to report any communication or behavior that appears threatening or potentially threatening to any building administrator or the district’s designated safety officer. Anonymous reporting systems, including the PGUSD Say Something System, are accessible throughout the campus, via the mobile app, by calling 1-844-572-9669, texting TIP to 79775, or at saysomething.net. All district employees, volunteers, and contractors are required to immediately report to their direct supervisor, any building administrator, or the district’s safety officer any expression of intent to harm another person, concerning communications, or behaviors that suggest an individual may intend to commit an act of violence. Anyone who believes a person or situation poses an imminent threat of serious violence should contact PGUSD administration, a school counselor, or submit an anonymous report through the Say Something System. These procedures comply with Education Code §§32282 and 32282.1 (SB 671), supporting timely intervention, coordinated response, and the safety of students, staff, and the school community.

Instructional Continuity Plan

Program Expectations, Registration, Required Testing, and Safety Procedures – Pacific Grove Adult Education

Pacific Grove Adult Education operates on a year-round schedule consisting of four ten-week instructional sessions. Students may register for classes either on site or online through the district website. Course placement is determined using assessment data collected at registration. Pacific Grove Adult Education is able to offer free instructional programs through state and federal funding sources, which require documented student participation and academic progress. As a condition of enrollment, students must participate in required pre- and post-testing to measure learning gains. Pre-testing is completed at registration, and ongoing post testing is required throughout enrollment. By registering, students acknowledge and agree that failure to participate in required testing may result in dismissal from the program in order to maintain program compliance and funding eligibility.

Pacific Grove Adult Education offers a broad range of instructional programs designed to meet the diverse needs of the adult community. Academic offerings include Adult Basic Education (K–8), High School Diploma, and High School Equivalency (HiSET) preparation courses in mathematics, reading, science, history, government, and language arts. HiSET preparation includes practice testing and weekly exam opportunities, with student readiness determined by practice exam results. English as a Second Language (ESL) courses serve non-English and limited-English-speaking adults, with placement based on assessment results and progression from pre-beginning through advanced levels. Career Technical Education (CTE) programs provide workforce preparation and pre apprenticeship opportunities aligned to employment and post-secondary pathways. Additional programs include Active Older Adult courses, Parent Education and cooperative preschools, Community Education classes, Adults with Disabilities programs, and the Adult Transition Program for students ages 18–22 receiving special education services. Each program emphasizes individualized instruction, skill development, and meaningful transition outcomes.

The instructional environment at Pacific Grove Adult Education is expected to remain safe, orderly, inclusive, and welcoming.

Teachers are responsible for maintaining reasonable order in classrooms, ensuring organized learning spaces, and establishing a respectful atmosphere that reflects the diversity of the adult learner population. Safety procedures are reviewed with students at the beginning of each session, and emergency plans are posted and accessible in every classroom. Emergency kits containing response guides are located near classroom exits. In the event of a medical emergency, staff are directed to call 911 and notify the main office immediately. Evacuations, earthquakes, and other emergencies are addressed using the Big Five Safety Protocols, including Drop, Cover, and Hold On, followed by evacuation to designated assembly areas as directed by administration.

Pacific Grove Unified School District also maintains an Instructional Continuity Plan to ensure the uninterrupted delivery of instruction during emergencies or disruptions such as natural disasters or public health events. This plan provides guidance for in-person and remote learning, communication with students and staff, access to instructional technology, and accommodations for students with disabilities or other access needs. The plan is coordinated by site administrators, teachers, and district leadership and is reviewed annually to ensure alignment with PGUSD Board Policy, Education Code requirements, and equity and accessibility standards across all adult education, preschool, and community education programs.

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

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

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Within five calendar days of an emergency, schools will:

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

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

Support for Unique Needs

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

Counselor/Mental Health Therapist Check-Ins:

Virtual counseling sessions available.

Daily or weekly SEL activities shared through digital platforms or printed packets.

Resource Guides:

Provide digital and print guides with mental health resources and community support services.

Local resources available for Social emotional, Mental & Behavioral Health Support

Free Help, available 24/7 by phone and online:

Call 988 or text 988

Text 741741

California Youth Crisis Line

(800) 843-5200

Monterey County Rape Crisis:

(831) 424-4357 or 831 375-4357

YWCA Crisis Line 831.372.6300 or 831.757.1001

The Trevor Project Lifeline -

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

Monterey County Mobile Response Team – Children and Youth 21 and
Under

(831) 687-4379
(831) 755-4111

CalHOPE- digital mental health for youth, young adults and families

<https://www.calhope.org/>

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

[https://www.hellobrightline.com/brightlifekids/?utm_medium=referral&utm_source=calhope
website](https://www.hellobrightline.com/brightlifekids/?utm_medium=referral&utm_source=calhopewebsite)

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

Soluna

(Confidential support for 13- to 25-year-olds in California. No cost. No pressure. Chat 1:1)

<https://solunaapp.com/>

The NAMI Helpline can be reached Monday through Friday, 10 a.m. – 10 p.m., ET.

Call 1-800-950-NAMI (6264), text "Helpline" to 62640 or email us at helpline@nami.org Free nationwide
resource hotline (counseling, psychiatry, legal resources) <https://www.nami.org/help>

Monterey County Behavioral Health for Youth

831.687.4379

- * Crisis Intervention is available 24-hours a day
- * Services provided in the community and by telephone
- * Offers immediate evaluation, treatment, and referral

More information at:

<https://www.co.monterey.ca.us/government/departments-a-h/health/behavioral-health/bh-home>

Access to Instruction

Timeline for Access to Instruction

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

As required, Pacific Grove Adult Education 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 Adult Education 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.

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

Criteria for Reassignment:
When the home school site cannot safely operate for more than 10 days. Work with functional district sites to relocate students from non-operational sites.

Partnerships:
Develop agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:
Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

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

The district will communicate with families, students, staff, and faculty through mass email, SMS alerts, phone calls, ParentVue/Synergy, social media, and district and school websites, with an initial notification issued within 24 hours of the emergency and weekly updates provided thereafter. Additional updates will be shared as conditions change, and

two-way communication will be maintained through designated contact numbers, email, and virtual platforms to ensure timely responses and ongoing engagement.

Technological Readiness

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

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

Instruction and Assessment

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

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

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

The district will ensure that all students—including students with disabilities, students experiencing homelessness, foster youth, and English learners—have equitable access to instructional resources by providing devices, internet connectivity, translated materials, and differentiated supports aligned to Individualized Education Programs (IEPs), 504 Plans, and English Language Development (ELD) needs. Targeted outreach, case management, and coordinated services with site staff and community partners will ensure continued access to instruction, specialized services, and supplemental supports throughout any period of remote or alternative learning.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

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

English Learners (EL)

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

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 Adult Education's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pacific Grove Adult Education'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 District's 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 school site, 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 school site.

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.

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/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

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

Barbara Martinez
Principal/District Safety Director
Pacific Grove Adult Education
1025 Lighthouse Ave.
Pacific Grove, CA 93950
831-646-6580 Ext.426
bmartinez@pgusd.org

**Emergency Contact Numbers
Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement	Pacific Grove Police Department	911/831-648-3143	Dispatch
Fire	Monterey Fire Department	911/831-648-3143	Dispatch
Paramedic	AMR	911/831-648-3143	Dispatch
Local Hospitals	CHOMP	831-624-5311	
School District	PGUSD	831-646-6510	
American National Red Cross	Monterey Chapter	831-624-6921	
Other	Poison Control	800-784-2433	
Other	Child Protective Services	831-755-4661	
Public Utilities	PG&E	800-743-5000	
Public Utilities	Cal Am Water	888-237-1333	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
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Pacific Grove Adult Education Incident Command System

<p>Incident Commander Barbara Martinez Kristen Arps</p>
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Safety Officer
Barbara Martinez
Diane Pegis
Sheri Beck

Scribe
Sabrina Heilpern
Sandra Dorantes

Public Information Officer
Ken Ottmar
Kristen Arps

Operations
Oscar De La Cruz
Matt Romano
Jon Andersen
Sandra Dorantes
District Facilities Team

Planning/Intelligence
Ken Ottmar
Kristen Arps
Jonathan Damon
Greg Ludwa
District Office Support Staff

Logistics
District Office Food Services Support
District Office MOT Support District Office IT Support IPP Staff to drive vans
Manuel Villagomez

First Aid & Search A
Diane Pegis
Petra Solomon
Jenn Burkes
Molly McDonald
Kimberly Cerventes Sanchez Dominique Davi
Ryan Bullas
Ava Asturi
Amaya Gamecho

**Student Release & Accountability
Teacher B**
Sandra Dorantes
Chinanit Kershner
Jennifer Burkes
Molly McDonald
Adrienne Gabrio
Ariana Macias Rivera
Cat Broz
Soleil Turell
Petra Solomon
Cat Pennisi
ATP Staff

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:

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Step Two: Identify the Level of Emergency

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

Step Three: Determine the Immediate Response Action

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

Step Four: Communicate the Appropriate Response Action

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

The Big Five



THE BIG FIVE

STAFF PACKET 2025-2026

IMMEDIATE ACTION EMERGENCY
RESPONSE FOR SCHOOLS



TRAUMA-INFORMED APPROACH

To minimize detrimental mental health impacts on students and staff, school leaders are asked to use trauma-informed approaches when practicing and implementing the Big Five protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response and recovery phases of emergency planning and/or incidents. Specific Recommendations for planning and implementing trauma-informed safety drills can be found on page 5.

	Preparedness	Response	Recovery
All Grades	<p>Staff: Train all staff on procedures Use the word “safety” when conducting drills</p> <p>Students: Practicing grounding and calming skills with students</p> <p>Parents/Guardians: Educate parents on protocols Inform parents of safety drills well in advance</p>	<p>Staff: Remain calm Students take their cues from adults. Model calm confidence.</p> <p>Students: Students use their calming skills during their response.</p> <p>Parents/Guardians: Notify parents in home language as soon as it is safe regarding the situation or once the safety drill has concluded.</p>	<p>Engage students in a movement activity. Notice students who may be experiencing anxiety/fear. Check in personally with any students of concern and inform counselors or parents as needed.</p>
<p>Pre-K to Kinder</p> <p>Developmental Considerations:</p> <p>Students require adult guidance to determine what action to take.</p> <p>Engage in social stories with students instead of simulated safety drills.</p> <p>No prior knowledge of the Big Five or emergency response actions.</p>	<p>Students: Use Big Five posters as a visual tool Use Think-On-Your-Feet Peet books to help students learn and prepare for emergency safety drills and responses.</p>	<p>Staff: Act with confidence Use age-appropriate language</p> <p>Students: Allow/encourage students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Praise students for what they did well during the safety drill</p> <p>Reinforce the concept that preparedness is key to overall school safety.</p>

TRAUMA-INFORMED APPROACH

	Preparedness	Response	Recovery
<p>1st Grade to 5th Grade</p> <p>Developmental Considerations: Students can understand safety instructions. Students are capable of understanding purpose of safety drills. Teachers/leaders engage in social stories with students instead of simulated safety drills.</p>	<p>Students: Use Big Five posters as a visual tool. Use <i>Think-On-Your-Feet Peet</i> and related curriculum to help students prepare and learn. Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home using <i>Think-On-Your-Feet Peet</i></p>	<p>Staff: Give clear instructions and follow protocol Students: If needed, allow students to hold a calming item (stuffed animal, book, small toy)</p>	<p>Identify how the class worked well together Give students time to ask questions Reiterate that safety drills help us to stay safe Move back into learning when class is ready</p>
<p>6th Grade to 8th Grade</p> <p>Developmental Considerations: Students are capable of understanding purpose of safety drills Students benefit from adult direction, but are able to perform Big Five actions independently Review prior knowledge of the Big Five protocols</p>	<p>Staff: Clearly post the Big Five Protocols in each classroom. Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home.</p>	<p>Staff: Give clear instructions and follow protocol Emphasize cooperation as a class Students: Assign students to perform action steps during the incident or safety drill</p>	<p>Acknowledge students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that safety drills help us stay safe Move back into learning when class is ready.</p>
<p>9th Grade to 12th Grade</p> <p>Developmental Considerations: Students are able to identify probable dangers confronting a school Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency</p>	<p>Staff: Clearly post the Big Five Protocol in classroom Students: Have students discuss what to expect during a safety drill or incident Assign students specific roles and have them walk through those actions</p>	<p>Staff: Give clear instructions and follow protocol Students: Assign students to perform specific action steps during the safety drill or incident</p>	<p>Spend time debriefing the safety drill or incident with the class Allow students to ask questions Identify how the class worked well together Move back into learning when class is ready</p>

DISASTER SERVICE WORKER

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

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

WHAT DOES A DISASTER SERVICE WORKER DO?

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

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

CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911. When calling 911, be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident and caller's location, if different from the scene of the emergency.
- Although called ID information may transfer immediately to the 911 Dispatcher, it is *not* available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for *every* call received.
- Answer *all* questions asked by the 911 Dispatcher, even those that seem repetitious.
- Do not hang up until the Dispatcher says to do so.

CALLING 911 FROM A CELL PHONE:

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

TEXT TO 911:

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

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

SAFETY DRILLS AND EXERCISES

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

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

TYPES OF SAFETY DRILLS AND EXERCISES:

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

TRAUMA-INFORMED SAFETY DRILLS AND LESSON PLANS:

Students and staff may experience anxiety when anticipating and participating in safety drills. School leaders should take explicit steps to minimize the impact of safety drills on students and staff. Use a **TRAUMA-INFORMED** and developmentally appropriate approach to safety drills including using the Think on Your Feet: Big Five Lesson Plan for Lockdown/Barricade (which can be accessed at www.smcoe.org/schoolsafety).

SAFETY DRILLS AND EXERCISES

- The Big Five Lesson Plan for Lockdown/Barricade helps students understand the Think on Your Feet concept and the immediate actions taken during a Lockdown/Barricade in a trauma informed and developmentally appropriate way. Lesson plans have corresponding activities, vocabulary words and visual aids, including the *Think-on-Your-Feet Peet* and *The Slimeville Monsters* book for TK-5th grade students.
- Conduct Lockdown/Barricade safety drills only with adult staff when students are not present
- Consider conducting a tabletop exercise with adult staff
- Always announce safety drills in advance to prepare all participants. “Surprise” safety drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during safety drills
- Make sure the school team is ready for the type of safety drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercises over time, but do not add unnecessary complications
- Adults should monitor students during the safety drill for signs of emotional distress and provide support as needed
- Evaluate every exercise and conduct a debrief with staff and students

INCLUSIVE PRACTICES

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

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

For students with unique needs, consider creating an Individual Emergency Plan for each Student.

Student Group	Actions
All students	<ul style="list-style-type: none"> -Work with students prior to the emergency incident occurring to prepare them. State expectations and outcomes in a developmentally appropriate way (using story boards, social narratives, the Big Five Books or Picture Exchange Systems, etc.) -Identify the stressors/triggers for particular students (e.g. noise, chaotic environment, change in schedule, items out of place, hiding in particular locations, etc.) -With students who have difficulty with transitions, use a transition marker or surprise card (keep in the Teacher's Go Bag) during an emergency incident. -Use calming activities and soothing objects for students to hold (stuffed animal, stress ball, fidget spinner, etc.) -If students use ASL, PECS, tablets or GoTalk for communication, use these for instructional commands during the incident.
Visual/Auditory Needs	<ul style="list-style-type: none"> -Use visual signals in conjunction with verbal commands (classroom signage, the Big Five Posters, desk-sized visual aids related to the Big Five or American Sign Language) -Flash lights on and off to secure the student's attention after an announcement or when the fire alarm is activated.
Non-Ambulatory Needs	<ul style="list-style-type: none"> -Students using crutches, canes or walkers should be evacuated as injured persons. Use a sturdy chair or one with wheels to move the student or help carry the person to the evacuation location. -Give priority assistance to wheelchair users -Accompany students to the evacuation site and reunite with their ambulatory equipment as soon as safe to do so.

INCLUSIVE PRACTICES

Student Group	Actions
<p>Cognitive/Developmental Needs Sensory/Autism Needs Mental Health Needs</p>	<ul style="list-style-type: none"> -Use the student's reward/reinforcement systems to promote participation and following of directions -Allow use of self-soothing behaviors, such as fidgeting, placing hands in pockets or hands in hair -Speak slowly, whisper commands and avoid physical contact between others during safety drills and incidents if able to do so -Provide ear plugs/noise-canceling headphones to decrease sensory input -Allow students to use calming strategies during the emergency incident -Be aware of students who may be vulnerable to stress or trauma. Provide appropriate and timely services or referrals after the emergency incident

THINK ON YOUR FEET

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

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Protect/defend against an assailant in the most extreme circumstances

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

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people experiencing a dangerous situation **to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include** helping staff recognize the sounds of danger. Train staff and students to act decisively and **remain flexible with a “think on your feet” approach.**

LOOK, LISTEN AND LEAVE: FIRE ALARM

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

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

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

The Big Five is a set of IMMEDIATE ACTION RESPONSES intended to be implemented quickly in any variety of emergency situations. When an emergency occurs, it is critical that staff members take *immediate* steps to protect *themselves*, their *students*, and *other people* on campus.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must also be taught how to implement each of the **The Big Five** protocols.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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



SHELTER IN PLACE

SHELTER IN PLACE is implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures may include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External chemical release
- Fire in the community
- Hazardous material spills
- Unhealthy air quality outside
- Dangerous wildlife on or near campus

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

SHELTER IN PLACE:

- All heating, air conditioning and ventilation systems may need to be shut down immediately depending on the hazard
- All pilot lights and sources of flame may need to be extinguished
- Any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

SHELTER IN PLACE



STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows

- Keep all students in the classroom until further instructions are received. Support those needing special assistance

- If directed by Incident Command, secure individual classrooms:
 - Close doors and windows

 - Shut down the classroom HVAC system

 - Turn off fans

 - Seal gaps under doors and windows with wet towels, duct tape or other materials if instructed by School Incident Commander

 - Take attendance and call or email attendance report to school secretary or according to site protocol

 - Wait for another action or, if **ALL CLEAR** announcement is issued, return to class routine.



DROP, COVER, AND HOLD ON

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

- Earthquake
- Explosion

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

DROP, COVER AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect from injury in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Most injuries in earthquakes are caused by breaking glass or falling objects
- Fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Stay alert to aftershocks
- Assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire or location is in a tsunami zone

DROP, COVER, AND HOLD ON



STAFF ACTIONS - INSIDE:

- At first recognition of an earthquake, instruct students to move away from windows.
- Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold onto a table leg with one hand and cover the back of the neck with the other arm.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an interior wall and turn away from windows and other glass.
- Any person in a wheelchair should shelter against an interior wall. Turn the back to the windows, lock the wheels and if possible, protect head and neck with arms.
- Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary.
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area.



DROP, COVER, AND HOLD ON

STAFF ACTIONS - OUTSIDE:

- Find a clear spot and drop to the ground. (Stay away from buildings, powerlines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures
- Place head between the knees; cover back of neck with arms and hands.
- Any person in a wheelchair should find a clear spot, lock the wheels and if possible, place head between the knees; cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake.
- When it appears safe to move, report location, injuries and/or damage to School Incident Commander according to site communications protocol.
- Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area.

SECURE CAMPUS



SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity should continue and all students and staff remain inside through the duration of the event, except for essential needs. Outer gates and other entrance/exit points can be close (NOT LOCKED) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, in Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following:

- Bathrooming/Toileting
- Medical Attention/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN/BARRICADE as circumstances demand, in which case instruction immediately ceases and students and staff follow LOCKDOWN/ BARRICADE procedures.

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



SECURE CAMPUS

SECURE CAMPUS:

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

SECURE CAMPUS



STAFF ACTIONS:

- Move to the door and instruct any passing students to return to assigned classroom immediately
- Close and lock the door
- Continue the class instruction or activity as normal
- Enforce the “no entrance and no exit” protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to LOCKDOWN/BARRICADE
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Be prepared to escort students to locations on campus for essential need breaks
- Wait for another action or, if ALL CLEAR is issued, return to normal class routine

STAFF ACTIONS - IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- Gather students together and organize into an orderly formation
- Inform students that as part of SECURE CAMPUS procedures, the class will move immediately to a pre-determined classroom location
- Proceed to pre-determined classroom location as quickly as possible
- Once inside, take attendance to ensure all students are accounted for
- By classroom phone, cell phone, walkie-talkie or other means, contact School Incident Commander to report class location and any absent or missing students
- Implement all classroom policies and procedures for SECURE CAMPUS status
- Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine

LOCKDOWN / BARRICADE



LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed to do so by law enforcement. During LOCKDOWN/BARRICADE, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- Gunfire
- Threat of extreme violence outside the classroom

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

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

LOCKDOWN/BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of students and staff
- If it is possible to safely get off campus with students, take that action immediately (Escape/Get Off Campus)
- If it is not possible to get off campus, quickly lockdown inside a safe room and barricade the entrance (Hide/Lockdown/Barricade)
- Once a room is secured, no one is allowed to enter or exit under any circumstances
- Prioritize clear communication
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect or defend by any means necessary (Protect/Defend)



LOCKDOWN / BARRICADE

THINK ON YOUR FEET

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

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

These actions would likely include:

ESCAPE/GET OFF CAMPUS:

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

HIDE/LOCKDOWN/BARRICADE:

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

LOCKDOWN / BARRICADE



THINK ON YOUR FEET (continued)

PROTECT/DEFEND:

- If confronted by a Violent Intruder, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN AND LEAVE: FIRE ALARM

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

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



LOCKDOWN / BARRICADE

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

- *Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident
- Commander will use keys to unlock door and clear the room
- *Only* if there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on
- If safe to do so, take attendance and document students who are present in the room
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do NOT call office to ask questions; School Incident Commander will send out periodic updates

LOCKDOWN / BARRICADE



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

- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

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

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do not chase students who run. Let them go
- Do not go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights and direct students to relocate against the wall least visible to the outside and out of harm's way
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Remain calm and stay alert to changing conditions
- If an active threat is still present at the time law enforcement comes on scene, law enforcement will bypass injured victims in order to neutralize the threat
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document individuals who are present in the room
- If safe to do so and according to site communications protocol, contact Scholl Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision



LOCKDOWN / BARRICADE

- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight).
- Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for a lengthy stay of 2-4 hours

STAFF ACTIONS- IF STUDENTS ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASSES):

- Gather students together
- Inform students that as part of LOCKDOWN/BARRICADE procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location or any nearby location that is out of harm's way.
- Should the group be confronted by the intruder who is intent on doing harm, consider taking measures to protect and defend against.
- Upon arrival at the Off-Site location, take attendance.
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students.
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or Law Enforcement

EVACUATION



EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands and hold onto furniture.

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

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

EVACUATION:

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



EVACUATION

EVACUATION ROUTES:

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

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

TO ALERT VISUALLY IMPAIRED INDIVIDUALS:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

TO ALERT INDIVIDUALS WITH HEARING LIMITATIONS:

- Turn lights on/off to gain person's attention or
- Indicated directions with gestures or
- Write a note with evacuation directions

TO EVACUATE INDIVIDUALS USING CRUTCHES, CANES OR WALKERS:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible, or
- Use a sturdy chair (or one with wheels) to move person, or
- Help carry individual to safety

TO EVACUATE WHEELCHAIR-USING INDIVIDUALS:

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

EVACUATION



STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials in Go Bag including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Take in-room attendance as students are leaving
- Ensure that the door is closed. Leave the door unlocked if possible
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Students and staff may remove masks while outside
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- According to site protocol, take attendance using evacuation attendance forms once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instruction
- Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine

FIRST AID: TRIAGE

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

THE BASICS OF FIRST AID RESPONSE:

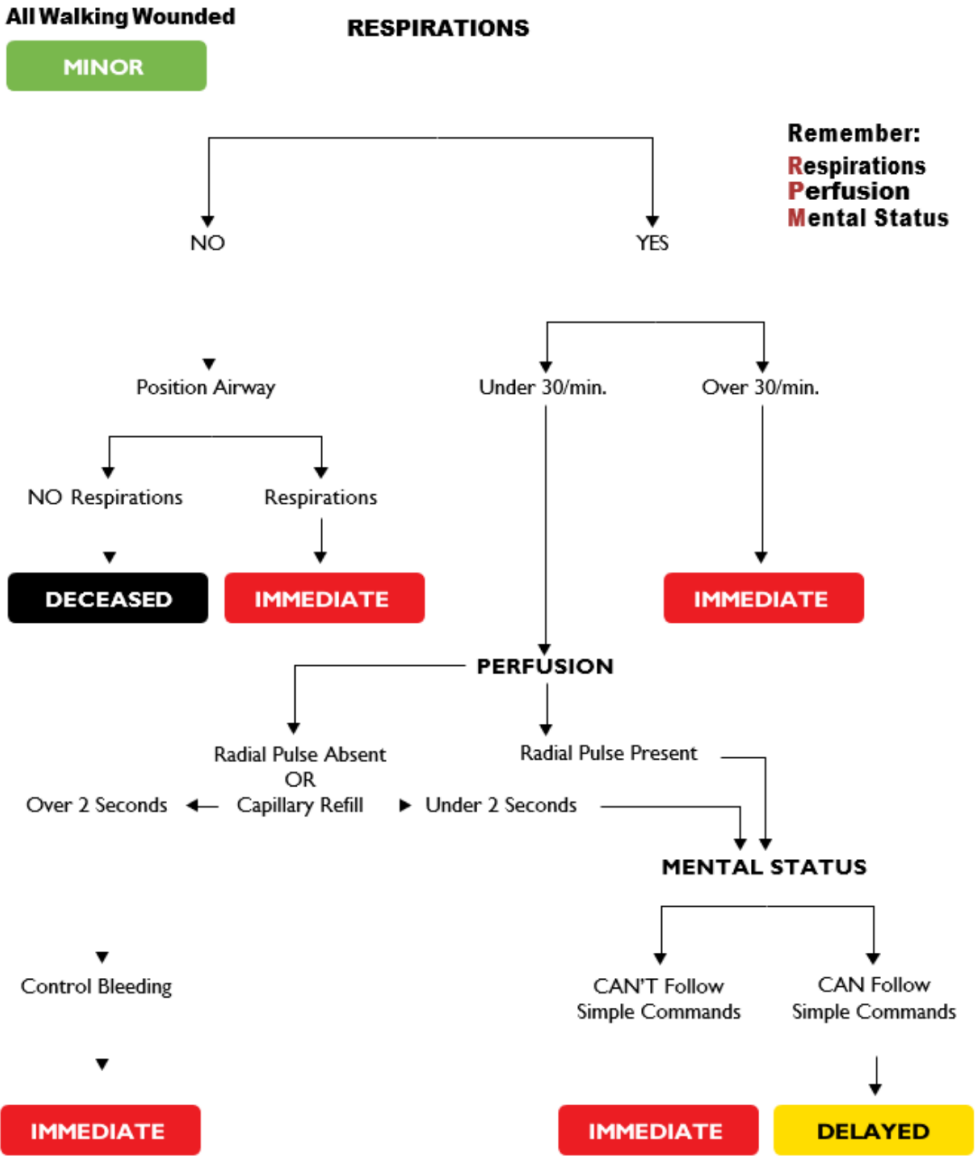
- Remain calm and assess the situation
- Be sure the situation is safe for the responder
- In case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury or possible poisoning, call 911 immediately
- Do NOT move a severely injured or ill person unless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

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

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

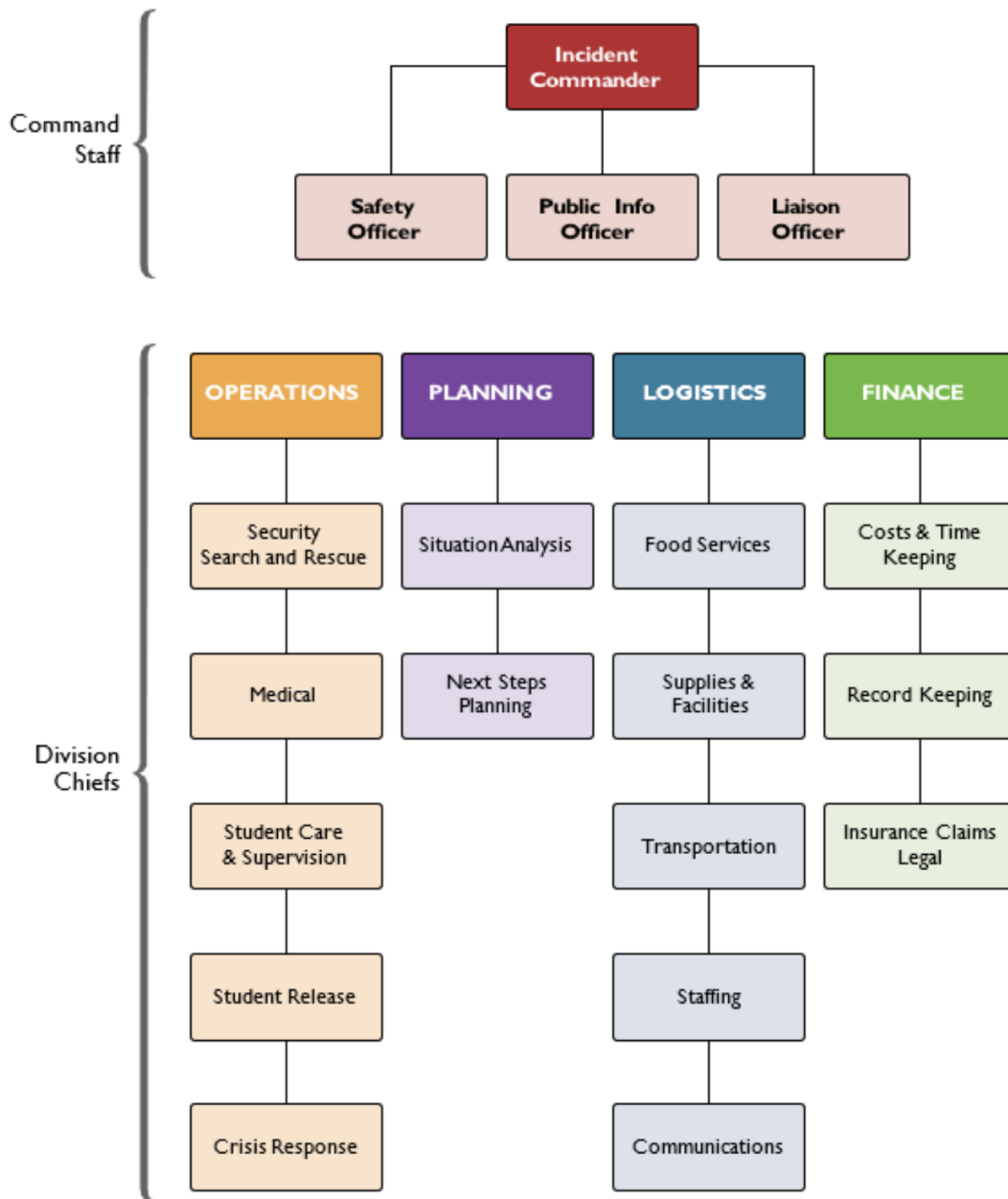
FIRST AID: TRIAGE

In TRIAGE, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.



SCHOOL INCIDENT COMMAND CHART

This chart should be used as a guide for school sites and districts to plan their Incident Command Structure. At a school site, the flexibility for each role is paramount as staff may not be on site or able to perform duties during an emergency. For an explanation of roles and job duty expectations, please see the ICS Cards and Roles.



GO BAG

Each classroom should maintain an up-to-date Go Bag. Each teacher is responsible to monitor the contents of their classroom's Go Bag and to obtain any materials that need replacing or updating. While other appropriate items might be included, each Go Bag must contain the following:

#	Item	Verified (Date)	Verified (by Whom)
1	Updated Class Lists		
2	"Buddy" Class Lists		
3	In-Room Attendance Forms		
4	Evacuation Attendance Forms		
5	Staff ID Placard		
6	Teacher Name Sign		
7	Evacuation Routes Map		
8	Red Cross Placard		
9	Pens/Pencils		
10	Individual Safety Plans of Students with Special Needs		
11	Comforting Objects for Students		
12	Transition Markers/Surprise Cards		
13	Snacks (optional, depending on class)		

BUDDY TEACHER LIST

Use the chart below to assign Buddy Teachers for emergency evacuation purposes. Each teacher is responsible for assisting the Buddy Teacher’s class evacuate should the need arise. The classroom Go Bag should contain current rosters for both classrooms.

BUDDY TEACHER ASSIGNMENTS

#	Teacher	Room No.	Teacher	Room No.
1				
2				
3				
4				
5				
6				
7				
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