

PACIFIC GROVE ADULT EDUCATION

SAFE SCHOOLS REPORT & SCHOOL SAFETY PLAN 2023-2024

Barbara Martinez, Principal

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**Person Preparing the Safe School Plan (EC 52012, EC 52852): Principal, Pacific
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Pacific Grove Unified School District Monterey County



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Pacific Grove Adult School Leadership Team 2023-2024

Barbara Martinez	Principal	Adults with Disabilities Parent Education Preschool/Childcare
Kristen Arps	Supervisor/Program Specialist	CTE Pathway Programs High School Diploma Community Education
Janet Billets	Program Specialist	ESL
Kristen Arps	Program Specialist	High School Diploma
Kirsten Stember	Program Specialist	Parent Education
Diane Grindol	Program Specialist	Adults with Disabilities
Michelle Kerkhoff	Office Manager	PGAE



Welcome to Pacific Grove Adult Education!

Our experienced supportive teachers and staff are committed to providing you with 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 Monterey Peninsula Adult Education Consortia 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.pgusd.org where you can access all of our course offerings.

See you around the campus,

Barbara Martinez, Principal

THE COMPREHENSIVE SCHOOL SAFETY PLAN OVERVIEW

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the district governing board of our county office of education. The CSSP applies to staff, students, and guests.

The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

For additional information on school safety programs, policies, or procedures, please contact:

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

GENERAL SCHOOL INFORMATION

SCHOOL PROFILE

The Adult School has been offering classes in Pacific Grove since 1932.

PACIFIC GROVE ADULT EDUCATION VISION 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.

PACIFIC GROVE ADULT SCHOOL MISSION STATEMENT

The Mission of Pacific Grove Adult Education is to inspire students to become life-long learners; intellectually, physically, emotionally, and socially.

SAFE SCHOOL MISSION STATEMENT

Students, Staff and guests will have a safe and secure campus where they are free from physical and psychological harm. The principal and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for conduct, behavior and respect for others.

DESCRIPTION OF SCHOOL FACILITIES

The campus is located on the tip of the Monterey Peninsula in the city of Pacific Grove.

Campus Description	Quantity	Auxiliary Buildings	Quantity
Number of Permanent Classrooms	14	Maintenance Building	1
Number of Portable Classrooms	1	AWD Transitions Program	1
Teacher Work rooms	1	Community Garden/Greenhouse	1
Staff Lounge	1	Cooperative Preschool/Parent Education Classrooms	2
Support Offices	5	Multi-Purpose Room	1
Number of Restrooms	9	Library	1

NOTIFICATION TO PUBLIC

This Comprehensive School Safety Plan prepared for the 2023-2024 school year was shared with (EC 35924.2 and 35294.8(b))

- Students and Parents
- Staff
- Communicated to the general public through site and district website
- Communicated to Law Enforcement Agencies

Strategies/Programs for Maintaining School Safety (EC 35294.2 [a] [2]):

Component 1

The Social Climate – People and Program The vast majority of the students who attend Pacific Grove Adult Education live on the Monterey Peninsula. Most reside in Monterey, Pacific Grove, Pebble Beach, and Carmel. The school has a significant **Older Adult** (retired) population, as well as a very active young parent community, which is duly served by **Parents' Place** (0-3 years) and the **Preschool Cooperatives** (3-5 years). While the parents are enrolled students, they bring their infants, toddlers, and preschoolers to the site on a regular basis for parent education classes.

Additionally, courses offered in **Workforce Preparation, Career Technical Education, Adults with Disabilities, High School Diploma/Equivalency, and English as a Second Language** attract a wider age range of students to campus. Evening classes in **Community Education** may see enrollees from the age of 18 through 90 plus years!

Classroom Emergency Kits

Located within each room is an emergency kit which contains, among other items, an Emergency Response Guide. This guide is intended to be a quick resource for the responsible staff member on duty in the room.

Component 2

Physical Environment – Place

The main campus of the Pacific Grove Adult Education Center is located at 1025 Lighthouse Avenue in Pacific Grove. The school also offers a number of off-site classes throughout the community.

The **Parents' Place** program occupies an entire wing of the school, and uses the multi-use room often, for physical/social emotional classes for infants and toddler parent education classes. The main hallway (Rooms 1-7) houses the **High School Diploma/Equivalency and College/Career Navigation** program, **English Language Learner** classes, two **Computer** labs, and an **Adults with Disabilities Independent Network Program**. **Community Education** classes utilize our classrooms during the evening hours. Exercise classes are held in the multi-purpose room and throughout 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

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

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

As part of the PGUSD Safety Protocols, Administrators, Teachers, and staff completed PGUSD Mandated training for the 2023-2024 school year.

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

Training Course Titles for 2023-2024 are as follows:

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

Teachers and staff are reminded each year of the “Things to Look for List” as asked to make sure their classrooms and workspaces are safe. All classrooms are equipped with medical emergency materials and evacuation route maps.

PGUSD SAFETY MASTER PLANNING 2023-2024

Introduction

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

2023-24 Planning

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

- District Wide Threat and Risk Assessment
- Professional assistance with PGUSD safety meetings
- Preparatory planning for all sites Big Five Drills
- Observation and evaluation reporting (AAR's)
- Recommended action steps including facility infrastructure improvements, changes to policy, changes to practices.

Monthly Overview

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

- The following Infrastructure Reports are examples of the work being accomplished during the 2023-24 school year:
- Staff Top 10 Concerns Interviews
- S.W.O.T. Interviews and Analysis
- Active Shooter Response Readiness Survey
- Drone Assessment Analysis
- Follow-up and Completion of Infrastructure Assessments to include Technology Assessments
- Meghan's Law Assessments
- Coordination with Pacific Grove Police Department for Crime Statistics
- Coordination with Pacific Grove Police Department SRO and Command Staff for Top School Safety Concerns
- SWOT Analysis - SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.

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

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1

- Consultation with local public safety agencies (Pacific Grove Police Department/Monterey Fire Department)
- Consultation with risk management specialists (Kimball and Associates)
- Continuing education and training of school staff (Big Five, CPR (Infant/Child/Adult, Epi-pen, Seizure mitigation, Opioid overdose mitigation with the administration of NARCAN)
- Inspections and evaluations of school facilities (Kimball and Associates)
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan.

PGUSD Policies and Procedures

5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures

[BP 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

[AR 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

CHILD ABUSE REPORTING NOTIFICATION

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

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

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

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

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

The Governing Board prohibits unlawful discrimination against and/or harassment of District employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any District site and/or activity. The Board also prohibits retaliation against any District employee or job applicant who complains, testifies or in any way participates in the District's complaint procedures instituted pursuant to this policy.

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

Any District employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, District administrator or Superintendent as soon as practical after the incident.

Failure of a District employee to report discrimination or harassment may result in disciplinary action.

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

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

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

Superintendent
435 Hillcrest Avenue
Pacific Grove, CA 93950
Telephone: 831-646-6520

Other Remedies

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

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960).
2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 200e-5).
3. Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

5145.3 – Student – Student Welfare – Nondiscrimination / Harassment

[BP 5145.3: Nondiscrimination/Harassment](#)

[AR 5145.3: Nondiscrimination/Harassment](#)

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies.

The individual shall also serve as the compliance officer specified in AR 1312.3 – Community Relations – Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

The coordinator/compliance officer may be contacted at:

Director, Human Resources
435 Hillcrest Avenue
Pacific Grove, CA 93950
(831)-646-6507

(Education Code 234.1; 5 CCR 4621)

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

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

Measures to Prevent Discrimination

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

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district supported social media, when available.
(cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings) (cf. 1114 – Community Relations – Communication with the Public – School District Publications)
2. Provide to students a handbook that contains appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and

parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand.

If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students.

(cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance)

(cf. 4131 – Personnel – Certificated Personnel – Staff Development)

(cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

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

1. Removing vulgar or offending graffiti.
(cf. 5131.5 – Student – Vandalism and Theft)
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond.
3. Disseminating and/or summarizing the district’s policy and regulation regarding unlawful discrimination.
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school’s response to students, parents/guardians, and the community.
(cf. 4012.6 – Personnel – All Personnel – Personnel Files) (cf. 5125 – Student – Student Progress – Student Records)
5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true.
(cf. 5144 – Student – Student Welfare – Discipline)
(cf. 4218 – Personnel – Classified Personnel – Dismissal/ Suspension/ Disciplinary Action) (cf. 5144 – Student – Student Welfare – Discipline)
(cf. 5144.1 – Student – Student Welfare – Suspension and Expulsion/ Due Process)
(cf. 5144.2 – Student – Student Welfare – Suspension and Expulsion/ (Individuals with Special Needs) (cf. 6159.4 – Instruction – Instructional Arrangements – Behavioral Interventions for Special Education Students)

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint. Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

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

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

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

Transgender and Gender-Nonconforming Students

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

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

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity. Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations. Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

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

1. Refusing to address a student by name and the pronouns consistent with his/her gender identity.
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because of his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex.
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming.
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex.

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information.
6. Use of gender-specific slurs.
7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression.
8. The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.
9. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:
10. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being.

Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three (3) school days.

11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.
12. (cf. 1340 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Access to District Records)
13. (cf. 3580 – Business – District Records – Development, Maintenance and Disposal)
14. Determining a Student's Gender Identity: The compliance officer shall accept the student's assertion unless district personnel present a credible basis for believing that the student's assertion is for an improper purpose.
In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student's assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.
15. Addressing a Student's Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them.

The meeting shall discuss the transgender or gender-nonconforming student's rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student's access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it.

Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student's arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student's transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intermural sports, and interscholastic athletic programs.

A student shall be entitled to access facilities and participate in programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students.

However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips.

A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

17. (cf. 6145 – Instruction – Curriculum – Extracurricular and Co-Curricular Activities)
18. (cf. 6153 – Instruction – Instructional Arrangements – School Sponsored Trips)
19. (cf. 7110 – Facilities – Concepts and Roles – Facilities Master Plan)

20. Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.
21. (cf. 5125 – Student – Student Progress – Student Records)
22. (cf. 5125.1 – Student – Student Progress – Release of Directory Information)
23. Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record.

However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.
24. Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

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

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

Training and Awareness:

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

Designated Personnel:

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

Emergency Response Procedures:

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

Naloxone Administration:

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

Communication Protocols:

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

Confidentiality and Privacy:

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

Documentation and Reporting:

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

Review and Evaluation:

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

Training Updates:

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

[Guide to Fentanyl](#) to help individuals learn more about this drug and provide tips to help educate children. The resource includes:

- Tips
- A printable 3-fold pdf pamphlet
- Information on Fentanyl
- Online Safety Tools
- Helpful Videos & Articles

School Crime Status/Suspension and Expulsion

Pacific Grove Adult Education does not experience high incidents of crime on campus or during school related functions

2023-2024 Summary Data	
Total Suspensions	0
Total Expulsions	0

SAFE SCHOOL ASSESSMENTS

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and guests are provided a safe and secure environment. Expert safety teams from Kimball and Associates provided detailed Physical Threat Assessment data to improve overall campus safety.

- Safe School Needs Assessment
- Site and District Input

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

The following checklist is used to review the school's strengths and areas to target for improvement related to hazard mitigation and school safety procedures and policies.

SCHOOL EXTERIOR AND STUDENT AREAS

School Exterior and Student Areas	YES	IMPROVE	NO	PLAN TO IMPLEMENT
School grounds are fenced. If yes, approximate height:			X	X
Gates are secured by a good padlock and chain after hours.			X	X
Drug-free zone signs are posted.	X			
Signs are posted for visitors to report to the main office through a designated entrance.	X			
Shrubs and foliage are trimmed to allow for good line of sight.	X			
There is adequate lighting around the building.		X		
Lighting is provided at entrances and other points of possible intrusion.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Play Areas	YES	IMPROVE	NO	IMPLEMENT
The school is free of graffiti.	x			
Play areas are fenced or student boundaries are clearly marked and enforced.	x			
Good visual surveillance of play equipment or student congregation areas is possible.	x			
Vehicular access to student play or congregation areas is restricted.	x			
Playground equipment has tamper-proof fasteners.	x			
Visual surveillance of bicycle racks is possible.	x			
All areas of school buildings and grounds are accessible to patrolling security vehicles.	x			
Ground floor windows: -No broken panes -Locking hardware in working order	x			
Classroom doors are locked when classrooms are vacant.	x			
There is a central alarm system specific to the school.	x			
High-risk areas are protected by security locks and alarm systems.	x			
There is two-way communication between classrooms and the main office.	x			
Students are restricted from loitering in corridors, hallways, and restrooms.			x	
Staff members wear I.D. badges.	x			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL EXTERIOR AND PLAY AREAS

School Exterior and Security	YES	IMPROVE	NO	IMPLEMENT
Law enforcement monitors school grounds after school hours.	x			
All school equipment is marked with an identification number.	x			
There is a policy for handling cash received at the school.	x			
There is regular maintenance and/or testing of the entire security alarm system at least once every six months.	x			
There is a schedule for maintenance checks on lights, locks and lock hardware, and storage sheds and outbuildings.	x			
There is a control system in place to monitor keys and duplicates.	x			
Exterior light fixtures are securely mounted.	x			
Mechanical rooms and hazardous storage areas are locked.	x			
Evacuation and other emergency drills are conducted on a consistent and ongoing basis.		x		
A record of health permits is maintained.	x			
A record of fire inspection by the official Fire Marshal is maintained.	x			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Multiple entries to the building are controlled and supervised.	X			
Visitors are required to sign in.	X			
Visitors are required to wear a visitor badge.	X			
The hallways are properly lighted for safety.	X			
Bathrooms are properly lighted.	X			
Staff supervises bathrooms.	X			
The bathroom walls are free of graffiti.	X			
Exit signs are clearly visible and pointing in the correct direction.	X			
Access to electrical panels is restricted.	X			
Mechanical rooms and other hazardous storage areas are kept locked.	X			
Confidential files and records are maintained in locked, vandal proof, and fireproof areas.	X			
If a classroom is vacant, students are restricted from entering the room alone.	X			
Faculty members are required to lock classrooms upon leaving.	X			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

SCHOOL INTERIOR

School Interior	YES	IMPROVE	NO	IMPLEMENT
Friends, relatives, or non-custodial parents are required to have written permission to pick up a student from school.	x			
Students are required to have permission to leave school during school hours.			x	
There are written regulations regarding school personnel using building facilities after school hours.	x			
There are regulations regarding access and control of outside groups using the building after school hours.	x			
Law enforcement monitors school grounds after school hours.	x			

DEVELOPMENT AND ENFORCEMENT OF POLICIES

Development and Enforcement of Policies	YES	IMPROVE	NO	IMPLEMENT
A visitor policy is in effect, requiring a sign-in procedure for all visitors, including visible identification.	x			
The school has an effective Emergency Management Plan that is reviewed and updated annually.	x			
The Emergency Management Plan includes a specific set of procedures for students/staff with special needs.	x			

HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Violations of state and federal laws are reported to law enforcement.	X			
An incident reporting procedure for disruptive incidents is established and utilized.	X			

DATA COLLECTION PROCEDURES

Procedures for Data Collection	YES	IMPROVE	NO	IMPLEMENT
Data collection procedures are established and utilized by administrators and staff.	X			
Collected data is reviewed and analyzed to identify recurring problems and guide reform initiatives.	X			
Accident reports are filed when a student is injured on school property or during school-related activities.	X			
The incident reporting system is reviewed and updated annually.	X			

~~HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST~~

STAFF DEVELOPMENT

Staff Development	YES	IMPROVE	NO	IMPLEMENT
The principal and other administrators maintain a highly visible profile.	X			
Administrators and staff (including campus security and law enforcement) are trained in the implementation of site Emergency Management Plan.	X			
The entire staff participates in emergency training that is progressive and aimed at continually increasing the level of emergency readiness on site.	x			
School Resource Officers offer staff training in emergency readiness.	X			
Teachers and staff are made aware of their legal responsibilities for the enforcement of safety rules, policies, and state and federal laws.	x			
School safety and violence prevention information is regularly provided as part of a school or system-wide staff development plan.	x			
Staff development opportunities extend to support staff including cafeteria workers, custodial staff, secretarial staff, and bus drivers.	x			

~~HAZARD MITIGATION/SCHOOL SAFETY CHECKLIST~~

PARENT AND COMMUNITY INVOLVEMENT

Parent and Community Involvement	YES	IMPROVE	NO	IMPLEMENT
The school's communication plan includes an efficient method of informing parents when an emergency situation arises.	X			
The school's Emergency Management Plan includes a Memorandum of Understanding with at least one community partner regarding provision of a safe and reasonable off-campus evacuation location.		X		

THE ROLE OF LAW ENFORCEMENT

Role of Law Enforcement	YES	IMPROVE	NO	IMPLEMENT
Incidents of crime that occur on school property or at school-related events are reported to law enforcement.	X			
Law enforcement personnel are an integral part of the school's safety process.	X			
School security officials and local law enforcement provide a visible presence on campus during school hours and at school-related events.	X			
There is a communication tool in place to keep law enforcement informed regarding the schedule of non-traditional school hours.	X			
School administrators have the opportunity to meet with law enforcement commanders at least once a year.	X			

SCHOOL SAFETY PROTOCOLS



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

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 are 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 predetermined 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

DROP, COVER AND HOLD ON

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 email 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 the 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 predetermined classroom location
- ☐ Proceed to predetermined 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 the 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 cell phones
- ☐ If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight

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

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 the 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 the 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 doors 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 the scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate the 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 the 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 the 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 to be 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 the 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 the 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 predetermined Off-Site Evacuation Location
- ☐ Follow pre-arranged evacuation route to evacuation location
- ☐ Should the group be confronted by an 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 the 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

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 a 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

EMERGENCY TELEPHONE NUMBERS

Police	911/831-648-3143
Sheriff	911
Fire Department	911/831-648-3143
Paramedics	911/831-648-3143
C.H.O.M.P	831-624-5311
	831-625-4900
Pacific Grove Unified School District Office	831-646-6509
Red Cross Monterey Chapter	831-624-6921
District Transportation	831-646-6643
District Maintenance	831-646-6537
California High Patrol	831-796-2100
Poison Control	800-784-2433
	800-222-1222
Child Protective Services	831-755-4661
PG&E	800-743-5000
(Outage Information)	800-753-5002
Cal-Am Water	888-237-1333
	831-373-3051



SCHOOL PROGRAMS, POLICIES AND PROCEDURES

PROGRAM EXPECTATIONS, REGISTRATION, AND REQUIRED TESTING

Pacific Grove Adult School has four 10 week sessions per year. Students may register for classes on site or online at <https://pgadulthood.pgusd.org/>

Students are placed in classes based on assessment data obtained at registration. Pacific Grove Adult Education is able to offer free education to our students due to several state and federal funding sources. As a requirement of this continued funding, students are required to show progress in their assigned class. This progress is determined through a pre and post testing process. Pre-testing is a requirement at registration. Ongoing post testing is required to document student progress. By registering at Pacific Grove Adult Education, a student agrees to participate in the pre and post testing process and understands that failure to participate in the testing process may result in dismissal from the program.

Basic Education (K-8) High School Diploma and Equivalency Hi-Set:

Adult programs in elementary and secondary basic skills consist of courses in mathematics, reading, history, science, government, language arts and other courses and classes approved for the high school diploma.

Pacific Grove Adult Education offers preparation courses to assist students in passing the HiSet exam. There are five subject area tests that students can sign up for. Tests are offered each Wednesday evening at PGAE. Students will have an opportunity to take practice exams. Practice exams are good indicators of student success on the official exam. If a student's practice exam indicates that the student is likely to pass that section of the HiSet, it is expected that the student will take the official HiSet exam the next time it is offered. Students who do appear to be making progress in passing the HiSet exams may be recommended to enroll in the High School Diploma program.

English Language Learners:

ESL classes are designed to teach listening, speaking, reading and writing English classes to non-English and limited-English speaking adults. Pacific Grove Adult Education places students in the ESL program based on their pre-test scores. We offer classes from the pre-beginning level to the advanced level. Students who are committed to learning or improving their English skills and progressing through the levels of ESL are the type that this program is intended for. Students whose posttests repeatedly show no growth or progress may be recommended to register for an ABE class.

CTE (Career Technical Education)

Adult programs in vocational education consist of organized educational programs directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for college or career advancement.

Active Older Adult

Programs for older adults include courses that will create opportunities for personal growth and development, community involvement, and for survival skills needed for self-maintenance.

Parent Participation

Adult programs in parenting including parent cooperative preschools, classes in child growth and development and parent/child relationships, and classes in parenting consist of courses organized to provide parents, prospective parents, and/or individuals assuming parental roles with the appropriate skills and attitudes in promoting healthy development of their children in enhancing the quality of family relationships.

Community Education Classes

These classes rely on the fees collected by class participants. They are community service classes with minimum and maximum enrollment requirements.

Adults with Disabilities Classes

Pacific Grove Adult Education serves the educational needs of eligible students with disabilities. Our Adults with Disabilities classes attempt to gear the curriculum to meet the individual needs of its diverse population, with consideration to their wide range of abilities and challenges. We offer two Arthritis classes for the Older Adult, a Mixed Media class that focuses on music therapy for students with early onset dementia.

Students enrolled in our High School Diploma/Equivalency program who are between the ages of 18-22 are eligible for special education services. Services and Goals are identified in Individualized Education Plans and monitored by the teacher of record and district case carrier.

Pacific Grove Adult Education partners with Gateway Center, a residential facility for people with moderate to severe disabilities. We currently offer two Art Classes for the Gateway students.

The Pacific Grove Unified School District's Transition Program serves special education students between 18-22 who have not received a High School Diploma or equivalent. The focus of the program is to transition students into the adult world. Students are therefore given extensive vocational, mobility, social and life skills training. They are taught functional academics and for those students who are able to take coursework at the local community college or PG Adult school, they are supported in the classroom and with homework.

Adult School Diploma teachers and staff collaborate with the Transition program teacher to aid those students who wish to pursue a diploma or its equivalent. Students volunteer in various community agencies to gain vocational skills and work ethics at the Pacific Grove Fire Station, Animal Friends Rescue, Pacific Grove High School Kitchen, Pacific Grove Community Garden and CSUMB's Return of the Native's project. By age 22, students' age out of special education services and are better prepared to continue their education and/or gain employment while living more independent lives.

Pre-Apprenticeship Classes

PGAE offers a pre-apprenticeship workforce preparation class that help students acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment. Students who enroll in our Pre-Apprenticeship construction trades class are interviewed and placed through the Workforce Development One Stop Center. Students qualify for tuition assistance and other needs such as transportation and child care through this program.

Adult Student

"Adult" means a person 18 years of age or older or a person who is not concurrently enrolled in a regular high school program. However, persons 18 years of age or older who are concurrently enrolled in a regular high school program are not adults. (Ed. Code 52610).

Concurrently Enrolled Student

A high school student can be counted as concurrently enrolled only if he or she is enrolled for the minimum day in a regular high school program or a continuation school or an opportunity school before enrollment in an adult education program, course or class. (Ed Code 52523, 52500.1).

Classroom Environment

Teachers are responsible for keeping “reasonable order” in their classrooms. This includes, but is not limited to, storage of materials, organization of student work and general orderly appearance of the room. Further, the classroom should reflect a warm and welcoming attitude toward our students, their diverse backgrounds and experience. Teachers are expected to instruct their students in safety procedures during the first class of any new session.

Reporting of Accidents, Incidents

For medical emergencies call 911, then immediately contact the Main Office. For non-medical emergencies contact the office immediately. For the safety of all, if you feel a student or staff member is under the influence of ANY substance, call the office.

Drills for Emergencies

If an evacuation of the building is ordered, all students and staff will assemble in the back corner of the parking lot against the fence. For off-site classes, please check with that building’s supervisor for the emergency plans.

Earthquakes – implement **BIG FIVE** Protocol: “Drop, Cover and Hold On” until the all clear is given by the Administrator/designee. Then proceed to the designated evacuation location (back corner of the parking lot against the fence).

Classroom Procedures for Emergency Plans

Emergency plan books are located by the exit door of each classroom. Emergency drills will be held annually, or more as needed. Staff must familiarize themselves with the contents of the emergency plan protocols and inform each new class of the safety procedures and emergency plan.

Child Abuse Reporting Requirements - stated in Penal Code 11164:

Sexual Harassment/Abuse - as defined in Ed Code 212.5.

Alcohol Use/Drug Use/Tobacco Policies – At no time are alcohol, drugs or tobacco use allowed on the school property.

Confidentiality – All student and staff records are confidential. Students are protected by Federal Privacy Act laws which state that no information will be given to anyone other than the registered student regarding enrollment, attendance, or grades.

Weapons – To ensure the safety of all students and staff, no weapons are permitted on campus. See California State Ed Code. 12540-12541.1 for details.



