

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

School Handbook 2017/2018

Pacific Grove Unified School District

Board of Trustees

John Paff (2018)
Bill Phillips (2018)
Brian Swanson (2020)
Deborah Crandell (2020)

District Administration

Ralph Gómez Porras, Superintendent
Rick Miller, Asst. Superintendent

Pacific Grove Adult Education

Barbara Martinez , Principal
Michelle Maas, Office Manager
Susan Lozada, Ginny Roggeman and Desiree Babas, Front Office Clerks
Diane Pegis, Parent Education 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 where you can access all of our course offerings.

See you around the campus,

Barbara Martinez
Principal

Overview

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

Pacific Grove Adult Education
Staff Directory

Room/Office	Ext
Main Office	646-6580
Main Office FAX	646-6578
Barbara Martinez - Principal	426
Michelle Maas - Admin Assistant	422
Ginny Roggeman -AM/Desiree Babas-PM	400
Susan Lozada	420
Diane Cates-Pegis	441
Marion Heebink	439
Lighthouse Preschool	416
Lighthouse 2 Preschool	415
Parents' Place Office	646-6623
Pine Ave Preschool	646-6583
Room 1	401
Room 2	402
Room 3	403
Room 4	404
Room 5	440
Room 6	406
Room 7	407
Room 8 Butterfly	408
Room 10 Sun	410
Room 11 Moon	411
Room 12 Forest	412
Room 13 Earth	413
Room 14 Meadow	414
Multi Purpose Room	409
Rene Asignacion, Custodian	424

Staff listed

by program area:

ESL	High School Diploma/GED	Community Education	Career Technical Education	Parent Education	Older Active Adult
Janet Thayer, PS Barbara Kraus Carol Sendell An McDowell Thatcher Weldon Marion Heebink	Sarah Weber, PS	Laverne Baker-Leyva, PS Judy Dolby Megan Felthoven Sarah Gallagher Marie Gilmore Valerie Gottsman Linda Goulet Diane Grindol Lyndsay Guttchen Belle James Brian Kim Jessica lucido Bill Martin Ken Ottmar Chelsea Peterson Dana Russell Laura Sanjuro Brian Weed	Barbara Moon Batista Fernando Batista Richard Casam David Breedlove Greg Hyde Max Feldman	Jennifer Ross, PS Kirsten Stember, PS Larise Baker Catherine Broz Ariana Macias Rivera Zypher Whitiker Adams Lorraine Saulovich Chinanit Kershner Tanya Faydem Linda Riddle	Laverne Baker-Leyva, PS Sherri Beck Marta Dalhamer Janet Light Joan Nattress Robin Enochs

2017-2018 Pacific Grove Adult Education

ESL / HIGH SCHOOL DIPLOMA CLASSES

June

25 26 27 28 29 30

July

S M T W T F S

1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 31

November

S M T W T F S

1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30

March

S M T W T F S

1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30 31

August

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1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30 31

December

S M T W T F S

1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

31

April

S M T W T F S

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30

September

S M T W T F S

1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

January

S M T W T F S

1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29 30 31

May

S M T W T F S

1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30 31

October

S M T W T F S

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30 31

February

S M T W T F S

1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28

June

S M T W T F S

1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

Session	Session	Session	Session
Summer	June 26	September 23	12 weeks
Fall	September 25	December 21	11 weeks
Winter	January 8	March 18	10 weeks
Spring	March 19	June 9	11 weeks

2017-2018 Pacific Grove Adult Education

COMMUNITY EDUCATION

June

26 27 28 29 30

July

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August

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27	28	29	30	31		

December

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31						

April

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January

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May

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27	28	29	30	31		

October

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February

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June

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24	25	26	27	28	29	30

Session	Session	Session	Session
Summer	June 26	September 23	11 weeks
Fall	September 25	December 21	11 weeks
Winter	January 8	March 18	10 weeks
Spring	March 19	June 3	10 weeks

Program Descriptions

Active Older Adult Programs

Our Active Older Adult classes offer a wide range of fitness classes addressing the physical, intellectual and social needs of older adults (55 + years or older), although adults of all ages are welcome. These classes support healthy aging practices, active lifestyles and help maintain independent living skills. Our positive and encouraging classes range from challenging enough for “the very fit” to safe enough for folks with limited mobility. We invite you to “look us over” and find the right “fit” for you! You may join most classes at any time during the session. Open enrollment is offered for most classes.

Community Education Programs

Our Community Education Program has a little of everything. No matter what your interest or skill level, our Community Ed programs offer a wide variety of enrichment for students. Enjoy the leisurely activities both old and new like Art, Woodworking, Dance and Foreign Languages, to name a few. See our complete list in our brochure at pgadulthood.com. We have something for everyone!

Computer/Photography/CTE

Whether you are new to computers or just need to brush up on your skills, we have instruction in all the latest technology. Both Mac and PC classes are held in our state of the art labs providing all levels of training. Various Photography classes will expand your knowledge of digital cameras as well as Adobe Photoshop and Portfolio Development.

ESL Program

The ESL department teaches essential English skills for successful learning and living and provides a welcoming, safe, supportive, and engaging learning environment. All ESL teachers are credentialed instructors. Students learn English and improve communication skills in order to achieve personal, educational, and career goals. Students study in a welcoming, supportive and engaging learning environment. ESL and Citizenship classes are free of charge and funded under the Adult Education Block Grant.

Online self-paced learning with Burlington English is now part of each course. Students may also use this program outside of class to accelerate their learning. Burlington includes English for everyday, for college and for many jobs.

Level A – Beginning ESL	Mon-Thurs	9:00am-12:00pm	Room 5
Level B – Low/Mid ESL	Mon-Thurs	9:00am-12:00pm	Room 2
Level C – High Intermediate	Mon-Thurs	9:00am-12:00pm	Room 3
Level D – High Advanced	Mon & Wed	9:30am-12:30pm	Room 3
Multi Level - Evening Lab	Tues-Thurs	5:30pm -7:30pm	Room 5

Citizenship Preparation

Saturdays 10:00am-12:00pm Room 3

This class meets one Saturday per month. Students will receive the materials they need to fully prepare for the citizenship interview. Each class will feature different lessons to help each student prepare.

Parent Education

Co-op Preschools

Our Preschools are located at 485 Pine Ave, and 1025 Lighthouse Ave. Our programs are designed to create an environment that provides optimum opportunity for growth for both parent and child. Physical, emotional and social skills are developed through developmentally appropriate activities in art, music, science and play. Emphasis is on the development of the whole child. It is our goal to acknowledge each child where he or she is upon entering preschool and taking them as far as they can go. It is also paramount that children leave preschool feeling confident, capable and knowing that school is a nice place to be—a place where they will be safe, valued and successful.

One parent is the registered student at Pacific Grove Adult School. To be eligible for this Co-op Preschool your child must be three years old by December 1st of the year they enter.

A parent (or other adult) must be able to attend one Tuesday night meeting per month and work one session per week in the school. Participation in work days and parent education meetings is required for everyone. We follow the same calendar as the Pacific Grove Elementary Schools (www.pgusd.org)

Parents Place

Located at 1025 Lighthouse Ave, Parents' Place is a Parent Education fee based program which offers weekly age related classes for babies from birth to 3 years and specialty/drop in classes through the 5th year. Our program provides parents and caregivers with information to nurture their children in a positive, healthy and loving environment. Parents attend all classes with their child. Each class provides an atmosphere of support and comfort, which encourages the building of a community of parent-to-parent relationships. Each class is designed for children in a specific age range allowing for play and discussion suitable for their unique developmental stage.

High School Diploma/HiSet/GED Prep

High school and equivalency (GED/HiSet) classes offered in a friendly, supportive environment. Work at your own pace and attend at least 3 hours per week minimum. Online classes are available for local and long distance learning; materials are also available in Spanish. HSD and Prep classes are funded under the Adult Education Block Grant.

To earn your High School equivalency, you must complete 200 credits:

- English: 40 credits
- Social Studies: 40 credits
- Math: 20 credits
- Science: 20 credits
- Fine Art or Foreign Language: 20 credits
- Graduation Portfolio: 5 credits
- Electives: 65 credits

High School Diploma HiSet/GED Prep Hours

Mon-Fri	9:30am-12:30pm	Room 4
Wed-Thurs	5:00pm-8:00pm	Room 4

HiSET TESTING AT PACIFIC GROVE ADULT SCHOOL

Create a HiSET account at www.hiset.ets.org/myhiset. Click on “Create an Account” and enter your information using the same exact name as on your photo ID. Please write down your password and your HiSET account number.

Pay for and schedule your HiSET test. To register for testing, bring your HiSET account number, valid government-issued photo ID, and payment to the Pacific Grove Adult School Main Office or call 831-646-6580. You must schedule your test at least two days prior to testing. Spanish exams are available.

HiSET – Full Battery (5 tests)	HiSET – Individual tests
\$140 paid in advance	\$105 for first test
Free Retakes (2 per subject)	Remaining tests (4): \$15 each Retakes: \$20 each

Testing is by appointment ONLY, no same day walk-ins allowed

Test times: Wednesday evenings, 5:30-8:00pm , Room 5 – all subjects

Please arrive at 5:00pm with Photo ID, HiSET account number, and payment/receipt. We accept cash, check, and credit card (Visa/MC).

You may schedule more than one exam per session if time allows.

Reading – 65 minutes

Writing – 120 minutes *cannot be combined with another test*

Math – 90 minutes *cannot be combined with another test*

Science – 80 minutes

Social Studies – 70 minutes



PACIFIC GROVE
ADULT EDUCATION

REGISTRATION FOR HSD/GED/HI-SET STUDENTS

Date of Registration: _____
Term: ☐ Winter ☐ Spring ☐ Summer ☐ Fall

Please Check One: ☐ New Student *
☐ Re-enroll, I attended last term
☐ Re-enroll, I skipped last term or more *
* Must meet with Marion M-F 9:00am – 12:45pm

First Name _____ M.I. _____ Last Name _____ Date of Birth: ____/____/____ ☐ Male ☐ Female

Street Address _____ City _____ Zip _____

Cell / Work _____ Home Phone _____ Email Address _____

In the event of your illness or accident in class, who would you like us to notify? Name _____ Phone _____

Personal Status	Instructional Program	Race (Mark all that apply)	Native Language	Your Goals within One Year (Mark 2)	Classroom Hours:
<input type="checkbox"/> Born In USA or <input type="checkbox"/> Where? _____	<input type="checkbox"/> GED <input type="checkbox"/> H.S. Diploma <input type="checkbox"/> Hi-Set	<input type="checkbox"/> African American <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Filipino <input type="checkbox"/> Hispanic <input type="checkbox"/> Pacific Islander <input type="checkbox"/> White <input type="checkbox"/> Other	<input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Arabic <input type="checkbox"/> Farsi <input type="checkbox"/> French <input type="checkbox"/> Korean <input type="checkbox"/> Mandarin <input type="checkbox"/> Russian <input type="checkbox"/> Other _____	<input type="checkbox"/> H.S. Diploma <input type="checkbox"/> GED/HiSet <input type="checkbox"/> Enter College or Training <input type="checkbox"/> Get a Job <input type="checkbox"/> Retain Job <input type="checkbox"/> Work Based Project <input type="checkbox"/> Military <input type="checkbox"/> Personal Goal <input type="checkbox"/> Family Goal <input type="checkbox"/> Citizenship <input type="checkbox"/> Improve Skills	Monday through Friday 9:30 am – 12:30 pm & Wed & Thursday 5:00 – 8:00 pm Are you able to commit to attendance 3 hours per week? _____
LABOR FORCE STATUS: <input type="checkbox"/> Employed <input type="checkbox"/> Unemployed <input type="checkbox"/> Not seeking work <input type="checkbox"/> Retired	Last Grade Completed: _____				

* HIGH SCHOOL TRANSCRIPTS: ☐ I give you permission to obtain my HS transcripts.
The last school I attended was: _____ Year of last attendance: _____
☐ My HS transcripts are attached.
☐ I am going to bring my HS transcripts. ☐ You have my HS transcripts.

This course is an independent style of study. Teachers are available to help you with instruction, explanations, quiz and test taking.
Textbooks are available to borrow for home use with a \$10 deposit. ☐ \$10 book deposit received by _____

Signature of Student _____



Date _____

(Street Address) _____ (City) _____ (Zip) _____

Home phone _____ Cell Phone _____

What country are you from? _____ Native Language _____ How long have you lived in the US? _____

How long will you stay? _____ What is your job in the US? _____

RACE: ☐ White ☐ African American ☐ Native American ☐ Asian ☐ Filipino ☐ Hispanic ☐ Pacific Islander: ☐ Other

EDUCATION: Your Highest Grade of School _____ Diploma/Degree/Training _____

Mark 2 goals: ___ Improve My English ___ A Personal Goal ___ Get a job ___ Keep a job ___ Get a High School diploma/GED
 ___ Get a better job ___ Enter college/training ___ A Work based project ___ A Family goal ___ Get US Citizenship

Please fill out back side completely, THEN write a short paragraph about yourself and your country in the space below:

[illegible]

Questions for Student Demographics

Name _____ Date _____

How many dependents do you have? (How many people do you support) _____

How many of your children are enrolled in Kindergarten – Grade 12 schools in the US? _____

Are you a single parent? _____

What is your annual household income? _____

_____ \$0 - \$7,500.00
_____ \$7,500 - \$15,000
_____ \$15,000 - \$50,000
_____ \$50,000 - \$100,000
_____ \$100,000 - \$150,000
_____ \$150,000 +

Are you a displaced homemaker (the person who was supporting you financially is no longer supporting you)? _____

Have you been unemployed for more than 27 consecutive weeks but you want a job now? _____

Do you receive any government assistance:

CalWORKS _____ TANF _____ BOGG _____ Free/reduced lunch _____ BIA _____
Food Stamps/EBT _____ Workers compensation _____ General Assistance _____
Family Literacy _____ General Assistance _____ Pell Grant _____ Carl Perkins _____
Other (please name program) _____

Do you have any physical or any learning disabilities? _____

Are you a US Veteran? _____

Have you been in foster care anytime or now? _____

Are you an immigrant? _____

Are you a seasonal/migrant worker? _____

Do you have a permanent home? _____

Are you in rehab? _____

Are you an ex-offender? _____ Are you currently on parole or probation? _____

Registration Form

Please fill out ALL information

☐ New Student

Registration Date: ____/____/____

TERM: ☐ Summer ☐ Fall ☐ Winter ☐ Spring

(First Name)

(MID)

(Last Name)

☐ Male ☐ Female

(Street Address)

(City)

(Zip)

Home Phone: () _____

Cell Phone: _____

Email: _____

Birth Date: ____/____/____

Emergency Contact Phone: () _____ Name: _____

Relationship: _____

Preschool Only Childs Name: _____

Labor force status

- ☐ Employed
☐ Unemployed
☐ Not seeking work
☐ Retired

ethnicity
(mark all that apply)

- ☐ African American
☐ Alaskan native
☐ American Indian
☐ Asian
☐ Filipino
☐ Hispanic
☐ Pacific Islander
☐ White
☐ Other _____

Native language

- ☐ English
☐ Spanish
☐ Arabic
☐ Chinese
☐ Farsi
☐ French
☐ Korean
☐ Mandarin
☐ Russian
☐ Other _____

Your goals
(within one year)

- ☐ Enter college or
Training
☐ Get a job
☐ Retain a job
☐ Work based project
☐ Military
☐ Personal goal
☐ Family goal
☐ Citizenship
☐ Improve skills

Office use only

Office Use Only

Amount: \$ _____

By: _____ ☐ ASAP

Rec'd _____

☐ Check# _____ ☐ Cash

☐ CC

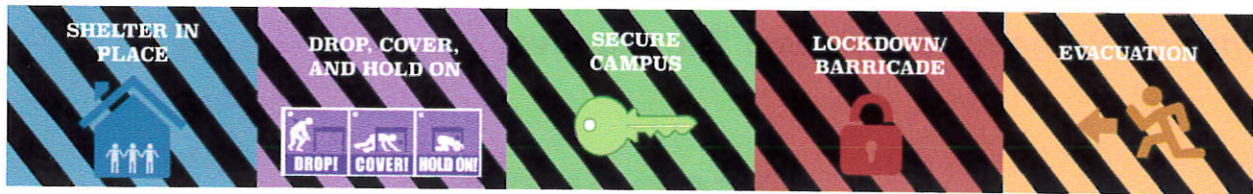
Posted By: _____

Date: _____

Course Title

Day/Time

Fee



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.

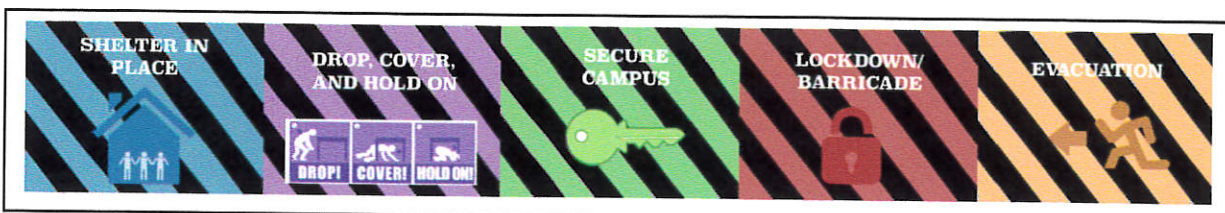
WHEN REPORTING AN EMERGENCY

- ☐ 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 the correct information the first time he/she asks for it.



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

ACTION	DESCRIPTION
SHELTER IN PLACE	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
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
SECURE CAMPUS	Initiate for a potential 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
LOCKDOWN / BARRICADE	Initiate for an immediate 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
EVACUATION	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.

DROP, COVER, AND HOLD ON:

- ☐ 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

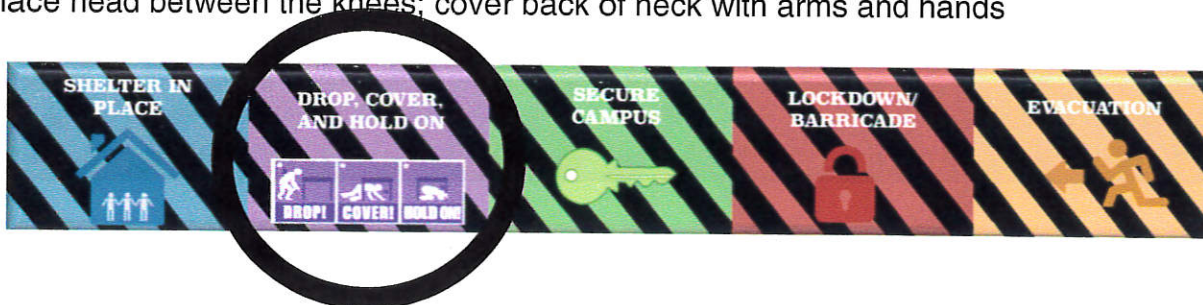
STAFF ACTIONS: INSIDE

- ☐ 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

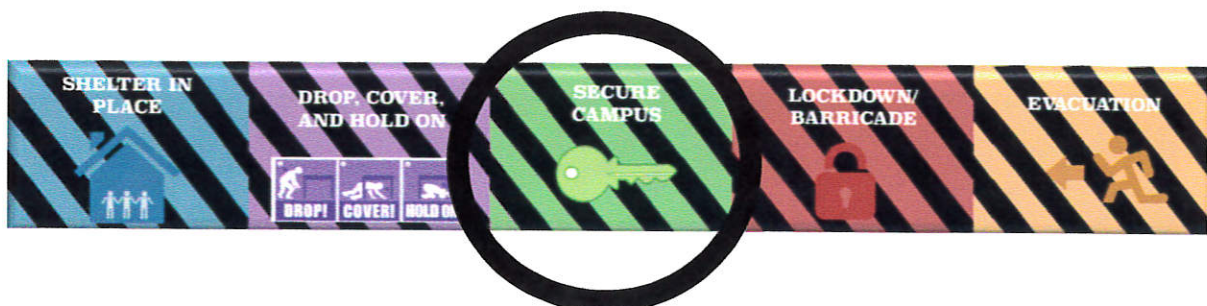
SECURE CAMPUS

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

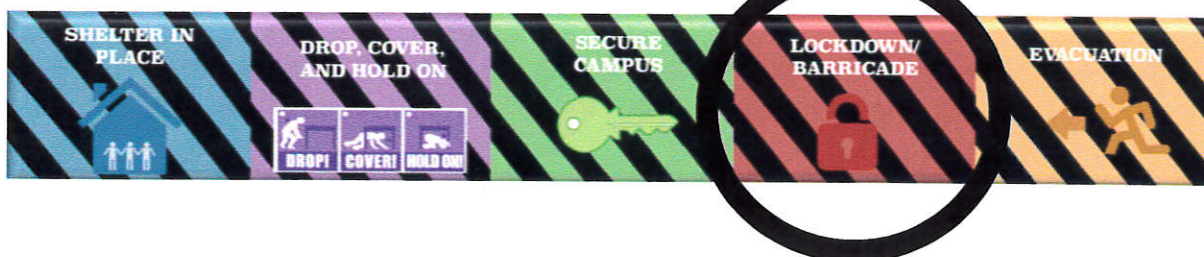
LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room 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

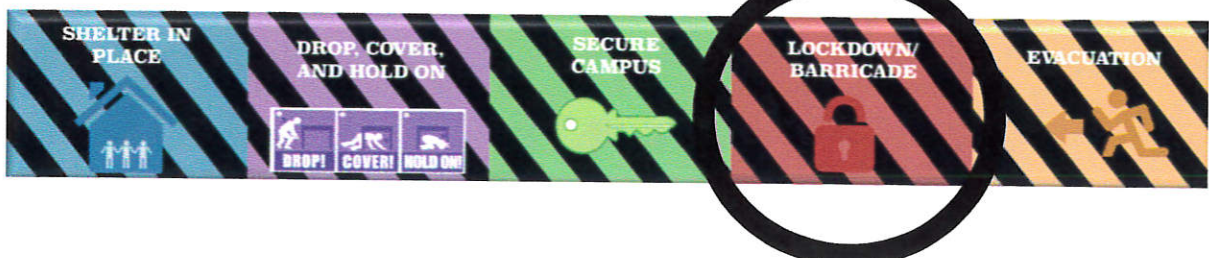
- ☐ Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- ☐ Guide/instruct others you encounter on the way to follow you to safety
- ☐ Call 911 immediately to report location and request emergency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



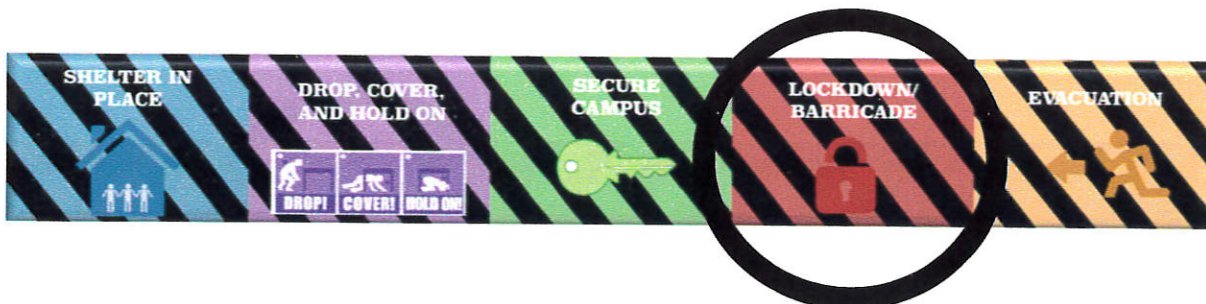
Immediate Action Response: The Big Five

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



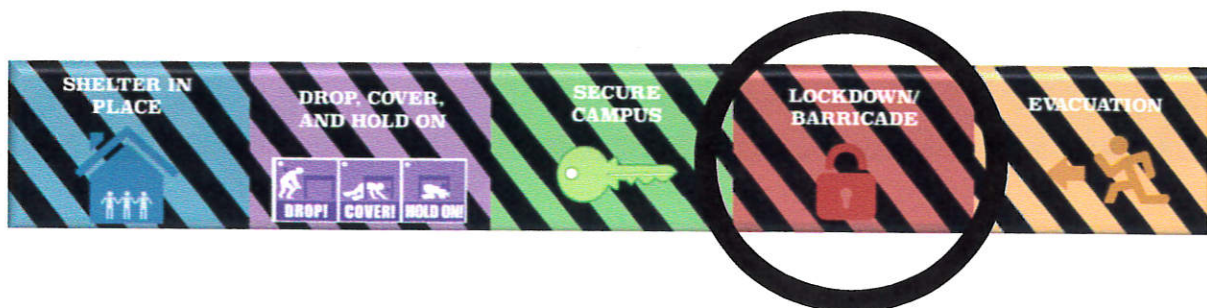
Immediate Action Response: The Big Five

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

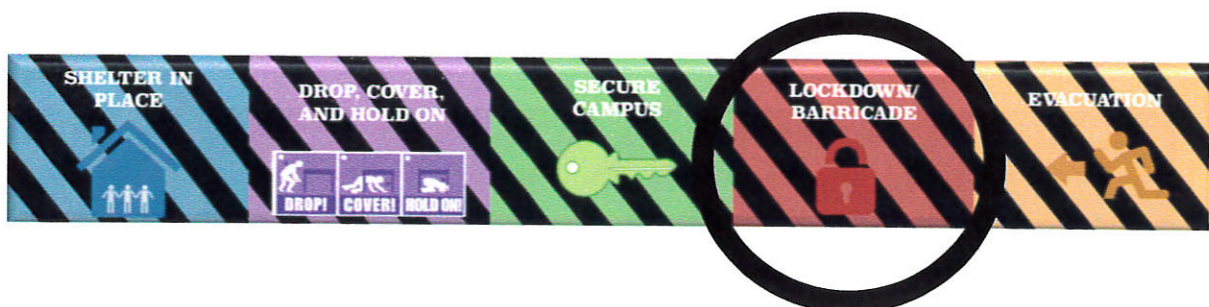


Immediate Action Response: The Big Five

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:

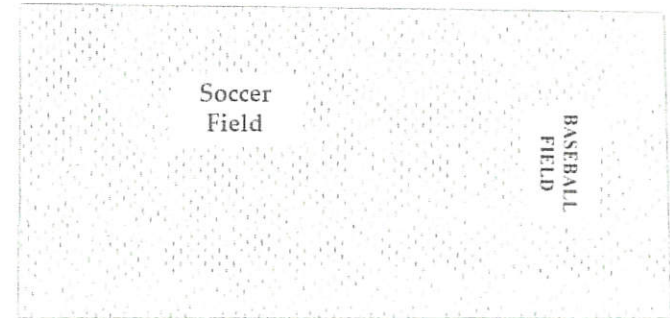
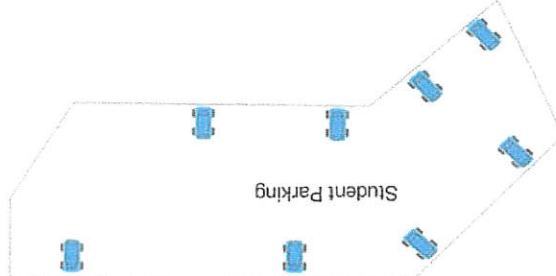
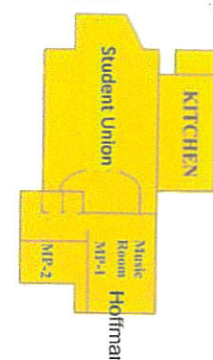
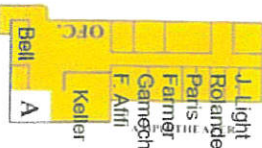
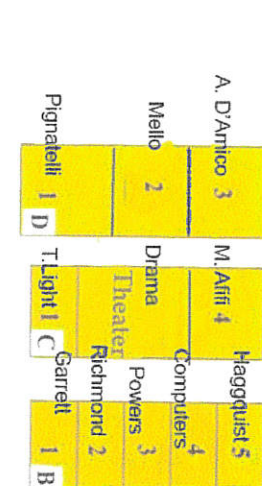
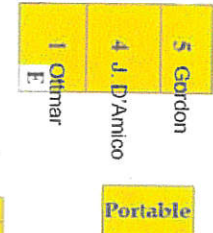
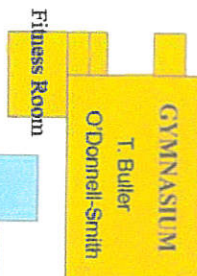
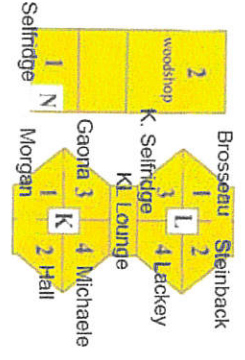
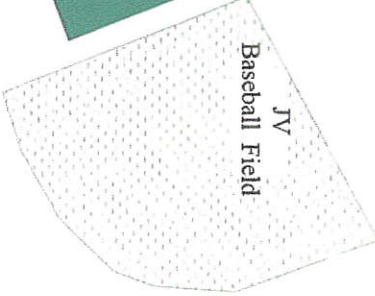
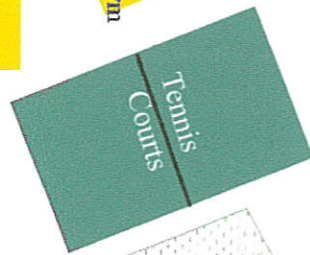
- ☐ Evacuate these individuals as injured persons
- ☐ Assist and accompany to evacuation site, if possible –OR–
- ☐ Use a sturdy chair (or one with wheels) to move person –OR–
- ☐ Help carry individual to safety

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



OREST LODGE ROAD



SUNSET DRIVE

PACIFIC GROVE HIGH SCHOOL

SITE MAP

REV. 8/5/2015