Comprehensive School Safety Plan

2025-26
School Year

School: Pacific Grove Community High School

CDS Code: 27661342731115

District: Pacific Grove Unified School District

Address: 1004 David Avenue, Building A
Pacific Grove, CA, 93950

Date of Adoption:

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Elliot Hazen	President		
Jennifer McNary	Clerk		
Mike Wachs	Trustee		
Laura Ottmar	Trustee		
Beth Shammas	Trustee		
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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Pacific Grove Community High School provides a small, non-traditional learning environment in which students can pursue an alternative pathway to college and career success.
We seek to:

- Provide a challenging project-based curriculum that emphasizes student strengths and is individualized to meet the learning needs of each student
- Create a holistic environment in which students' diverse emotional, social, and cultural needs are recognized and celebrated
- Maximize opportunities for students to become responsible citizens who participate actively in their communities both today and into the future

SCHOOL OVERVIEW

Pacific Grove Community High School (PGCHS) is a continuation high school within the K-12 educational system of Pacific Grove Unified School District that serves residents of the City of Pacific Grove and a portion of Pebble Beach. PGCHS, home to the "Firebirds," was established in 1971 and is WASC accredited. PGUSD also includes two elementary schools, one middle school, one comprehensive high school, and an adult school.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific Grove Community High School Safety Committee

Assessment of School Safety

The Governing Board believes regular attendance plays a key role in student achievement. The board recognizes its responsibility under the law to ensure that students attend school regularly. parent(s)/guardian(s) of children aged 6 years to 18 years are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.

The Administration and Staff of Pacific Grove Community High School believe if a student is absent from class, the educational experience lost during the absence is irretrievable. Interaction in the classroom setting can seldom be duplicated through make-up work.

EMERGENCY CONTACT

In case a parent(s)/guardian(s) cannot be reached by telephone, only the people listed on the Emergency Card may be contacted. Please list three local contacts on the Emergency Card and keep this information
up-to-date. parent(s)/guardian(s)are responsible for notifying the Office if another adult is in charge of their student or if they have Hospital Release Forms on file at local hospitals. If a parent(s)/guardian(s) signs over legal guardianship, the school cannot contact the parent(s)/guardian(s) regarding the student.

MEDICAL EXCUSES (LONG TERM PE)
For a student to receive a "medical" for a unit (3 weeks of class time) in Physical Education, a doctor's note must be on file in the Office before the end of the unit in question. A parent(s)/guardian(s)'s/guardian's note will suffice until a doctor's note is obtained. No points/credits will be given if a note is not obtained.

PERMITS TO LEAVE CAMPUS/parent(s)/guardian(s) REQUEST TO PICK UP
Students leaving campus before the end of their regular school day must have a parent(s)/guardian(s) call (831-646-6535) BEFORE being picked up and signing out in person with the Office – an email is not sufficient for verification. Any student, who leaves the campus without being properly signed out, will be marked truant.

RE-ADMITS
Students need re-admits to clear their absences. When clearing absences, please note that only a parent(s)/guardian(s) can clear an absence. Board Policy states that a student has 72 hours in which to clear an absence to make up any missing assignments. Clearing absences is the responsibility of the parent(s)/guardian(s) and student. Failure to clear absences in a timely manner could result in truancy.

DISCIPLINE REFERRALS, SUSPENSION, AND EXPULSION RATES
PGCHS maintains a positive, supportive environment that ensures personal and social growth. Students are expected to follow established school rules, cooperate with the staff, and learn to tolerate and respect differences in others.

PGCHS aims to provide alternatives to suspension or expulsion that are age-appropriate and designed to address the specific misbehavior. Discipline is addressed on a case-by-case basis. Any of the following actions are possible when a behavior or disciplinary infraction occurs, depending on its severity:

- Conference with the student regarding violation
- Contact parent(s)/guardian(s)/guardian

- Conference with the student, parent(s)/guardian(s)/guardian., teacher, administrator
- Behavior or Non-Performance Contract
- Suspension
- Alternative placement
- Contact with police or other appropriate agency
- Possible recommendation to the Board for expulsion from the District

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

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

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

Disaster Plan

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

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

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

Goal

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Pacific Grove Community High School Student Conduct Code

Conduct Code Procedures

(K) Hate Crime Reporting Procedures and Policies

(J) Procedures to Prepare for Active Shooters

Procedures for Preventing Acts of Bullying and Cyber-bullying

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

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

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be

required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

Support for Unique Needs

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

Access to Instruction

Timeline for Access to Instruction

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

As required, Pacific Grove Community High School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Pacific Grove Community High School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Instructional Continuity

Communication Protocols

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

Technological Readiness

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

Instruction and Assessment

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

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

English Leaners (EL)

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

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Plans to provide access back-up, water and medicines in the event of an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Pacific Grove Community High School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Pacific Grove Community High School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Detail the specific process and designated staff member (e.g., principal, superintendent) responsible for confirming the presence of immigration enforcement on the schoolsite, which triggers the notification requirement.

Required Notification Recipients

The procedures must ensure notification is issued to the following groups:

- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

Notification Timing

Specify the timeline for issuing notification following confirmation, ensuring it aligns with safety goals and minimizes panic.

Safety and Well-being Standard

The content and timing of the notification shall consider the safety and well-being of the pupils, employees, and community members of the schoolsite.

Privacy Constraint

The notification shall not include any personally identifiable information.

Notification Methods

Specify the secure methods used for two-way communication to reach the required recipients, such as mass communication systems, email, or school portals, and detail how these methods are maintained.

Resource Provision (Optional but Encouraged)

The notification may include a hyperlink to additional resources for families regarding:

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality
- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

This plan will be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year.

Public Availability

An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

State Guidance

Compliance with this plan should align with the checklist for developing a comprehensive school safety plan, which the Department of Education is required to maintain and conspicuously post on its internet website

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

Emergency Contact Numbers

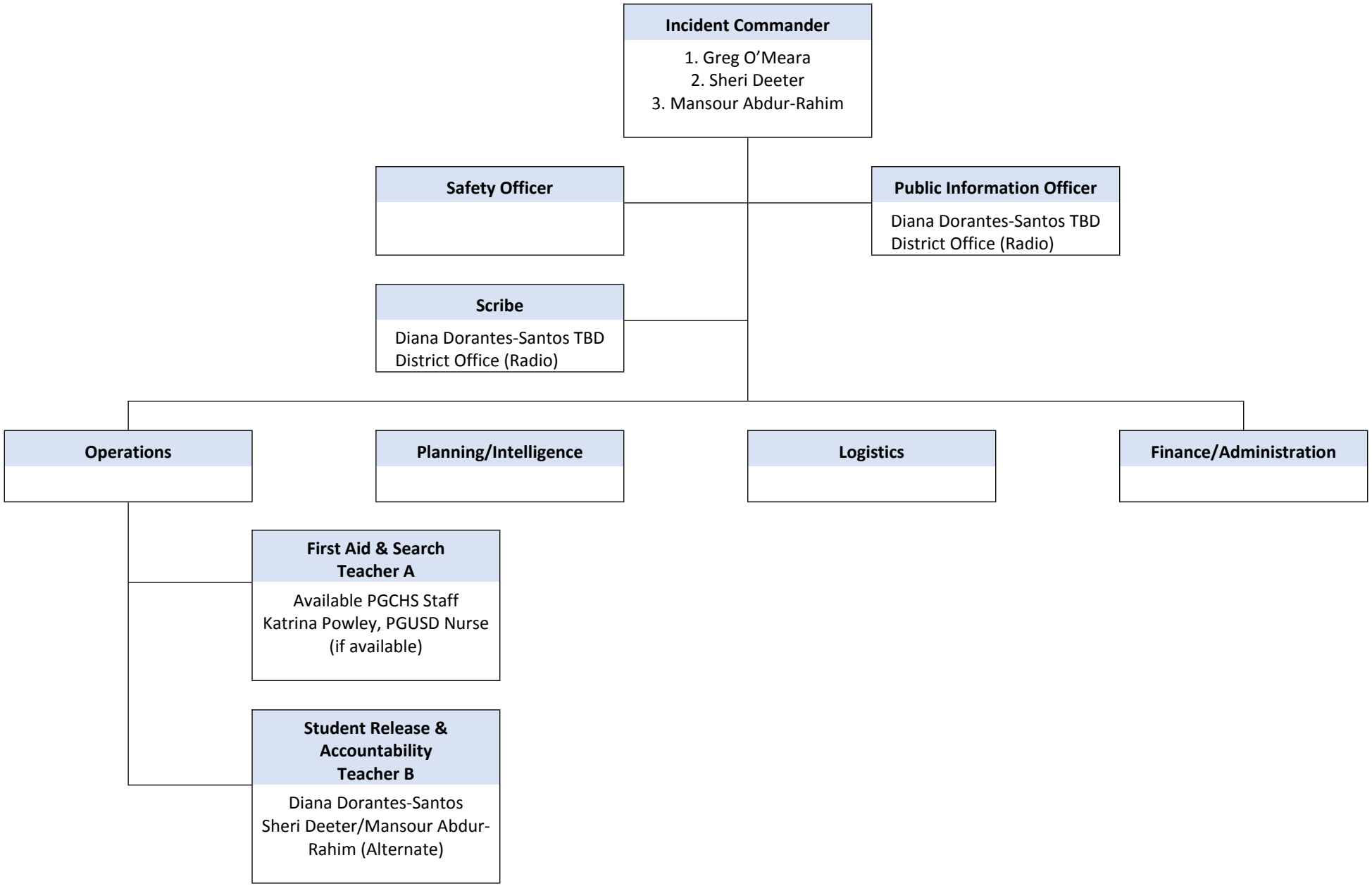
Utilities, Responders and Communication Resources

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

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)

Pacific Grove Community High School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

Site Incident Commander:
Location: Field

1. Greg O'Meara
2. Sheri Deeter
3. Mansour Abdur-Rahim

Role:

- overall management and coordination of emergency operations from the command center
- requests and allocates resources
- activates communications, disseminates emergency public info, and warnings
- ensures needs of students with special needs are met
- sets up media area – but does not give statements to media
- public information officer

Materials:

- Radio
- Emergency Response Bag (Black) to Command Center

Communication Recorder
(District office support)

Diana Dorantes-Santos TBD District Office (Radio)

Role:

- makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public
- carries messages to command center/IC and to District Safety Director
- initiates phone tree; answers phones
- disseminates info to staff
- calls in resources as needed
- reports to IC frequently Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported.

Materials:

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

Student Release: Location: Field

Diana Dorantes-Santos
Sheri Deeter/Mansour Abdur-Rahim (Alternate)

Role:

- Implements & monitors student release (needs emergency cards/Illuminate access)
- monitors & supervises volunteers
- coordinates with public safety
- Sets up boundaries, manages crowds (cones, ropes)
- controls foot and vehicle traffic
- reports to IC frequently

Materials:
- Radio (3)
- Emergency Cards
- blank Student Release Forms
- Signs to mark “Student Release Area”
- Tables, chairs (2)
- Master roster of students and staff (current attendance noted)
- clipboards, pens, clerical supplies
- blank signage materials (poster board)
- duct tape

First Aid/Basic Needs:

Available PGCHS Staff
Katrina Powley, PGUSD Nurse (if available)

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

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

Search and Rescue

Available PGCHS Staff

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

Materials:
-Radio
- Site map with search plan, clipboard
- hard hat, gloves, whistle

- master keys
- First Aid backpack (one)
- duffle bag with goggles, flashlights, dust mask, pry bar,

grease pencils, duct tape, caution tape, masking tape

Facilities

Available PGCHS Staff
PGUSD Maintenance Staff

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

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

Materials:

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

Student Monitoring

Available PGCHS Staff

Role:

- accounts for all staff, students, & visitors
- keeps everyone safe in a manageable location
- supervise all students if team leaders need to assemble their teams
- coordinate with student release

Materials:

- Rosters of students with accurate attendance

-Red/Green vest or cards for identifying missing students
(red) or all present (green)

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence
Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

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

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Types of Emergencies & Specific Procedures

Aircraft Crash

Animal Disturbance

Armed Assault on Campus

Biological or Chemical Release

Bomb Threat/ Threat Of violence

Bus Disaster

Cardiac Arrest

Disorderly Conduct

Earthquake

Explosion or Risk Of Explosion

Extreme Weather

Fire in Surrounding Area

Fire on School Grounds

Flooding

Loss or Failure Of Utilities

Motor Vehicle Crash

Pandemic

Psychological Trauma

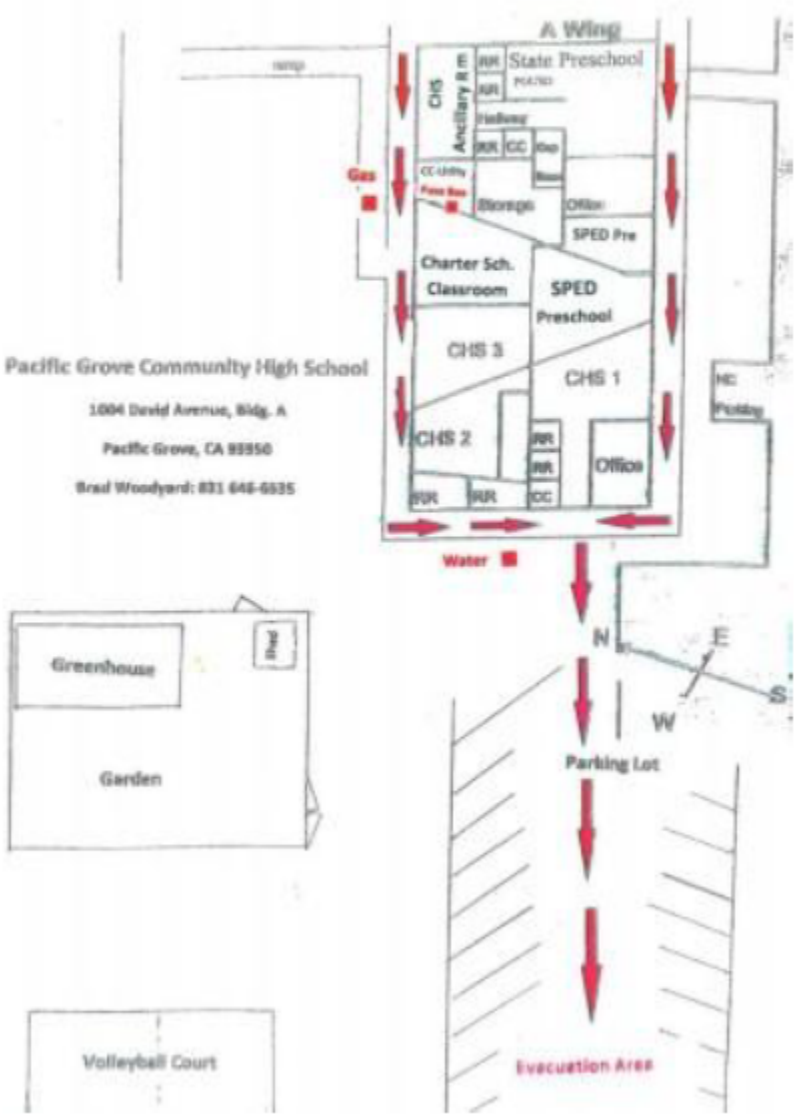
Suspected Contamination of Food or Water

Tactical Responses to Criminal Incidents

Unlawful Demonstration or Walkout

Emergency Evacuation Map

Evacuation Route: South Parking Lot

INSTRUCTIONS FOR EVACUATION

At Pacific Grove Community High School, the normal evacuation location is the south parking lot (see map). In the event of special circumstances requiring evacuation to another site, the first alternate evacuation location would be Pacific Grove High School. The route to that site is outside the school to the left on David Avenue, then left on Congress Avenue to the athletic field of PGHS.