

2019/2020

STAFF HANDBOOK



**PACIFIC GROVE**  
**ADULT EDUCATION**



**1025 Lighthouse Avenue, Pacific Grove, CA 93950**  
**831-646-6580 / Fax: 831-646-6578**  
*pgadulthood.com*

## **Pacific Grove Unified School District**

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Cristy Dawson

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### **Pacific Grove Adult Education**

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*Michelle Maas, Office Manager*  
*Susan Lozada and Desiree Babas, Front Office Clerks*  
*Diane Pegis and Ginny Roggeman, Parent Education Clerks*  
*Marion Heebink, ESL Clerk*  
*Rene Asignacion, Head Custodian*



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 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 [www.pgadulthood.com](http://www.pgadulthood.com) where you can access all of our course offerings.

See you around the campus,

Barbara Martinez  
Principal

## 2019-2020 Pacific Grove Adult Education

June 2019							July 2019							August 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
30																				

September 2019							October 2019							November 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30

December 2019							January 2020							February 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29

March 2020							April 2020							May 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
														31						

June 2020						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13

<b>Summer</b>	<b>6/24-9/14</b>	<b>11</b>	<b>Weeks</b>
<b>Fall</b>	<b>9/23-12/21</b>	<b>11</b>	<b>Weeks</b>
<b>Winter</b>	<b>1/6-3/21</b>	<b>10</b>	<b>Weeks</b>
<b>Spring</b>	<b>3/23-6/6</b>	<b>10</b>	<b>Weeks</b>

\*August 7 - District first day of school

**Green** – First day of session

**Red** – Last day of session

**Yellow** – No Classes

## **Pacific Grove Unified School District**

### **Mission Statement**

Pacific Grove Unified School District, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. The District will ensure opportunities for students 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

## **GENERAL PGAE INFORMATION**

### **Enrollment**

Students must be 18 or older to enroll at PGAE. No one under 18 may enroll. (Cal Ed. Code 84900)

All students will enroll for classes at the Registration office. We accept cash, check or credit card (Visa or MasterCard Only).

New students attending PGAE classes must complete a registration form. It is important to fill in all blanks for state reporting purposes.

### **Registration Fees**

Registration fees vary by department in regard to the number, length, and type of course. See individual departments for more information. Some courses may require additional program or material fees. Fees are non-refundable, unless approved by an administrator.

### **Refund Policy**

It is the intent of PGAE to have a fair and equitable refund policy. The following procedures have been established as part of the policy:

Refunds will be issued for classes or programs cancelled by PGAE.

Refunds must be requested prior to the first class meeting whether attended or not.

No refunds will be issued once classes are in session.

### **Disclosure of Information**

Student information is considered confidential and should be treated as such. Information is not to be given over the phone.

### **Visitor's Policy**

All visitors should be redirected to the front office to sign in and give the reason for visit.

## **TEACHER/STAFF INFORMATION**

### **PGAE Calendar**

All teachers and staff are given a School/Activities Calendar with District Board meeting dates, holidays, and beginning and ending of departmental programs, test dates, various meetings, etc. Our calendar will also be available online. You will find the "PGAE calendar" in the public folders on your district website. The calendar contains holidays, non-working days, and summer school dates. The calendar is also posted on the PGAE website each month.

### **Personnel Information**

Please keep your immediate supervisor and the Office Clerk Manager (831-646-6580) informed of any changes to your personal address, telephone and emergency information. Each employee must have an up-to-date personal information card on file in the Principal's office.

### **Absence Procedures**

The telephone number for employees to report an absence is **(831) 646-6580**.

You must give the following information:

- Your name and date
- The date and time of your absence
- Reason for absence
- Anticipated length of absence
- Your work site
- Your work schedule of the days of absence

### **Substitutes Procedure**

Procedure for obtaining and then notification of substitutes for our classes:

- Teachers will be responsible to get a substitute for their class (from the qualified, district approved sub list). Since we mostly cover one another this is often simpler for us but should you need names please check with the front office.
- Teacher will then notify the program specialist and clerk in front office as to when they will be absent and who will be subbing. Please include all office staff on the email notification so that they know who is where and when.
- Teacher will fill out absence report with a note attached as to who subbed, the hours covered and submit to Office manager as soon after the absence as possible. This applies to absences that we know about ahead of time as well.

## **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 must 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 and 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, see your program administrator. The accountability period runs for the fiscal school year, July 1 to June 30.

## **Staff Mailboxes**

Teachers' mailboxes are located in the staff lounge. You are expected to check your mailbox daily for memos, messages, etc.

## **Email**

Most communication will come to you via Email. You are expected to check your email daily.

## **Attendance**

PGAE attendance is currently tracked online. Every teacher has a login and password to enter the ASAP system on the computer. When the class roster appears, all the class information will be available. Be sure 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 can be seated. Names on the waiting lists will be called by office staff to fill the classes. If class size becomes low, see your administrator.

## **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. If your credential is not valid at the time of teaching you cannot be paid.

### **Lesson Plans**

See your administrator.

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 lockdown, emergency, and schedule information.

Each teacher is responsible for prepared lesson plans in the event of an absence.

### **Classroom Care**

There is limited custodial service in the classrooms. In many cases, you are sharing a classroom with another teacher. Please leave the room clean.

### **Money Handling**

Except for the registration office no staff member or teacher may collect money from students.

## **SAFETY AND EMERGENCY PROCEDURES**



# THE BIG FIVE

## Pacific Grove Unified School District

SCHOOL EMERGENCY GUIDELINES  
IMMEDIATE ACTION RESPONSE

*Immediate Action Response: The Big Five*

# RESPONSE

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.

## CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

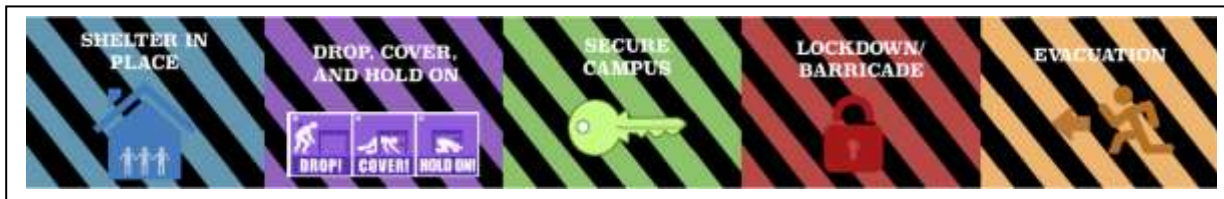
### WHEN REPORTING AN EMERGENCY

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

### CALLING 911 FROM A CELL PHONE

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

**When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather**



## ***Immediate Action Response: The Big Five***

### **IMMEDIATE ACTION RESPONSE: THE BIG FIVE**

An Immediate Action Response is a protocol that can be implemented in a variety of different 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. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

#### **IMMEDIATE ACTION RESPONSES: THE BIG FIVE**

<b>ACTION</b>	<b>DESCRIPTION</b>
<b>SHELTER IN PLACE</b>	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
<b>DROP, COVER &amp; HOLD ON</b>	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
<b>SECURE CAMPUS</b>	Initiate for a <b>potential</b> threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
<b>LOCKDOWN / BARRICADE</b>	Initiate for an <b>immediate</b> threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
<b>EVACUATION</b>	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location

## ***Immediate Action Response: The Big Five***

# **SHELTER IN PLACE**

**SHELTER IN PLACE** is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures 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

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

### **SHELTER IN PLACE:**

- Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices



## *Immediate Action Response: The Big Five*

# 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
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail status to school secretary, according to site protocol

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



## ***Immediate Action Response: The Big Five***

# **DROP, COVER AND HOLD ON**

**DROP, COVER AND HOLD ON** is the immediate action taken during an earthquake to protect 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 remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all

Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone





## ***Immediate Action Response: The Big Five***

# **DROP, COVER AND HOLD ON**

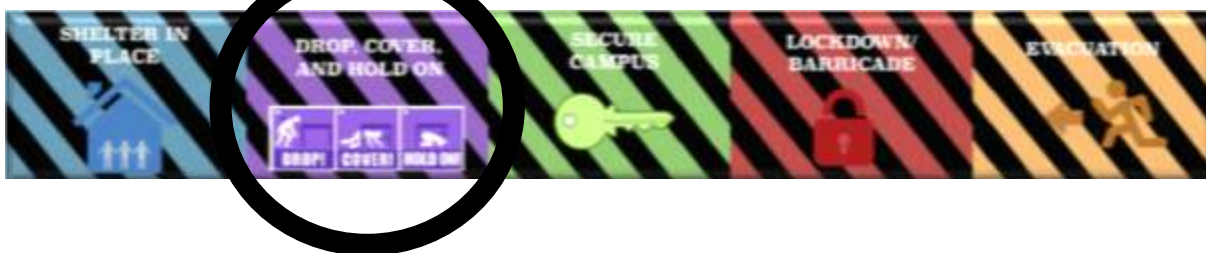
### **STAFF ACTIONS: INSIDE**

- At first recognition of an earthquake, instruct students to move away from Windows
- Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an **interior** wall. Turn 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

### **STAFF ACTIONS: OUTSIDE**

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

Place head between the knees; cover back of neck with arms and hands





## *Immediate Action Response: The Big Five*

# DROP, COVER AND HOLD ON

### STAFF ACTIONS: OUTSIDE

- 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 any damage to School Incident Commander according to site communications protocol

Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



## ***Immediate Action Response: The Big Five***

# **SECURE CAMPUS**

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

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

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

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

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue

### **SECURE CAMPUS:**

- Is intended to prevent a potential community threat 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



## *Immediate Action Response: The Big Five*

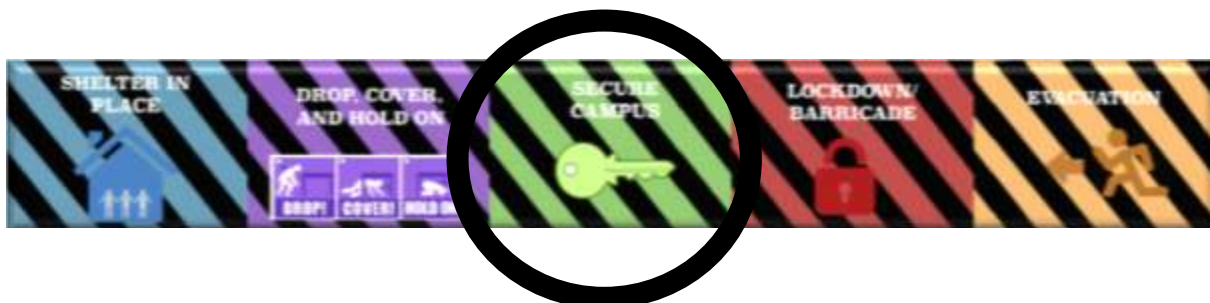
# SECURE CAMPUS

### 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; no exit protocol. Remain in the classroom or secured area and wait for further instructions
- Be alert to the possibility that the response may elevate to **LOCKDOWN / BARRICADE**
- Do not call the office to ask questions; School Incident Commander will send out periodic updates
- Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

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

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



## ***Immediate Action Response: The Big Five***

### **LOCKDOWN / BARRICADE**

**LOCKDOWN / BARRICADE** is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed 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
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. 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. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

#### **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 both students and staff
- If it is possible to safely **get off campus** with students, take that action immediately (Run)
- If it is not possible to get off campus, **quickly lockdown** inside a safe room and **barricade** the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any Circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)



## ***Immediate Action Response: The Big Five***

# **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 will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff. In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

### **Escape / Get Off Campus**

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

### **Hide / Lockdown/Barricade**

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

### **Fight**

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





## *Immediate Action Response: The Big Five*

# LOCKDOWN / BARRICADE

## STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / 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 heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- 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 on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- 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



## *Immediate Action Response: The Big Five*

# LOCKDOWN / BARRICADE

### STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / 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 that 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 most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- 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 remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours



## *Immediate Action Response: The Big Five*

# LOCKDOWN / BARRICADE

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

- Gather students together and organize into an orderly formation
- Inform students that as part of **LOCKDOWN / BARRICADE** procedures, the class will evacuate off-campus to a pre-determined Off-Site Evacuation Location
- Follow pre-arranged evacuation route to evacuation location
- Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide or fight the assailant
- Upon arrival at the pre-arranged location, take attendance
- By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement





## ***Immediate Action Response: The Big Five***

# **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

### **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 that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

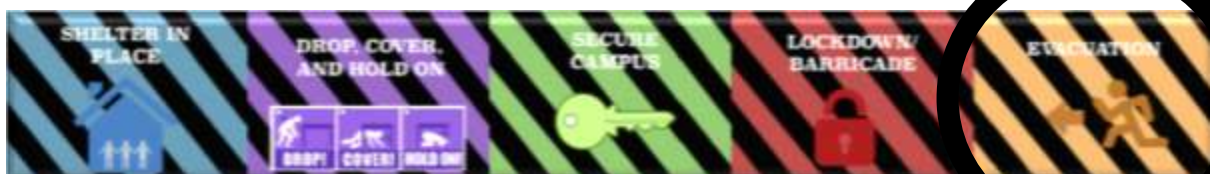


## ***Immediate Action Response: The Big Five***

# **EVACUATION**

### **STAFF ACTIONS:**

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but **unlocked**
- 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
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



## ***Immediate Action Response: The Big Five***

# **EVACUATION**

## **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

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

### **To alert visually-impaired individuals:**

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

### **To alert individuals with hearing limitations:**

- Turn lights on/off to gain person's attention –OR–
- Indicate directions with gestures –OR–
- Write a note with evacuation directions

### **To evacuate individuals using crutches, canes or walkers:**

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

### **To evacuate individuals using wheelchairs**

- 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

