Comprehensive School Safety Plan

2025-26
School Year

School:	Pacific Grove Adult Education
CDS Code:	
District:	Pacific Grove Unified School District
Address:	Pacific Grove, CA 93950
	March 01, 2026
Date of Adoption:	November 2025
Date of Update:	
Date of Review:	
- with Staff	February 05, 2026
- with Law Enforcement	January 26, 2026
- with Fire Authority	January 26, 2026

Approved by:

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

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

Table of Contents

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 www.pgusd.org.

Safety Plan Vision
Providing a program of quality academic, vocational, and physical education for adults is the primary goal of Pacific Grove Adult Education. In support of this goal, the district is committed to maintaining a safe, inclusive, and orderly learning environment that allows all adults to fully engage in educational opportunities. Adult Education has built its curriculum and safety practices on the

philosophy that increased knowledge empowers individuals to enjoy, pursue, accept, and defend ideas with confidence and respect. The district strongly affirms the right of every adult in the community to access education regardless of age, heritage, challenges, or background, and recognizes that a secure, supportive environment is essential to student well-being, belonging, and academic success.

Components of the Comprehensive School Safety Plan (EC 32281)

Pacific Grove Adult Education Safety Committee

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

Assessment of School Safety

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

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

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

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

Procedures

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

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

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

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

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

Disaster Plan

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

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

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Inclusive Practices for Students with Disabilities:
Pacific Grove Unified School District is committed to ensuring that all disaster and emergency procedures are accessible to students with disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The safety plan is evaluated annually to confirm that it includes appropriate adaptations for students with diverse needs, and parents, guardians, educational rights holders, or students may raise concerns about an individual student's ability to access safety procedures. If a concern is determined to be valid, the school site council or safety planning committee will modify the plan accordingly. At Pacific Grove Adult Education, staff assist students with ambulatory, cognitive, developmental, sensory, and mental health needs by modeling confidence and competence with empathy, supporting students' emotional responses, and creating Individual Emergency Plans when appropriate. Inclusive practices include preparing students in advance using developmentally appropriate methods such as storyboards, social narratives, Big Five books, or

Picture Exchange Communication Systems (PECS), and identifying potential stressors such as noise, schedule changes, or chaotic environments. Calming activities and objects, including stuffed animals, stress balls, or fidget spinners, are used to support emotional regulation, and communication tools such as ASL, PECS, tablets are utilized to provide instructions during an incident. For students with visual or auditory needs, visual signals such as classroom signage, Big Five posters, or desk-sized visual aids are used in conjunction with verbal commands. Students with ambulatory needs, including those using crutches, canes, walkers, or wheelchairs, are given priority assistance during evacuation, including accompaniment to safe locations and rapid reunification with their mobility devices. These inclusive practices ensure that all students are supported physically, cognitively, and emotionally during emergency situations while maintaining safety, equity, and compliance with federal and state law.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

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

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

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

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

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

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

mandatory expulsion as required by state law.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Daily Arrival and Departure Practices

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

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

Emergency Access and Preparedness

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

Communication, Accessibility, and Equity

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

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

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

Goal

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

Component:

The Social Climate – People and Program

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

Element:

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

Opportunity for Improvement:

Pacific Grove Adult Education fosters a safe, inclusive, and orderly environment that supports learning for a uniquely diverse population spanning infants through older adults, requiring intentional coordination of supervision, preparedness, and program design. The district continuously strengthens safety systems through emergency readiness, staff training, and program oversight to

ensure equitable access, protection, and a nurturing climate where all students can learn without disruption.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure a safe, inclusive, and orderly environment for all students, parents, and children on campus	• Monitor and support supervision across programs • Implement orientation for students and parents • Promote respectful interactions among diverse student populations	Staff training, parent education resources, community engagement materials	Site Administrator	Annual review of safety incidents, student and parent feedback
Ensure all classrooms are prepared for emergencies	-Maintain and update emergency kits in each classroom • Provide staff training on Emergency Response Guide • Conduct regular drills and reviews	Emergency kits, Emergency Response Guides, Big Five Protocol materials	Program Leads / Safety Coordinator/ Site Administrator	Staff self-assessments, drill evaluation logs
Protect the safety of children and adult learners	• Establish clear check-in/check-out procedures • Assign staff supervision during parent classes • Integrate safety protocols into daily routines	Classroom staffing, parent sign-in systems, safety signage	Program Coordinator / Site Administrator	Observation reports, parent feedback surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain safe and supportive learning environments	- Provide clear behavioral expectations - Monitor classroom and campus movement - Align emergency procedures with Big Five protocols	Staff training, signage, communication systems	Program Coordinator / Site Administrator	Incident reports, student surveys, periodic safety audits
Ensure accessibility, safety, and participation for all students	- Conduct accessibility assessments - Provide orientation and safety reminders - Monitor entrances, exits, and common areas	Accessibility tools, staff coverage, communication systems	Evening Administrator	Attendance tracking, feedback from evening learners

Goal

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

Component:

The main campus of Pacific Grove Adult Education Center is located at 1025 Lighthouse Avenue in Pacific Grove, with additional off-site classes offered throughout the community. The Parents' Place program occupies an entire wing of the school and regularly uses the multi-purpose room for physical and social-emotional parent education classes for infants and toddlers. The main hallway (Rooms 1–8) houses the High School Diploma/Equivalency program, College/Career Navigation, English Language Learner classes, two computer labs, and the Adults with Disabilities Independent Pathway Program. Community Education classes utilize classrooms during afternoon and evening hours, and exercise classes are held both in the multi-purpose room and at auxiliary locations throughout Pacific Grove. Dual Language Parent Education Preschool, Lighthouse Parent Education Preschool, and the Pacific Grove Adult Education Child Development Center are located on the Seventeen Mile Drive side of the campus in separate free-standing buildings.

Assessment of School Safety and Emergency Preparedness: Pacific Grove Adult Education administration, staff, and district personnel actively monitor the campus and classrooms to identify and address potential safety concerns. Teachers and staff are encouraged to report hazards so that site administration can coordinate with the Maintenance and Operations Department to resolve issues promptly. The campus is equipped with emergency response resources, including three Automated External Defibrillators (AED) located in the front office near the main entrance, multi-purpose room and childcare center- and EpiPens stored in locked cabinets throughout the campus. Emergency procedures are aligned with the Big Five Safety Protocols—

Lockdown/Barricade, Secure Campus, Evacuation, Shelter in Place, and Drop, Cover, and Hold On—and are integrated into monthly drills, staff training, and orientation programs for new students and families. Evacuation routes, assembly areas, and ingress/egress procedures are clearly marked and accessible, including for students and staff with mobility needs, disabilities, or other accessibility requirements. Regular review and monitoring of the physical environment, combined with staff training, drill evaluation, and feedback from district safety committees, ensure that the campus maintains a safe, accessible, and orderly learning environment for all students and staff across programs and age groups.

Element:

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

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure safe, accessible, and orderly use of main campus and off-site classrooms	- Maintain clear signage for all buildings and rooms - Monitor traffic flow and campus movement - Ensure accessibility for students and staff with mobility needs	Campus maps, signage, accessibility tools	Site Administrator / Facilities Director	Annual review of campus accessibility, safety audits, incident reports
Protect the safety of young children and adult learners during classes	- Implement supervision plans for infants and toddlers - Ensure safety during parent education and preschool activities - Conduct safety orientations for parents	Staff coverage, parent sign-in systems, safety signage	Program Coordinator / Lead Teacher	Observation reports, parent feedback, drill participation records
Maintain safe learning environments across diverse adult student programs	- Monitor classrooms for hazards - Train staff on emergency procedures - Reinforce behavioral expectations	Staff training materials, emergency protocols, communication systems	Site Administrator	Incident reports, staff self-assessments, student feedback

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure safety for a wide age range and varied mobility levels	• Monitor entrances and exits during evening hours • Provide orientation on safety procedures • Maintain accessible emergency routes	Security coverage, lighting, emergency kits	Evening Administrator	Attendance tracking, drill evaluations, feedback from learners
Align physical environment with Big Five Safety Protocols and ensure readiness for emergencies	• Conduct monthly drills (Evacuation, Lockdown/Barricade, Secure - Campus, Shelter in Place, Drop, Cover, and Hold On) • Maintain AEDs and EpiPens • Review and update emergency kits and response guides	AEDs, EpiPens, classroom emergency kits, Big Five guides	Administrator/Safety Director	Drill evaluation logs, incident reports, committee reviews

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify and resolve safety hazards promptly	- Encourage staff to report hazards - Coordinate with Maintenance & Operations to address concerns - Perform routine safety inspections	Reporting forms, maintenance requests, inspection checklists	Site Administrator / Maintenance Liaison	Safety audit results, resolution tracking, follow-up reports

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

Pacific Grove Adult Education Student Conduct Code

Student Conduct Expectations – Pacific Grove Adult Education

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

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

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

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

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

Conduct Code Procedures

How Behavior Concerns Are Addressed – Pacific Grove Adult Education

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

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

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

(K) Hate Crime Reporting Procedures and Policies

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

(J) Procedures to Prepare for Active Shooters

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol for Schools (Grades 7–12) – SB 10 Compliance: In accordance with Senate Bill 10, Pacific Grove Unified School District has established a comprehensive protocol for addressing opioid overdose incidents in schools serving pupils in grades 7 through 12. The primary objective of this protocol is to ensure a timely and effective response to students suffering from, or reasonably believed to be suffering from, an opioid overdose. Designated school staff members receive training to recognize the

signs of opioid overdose, including the administration of naloxone, and periodic awareness programs are provided for students to educate them about the dangers of opioid use and the importance of seeking help. The protocol identifies trained personnel, such as school nurses or other qualified staff, who are responsible for responding to potential overdose incidents and are equipped with the necessary resources and access to emergency medical services. Emergency procedures include immediately contacting 911, providing first aid within the scope of training, and administering naloxone as authorized by law. Communication protocols ensure that parents or guardians, local law enforcement, emergency medical services, and healthcare providers are promptly notified to facilitate a coordinated response. Confidentiality and privacy of students involved in overdose incidents are safeguarded in accordance with applicable laws, and all incidents are accurately documented, with reports submitted to appropriate authorities as required. The district conducts periodic reviews of the protocol to ensure its effectiveness, implements updates based on lessons learned and emerging best practices, and provides regular refresher training for all staff. This protocol is reviewed annually as part of the site's Comprehensive School Safety Plan to ensure ongoing compliance with SB 10, Board Policy, and best practices for student safety.

Response Procedures for Dangerous, Violent, or Unlawful Activities

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

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

Instructional Continuity Plan

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

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

Pacific Grove Adult Education offers a broad range of instructional programs designed to meet the diverse needs of the adult community. Academic offerings include Adult Basic Education (K–8), High School Diploma, and High School Equivalency (HiSET)

preparation courses in mathematics, reading, science, history, government, and language arts. HiSET preparation includes practice testing and weekly exam opportunities, with student readiness determined by practice exam results. English as a Second Language (ESL) courses serve non-English and limited-English-speaking adults, with placement based on assessment results and progression from pre-beginning through advanced levels. Career Technical Education (CTE) programs provide workforce preparation and pre-apprenticeship opportunities aligned to employment and postsecondary pathways. Additional programs include Active Older Adult courses, Parent Education and cooperative preschools, Community Education classes, Adults with Disabilities programs, and the Adult Transition Program for students ages 18–22 receiving special education services. Each program emphasizes individualized instruction, skill development, and meaningful transition outcomes.

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

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

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

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

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

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

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

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

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

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

Support for Unique Needs

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

Counselor/Mental Health Therapist Check-Ins:
Virtual counseling sessions available.
Daily or weekly SEL activities shared through digital platforms or printed packets.

Resource Guides:
Provide digital and print guides with mental health resources and community support services.
Local resources available for Social emotional, Mental & Behavioral Health Support

Free Help, available 24/7 by phone and online:
Call 988 or text 988
Text 741741

California Youth Crisis Line
(800) 843-5200

Monterey County Rape Crisis:
(831) 424-4357 or 831 375-4357

YWCA Crisis Line 831.372.6300
or 831.757.1001

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

Monterey County Mobile Response Team – Children and Youth 21 and
Under
(831) 687-4379
(831) 755-4111

CalHOPE- digital mental health for youth, young adults and families
https://www.calhope.org/

BrightLife Kids (free online behavioral health support and coaching for parents and their children all ages)
https://www.hellobrightline.com/brightlifekids/?utm_medium=referral&utm_source=calhopewebsite

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

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

The NAMI HelpLine can be reached Monday through Friday, 10 a.m. – 10 p.m., ET.
 Call 1-800-950-NAMI (6264), text "HelpLine" to 62640 or email us at helpline@nami.org Free nationwide resource hotline (counseling, psychiatry, legal resources) https://www.nami.org/help
Monterey County Behavioral Health for Youth
831.687.4379
* Crisis Intervention is available 24-hours a day
* Services provided in the community and by telephone
* Offers immediate evaluation, treatment, and referral
 More information at:
https://www.co.monterey.ca.us/government/departments-a-h/health/behavioral-health/bh-home

Access to Instruction

Timeline for Access to Instruction

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

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

Within 10 School Days:
Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
Coordinate with neighboring districts and county offices of education for alternative facilities space
Independent Study Standards:
Ensure that instructional quality meets or exceeds standards set by independent study programs:
Minimum instructional time per grade level.

Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8)
Academic progress tracking and regular feedback.

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

Within 10 School Days:
Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
Coordinate with neighboring districts and county offices of education for alternative facilities space
Independent Study Standards:
Ensure that instructional quality meets or exceeds standards set by independent study programs:
Minimum instructional time per grade level.
Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8)
Academic progress tracking and regular feedback.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

Digital materials will be distributed through platforms such as Google Classroom, ParentVue/Synergy, district and school websites, and direct email communication to ensure timely and equitable access for all students. Non-digital materials, including printed learning packets and resource guides, will be made available through scheduled on-site pick-up locations, mailed to families as

needed, or delivered in coordination with community partners to support students with limited internet access.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Remote Learning Platforms:
Google Classroom (for assignments, announcements, and resources).
Zoom/Google Meet for synchronous instruction.

Asynchronous Options:
Recorded video lessons and digital assignments.
Printed learning packets distributed through designated pick-up locations or mailed to families.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

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

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

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

Instructional Continuity

Communication Protocols

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

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

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

Technological Readiness

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

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

Instruction and Assessment

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

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

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

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

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

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

English 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.

Yearly Training Sessions for all staff on:
Emergency communication protocols.
Remote learning platforms and instructional continuity strategies.
SEL and mental health support during emergencies.
Simulation Drills:
Conduct annual drills simulating remote learning activation and family communication procedures.

Well-Being and Support Services

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

PGUSD will ensure access to physical and mental health professionals through school counselors, psychologists, nurses, contracted therapists, and community-based partners, with services available in-person or virtually as needed. Bilingual staff, interpretation services, and partnerships with multilingual providers will be utilized to ensure students and families who speak languages other than English can access timely, culturally responsive health and mental health support.

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

In the event of an emergency, the PGUSD will maintain access to backup supplies including potable water, basic first aid materials, and essential medications stored in accordance with safety regulations and student health plans. Site administrators and health staff will follow established emergency protocols to secure, monitor, and distribute necessary supplies, including student-specific medications, while coordinating with local emergency services as needed.

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

PGUSD will ensure continuity of essential support services—including special education, counseling, after-school programs, and nutrition services—by adapting service delivery to virtual, hybrid, or alternative in-person models as conditions require. This includes providing remote specialized instruction and related services, virtual counseling and enrichment programs, and maintaining access to meal distribution through grab-and-go or community-based pick-up sites to ensure students and families continue to receive comprehensive support.

Site-Based Collaboration

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

The PGUSD Instructional Continuity Plan ensures effective communication, uninterrupted learning, and equitable access to academic and support services during emergencies. Through collaborative planning, technology readiness, targeted student supports, and strong community partnerships, the district remains committed to maintaining safe, inclusive, and high-quality learning environments for all students.

Return to Site-Based Learning

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

Prior to reopening school sites following a disruption, the PGUSD will ensure that facilities are deemed safe by appropriate authorities, utilities are fully restored, and health and safety protocols are in place in alignment with local and state guidance. Clear communication will be provided to families and staff regarding reopening timelines, safety measures, and instructional expectations to ensure a safe, orderly, and well-coordinated return to in-person learning.

Integration with Comprehensive School Safety Plan (CSSP)

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

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

Beginning July 1, 2025, this Instructional Continuity Plan will be incorporated into Pacific Grove Unified School District's Comprehensive School Safety Plan as required by SB 153 and aligned with all existing safety protocols. Inclusion of the ICP in the locally adopted CSSP is required to support approval of a Form J-13A waiver request starting in fiscal year 2026–27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annual review of the plan to incorporate feedback and best practices as a part of the Districts comprehensive school site safety plan through the school site council and the Board.

Procedures for Immigration Enforcement Notification

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

If immigration enforcement presence is reported or observed on or near a school campus, the site principal will immediately verify the identity and credentials of the officers, request documentation of legal authority, and notify the Superintendent or designee to confirm the situation. Upon confirmation by the Superintendent or designee, the District will activate its notification protocol and promptly inform families and staff through established communication channels in accordance with state law.

Required Notification Recipients
The procedures must ensure notification is issued to the following groups:
- Parents and guardians of pupils
- Teachers
- Administrators
- School personnel

The site principal will verify the presence and legal authority of any immigration enforcement officers and immediately notify the Superintendent or designee. Once confirmed, the Superintendent or designee will initiate the District's notification protocol to inform families and staff in accordance with state law.

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

Notification will be issued to families and staff as soon as practicable, typically within the same school day, while ensuring the accuracy of information. Communications will be carefully crafted to prioritize student safety, provide clear guidance, and minimize fear or disruption to the school environment.

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

Privacy Constraint
The notification shall not include any personally identifiable information.

All notifications will exclude any personally identifiable information related to students, families, or staff. Communications will provide only general, factual information necessary to ensure safety and awareness while protecting privacy rights.

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

PGUSD will utilize secure mass communication systems, encrypted email, ParentVue/Synergy portals, and password-protected district and school websites to provide timely two-way communication with families, students, and staff. These systems are maintained through regular security updates, access controls, staff training, and periodic testing to ensure data privacy, system reliability, and continuity during emergency situations.

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.

The plan will be reviewed and updated as needed by the school district policy committee each year.

Public Availability

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

The Instructional Continuity Plan can be viewed on all district and site websites.

State Guidance

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

Compliance with this plan will follow the Department of Education's checklist for developing a comprehensive school safety plan, which is maintained and publicly posted on the district website under Safety. This ensures alignment with state requirements and best practices for school safety.

Procedures Regarding Pupil Smartphone Use During Emergencies

This section of the CSSP ensures PGUSD maintains the authority to limit or prohibit student smartphone use during emergencies or perceived threats, in compliance with AB 962.

Policy 5131.8: Mobile Communication Devices
Regulation 5131.8: Mobile Communication Devices
Policy 6163.4: Student Use Of Technology

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

Policy updated and approved 1/02/26 at a public board meeting.

Non-Prohibitable Circumstances for Pupil Smartphone Use
Confirm procedures for recognizing and respecting these exceptions:
1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Pacific Grove Unified School District procedures ensure that exceptions to smartphone restrictions are recognized and respected by allowing use when a teacher or administrator grants permission under reasonable limitations, when a licensed physician or surgeon determines the device is necessary for the pupil's health or well-being, and when smartphone use is required as part of a student's IEP. Staff are trained to apply these exceptions equitably, ensuring that instructional integrity, safety, and student needs are all maintained.

Safety Plan Review, Evaluation and Amendment Procedures

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

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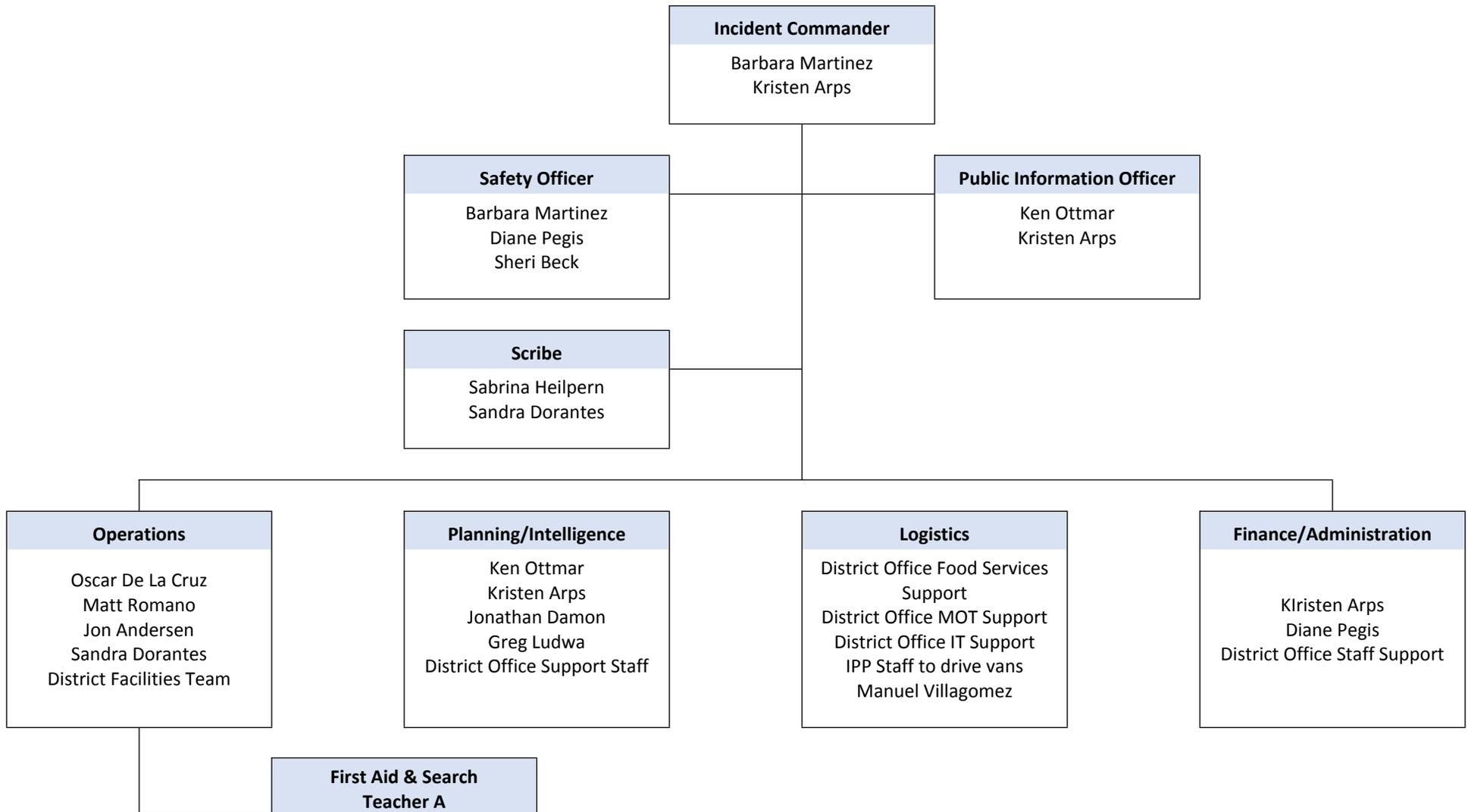831-646-6580 Ext.426
bmartinez@pgusd.org

Emergency Contact Numbers

Utilities, Responders and Communication Resources

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

Safety Plan Review, Evaluation and Amendment Procedures

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

Pacific Grove Adult Education Incident Command System

Incident Commander
Barbara Martinez
Kristen Arps

Safety Officer
Barbara Martinez
Diane Pegis
Sheri Beck

Public Information Officer
Ken Ottmar
Kristen Arps

Scribe
Sabrina Heilpern
Sandra Dorantes

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

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

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

Finance/Administration
KIristen Arps
Diane Pegis
District Office Staff Support

First Aid & Search
Teacher A

Diane Pegis
Petra Solomon
Jenn Burkes
Molly McDonald
Kimberly Cerventes Sanchez
Dominique Davi
Ryan Bullas
Ava Asturi
Amaya Gamecho

**Student Release &
Accountability
Teacher B**

Sandra Dorantes
Chinanit Kershner
Jennifer Burkes
Molly McDonald
Adrianne Gabrio
Ariana Macias Rivera
Cat Broz
Soleil Turell
Petra Solomon
Cat Pennisi
ATP Staff

Incident Command Team Responsibilities

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

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

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

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

Step Two: Identify the Level of Emergency

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

Step Three: Determine the Immediate Response Action

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

Step Four: Communicate the Appropriate Response Action

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

Emergency Evacuation Map

SHELTER IN PLACE

SECURE CAMPUS

EVACUATION

DROP, COVER, AND HOLD ON
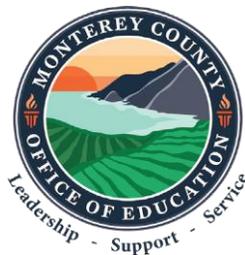
DROP! COVER! HOLD ON!

LOCKDOWN/ BARRICADE
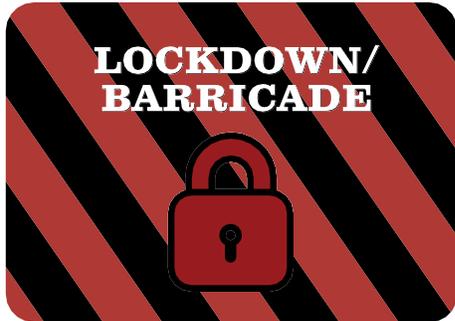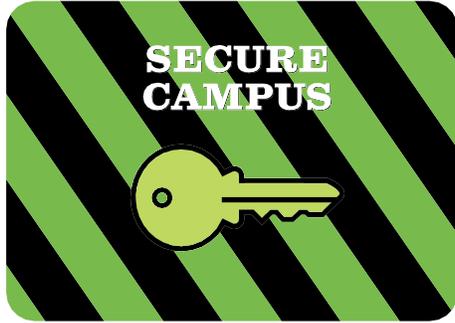
THE

Big Five

Community Packet ▪ 2025-2026

Immediate Action Emergency Response for Schools

The Monterey County Safe and Healthy Schools and Communities Coalition

STEERING COMMITTEE

MONTEREY COUNTY SAFE AND HEALTHY SCHOOLS
AND COMMUNITIES STEERING COMMITTEE (2023-24 Members)

AGENCY/DISTRICT	REPRESENTATIVE	POSITION/TITLE
Child Abuse Prevention Council	Ginger Pearce	Director
Community Alliance for Safety and Peace	Jose Arreola	Division Administrator and Director
Community Human Services	Robin McCrae	Chief Executive Officer
Monterey County Health Department	Elsa Jimenez	Director of Health Services
County of Monterey	Leslie Girstard	County Counsel
Federal Bureau of Investigation	Sandra Florez	Senior Supervisory Resident Agent – Monterey
Hartnell Community College	Michael Gutierrez	President
Monterey County Probation Department	Gregory Glazzard	Chief Probation Officer/Director
Monterey County	Jeannine Pacioni,	District Attorney
Monterey County Health Department	Marni Sandoval	Deputy Director of Behavioral Health
Monterey County Health Department	Katy Eckert	Behavioral Health Directory
Monterey County	Chris Lopez	Supervisor – District 3
Monterey County	Luis Alejo	Supervisor – District 1
Monterey County	Susan Chapman	Public Defender
Monterey County Children and Family Services	Lori Medina	Director
Monterey County District Attorney's Office	Ashley Butler	Administrative Analyst
Monterey Peninsula College	Mark Zacovic	President
Monterey Peninsula College	Suzanne Ammons	Administrative Analyst
Monterey Peninsula Unified School District	PK Diffenbaugh	Superintendent
North Monterey County Unified School District	Kari Yeater	Superintendent
North Monterey County Unified School District	Noemy Loveless	Assistant Superintendent
Department of Emergency Management	Kelsey Scanlon	Director of Emergency Management
Salinas City Elementary School District	Rebeca Andrade	Superintendent
Seaside Fire Department	Paul Plaha	Fire Captain
Seaside Fire Department/Fire Chief Association	Mary Gutierrez	Fire Chief/President
Monterey County Sheriff's Office	Tina Nieto	Sheriff
San Lucas Union Elementary	Jessica Riley	Superintendent
Salinas Union High School District	Zandra Jo Galván	Superintendent
Soledad Unified School District	Randy Bangs	Superintendent

To access the resources referred to in this document, scan the QR code or search:

bit.ly/Big5-resources

The Big Five Emergency Response for Schools was developed at the San Mateo County Office of Education in 2014 as a project of the San Mateo County Coalition for Safe Schools and Communities. The protocols create a common language for school emergency response across multiple school districts and municipalities, strengthens training and emergency preparedness, and encourages collaboration across partner agencies including law enforcement, regional emergency services, county government departments, local education agencies, and other stakeholders.

These materials are the copyrighted property of the San Mateo County Office of Education as the lead agency for the San Mateo County Coalition for Safe Schools and Communities. These documents have been adapted for the use of Monterey County Healthy and Safe Schools and Communities Coalition, with the understanding that all participants use the materials with complete fidelity including language, terminology, and protocols exactly as provided.

TABLE OF CONTENTS

TABLE OF CONTENTS

DISASTER SERVICE WORKER

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

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

WHAT DOES A DISASTER SERVICE WORKER DO?

- Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours

- Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal workday

- Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

- When pressed into disaster service, employees' Workers Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

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

CALLING 911

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand. This may include calling or texting 911.

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

WHEN REPORTING AN EMERGENCY:

- Remain calm and speak slowly and clearly

- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency

- Although 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:

- Cell phone calls to 911 are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match city boundaries.

- Know your cell phone number and be prepared to give the dispatcher an exact address

TEXT TO 911:

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

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

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

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

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

THINK ON YOUR FEET

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

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

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

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

LOOK, LISTEN, AND LEAVE: FIRE ALARM

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

- **LOOK** - open the classroom door and look out. Do you see or smell smoke or fire? Is the path to the pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?

- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?

- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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

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

THE BIG FIVE IMMEDIATE ACTION RESPONSES

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

SHELTER IN PLACE

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

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

- External chemical release
- Fire in the community
- Hazardous material spills
- **Unhealthy air quality outside**
- Wildlife on or near campus posing a danger
- High winds or severe weather

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

SHELTER IN PLACE:

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

DROP, COVER, AND HOLD ON

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

- **Earthquake**
- Explosion

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

DROP, COVER, AND HOLD ON:

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

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 school is in **SECURE CAMPUS** status, classroom instruction and/or activity should continue and all students and staff remain inside *through the duration of the event*, except for essential needs. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

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

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

SECURE CAMPUS 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
- Anonymous targeted threat to campus

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

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

SECURE CAMPUS:

- Is intended to prevent a potential threat present in the community from entering campus

- Heightens school safety while honoring instructional time

- **Requires that all exterior classroom/office doors are locked and** remain locked

- Is intended to prevent intruders from entering occupied areas of the building

- **Requires that students and staff remain in** SECURE CAMPUS status until **ALL CLEAR** is issued by School Incident Commander

LOCKDOWN / BARRICADE 🔒

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

- Gunfire
- Threat of extreme violence on the classroom

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

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

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is not preceded by any warning

- **Demands quick action; an active shooter, for example, can fire** one round per second

- **Requires common sense thinking under duress; do what must** be done to best ensure survival of students and staff

- If it is possible to safely get off campus with students, take that action immediately (Escape/Get Off Campus)

- **If it is not possible to get off campus, quickly lockdown inside** a safe room and barricade the entrance (Hide/Lockdown/Barricade)

- Once a room is secured, no one is allowed to enter or exit under any circumstances

- Prioritize clear communication

- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to protect or defend by any means necessary (Protect/Defend)

LOCKDOWN / BARRICADE

THINK ON YOUR FEET

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

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

These actions would likely include:

ESCAPE / GET OFF CAMPUS:

- Only attempt this if confident the suspect(s) is not in the immediate vicinity

- Safely get off campus; find a position of cover or safe place for assembly

- Guide/encourage others you might encounter on the way to follow you to safety

- **Call 911 immediately to report location and request emergency** services if necessary

- Once in a safe place – stay there

HIDE / LOCKDOWN / BARRICADE:

- Clear all hallways; get students and staff inside immediately

- Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced

- **Direct all those in the room to remain still and quiet; turn off/** silence cell phones

- **If unable to find cover inside a secure room, quickly seek out a** hiding place on campus

LOCKDOWN / BARRICADE

PROTECT/DEFEND:

- If confronted by a Violent Intruder, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs

- There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker

- Protect/defend is NOT an expectation, merely one option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

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

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is your pre-planned evacuation path clear of obstacles? Do you notice anything out of the ordinary?

- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?

- **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation location

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

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

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

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

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

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

EVACUATION:

- **Requires exit from the building to a designated safe site, on-campus** or off-site

- **May require that students and staff rely on district bus transportation**

- **May require staff to exit via alternate routes based on circumstances**

- **Requires that students remain with assigned teachers unless** circumstances prohibit it

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

EVACUATION

EVACUATION ROUTES:

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