

Robert H. Down Elementary
SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2022-2023

**485 Pine Avenue
Pacific Grove, CA 93950
(831) 646-6540**



**Person Preparing the Safe School Plan (EC 52012, EC 52852):
Sean Keller, Principal, Robert H. Down Elementary School**

**Pacific Grove Unified School District
Monterey County**

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**Pacific Grove Unified School District
Board of Education 2022-2023**

Christy Dawson	President
Frank Rivera	Clerk
John Paff	Trustee
Carolyn Swanson	Trustee
Brian Swanson	Trustee
Rey Avilia	Student Representative

**Robert H. Down Elementary School
Site Leadership Committee 2022-2023**

Sean Keller	Principal
Christina Renteria	Kindergarten Rep.
Michelle Evans	1 st Grade Rep.
Janet Bingham	2 nd Grade Rep.
David Jones/Steve Ibrahim	3 rd Grade Rep.
Stefanie Pechan	4 th Grade Rep.
Anne Hober	5 th Grade Rep.
Heather Zunguze	Support Staff Rep.

**Robert H. Down Elementary School
Site Council/SPSA Committee 2022-2023**

Heloisa Junquiro	Co-Chairperson
Patty Bloomer	Co-Chairperson
Tally Hellfont	Vice-Chairperson
Eric Bell	Secretary
Laura Ottmar	Parent member
Chelsie Hoover	Parent member
Julie Kelly	Kindergarten Teacher
Sean Keller	Principal

PGUSD Pacific Grove Police Student Resource Officer (SRO)

Justin Hankes –Office at PGHS

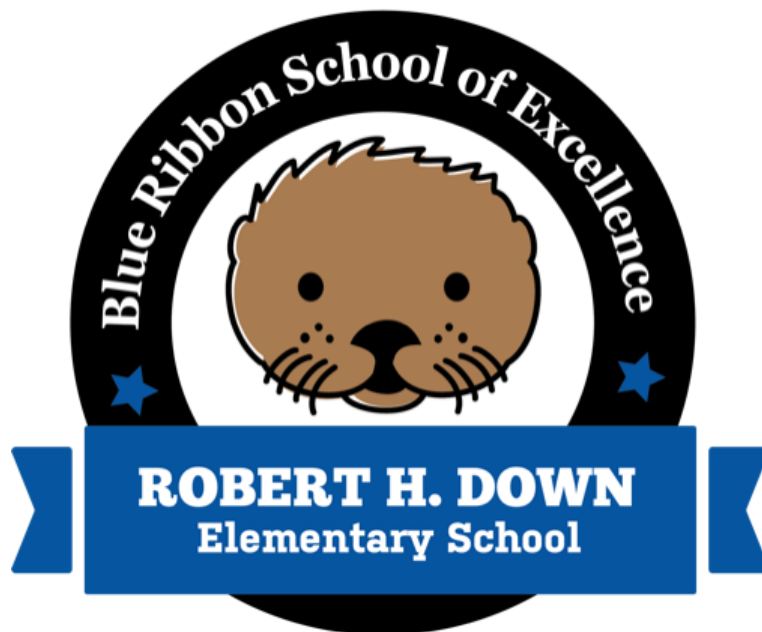
SCHOOL OVERVIEW

Robert Down Elementary School, founded in 1891 and established in the heart of Pacific Grove, California, is beautifully located beside the Pacific Ocean and Monterey Bay. The K-5 program focuses on a common core standards-aligned curriculum. We are a “ToolBox” and a “Random Acts of KIDNESS” school with a strong spotlight on the development of each individual’s character as well as the sense of community among all students.

The Mission of Robert Down Elementary School, in partnership with home and community, is to challenge every student to learn the skills, acquire the knowledge, and develop the insight and character that is necessary for a productive and rewarding life through a quality instructional program, a positive, stimulating environment with a clear commitment to the worth of every individual.

At Robert Down School, the staff, students, parents, and community are committed to providing an excellent learning program for all students. As a team, we work together to achieve this goal each and every day.

Programs include: Special Education, GATE, School Garden, School-based counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Read 180, DARE, Big Buddies: K & 3rd, 1st & 4th, and 2nd & 5th, After-School Enrichment, Spanish for 4th and 5th, Caught Being Good and Good Sport Cards, Otter Good Citizen Program, ToolBox, Just Run, Otter Ambassadors/Lunch Club, STEM Club, FIRST Lego Robotics, and community partnerships.



ASSESSMENT OF CURRENT SAFETY DATA

Attendance

Average daily attendance for 2021-2022 reporting periods 1-3 was 94.67% (a decrease of 4.04% from the same attendance period last year), with the lowest attendance rate occurring in August (93.28%) and highest in October (95.89%). It must be noted that our site had a reported 7 positive Covid cases affecting 4 separate classrooms in August.

2021-2022 Periods 1-3 Truancy Letter Data

Letter One	4
Letter Two	1
Letter Three	0
DA Meetings	0
Families Fined	0

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

RHD Student Handbook Excerpts:

Arrival and Dismissal

Children should arrive at school between 8:30-8:40 A.M. Students arriving before 8:30 A.M. or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:40 A.M. Students are tardy if they are not in their classrooms at 8:45 A.M. and truant tardy if late 30 or more minutes (after 9:15 A.M.) without a note from a doctor or verification from guardian (See Punctuality, Attendance and Tardy Policy for more information). Please remind your child that, if tardy, he or she must check in at the office before proceeding to class. All students should go home immediately following the dismissal bell if there is no parent/guardian supervision.

Campus Access: Gates Opened and Locked

Gates A, B, C, and D will be unlocked at 8:30 A.M. daily for student arrival. All morning intervention students should enter through the front office for their 8:00 A.M. courses. Gates will be locked at 8:45 A.M. after the first bell. The kindergarten gate off Pine Ave. will be unlocked for kindergartners leaving at 2:10 P.M. Kindergarten parents should meet their children by the nearest gate to their student's classroom. All parents must check in to the RHD office if volunteering or dropping off materials. If volunteering, a smart phone is required to also check in to the PGUSD Facilitron COVID Entry Tracking System via QR code. Student dismissal occurs at 3:10 P.M. Gates will be re-locked for the afternoon BASRP program at 3:30 P.M. and families wanting to access the

Jen Hinton Field playground area are urged to do so with adult supervision. No students should be left unsupervised after school, or they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use after 4:00 P.M., over the weekend, and during school breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep RHD safe at all times

Punctuality

It is vitally important that children arrive at school on time. It is a disruption to the entire class when a student arrives late. The student misses out on vital information as well as having a beneficial start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times (late after 9:15 A.M./30 minutes or more).

Student Attendance/Procedure for Parent to Explain Absences

Please see PGUSD Board Regulation 5113 for its entirety regarding Board attendance policy; a breakdown is provided in this handbook. Each time your child is absent, please call the absence line (646-6663), prior to 8:30 A.M. to explain the absence. Regular and prompt attendance is most important to success in school. Chronic attendance problems will result in a meeting with the principal and a possible referral to the District Attorney's office Truancy Abatement Program. Homework should be requested on the absence line when reporting the student's absence. Homework will be available in the homework basket located in the school lobby between 3:30 to 4:30 P.M. or through Google Classroom/SeeSaw, whichever is preferred method of the teacher. Please do not send your child to school sick as they are likely to infect others. Monterey County Office of Education (MCOE) policy states that a student must be fever- and vomit-free for 24 hours before returning to school. In addition, after spending over a year without students on campus due to Covid measures, using precaution is the best choice when determining whether a student should attend school.

Pacific Grove Unified School District adheres to a strict attendance policy. "Parents or guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy." A 24-hour voicemail system is available for calls at 646-6663. All absences must be cleared by a telephone call or note from the parent/guardian within 72 hours of the absence. It is important to advise the office as well as your child's teacher. Parents may verify student illnesses up to 14 days throughout the school year before a note from a doctor/clinic is required, including students who arrive at school after 9:15 A.M. for an illness/medical appointment or for an all-day absence for illness or medical appointment – or combination thereof. Each subsequent absence (15 or more) requires a note from a doctor/clinic.

Truancy/Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period (truant tardy) during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260) After three unexcused/unverified absences/truant tardies, the school is mandated to report these absences to the Monterey County District Attorney's Truancy

Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truant tardies continue, along with a letter from the District Attorney's Office warning families about possible fines if students do not begin to arrive on time or attend school.

Tardy Policy

Any students arriving late to class are considered tardy. If a student will be late to school, parents are requested to call the school office prior to 9:30 a.m. to inform the school. Regardless of this call, the tardy will remain unexcused unless it qualifies as a justifiable or excused absence. Students arriving to school more than 30 minutes late or students leaving school early without prior consent (JAR Form -see page 6) or presenting a valid written excuse from a doctor, dentist, or orthodontist are considered truant, and report as an unexcused absence. All students arriving late to campus must report to the office before going to class. Students leaving school must be signed out at the office by a parent or an adult listed on the student's emergency card.

Early Dismissal from School

If a parent wishes to have a student dismissed from school early, the parent shall sign the student out of school at the school office prior to leaving. Students are not permitted to leave the building or school grounds without prior approval.

Excused Absences

The State of California considers illness, medical/dental/optometric/chiropractic appointments, and attendance for religious observance/instruction/exercise/or retreat (no more than four hours per semester), the funeral of an immediate family member, accompanying a guardian to a naturalization ceremony, court, or education conference offered by nonprofit on legislative or judicial process to be excused absences. Please see Board Regulation 5113 for full details and absences requiring prior written notice (Justifiable Absence Request below). Fourteen excused absences are allowed per year. After the 14th excused absence, an illness will be considered excused only if documented by a physician. Absences beyond the 14th that are not excused by a physician's note will be considered unexcused absences.

Unexcused Absences

Any absences not covered in the categories listed above are considered unexcused absences. After three unexcused/unverified absences, the student is considered truant. Please see "Truancy Mediation" section (Page 5). The Board desires to emphasize the importance of school attendance. Therefore, students with excessive unexcused absences (25% of the school days in a grading period) may receive a failing grade and may not receive credit for the class(es).

Allowable Credit Due to Unexcused Absences/ Justifiable Absence Request (JAR)

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for partial or full credit due to an unexcused absence. To ensure that your request is received, the parent/guardian should deliver their written request to the school office two weeks in advance of the absence. Email requests are not recommended as the email may be lost in spam and not received. The written request should be directed to the school principal, not the classroom teacher.

- a. The parent/guardian must request approval from the site principal in advance to the absence. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school is in session must contact the school at least two weeks prior to the absence to ascertain its probable impact on their child's academic situation. Justifiable Absence Request (JAR) forms found online at <https://robertdown.pgusd.org/> should be filled out and turned in to the attendance clerk.
- b. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result.
- c. Teacher and Administrative pre-approved student absences for school-sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.
- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- e. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.

Attendance Codes

For clarification of various absences, the following attendance codes are used and can be viewed in Illuminate:

Excused Attendance Marks		Unexcused Attendance Marks	
B	Bereavement of immediate family member	A	Unverified—Waiting for parent verification
H	Home hospital absences	C	Cut - Truancy, or intentional absence by the student over 30 minutes during any part of the school day that is not excused. Three of these will result in first truancy letter.
I	Excused for illness, injury, medical and dental appointments (No doctor or dental notes on file. Up to 14 days per school year)	J	Justifiable Absence - Parent/Guardian generated by submitting a Justifiable Absence Request Form to administration two weeks in advance may allow the student to make up work but the absence remains unexcused. Allowable credit may be granted up to 10 days per school year BP5113.
ISS	In School Suspension	T	Tardy Unexcused - Up to 30 minutes (such as running late, oversleeping, alarm clock failure, car trouble, traffic jam, etc.
M	Excused for medical or dental reasons with a note from the doctor or dentist	T30	Tardy Unexcused - In excess of 30 minutes is an automatic truancy. Three of these will result in First Truancy Letter.
Q	Quarantine, usually for medical reasons	UNX	Unexcused Absence - For family necessity or emergency, non-medical/dental appointments, business or vacation travel
R	Religious instruction - student must attend the minimum school day. No more than four school days per month. Ed Code 46014		
SUS	Suspension - off campus		
W	Waiver - Submit a Justifiable Absence Request Form for court appointment that is documented by the court system, funeral for a person other than student's immediate family, religious holiday or ceremony (no more than four days during a semester), and Military family leave BP5113, Ed Code 48205		

TDX	Tardy Excused – Must be validated with written documentation by parent or staff	EOU	Early Out Unexcused – Student attended part of school day but left early for unexcused reason (Elementary Schools Only)
EOE	Early Out Excused – Student attended part of the school day but left for an excused reason		

Mental Health Services

Student mental health services are available through the Pacific Grove Unified School District by contacting:

Clare Davies, Director of Student Services, (831) 646-6523
[435 Hillcrest Avenue](#)
[Pacific Grove, CA 93950](#)

RHD COVID Protocols

- The RHD campus will be closed to parents unless they are volunteering and vaccinated. Proof of vaccination should be turned into the PGUSD Human Resources office. All parents must check in through the main office and use a smart phone for the PGUSD Facilitron COVID Entry System via QR code.
- All safety protocols required by the [CDPH K-12 Guidance for 2021-2022](#) will be followed on PGUSD school campuses in order to significantly reduce the risk of exposure to COVID-19 among our students and staff. All students and staff are required to use CDC-approved face coverings in classrooms with a confirmed positive exposure. Only students with a current medical exemption to not wear a mask are allowed to be maskless at this time. PGUSD highly recommends all individuals wear a mask indoors regardless of exposure.
- PGUSD District Office hosts PCR COVID-19 testing every Monday from 8:00 - 5:00 pm (except from 1:00 - 2:00 pm for staff meal) for district employees and students (435 Hillcrest Avenue). Although paper registration forms are available at the testing site, electronic registration is the preferred method via the following link available 24/7: (<https://lhi.care/covidtesting>). You do not need to schedule an appointment time. Results are usually available by Wednesday mid-morning.

RHD COVID-19 Rainy Day Plan

RHD Rainy Day Lunchtime Plans

12:05-12:25 (5th grade Blue jackets to help –Assigned by 5th grade teachers. Mr. Keller to contact and assign primary grade classrooms.)

- **Kinder and 1st in cafeteria**
- 2nd in hallways. Chairs optional
- **Students come in directly to tables or hallway and those receiving school lunch will be escorted one class at a time.**
- Intermediate grades go to Ottortorium with assigned classroom seats
- **All Ottortorium seating areas have been updated (See seating chart)**
- Begin to ready for transition at 12:20

12:25 Transition

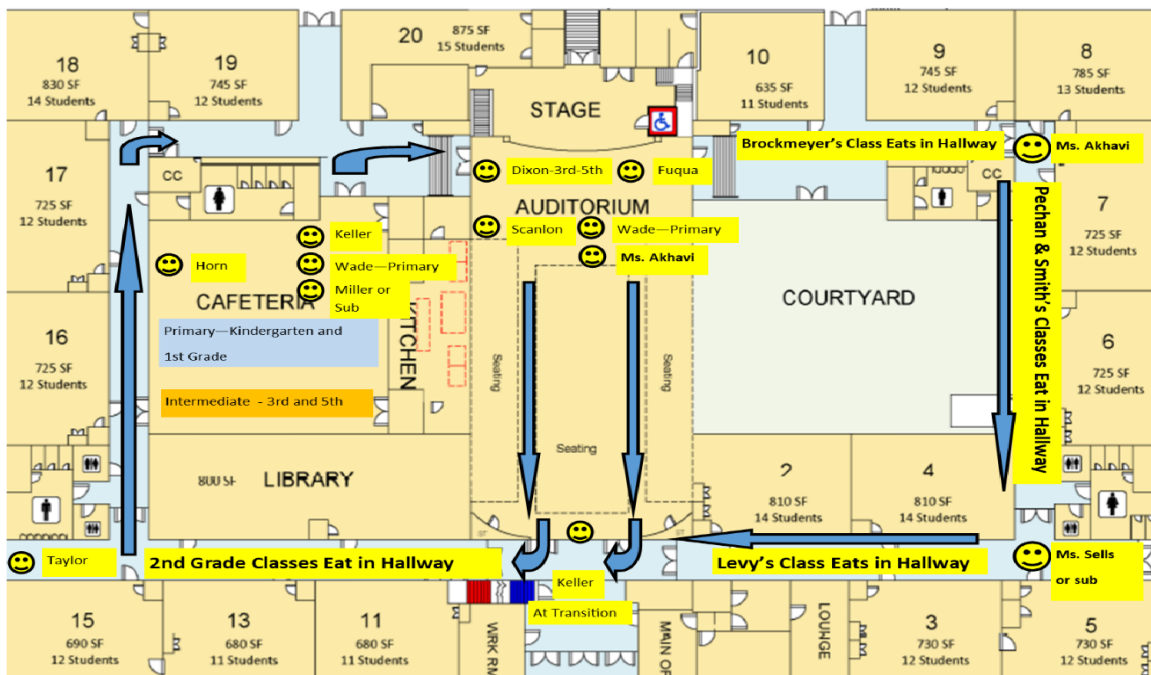
- **Each primary class is escorted to Ottortorium through Southside hallway (Lost and Found) to classroom seating areas. 2nd walks as classroom groups and waits behind kinder and 1st grades.**
- 3rd and 5th grades and 4th grade school lunch students escorted through lobby and 2nd grade hallway. Wait at top of Ottortorium for 2nd grade to leave hallway. 4th walk through 2nd grade hallway to classroom once school lunch is received.
- 4th grade home lunch students leave through west doors to 4th grade classroom hallways.

12:25-12:55 (5th grade Blue jackets to help with primary in Ottortorium)

- **3rd and 5th grades sit at classroom-assigned tables and wait to be called up for school lunch**
- 4th grade students go through line first, leaving cafeteria through south doors and walking all the way around to classroom hallways – not through Ottortorium
- **Primary grades sit at classroom-designated areas for Ottortorium**
- Begin to ready for transition at 12:50

12:55 Dismissal to class

- **Kinder and 1st grade use south doors to exit Ottortorium by classroom with blue jacket escorts.**
- 2nd grade waits as 3rd and 5th grade classes use 2nd grade hallway to exit cafeteria by classrooms and stay in straight lines, walking quietly back to class.
- **If anything changes with these plans, it will be shared over radio to Noon Duty staff in Ottortorium – possibly having 2nd grade leave first as older students need to clean up cafeteria.**
- **Teachers are welcome to escort their students from cafeteria or Ottortorium.**
- **Breakfasts will be delivered to classrooms at morning recess.**



Discipline Referrals, Suspension and Expulsion Rates

RHD Suspension and Expulsion Uniform Management Information Reporting System (UMIRS) Statistics					
	2017-18	2018-19	2019-20	2020-21	2021-22
Suspensions	0.0	0.0	1.0	1.0	2.0
Expulsions	0.0	0.0	0.0	0.0	0.0

<i>District-Wide Discipline</i> Entire discipline matrix document can be found at https://pgusd.org/student-discipline/		
OFFENSE	MINIMUM	MAXIMUM
1. Damage to school property	Parent contact/conference, restitution, Restorative meeting	Alternative placement, Suspension, Expulsion
2. Cheating	Parent contact/conference, Grade adjustment, Restorative meeting	"U" in citizenship, possible removal from class, Detention, 1 Day in-school Suspension
3. Defiance to staff, Disruption of Learning Environment	Parent contact/conference, Restorative meeting	Parent visitation, possible removal from class, in-school Suspension, Expulsion
4. Hazing, harassment, threatening	Parent contact/conference, Reflective practices, Restorative meeting	Alternative placement, possible Suspension, Expulsion
5. Use or possession of illegal substances	Parent contact/conference, Police notification, Suspension	Alternative placement, Expulsion
6. Theft of school or private property	Parent contact/conference, Restitution, Restorative meeting	Alternative placement, Suspension, Expulsion
7. Fighting	Parent contact/conference, Restorative meeting (if appropriate) Suspension (principal recommendation K-5)	Alternative placement, possible removal from class, Expulsion
8. Disrespect toward others	Parent contact/conference, Restorative meeting	Parent visitation, Suspension Alternative placement
9. Inappropriate language	Parent contact/conference	Detention, Possible Suspension

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to

learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

When students are sent to the office to meet with the principal for a violation of CA Ed Code, a three-pronged approach will be used to correct their behavior: Restorative, Reflective, and Instructional.

- When it is appropriate, an opportunity for the student to **restore** the relationship between themselves and the stakeholder/offended will occur. This is where the Toolbox “Apology and Forgiveness Tool” is used to repair harm.
- An opportunity for the student to reflect on decisions and behaviors verbally and/or through writing. Three questions will be asked regarding the student’s behavior(s):
 - Was it safe? Be Safe
 - Was it kind? Be Kind
 - Was it my personal best? Be Your Personal Best
- A teaching opportunity will occur to target the function of the behavior and to help the student learn the skills (Toolbox) needed to not engage in the behavior again.

Suspension is seen as a last resort for student discipline if alternatives are not working to end unnecessary behaviors. Students are suspended for very serious violations of CA Ed Code 48900. Suspended students shall be excluded from all school-related extracurricular activities during the period of off-campus suspension. A suspension may also include, but is not limited to, the loss of participation in school-related activities (such as field trips, school performances, sporting events, classroom/school celebrations, etc.).

Additional Resources and References

For information regarding the following, please refer to the cited PGUSD Board Policy, Robert Down School Parent/Student Handbook, California Penal Code, and/or CA Ed. Code. Child Abuse Reporting: Board Policies 0450/5141.4 and California Penal Code 11164

Suspensions/Expulsions Procedures: California Education Code 49079

Teacher Notification of Dangerous Student: California Education Code 49079

Discrimination and Harassment Policy including cyber bullying: PGUSD Board Policies 5131.3/5145.3

Non-Discrimination in Employment Policy: PGUSD Board Policy 4030

Dress Code: Robert Down School Handbook, PGUSD Board Policy 0450

Hate Crime Reporting: PGUSD Board Policy 0450

Community Relations/Use of Facilities for Emergency Mass Care and Welfare Shelter- PGUSD Board Regulation 1330

Exposure Control Plan – PGUSD Board Policy 4019.42

School Safety and Conditions

Robert H. Down is considered a safe environment according to survey results from students, parents, and staff. During morning and afternoon recess, six certificated staff provide playground supervision in the primary and upper grades whereas during lunch six classified staff serve lunch duty in the cafeteria, outside eating area, field, and playgrounds.

Safety drills are practiced each month during the school year to familiarize staff and students with emergency procedures. 23 security cameras have been installed at strategic locations to watch for vandalism and student behavior. Lock Bloks have been installed in every classroom and the kitchen along with automatic door closers for faster response in emergencies; teachers/staff are reminded to keep doors locked at all times to ensure the effectiveness of the Lock Bloks.

The school grounds are maintained by the District grounds crew, three custodians clean the classrooms, restrooms, and light landscaping. Maintenance of facilities is completed by the PGUSD maintenance staff.

COVID mitigation implementations include Personal Protective Equipment (PPE) for all employees, new handwashing stations for students in the hallways, thermometers available in the health office, Facilitron check-in system for all employees/approved visitors, and markings for hallways and outdoors for physical distancing, line up for check in, and directions for safe ingress and egress for buildings.

Socio-Economic Status: Free and Reduced Lunch

Over the past five years, the number of students receiving free and reduced lunches has decreased from 72 to 50, although the State of California has been providing free breakfast and lunch to all students at least through 2022. Free and Reduced application forms are available through online registration, in the school office, and on the district website. Parents can submit applications throughout the year.

Total Percentage of Students Receiving Free/Reduced Lunch

	2018-19		2019-20		2020-21		2021-22	
	RHD	District	RHD	RHD	District	RHD	RHD	District
Free/Reduced % Lunch Recipients	15	19.1	12.95	15	19.1	12.95	13.76	17.02

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2]):

Component 1: The School Climate

People and Programs

Robert Down Elementary School, a 2019 National Blue Ribbon School of Excellence, is considered a safe campus and has clear expectations for student behaviors. There are school-wide programs in place which help develop students' character, social and emotional learning, and leadership skills. Our Toolbox Social Emotional Curriculum and Big Buddy/Little Buddy Program are ongoing efforts to meet the social-emotional needs of our students. In the fall of 2022, a Food Allergy and Anti-Bullying assemblies were held outside to help with student navigation of safe food choices and response to unwanted treatment by peers.

RHD Elementary promotes a positive atmosphere where students are supported to use

their behavior “tools” in times of conflict and when poor choices are made. Staff remind students that they have the ability to make better choices and use the abilities they possess in their repertoire. In addition, posters supporting students to use the Stop, Walk, and Talk technique when facing a bullying situation as well as reminders to be safe, kind, and be their personal best are posted around campus. Students are reminded during Toolbox Tuesdays how to use their tools during PE class and visited by the principal during classroom Good Otter Citizen recognition each month where the consistent messaging to tell others to Stop their behavior if it is unwanted, then walk away to talk to an adult if the perpetrator does not engage in more positive behavior or apologize.

Parent involvement is encouraged through classroom volunteer opportunities, schoolwide invitations via SMORE, RHD’s communication platform, to participate in the RHD Site Council along with Cocoa with Keller, the monthly Ask the Principal sessions. The RHD PTA hosts various social gatherings throughout the year: Bike Rodeo, film nights, Bingo Nights, Butterfly Bazaar, monthly Dine Outs, and a new celebration of cultures with Diversity Nights. Feedback is encouraged through each Cocoa with Keller meetings as well as the 5th grade CA Healthy Kids Student and Parent Surveys and RHD Site Council Survey (all parents and 3rd-5th grades). PGUSD added a Social-Emotional Feedback Survey for students, CORE SEL.

Behavior Support and Otter Be a Good Citizen Programs

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

All students have a right to learn without being disturbed by others.

In support of our beliefs, the following Rules of Conduct apply to all students:

- Students will come into the school building quietly and on time.
- Students will follow the directions of all teachers and other school personnel, the first time they are given.
- Students will be polite and respectful to adults and other students at all times.*
- Students will not use inappropriate language (swearing*, teasing, name calling, put-downs) at any time.
- Students will not bring candy, gum, or soda to school at any time.
- Students will keep their hands, feet, and other objects to themselves.
- Students will show respect for the property of the school and the belongings of others.
- Students will settle differences without fighting. **
- Students will arrive at school punctually and with homework completed as assigned.

Consequences

1st Occurrence: Teacher and/or staff member speaks with child. Teacher notified, if appropriate.

2nd Occurrence: Teacher speaks with child's parent and informs principal.

3rd Occurrence: Teacher speaks with principal and principal contacts parents.

Note: Our staff seeks teachable moments for students as well as appropriate consequences.

* In the case of swearing and/or obvious disrespect, the student may be suspended immediately.

** In case of fighting, students will be suspended.

Robert H. Down Student Questions Regarding Behavior and Conflict

Is it safe?

Is it kind?

Is it my personal best?

Toolbox Training ~ Building Resilience, Self-Mastery and Empathy for Others

We believe in empowering your children to learn how to manage their emotions and solve their own problems. We teach students how to strengthen and develop their own innate capacity to form a cohesive and caring community at school. The Toolbox program gives the staff and students a common language and methods of fostering healthy relationships and well-being for each student.



On the playground the students are taught to use Rock, Paper, Scissors to keep games moving along as well as the **Three Step Plan for Conflict Management**.

1. Use Your Words and Courage Tools - Students are encouraged to tell others what they think and feel in a respectful manner then tell them to STOP.

2. Walk Away and Find A Quiet Safe Place- Students are encouraged to walk away when they can't manage a situation or solve a problem (cool off). It is hard to fight or argue with someone if you are not there.

3. Get Some Help - If students cannot solve the problem, WALK away to seek adult help with a Yellow Jacket to TALK about their feelings and if the adult can help resolve the matter.



Good Citizen Programs

“You Otter Be A Good Citizen”

Otter Club

Effective the first day of school, we will establish the Robert Down Good Citizen Otter Club. This will be a good citizen club established to encourage and recognize appropriate school attitude and behaviors.

The following criteria are suggested for monthly selection of Otter Club members.

Students will do their best on assigned work at school and at home.

Students will be respectful to others; no name calling, put downs, teasing, etc.

Students will show proper respect for all adults.

Students will not hurt others or engage in activities that might be unsafe.

Students will not use vulgar or inappropriate language or gestures.

Students will not fight.

Students will respect all personal and school property.

Students will use appropriate table manners when eating.

Students will be helpful and considerate to others.

Students will arrive to school on time.

Procedures

Each month teachers will select good citizens from their class to participate in the Otter Club and will provide the principal with the list of names of those students.

Recognition and Awards

The principal will make monthly presentations in each classroom whenever possible to those who make the Otter Club. Those students who have made the club for seven months or more will be invited to a special celebration at the end of the school year.

Caught Being Good

The entire staff of Robert Down School will be on the lookout for students performing acts of kindness during the school day. Students “caught being good” will be given a recognition card and a well-deserved pat on the back. Students may put their cards in the Caught Being Good box in the school lobby. At every Community of Caring assembly, all students are acknowledged for their good deeds and 12 student names are drawn from the “Otter” box for a special get-together with the principal.

School Climate

PGUSD 5th Grade 2021-2022 Healthy Kids Survey Results



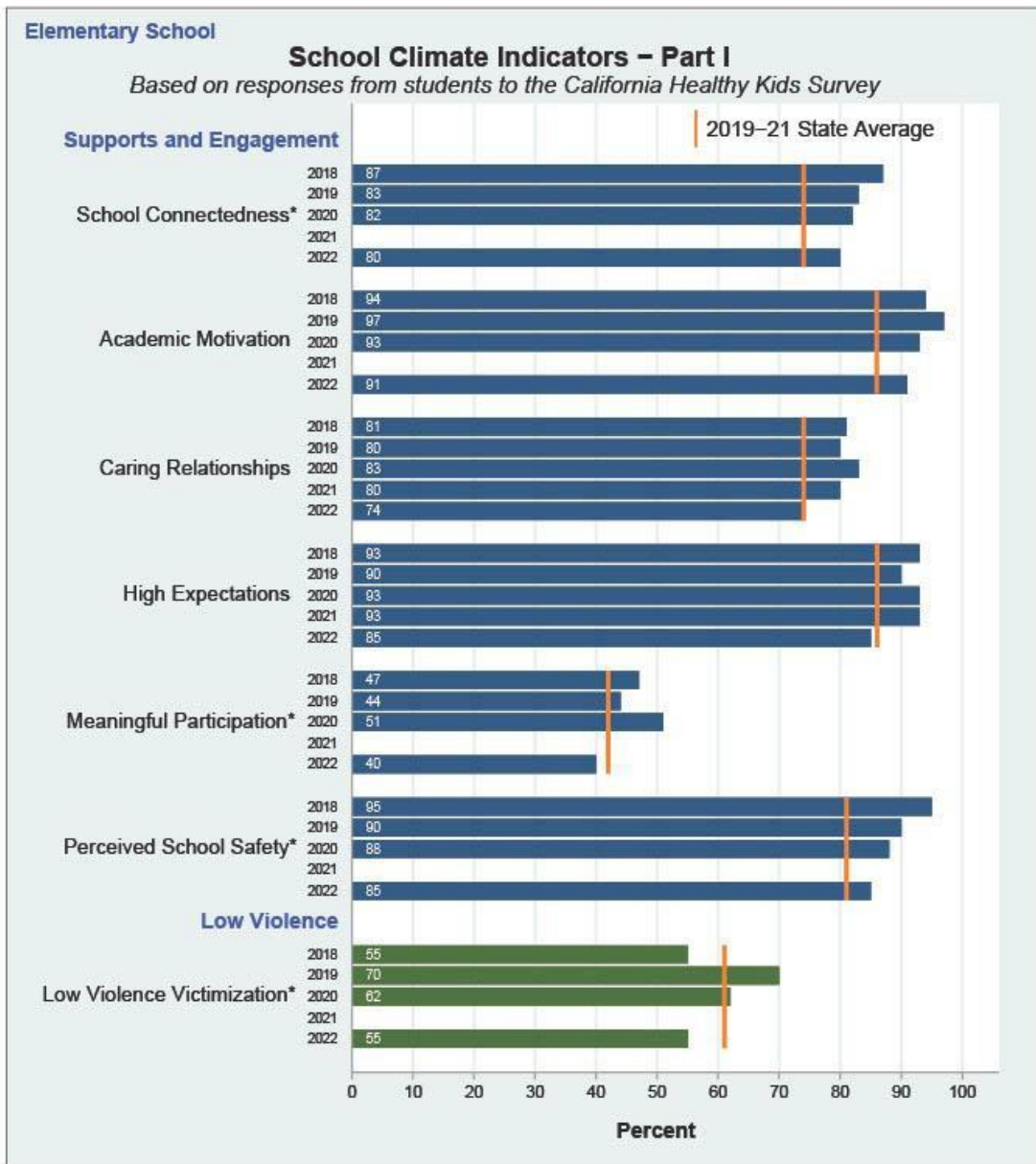
School Climate Report Card (Elementary)—2021-2022

District: Pacific Grove Unified

Date Prepared: 10 Feb 2022

School: Robert Down Elementary

Response Rate: 84% (2018), 75% (2019), 76% (2020), 71% (2021), 61% (2022)

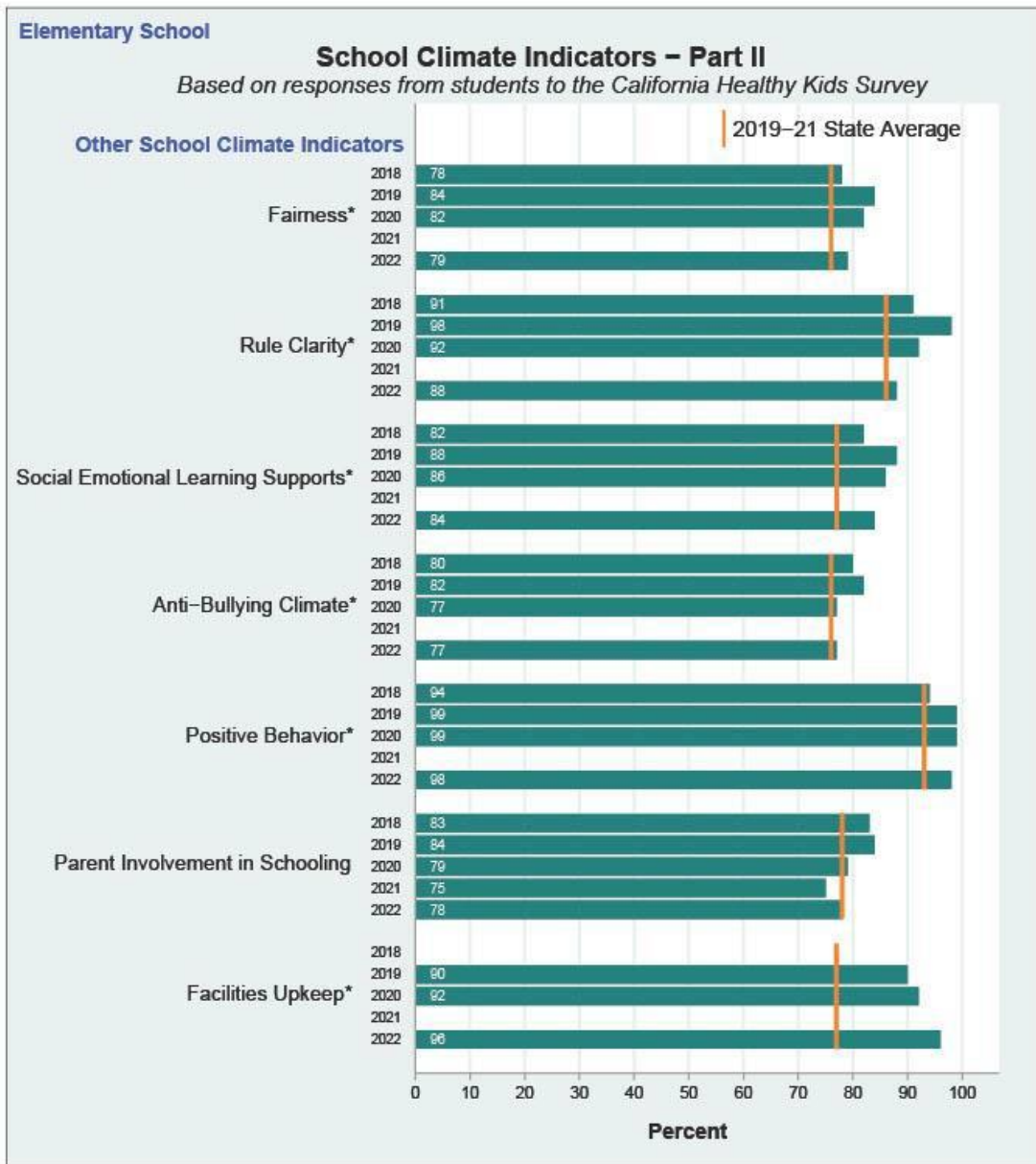


Note: *Applicable to the In-school or Hybrid instructional models only (2021).

School Climate Report Card (Elementary)—2021-2022

District: Pacific Grove Unified
School: Robert Down Elementary

Date Prepared: 10 Feb 2022



Note: *Applicable to the In-school or Hybrid instructional models only (2021).

School Climate Report Card (Elementary)—2021-2022

District: Pacific Grove Unified
School: Robert Down Elementary

Date Prepared: 10 Feb 2022

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2018 (%)	2019 (%)	2020 (%)	2021 (%)	2022 (%)	Change
Finish all school assignments [†]	98	98	95	98	96	-2
Absent 2 or more days in the past 30 days	14	15	16	9	35	+21
Feel a part of the school*	90	88	80	–	73	-17
Adults at school care about you	91	98	92	93	80	-11
School boredom	~	~	~	~	34	–
Harassed at school*	52	29	38	–	51	-1
Parents ask about school	90	94	90	82	90	0

Notes: [†] Survey question is slightly different across years.
*Applicable to the In-school or Hybrid instructional models only (2021).
~Data were not collected.
A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 27661346026496

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All sub-domains except “Low Violence Victimization” are calculated by averaging the percentage of respondents who report “Yes, most of the time” or “Yes, all of the time” on survey items that comprise each scale. “Low Violence Victimization” is computed by averaging the percentage of respondents who report “No, never” on the survey items that comprise the scale. A value of 72 on the “School Connectedness” indicator, for example, means that on average, 72% of students report “Yes, most of the time” or “Yes, all of the time” across the five “School Connectedness” survey items.

All sub-domains and survey items that comprise the scales/measures are listed below.

- (1) School Connectedness (5 items)
 - o Do you feel close to people at/from this school?
 - o Are you happy to be at/with this school?
 - o Do you feel like you are part of this school?
 - o Do teachers treat students fairly?
 - o Do you feel safe at school?
- (2) Academic Motivation (4 items)
 - o Do you finish all your school assignments?
 - o When you get a bad grade, do you try even harder the next time?
 - o Do you keep working and working on your schoolwork until you get it right?
 - o Do you keep doing your schoolwork even when it’s really hard for you?
- (3) Caring Relationships (3 items)
 - o Do the teachers and other grown-ups at school care about you?
 - o Do the teachers and other grown-ups at school listen when you have something to say?
 - o Do the teachers and other grown-ups at school make an effort to get to know you?
- (4) High Expectations (3 items)
 - o Do the teachers and other grown-ups at school tell you when you do a good job?
 - o Do the teachers and other grown-ups at school believe that you can do a good job?
 - o Do the teachers and other grown-ups at school want you to do your best?
- (5) Meaningful Participation (7 items)
 - o Are you given a chance to help decide school activities or rules?
 - o Do the teachers and other grown-ups at school ask you about your ideas?
 - o Do the teachers and other grown-ups give you a chance to solve school problems?
 - o Do you get to do interesting activities at/when you participate in school?
 - o Are you given a chance to help decide class activities or rules?
 - o Do your teachers ask you what you want to learn about?
 - o Do you do things to be helpful at school?
- (6) Perceived School Safety (1 item)
 - o Do you feel safe at school?

- (7) Low Violence Victimization (3 items)
 - o Do other kids hit or push you at school when they are not just playing around?
 - o Do other kids at/from school spread mean rumors or lies about you?
 - o Do other kids at/from school call you bad names or make mean jokes about you?
- (8) Fairness (4 items)
 - o Do teachers treat students fairly?
 - o Are the school rules fair?
 - o Do teachers and other grown-ups at school treat students with respect?
 - o Are students treated fairly when they break school rules?
- (9) Rule Clarity (1 item)
 - o Do students know what the rules are?
- (10) Social Emotional Learning Supports (4 items)
 - o Does your school help students resolve conflicts with one another?
 - o Does your school teach students to understand how other students think and feel?
 - o Does your school teach students to feel responsible for how they act?
 - o Does your school teach students to care about each other and treat each other with respect?
- (11) Anti-Bullying Climate (3 items)
 - o Do the teachers and other grown-ups make it clear that bullying is not allowed?
 - o If you tell a teacher that you've been bullied, will the teacher do something to help?
 - o Do students at/from your school try to stop bullying when they see it happening?
- (12) Positive Behavior (4 items)
 - o Do you follow the classroom rules?
 - o Do you follow the playground rules at recess and lunch times?
 - o Do you listen when your teacher is talking?
 - o Are you nice to other students?
- (13) Parent Involvement in Schooling (5 items)
 - o Does a parent or some other grown-up at home care about your schoolwork?
 - o Does a parent or some other grown-up at home ask if you did your homework/schoolwork?
 - o Does a parent or some other grown-up at home check your homework/schoolwork?
 - o Does a parent or some other grown-up at home ask you about school?
 - o Does a parent or some other grown-up at home ask you about your grades?
- (14) Facilities Upkeep (1 item)
 - o Is your school building neat and clean?

Results are based on responses from 5th grade students on the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

For the 2020-21 school year, results on student indicators that are only applicable to the In-school or Hybrid instructional models are reported if at least 10% of the respondents have indicated that they

attended school in person or participated in hybrid classes. These results should be interpreted cautiously if few students attended school in person when the survey was administered.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@wested.org.

State Averages

State averages are based on responses from 5th grade students who provided data on the California Healthy Kids Survey during the 2019-2020 and 2020-2021 school years.

State Averages of School Climate Indicators

Indicator	State 2019-21 (%)	Indicator	State 2019-21 (%)
Supports and Engagement		Other School Climate Indicators	
School Connectedness	74	Fairness	76
Academic Motivation	86	Rule Clarity	86
Caring Relationships	74	Social Emotional Learning Supports	77
High Expectations	86	Anti-Bullying Climate	76
Meaningful Participation	42	Positive Behavior	93
Perceived School Safety	81	Parent Involvement in Schooling	78
Low Violence		Facilities Upkeep	77
Low Violence Victimization	61		

Explanation of Other Indicators

Results are provided on selected key student-reported school climate items as a complement to the school climate indicators.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all school assignments – finish all your school assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- School boredom – get really bored “most of the time” or “all of the time” at school or participating in school from home.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”

- Adults at school care about you – teachers and other grown-ups at school care about you
“most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you
“most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school
“most of the time” or “all of the time.”

Component 1: Goals for Improvement

Student Leadership Opportunities: RHD continues to provide 5th graders opportunities for leadership roles on campus through its Blue Jacket mentoring on the playground during recess and lunch, cafeteria help, Garden Rangers composting and sustainability program, Student Advisory to the principal, Service Learners with the site counselor, and monthly video announcements that will begin in 2022-2023. FIRST LEGO robotics and drama are now offered after school for free using site funds for materials and use of parent volunteers.

Safety on Campus: Pacific Grove Unified has made Safety a priority for all of its campuses. District-wide training occurred in August 2018 for all sites and RHD staff have been provided Big Five Safety protocol updates through the principal's weekly newsletter and monthly staff meetings. All new PGUSD staff are introduced to the Big Five Safety training before the school year begins.

The Healthy Kids Survey Results: 61% of RHD 5th graders participated in the CA Healthy Kids Survey in fall 2021. 71% of RHD 5th graders participated in 2020-2021, 76% in 2019-20 and 75% in 2018-19. Most responses were positive: 86% have **social emotional supports**, 82% **school connectedness**, 83% feeling they had a **caring relationship**, 88% **perceiving school is safe with 93% sharing it is safe to and from school**.

Some concerns lie in how students treat each other: 28% stated they had **been hit or pushed by others**, 46%/47% shared other students have spread rumors about them for the past two years with 14% stating they spread them, and 77% felt there is an **anti-bullying climate**.

2022-23 School Plan for Student Achievement Goals (SPSA/Site Improvement Goals):

Goal 1) Robert H. Down Elementary will continue to be a welcoming place of innovative learning by increasing opportunities for students to participate in career awareness activities (K-5) and skill-building leadership and service-learning roles (3-5) through lunchtime and after school activities/clubs as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Goal 2) Robert H. Down will continue to provide a safe and affirming educational space where all, students, staff, and parents felt welcomed and listened to while forming positive connections with each other as evidenced by responses on the CA Healthy Kids and Site Council Surveys, DESSA SEL Survey, and participation rates in lunchtime SEL activities.

Goal 3) Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA and math as determined by progress monitoring of their academic growth through performance on district interim Measurements of Academic Growth (MAP), Scholastic Reading Inventory (SRI), Scholastic Math Inventory (SMI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests

(Superkids and Benchmark), as well as state CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2021-2022 ELA and math CAASPP assessments.

Goal 4) Robert H. Down Elementary will strive to provide a safe environment for staff, students, and parents by meeting the goals in the RHD Safety Plan, update the plan each year, and add data and respond with professional development for staff and parents.

Component 2: Physical Environment- Place

Facilities

The passage of Measure D brought many facility improvements to the campus. Exterior and interior painting, flooring, windows, lighting, remodeled bathrooms, exterior and interior security cameras, classroom instructional cameras, SmartBoards, classroom sound systems, desks, tables, and chairs are some of the upgrades which have occurred over the past few years. In October 2021, a sewage pipe was replaced after it had fallen off for an unknown amount of time; All surge protectors were replaced throughout the campus as well during this time. With the passage of Measure A in November 2014, the RHD site council and the RHD leadership worked closely with the PGUSD Tech Team to plan appropriate technology improvements which support instruction and learning. PG Tech is providing all classrooms with upgrades to interactives boards to replace all Smart Boards by Fall 2023. Three new portable buildings were installed in 2017-18 which house a classroom, music room, and computer lab with Chromebooks, Ozobots, 3-D printers, and materials for First Lego Robotics. During Fall 2018, all interior doors were affixed with automatic door closers to complement the installation of Lock Bloks, which provide for quick door locking in emergencies. The RHD lobby has been rearranged to provide visitors a clear barrier to cause all adults to check in at the office but still provide for a welcoming environment. The Pine Avenue Pre-School Co-Op created a new egress gate from its playground from the back fence and permanently locked its garden gate after parents requested increased security measures. Additionally, the RHD principal met with the PG Police Dept. Commander and City Engineer to determine the location for three new disabled parking areas in the front of school and in the back near Spruce and 13th street. The City of Pacific Grove installed new blinking crosswalks in September 2019 as well as street markings and blinking signs that warn drivers they are approaching school crossings. Lastly, RHD continued its COVID safety procedures to only allow students, staff, and vaccinated volunteers to enter campus through monitored gates; the new drop off/pick up zone on Pine Avenue is also being utilized as well as an area on Spruce and 13th street in the back of school.

The Monterey Fire Department's Fall 2018 inspection found several areas for improvement that were fixed by contractors or PGUSD maintenance:

Occupancy & Area Separations – Replace missing or open crawl hole covers in the custodian's closets and the storage closet at the rear of auditorium including sealing around the pipes. *All work completed in 2018-19.*

Decorative Materials – Curtains in music room shall be treated and certified as fire retardant or removed. *These curtains were removed from the music room in summer 2019.*

Cooking Equipment – Align the range with the hood and fire suppression system in the kitchen. The range left edge should be 6” inside the left inner lip of the hood. ***All work completed in 2018-19.***

Inspecting & Testing – Provide a copy of the latest fire alarm test for both the main building and the Co-Op preschool. All cabinet fire hoses are now past due for testing or replacement. Provide draft damper test for the damper over the stage. ***All fire alarm tests provided to fire department, hoses all replaced, and draft damper repaired in 2018-19.***

Emergency/Power Equipment/Means/Egress – Repair or replace all faulty power fail egress light fixtures. ***All work completed in 2018-19.***

No further Fire Department inspections have occurred since this time.

Component 2: Goals for Improvement

During the 2016-17 school year, a landscaping and new outside eating area was completed. In Summer 2018, new play equipment was installed next to the eating area, which required new rules for safety on the web, rock stepping, and climbing/cable-traversing equipment. A new play structure was installed in the fall of 2023 that will require further safety assessment with its obstacle course features as well as a merry-go-round that is very popular but could cause injuries if not used properly with a limit of six children during use. Through parent safety and PGUSD Board meeting feedback, gates on campus have been locked throughout instruction. all five gate entrances need to have similar signage for office hours, visitor check in through the office, times gates will be opened & locked, tobacco/drug/weapon free zones, and service animals only allowed on campus – at all times.

After heavy rains in early 2019, it was determined that the soil in the storage area under rooms 6, 7, and 8 was unstable and required attention. PGUSD hired two engineering firms to decipher if the foundation is too unstable for the building. The basement under the building's west wing was cleared of old desks, chairs, and tables in 2020 and the floor was assessed for structural damage after heavy rains. Engineers determined and underground water source dried up to not negatively affect the building and no retrofit construction was required. Another rain-induced issue on campus concerns room 19 in 2020, which was shut down before school began. A funny smell continued after a mildew/mold test was conducted, and a dehumidifier was required to run throughout the week. District facilities and maintenance will removed the carpet and pulled up baseboards in order to assess if there are similar issues with the foundation as found on the opposite side of campus. A full-time fan was installed to provide airflow under the building as it was found to be too stagnant for ventilation.

Continued goals for 2022-2023 to increase safety protocols at RHD:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response.
- Provide all classrooms that have windows in doors a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols.
- Determine need for bus drop off/pick up supervision

- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Determine if speakers are working in all classrooms and outside of buildings
- Needed for Search and Rescue Team: Place to store outside Safety Helmets, Search and Rescue Bag (Flashlights, Gloves, Masks).
- Student Release Banner/Tables
- Close off access to back and sides of portables – PGUSD Maintenance stated this can be accomplished through Measure D funds.
- Removing two trees on campus: 1) Holly near 2nd grade into bench and 2) Mouse Hole Tree near tetherball courts. Both trees are dying and need to be removed per PGUSD maintenance.

Documents

RHD Student and Parent Handbook 2022-23

(Full online version of handbook can be found at

<https://robertdown.pgusd.org> > School menu > Handbook

RHD EMERGENCY SUPPLY LIST

By Location

Evacuation Site Emergency Supplies Location: Office and old shed	Contents: <ul style="list-style-type: none"> • Evacuation Site Command Board Bag • Student Release Information and Chromebook • First Aid Bag with Supplies • Student/Staff Bag with vests, gloves and first aid supplies • Bullhorn 	<u>Needed</u> <ul style="list-style-type: none"> • Tarp • 7 Safety Helmets • Student Release Banner/Tables • Search and Rescue Bag (Flashlights, Gloves, Masks)
Classroom Red Emergency Duffle Bag Kits Location: Inside Every Classroom	<ul style="list-style-type: none"> • Batteries • Eye wash Water • Bandages • Flashlight • Plastic Gloves • Plastic Cups • Whistle • Blanket • Sanitary Products • Garbage bags 	<ul style="list-style-type: none"> • First Aid Manual • BZK Wipes • CPR Shield • Eye cups • Safety Pins • Scissors • Tweezers • Kleenex • School Map • Procedures • Needed: Paper Towels • Needs replacement: Cold Packs
Classroom Black Box Emergency Kit Location: Inside Every Classroom	<ul style="list-style-type: none"> • Bandages • Dressings • Gauze • Eye wash and Pads • Rations • Double Stick Tape • Light Sticks • Water Pouches 	<ul style="list-style-type: none"> • First Aid Guide • Cold Compress • CPR Face shield • Gloves • Scissors • Tweezers • Blankets • Bio hazard bag • Clipboard with Emergency Procedures, Rosters and Red/Green Vests

RHD EMERGENCY SUPPLY LIST

By Location

Administration Office Emergency Supplies		
Location: Front Office	<ul style="list-style-type: none"> • 4 Hand Radios • Black Emergency Box 	<ul style="list-style-type: none"> • Safe School Plan • Defibrillator in stairway to downstairs storage
Location: Attendance	<ul style="list-style-type: none"> • Student Rosters • Staff Rosters • Staff Emergency Cards • Black Emergency Box/Clipboard 	<ul style="list-style-type: none"> • Radio • Attendance Clipboards • Tablet with Student Information Contacts (Synergy Admin VUE app)
Location: Health Office	<ul style="list-style-type: none"> • Student Medication • Confidential Student Health Concerns List • Google Doc added for remote access in emergencies and field trips 	<ul style="list-style-type: none"> • Radio

RHD Emergency Response Teams

<p>Site Incident Commander:</p> <p>Location: Jen Hinton Field near storage shed</p>	<p>Sean Keller</p> <p>Karen Levy Sonda Frudden (alternates)</p> <p>Barbara Martinez, PGUSD Safety Director</p>	<p>Role:</p> <ul style="list-style-type: none"> - overall management and coordination of emergency operations from command center - requests and allocates resources - activates communications, disseminates emergency public info, warnings - ensures special needs student needs are met <p>- public information officer (tells media what to tell parents/community)</p> <p>- sets up & monitors media area – but does not give statements to media</p>	<p>Materials:</p> <ul style="list-style-type: none"> - Radio - Emergency Response Bag (Black) to Command Center stored in old shed
<p>Communication Recorder (District office support)</p>	<p>Amy Riedel -Pine Ave. until First Responders arrive</p> <p>Carey O'Sullivan</p> <p>Carly Adams (Radio)</p>	<p>Role:</p> <ul style="list-style-type: none"> - makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public - carries messages to command center/IC and to District Safety Director - initiates phone tree; <p>Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported. answers phones</p> <ul style="list-style-type: none"> - disseminates info to staff/community - calls in resources as needed - checks in with IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (2) - Cell phone(s) - Phone tree list - Local service providers list with contact info - Synergy app on phone /tablet for student release

<p>Student Release:</p> <p>Location: Jen Hinton Field K-2nd Primary Release– Spruce and 13th St. gate release 3rd-5th Upper Grades, Room 19, and Co-Op Release– Junipero gate</p> <p>First Alternate location: PGMS Field K-2nd Primary Release – PGMS Sinex Circle 3rd-5th Upper Grades, Rm. 19, and Co-op Release – PGMS Hillcrest Circle</p> <p>Second Alternate Location: PG Community Cntr.</p>	<p>Carey O’Sullivan and Darryl Smith -Primary at Spruce and 13th gate</p> <p>Amy Riedel and Audrey Kitayama -upper grades Junipero gate</p> <p>Support and Student Escorts to gates - Jenn Fuqua - Nargess Akavi -Sally Jones -Norma Barakat/Jennifer Ross -Caroline Wade -Ginger Root -Kristin Sells -Alex Jenner</p>	<p>Role: - Implements & monitors student release (needs emergency cards/Illuminate access) - monitors & supervises volunteers - coordinates with public safety - Sets up boundaries, manages crowds (cones, ropes) - controls foot and vehicle traffic - reports to IC frequently</p> <p>Teachers to release students to parents after checking in through Office Manager and Attendance Clerk.</p> <p>(Amy Riedel: 3rd-5th) (Carey O’Sullivan: K-2nd)</p>	<p>Materials: - Radio (3) - Emergency Cards - blank Student Release Forms - Signs to mark “Student Release Area” - Tables, chairs (2) - Master roster of students and staff (current attendance noted) - clipboards, pens, clerical supplies - blank signage materials (poster board) - duct tape</p>
<p>First Aid/Basic Needs:</p> <p>Location: Jen Hinton Field near water fountain</p>	<p>First Aid Cindy Waznis, Health Clerk Peggy Tobin Anne Scanlon Mary Hiserman Katrina Powley, PGUSD Nurse and Roberto Dixon (if available)</p> <p>Emotional Support Sonda Frudden Dessie Zanger</p>	<p>Role: - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coordinates with Red Cross) - reports to IC frequently</p>	<p>Materials: - First Aid supplies in old shed (in addition to red backpacks) - medication from Health Office - self-adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/First Aid guidelines</p>

<p>Search and Recover:</p> <p>Meet at Incident Command after classes/students checked in and Buddy takes over class</p> <p>Meet back together at Outside Lunch Tables after Search and Recover</p>	<p>Office, Mailroom, Health Office, Staff restroom, 2nd Floor, Restrooms, Rooms 2-10 Steve Ibrahim and David Jones</p> <p>Portables, Co-Op, BASRP/Proj. Rm., Ottertorium, Bathrooms, Cafeteria, Rooms 11-20 Anne Hober and Roberto Dixon</p> <p>Primary Rooms and Portable, Restrooms (Help with other areas, if available) Julie Kelly, Heather Zunguze, and Jacqueline Perkins</p>	<p>Role:</p> <ul style="list-style-type: none"> - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently via radio with area name and all clear, waiting for each team to finish speaking before reporting 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (3) - Site map with search plan, clipboard - hard hat, gloves, whistle, master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape
<p>Facilities:</p>	<p>Eddie Overstreet RHD Head Custodian</p> <p>Jon Anderson PGUSD Maintenance</p>	<p>Role:</p> <ul style="list-style-type: none"> **must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment - shut off valves if advised to do so (gas, water, power) - check safety of facilities, lock/unlock doors - bring out supplies or resources - provide maps and info to public safety agencies - coordinate with public safety to determine when building is safe to enter - security of building - tracks damages and monitors all equipment/supplies 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio - hard hats, gloves, whistle - master key - site maps - duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench)

	& Facilities Director	- reports to IC frequently	
Student Monitoring: Erica Chavez – Christina Renteria Jaqueline Perkins Michelle Evans – Patty Bloomer Jasona Prowse Denise Johnson Anna Darnell/Janet Bingham Page Gilmore Christina Luciano Stephanie Perlstein- Karen Levy Angelee Brockmeyer- Laura Smith Stephanie Pechan Sydney Dacuyan –	<i>Kelly's Buddy</i> <i>Perkins Buddy</i> <i>Jones's Buddy</i> <i>Ibrahim's Buddy</i> <i>Hiserman's Buddy</i> <i>Hober's Buddy</i>	Role: - accounts for all staff, students, & visitors - keeps everyone safe in a manageable location - supervise all students if team leaders need to assemble their teams - coordinate with student release	Materials: - Rosters of students w accurate attendance

ROBERT H. DOWN ELEMENTARY SCHOOL-2022-2023

Safety Drills & Meetings- Calendar

Day, Date	Period, Time	Length of Drill	Type
August 26, 2022 Friday	10:05 AM	5-10 minutes	Evacuation Drill
September 22, 2022 Thursday	9:15 AM	10-15 minutes	Secure Campus
October 20, 2022 Thursday	1:45 PM	5-10 minutes	Drop, Cover, and Hold On
November 16, 2022 Wednesday	2:55 PM	5-10 minutes	Evacuation - Fire
December 13, 2022 Tuesday	12:55 PM	10-15 minutes	Shelter in Place
January 25, 2023 Wednesday	TBD in classrooms	20-30 minutes	Think on Your Feet with Peet Day
February 7, 2023 Tuesday	2:45 PM	15-20 minutes	Evacuation with Student Release
March 20, 2023 Monday	1:05 PM	10 minutes	Secure Campus
April 21, 2023 Friday	12:55 PM	20 minutes	Evacuation - Missing Students
May 15, 2023 Monday	9:00 AM	10 minutes	Shelter In Place

THINK-ON-YOUR-FEET PEET

RHD will hold a "Think on Your Feet with Peet Day" instead of holding a Lockdown Drill. Employees are trained to repond, but PGUSD no longer wants to create possible social- emotional harm.



AND THE SLIMEVILLE MONSTERS

THE BIG FIVE PRESENTS: LOCKDOWN/BARRICADE

**WRITTEN BY SHELÉNE PETERSON, HOLLY HENRICKS AND THE SCHOOL SAFETY
AND RISK PREVENTION TEAM AT THE SAN MATEO COUNTY OFFICE OF EDUCATION
ILLUSTRATED BY HARRY BRIGGS; INSPIRED BY SAN MATEO COUNTY STUDENTS**

EMERGENCY TELEPHONE NUMBERS

(If dialing from school phones, dial “9-9” before dialing the number)

Police	911/831-648-3143
Sheriff	911
Fire Department	911/831-648-3143
Paramedics	911/831-648-3143
C.H.O.M.P	831-624-5311
	831-625-4900
Montage Mental Health – Ohana	831-OHANA01
	831-642-6201
Pacific Grove Unified School District Office	831-646-6509
Red Cross Monterey Chapter	831-624-6921
District Transportation	831-646-6643
District Maintenance	831-646-6537
California Highway Patrol (CHP)	831-796-2100
Poison Control	800-784-2433
	800-222-1222
Child Protective Services	831-755-4661
PG&E - Gas Shut Off	800-743-5000
(Outage Information)	800-753-5002
Cal-Am – Water Shut Off	888-237-1333
	831-646-3287
Animal Control	831-648-3100



THE Big Five

Staff Packet - 2022-2023

**Immediate Action Emergency
Response for Schools**



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TRAUMA-INFORMED APPROACH

To minimize the negative mental health impacts on students, employ a trauma-informed approach when practicing and implementing the Big Five protocols. The following table **provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found on page 6.**

	Preparedness	Response	Recovery
All Grades	Staff: Train all staff on procedures Use the word "safety" when conducting drills Students: Practice grounding and calming skills with students Parents/Guardians: Educate parents on protocols Inform parents prior to drills	Staff: Remain calm Know the students will take their cues from adults Students: Have students use calming skills and exercises Parents/Guardians: Notify parents as soon as it is safe regarding the situation or when the drill has concluded	Get the class engaged in a movement activity Notice students experiencing anxiety/fear and inform counselors or parents
Pre-K to Kinder <i>Developmental Considerations:</i> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions	Students: Use Big Five posters as a visual tool Use Big Five books to help students prepare for what to expect	Staff: Act with confidence Use age-appropriate language Students: Have students hold a calming item (stuffed animal, book, small toy)	Praise students for what they did well during the drill

TRAUMA-INFORMED APPROACH

	Preparedness	Response	Recovery
1st Grade to 4th Grade Developmental Considerations: Students can understand safety directions and instructions Students are capable of understanding purpose of safety drills Engage in social stories with students instead of simulated drills	Students: Use Big Five posters as a visual tool Use Big Five books and curriculum to help students prepare and learn Parents/Guardians: Encourage families to discuss the Big Five Protocols and emergency preparedness at home	Staff: Give clear instructions and follow protocol Students: Have students hold a calming item (stuffed animal, book, small toy)	Identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready
5th Grade to 8th Grade Developmental Considerations: Students are capable of understanding purpose of safety drills Students benefit from adult direction but are able to perform Big Five actions independently Review prior knowledge of the Big Five protocols	Staff: Clearly post the Big Five Protocols in each classroom Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home	Staff: Give clear instructions and follow protocol Emphasize cooperation as a class Students: Assign students to perform action steps during the incident	Appreciate students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready
9th Grade to 12th Grade Developmental Considerations: Students are able to identify probable dangers confronting a school Students benefit from adult direction, but are able to perform Big Five actions independently in an emergency	Staff: <ul style="list-style-type: none"> Clearly post the Big Five Protocol in your classroom Students: <ul style="list-style-type: none"> Have students discuss what to expect during a drill or incident Assign students specific roles and have them walk through those actions 	Staff: Give clear instructions and follow protocol Students: Assign students to perform action steps during the incident	Spend time debriefing the incident or drill with the class Allow students to ask questions Identify how the class worked well together Move back into learning when class is ready

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, city and county, 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 the 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.

DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:

- **Reveal gaps in preparedness**
- **Identify resource and supply needs**
- **Improve coordination between the school and community**
- **Clarify roles and responsibilities**
- **Increase overall level of emergency readiness, including response capacity of all staff and students**

TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar: Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions**
- **Tabletop Exercises: Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions**
- **Drill: Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies**
- **Functional Exercise: Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources**
- **Full-Scale Exercise: Tests an entire community's response capability, uses real equipment, takes place in "real time"**

STRATEGIES FOR TRAUMA-INFORMED DRILLS:

Students and staff may experience anxiety when anticipating and participating in drills. School leaders should take explicit steps to minimize the impact of drills on students and staff. **Use a TRAUMA-INFORMED and developmentally appropriate approach to drills.**

- **Consider using social stories (short stories that depict the emergency response situation) or leading the class in table top exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place and Secure Campus Drills**
- **Conduct Lockdown/Barricade drills only with adult staff when students are not present.**

DRILLS AND EXERCISES

- **Consider conducting a table top exercise with adult staff**
- **Use The Big Five story books for K-3 students to engage in classroom activities and discussions about Lockdown/Barricade and other Big Five actions**
- **Discuss and assign certain roles for 4th-12th grade students during the event (help barricade, close blinds, turn off lights). Involve students in response**
- **Conduct Table Top activities with students in 6th-12th grade, go over the procedures specifically for each Big Five Action**
- **Identify objects for students to hold for comfort**
- **Always announce drills in advance and prepare all participants as “surprise” drills can cause unnecessary panic**
- **Prioritize the most serious gaps and focus on the specific objectives**
- **Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills**
- **Make sure your school is ready for the type of drill planned**
- **Allow enough time for the exercise**
- **Gradually increase sophistication of exercises over time, but do not add unnecessary complications**
- **Adults should monitor students during the drill for signs of emotional distress and provide support accordingly**
- **Evaluate every exercise and conduct a debrief with staff and students**

THINK ON YOUR FEET

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

- **get off campus,**
- **hide,**
- **implement Lockdown/Barricade, or**
- **fight an assailant in the most extreme situation.**

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 in the midst of 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 smoke or fire? Is the path to your 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.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

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 but nearby .	Get all staff/students inside . Close and lock all classrooms/ office doors . Continue instruction as planned . Remain inside until otherwise directed .
LOCKDOWN/ BARRICADE	Violent intruder on campus .	Go 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 .	Lead students and school staff from school buildings to a predetermined location .



SHELTER IN PLACE

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

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

- **External chemical release**
- **Fire in the community**
- Hazardous material spills
- Unhealthy air quality outside
- **Dangerous wildlife on or near campus**

A Shelter-in-Place response may require that HVAC systems be shutdown 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:

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

SHELTER IN PLACE



STAFF ACTIONS:

- **Immediately clear students from the halls. Stay away from all doors and windows**
- **Keep all students in the classroom until further instructions are received. Support those needing special assistance**
- **If directed by Incident Command, secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system to; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander**
- **Take attendance and call or email attendance report to school secretary or according to site protocol**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to normal class routine**



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. Turnaway 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**
- Requires an awareness that most injury in earthquakes is caused by **breaking glass or falling objects**
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure **safe cover for all**
- **Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone**

DROP, COVER, AND HOLD ON



STAFF ACTIONS - INSIDE:

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

STAFF ACTIONS - INSIDE *(continued)*:

- **Each time an aftershock is felt, DROP, COVER, AND HOLD ON.**
Aftershocks frequently occur minutes, days, even weeks following an earthquake
- **When it appears safe to release from COVER, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary**
- **Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area**

STAFF ACTIONS - OUTSIDE:

- **Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, and streetlights, etc.)**
- **Commence DROP AND COVER in the DROP, COVER, AND HOLD ON procedures**
- **Place head between the knees; cover back of neck with arms and hands**
- **Any person in a wheelchair should find a clear spot, lock the wheels,**



DROP, COVER, AND HOLD ON

and if possible, place head between the knees; cover back of neck with arms and hands

- **Remain in place until shaking stops or for at least 20 seconds**
- **Each time an aftershock is felt, DROP AND COVER. Aftershocks** frequently occur minutes, days, even weeks following an earthquake
- **When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol**
- **Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area**

SECURE CAMPUS



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

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

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

A SECURE CAMPUS response may be elevated to LOCKDOWN / BARRICADE 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**
- **Wear face coverings per school policy while remaining in locked classrooms**
- **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**



SECURE CAMPUS

STAFF ACTIONS:

- **Move to the door and instruct any passing students to return to assigned classroom immediately**
- **Close and lock the door**
- **Continue the class instruction or activity as normal**
- **Enforce the “no entrance” and “no exit” protocol. Remain in the classroom or secured area and wait for further instructions**
- **Be alert to the possibility that the response may elevate to LOCKDOWN / BARRICADE**
- **Do not call the office to ask questions; School Incident Commander will send out periodic updates**
- **Wait for another action or, if ALL CLEAR is issued, return to normal class routine**

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

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

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 remain in designated classrooms or lockdown locations at all times. Do not evacuate until room is cleared by law enforcement or site administration.** This response is considered appropriate for, but not limited to, the following **types of emergencies:**

- **Gunfire**
- Threat of extreme violence outside the classroom

During a LOCKDOWN / BARRICADE, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

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 (Run)**
- If it is not possible to get off campus, quickly lockdown inside **a saferoom and barricade the entrance(Hide)**
- **Once a room is secured, no one is allowed to enter or exit under any circumstances**
- Prioritize clear communication. Remove face covering if necessary.
- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**



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 in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds **of danger and teaching them to forcefully communicate and take necessary action.**

These actions would likely include:

ESCAPE / GET OFF CAMPUS:

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

HIDE / LOCKDOWN / BARRICADE:

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

LOCKDOWN / BARRICADE



THINK ON YOUR FEET (*continued*)

FIGHT:

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

LOOK, LISTEN, AND LEAVE: FIRE ALARM

If site 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 the path to your 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 - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot**



LOCKDOWN / BARRICADE

STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE:

- ***Immediately* move to the door and check for passing students. Divert as many students as possible into the classroom**
- **Lock and close the door and barricade with heavy objects**
- **Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of dark paper or cardboard**
- **Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and out of sight of intruder**
- **Turn off television, LCD projector, document camera, etc. The room should be dark and quiet**
- **Silence all cellphones**
- **DO NOT OPEN THE DOOR FOR ANYONE. Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room**
- ***Only if* there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door**

STAFF ACTIONS - IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN / BARRICADE (*continued*):

- **If an active threat is still present at the time law enforcement comes on scene, law enforcement will ignore the red signal until the active threat has been neutralized**
- **If safe to do so, locate emergency packet and attendance roster, remove staff ID placard and put it on**
- **If safe to do so, take attendance and document students who are present in the room**
- **Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement**
- **Do NOT call office to ask questions; School Incident Command will send out periodic updates**

LOCKDOWN / BARRICADE



- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**
- **Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours**

STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE:

- **Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option**
- **Do not chase students who run. Let them go**
- **Do not go into rooms that cannot be secured and offer no way out**
- **If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and out of harm's way**
- **Instruct students to stay quiet and out of sight**
- **Silence all cellphones**
- **Turn off television, LCD projector, document camera, etc. The room should be dark and quiet**

STAFF ACTIONS - IF STUDENTS ARE *OUT OF CLASS* AT TIME OF LOCKDOWN / BARRICADE (*continued*):

- **Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator**
- **If an active threat is still present at the time law enforcement comes on scene, Law enforcement will bypass injured victims in order to neutralize the threat**
- **If safe to do so, locate emergency packet and remove staff ID placard and put it on**
- **If safe to do so, take attendance and document individuals who are present in the room**
- **If safe to do so and according to site communications protocol, contact**



LOCKDOWN / BARRICADE

School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision

- **In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)**
- **Maintain order in all areas of shelter or assembly and await the arrival of Law enforcement. Be ready for lengthy stay of 2-4 hours**

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

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

EVACUATION



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

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

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

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

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 drills and training.**

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION:

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

TO ALERT VISUALLY IMPAIRED INDIVIDUALS:

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

TO ALERT INDIVIDUALS WITH HEARING LIMITATIONS:

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

TO EVACUATE INDIVIDUALS USING CRUTCHES, CANES, OR WALKERS:

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

TO EVACUATE WHEELCHAIR-USING INDIVIDUALS:

- **Give priority assistance to wheelchair users with electrical respirators**
- **Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options**
- **Reunite person with the wheelchair as soon as it is safe to do so**

EVACUATION



STAFF ACTIONS:

- **Prepare students to leave all belongings and calmly exit the building**
- **Gather emergency supplies/materials (Go Bag, p. 42) including the student roster for current class and that of “Buddy Teacher” (p. 43)**
- **Remove staff ID placard from emergency materials and put it on**
- **Ensure that the door is closed, but unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health **status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.**
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students **or staff with disabilities according to site protocol**
- **Students and staff may remove masks while outside.**
- Emphasize that the class stay together en route to the Evacuation **Assembly Area**
- **Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area**
- **According to site protocol, take attendance once class is safely in assembly location**
- **According to site protocol, report missing students**
- **Remain in the Evacuation Assembly Area until further instruction**
- **Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings and normal class routine**

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE:

- **Remain calm and assess the situation**
- **Be sure the situation is safe for the responder**
- **In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 911 immediately**
- **Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety**
- **If moving is necessary, protect the neck by keeping it straight to prevent further injury**

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS:

1. **Portable stretcher and cot with waterproof cover**
2. **Ten Triage Tags**
3. **Blankets, sheets/pillows/pillow cases (disposable covers are suitable)**
4. **Wash cloths, hand towels, and small portable basin**
5. **Covered waste receptacle with disposable liners**
6. **Bandage scissors, tweezers**
7. **Disposable thermometer**
8. **Pocket mask/face shield for CPR**
9. **Disposable latex free gloves**
10. **Cotton-tipped applicators, individually packaged**
11. **Assorted adhesive bandages (1"× 3")**
12. **Gauze squares (2"× 2"; 4"× 4"), individually packaged**
13. **Trauma Pads (5"× 9")**
14. **Adhesive tape (1" width)**
15. **Gauze bandage (2" and 4" widths) rolls**
16. **Ace bandage (2" and 4" widths)**
17. **Splints (long and short)**
18. **Quick clot dressing**
19. **Cold packs**
20. **Triangular bandages for sling and safety pins**
21. **Tongue blades**
22. **Disposable facial tissues, paper towels, sanitary napkins**
23. **One flashlight with spare bulb and batteries**

FIRST AID: TRIAGE

In TRIAGE, patients are classified with a color tag to indicate the level of urgency. Those colors are displayed in this diagram.

All Walking Wounded

MINOR

RESPIRATIONS

Remember:
Respirations
Perfusion
Mental Status

NO

YES

Position Airway

NO Respirations

Respirations

DECEASED

IMMEDIATE

Under 30/min.

Over 30/min.

IMMEDIATE

PERFUSION

Radial Pulse Absent

OR

Capillary Refill

Over 2 Seconds

Under 2 Seconds

Radial Pulse Present

MENTAL STATUS

CAN'T Follow
Simple Commands

CAN Follow
Simple Commands

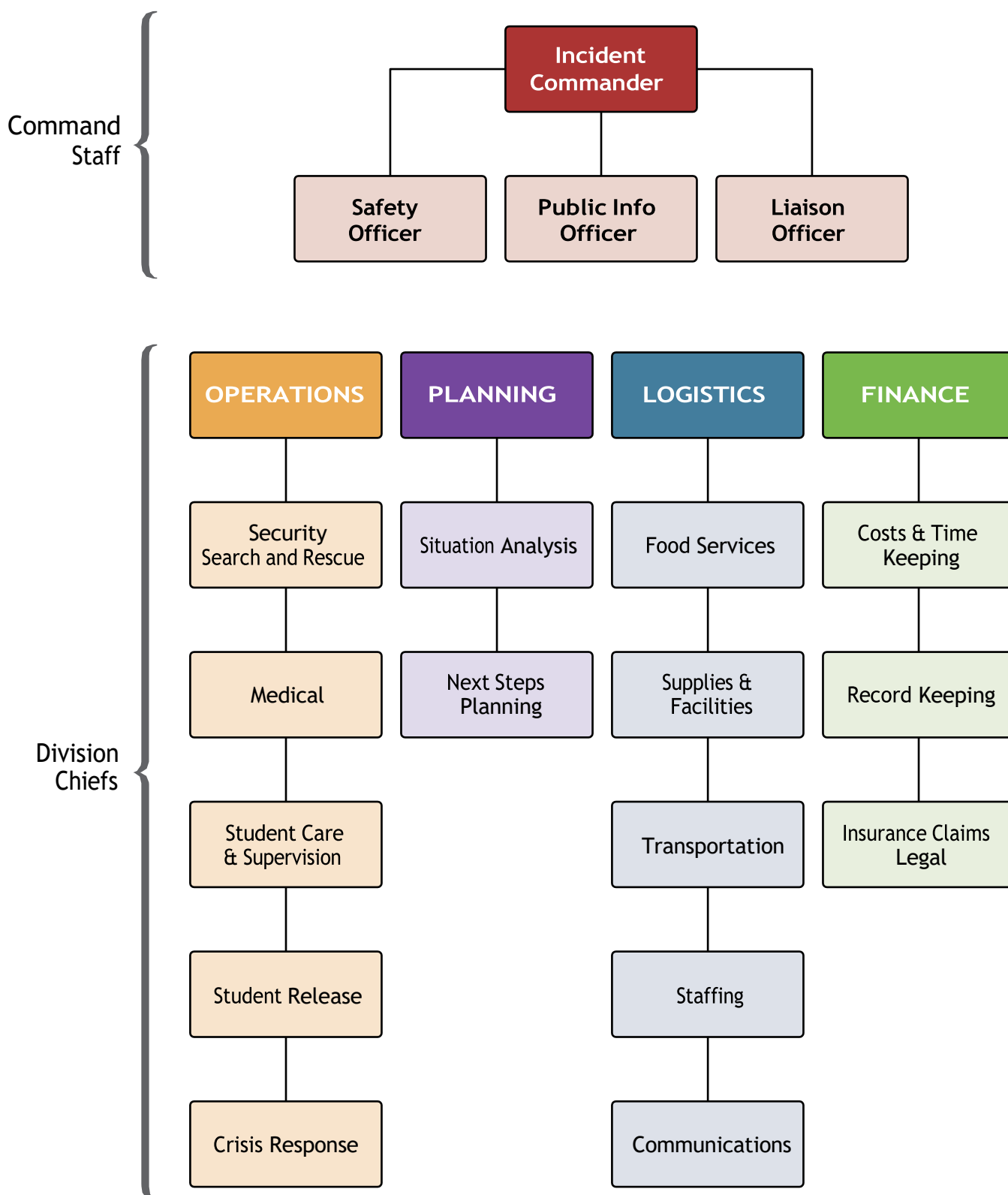
Control Bleeding

IMMEDIATE

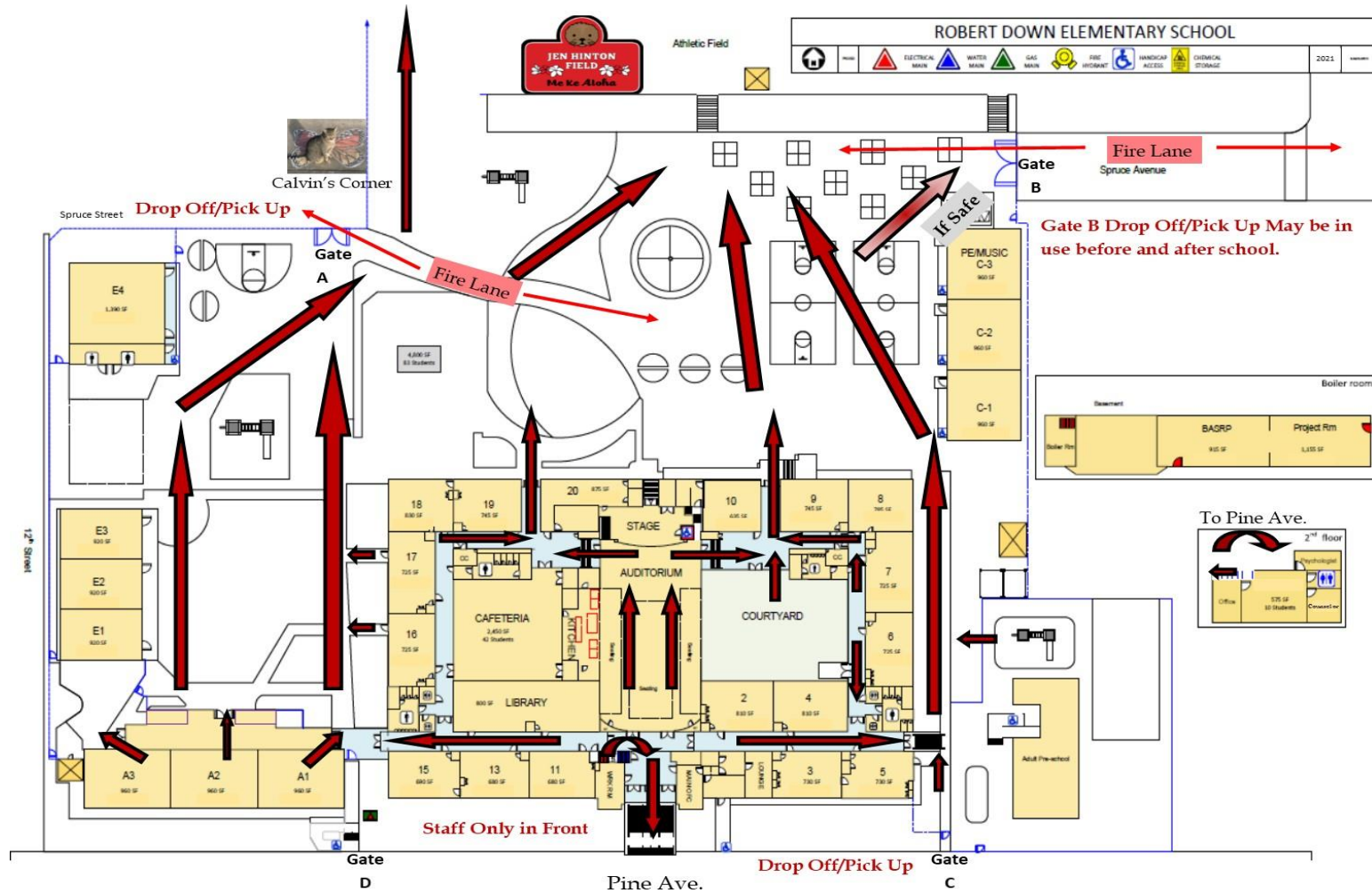
IMMEDIATE

DELAYED

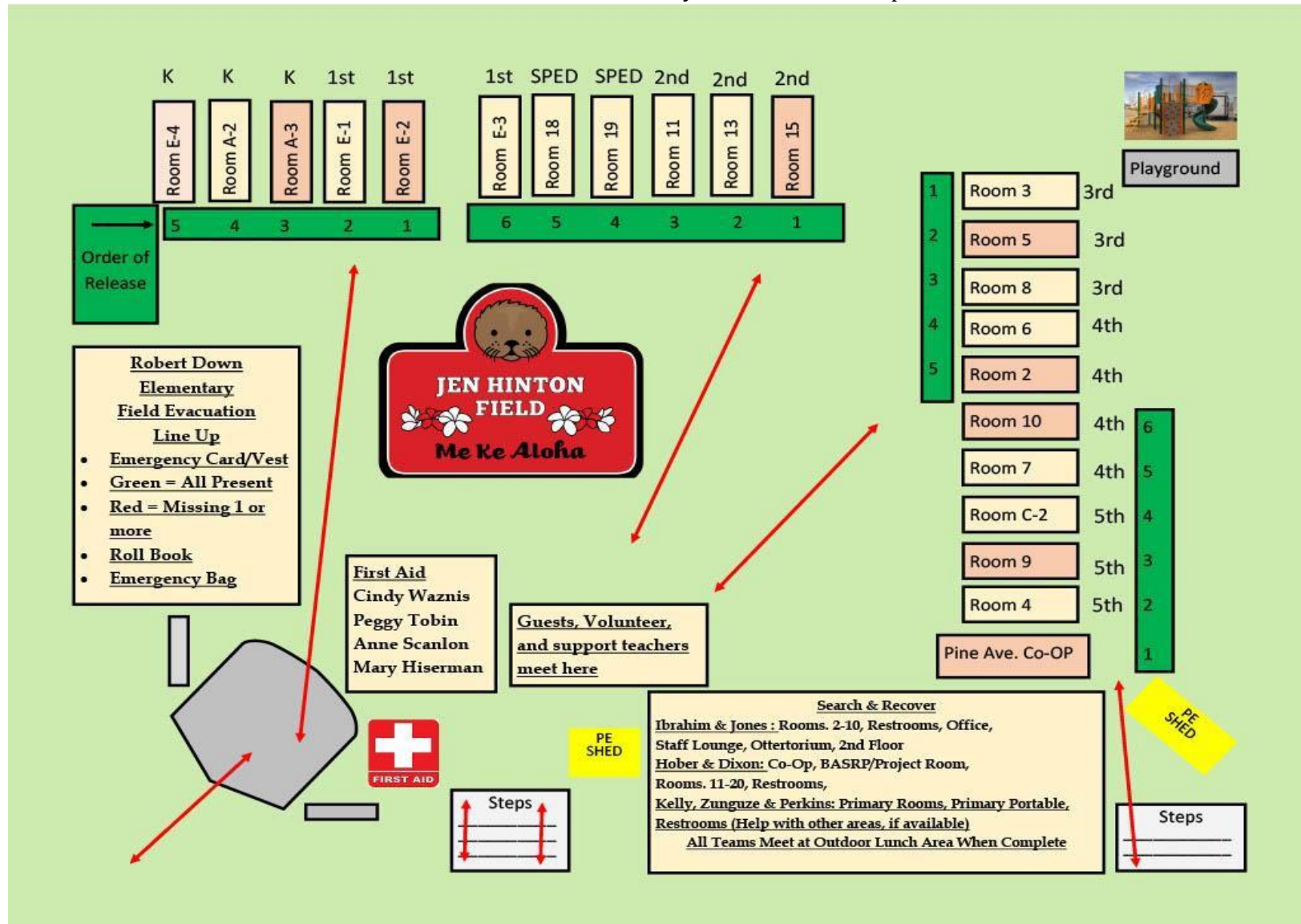
SCHOOL INCIDENT COMMAND CHART



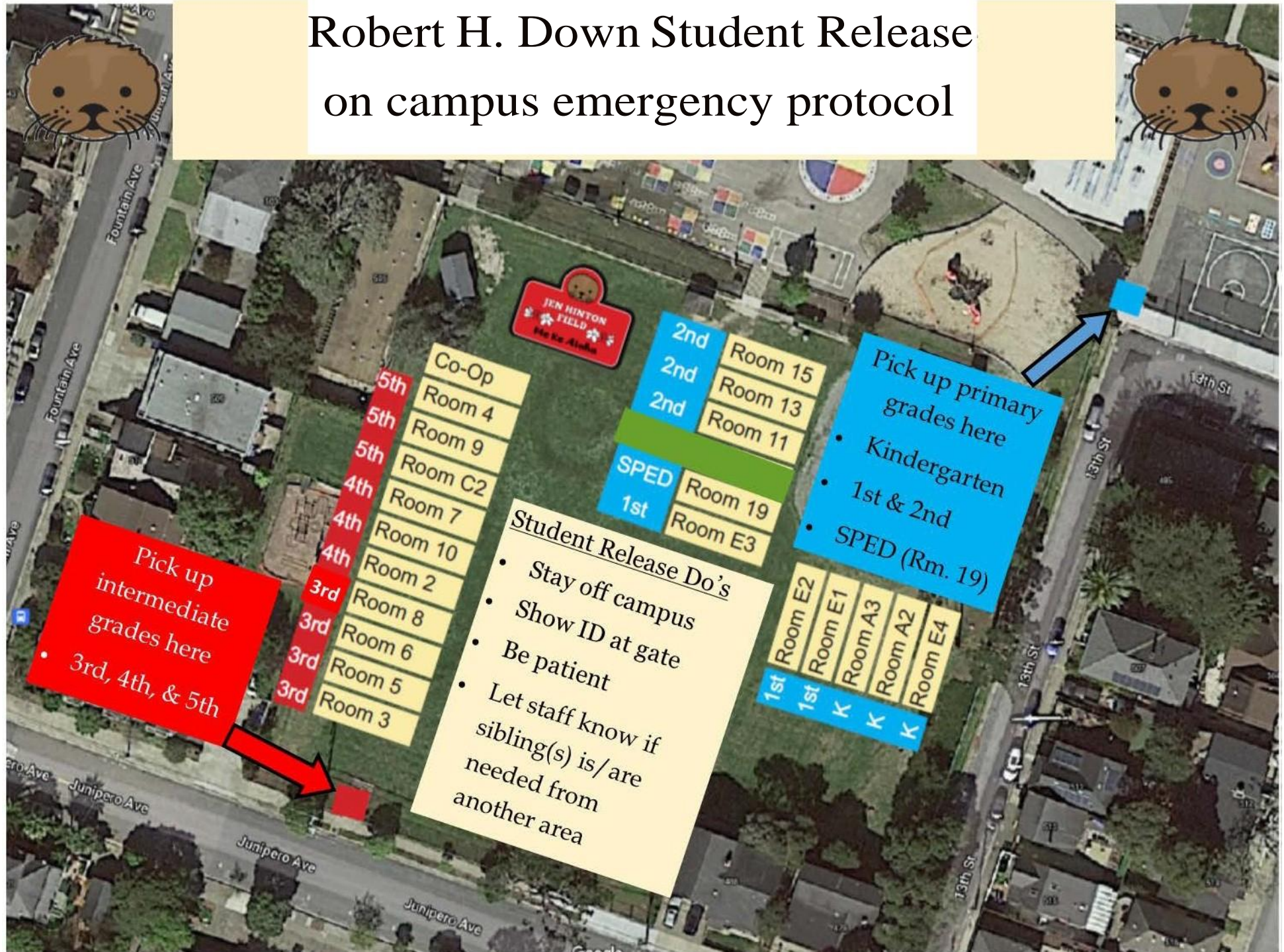
Robert H. Down Elementary Evacuation Map



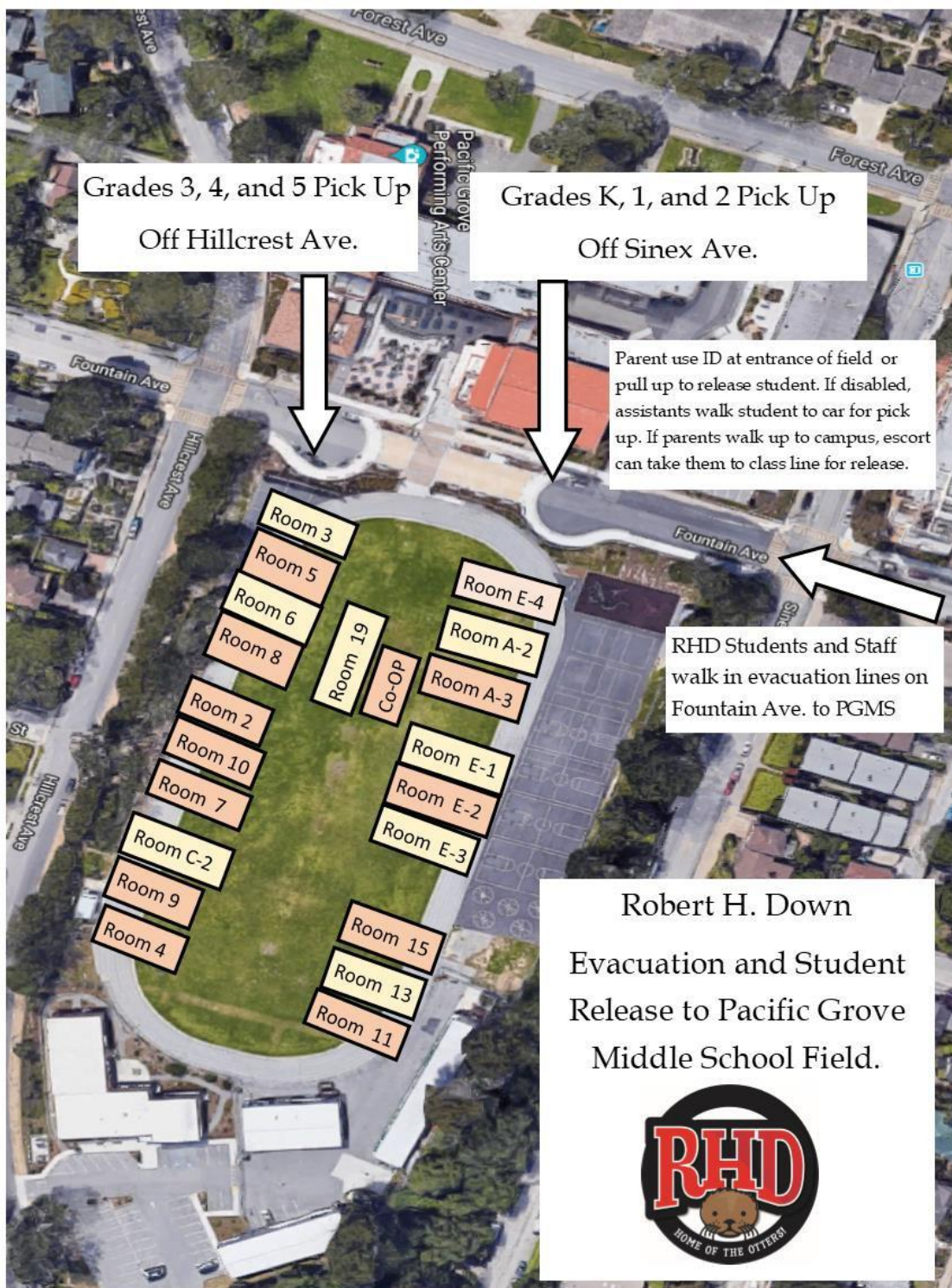
Robert H. Down Elementary Evacuation Line Up



Robert H. Down Student Release on campus emergency protocol



Robert H. Down Evacuation Line Up and Student Release at PGMS



**SAFE SCHOOLS
SAFETY & SECURITY ASSESSMENT**

Name of School: Robert Down Elementary
Assessed By: RHD Safety Team

Dates of Assessment: March 2022
Community Partners & Guests:

Directions: Evaluate your school with respect to each question by placing an X in the columns labeled YES or NO. Yes responses are indicators of safe school conditions.

	YES	NO	COMMENTS
1. Adequate school zone & speed signage in surrounding area.	X		
2. Neighborhood watch or partnership has been established.	X		Letters sent to community w/invite to participate in watch
3. Vehicles drive appropriately in school zone.		X	PG City made improvements
4. Sidewalks & crosswalks are available for student walkers.	X		
5. Neighborhood is considered safe and an asset to the school.	X		
6. Number of Parking Spots Around Perimeter vs. Staff Needs	Goal		Determine number of spots around campus for parents and staff
BUILDING EXTERIOR	YES	NO	COMMENTS
1. Roofs are accessible only by a ladder.	X		
2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted.		X	Add "Tobacco Free Zone" @ locations No "Drug Free Zones" signs No Weapons Free Zone signs
3. "Visitors Must Report To Office" signs are posted at all exterior entrances.		X	Not at all gates. Suggested to add times when gates will be locked/unlocked.
4. Visitor entrance is clearly identified.	X		
5. "Office Hours" signs are posted in prominent locations.	X		Suggested to add times when gates/doors will be opened and locked.
6. Adequate lighting at all exterior entrances.		X	Back area is dark. Lights near field are not light at night/early morning. Timer needs to be adjusted with computer
7. Adequate lighting around building.	X		
8. School grounds are free of graffiti & trash.	X		
9. Shrubs/foliage trimmed – good line of vision.	X		
10. Exterior doors & locks are in good condition.	X		
11. Exterior doors & windows are locked before & after school.	X		

12. Exterior windows & locks are in good condition.	X		
13. Basement windows are protected – grills, etc.	X		
14. Blinds/curtains closed in rooms containing computers & valuable equipment.	X		Suggested to have Velcro/removable covers for doors with windows
15. Outside entrances are numbered to direct emergency vehicles.		X	
16. School grounds are fenced to prevent unauthorized vehicles & public access.	X		
17. Dangerous equipment & utilities are protected & secured.	X		
18. Good visibility of bike racks from building.		X	Can be seen on camera.
19. Intercom Notification System works adequately in exterior gathering areas.		X	Concerns shared that interior rooms could not hear intercom during earthquake drill
20. Good visibility of bike racks from buildings.		X	Side of buildings. Can be seen on cameras
21. Intercom Notification System works adequately in exterior gathering areas.		X	Concerns shared that interior rooms could not hear intercom during earthquake drill (Continued Concern – Measure D?)
ARRIVAL & DISMISSAL	YES	NO	COMMENTS
1. Supervision is in place before students arrive. (note time of first student arrivals)	X		Playground – Mr. Dixon 8:25 A.M.
2. Bus zones & parent drop-off/pick-up zones are separate.	X		
3. Bus loading zones have restricted access & are clearly marked.	X		
4. Bus area is supervised when students are present. (note time of first supervisor)		X	Special needs and TK students have monitoring
5. Parent drop-off/pick-up area is clearly marked.	X		Not observed by drivers
6. Parent drop-off/pick-up area is supervised when students are present.		X	Not everyday (morning/afternoon or front/back of school)
7. Sidewalks are provided for student walkers.	X		
8. Crossing guards are provided to assist elementary children.	X		One hired, two needed

9. Vehicles drive within appropriate speed limit.		X	Not off Pine at all times
10. Adequate number of parking spaces for staff & visitors.	X		Street parking only
HALLS & COMMON AREAS	YES	NO	COMMENTS
1. School rules are posted and clearly visible throughout school.		X	
2. Students interviewed know school rules.	X		
3. Students wear visible hall passes when not in class (during class-time).	X		
4. Common areas are supervised when students are present.	X		
5. Unused entrances are locked during school day.	X		
6. Halls & common areas are free of graffiti & trash.	X		
7. Students adhere to school dress code.	X		
8. Students adhere to hands-off policy.		X	Students continuously push and hit each other during play time with reminders to use Personal Space Tool
9. Students interviewed know emergency procedures.	X		
10. Fire extinguishers are checked annually by fire inspection company.	X		
11. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in green zone, properly labeled.)	X		
12. Fire extinguishers that are not visible have visible signage.		X	
13. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.)	X		
14. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide.	X		
15. Exit doors open & close easily & exit signs are well lit.	X		
16. Doors with panic hardware are free of locks/latches/chains.	X		
17. Doors with panic hardware are free of locks/latches/chains.	X		
CUSTODIAL ROOMS & PROCEDURES	YES	NO	COMMENTS
1. Mechanical rooms & custodial rooms are secured at all times.	X		
2. Custodians carry two-way radio for communication with office & administration.	X		
3. Custodians have been trained on building emergency procedures & participate in all drills.		X	Night Custodians need training (Continued Concern)

4. Damage caused by graffiti, broken glass, and other vandalism are immediately repaired (before school opens).	X		
5. Combustible waste materials are stored in non-combustible containers and emptied regularly.		X	
6. Fire protection equipment is free of obstructions (alarm panels, fire extinguishers, sprinkler control valves.)	X		
7. There is 18 inches of clearance below sprinkler heads.	X		
8. Attic scuttle openings are closed.	X		
9. Breakers in electrical panels are labeled; spares are in off position.		X	Not all panels are labeled correctly
10. Electrical panels have 36 inches of clearance.	X		
11. All containers including spray bottles are properly labeled.	X		
12. Material Safety Data Sheet (MSDS) notebook location is known & notebook is easily accessible.	X		Conduct inventory of all hazardous materials on campus
13. Procedures are in place for unlocking/locking doors before, during & after school.	X		
14. High-risk areas (main office, cafeteria, store, computers, etc) are secured after hours.	X		
15. Unused portions of building are secured after hours.	X		
16. Other:			
PLAY GROUNDS & SOCIAL AREAS	YES	NO	COMMENTS
1. Play areas are fenced for the safety of students. (Vehicular access restricted)	X		
2. Play equipment is in good condition.		X	Field play equipment needs repair
3. Surface of play area is in good condition.	X		Resurfacing needed for asphalt area, especially on primary playground. Woodchips added to field playground area.
4. Play areas are free of hazards.		X	Drop off near primary swings requires small fencing.
5. Good visibility in play areas (look for barriers to line of sight)	X		
6. Interaction between students is generally positive.	X		

7. Play/Social areas are adequately supervised when students are present. (Supervisor – student ratios, size of areas, barriers, etc)	X		
8. Active Supervision principles are applied consistently: (movement, scanning, positive interactions with students, pre-corrections, enforcing rule infractions.)	X		
KITCHEN & EATING AREAS	YES	NO	COMMENTS
1. Access to kitchen by students is restricted and/or with adult supervision only.	X		
2. Eating areas are supervised when students are present.	X		
3. Adequate seating in eating areas.	X		
4. Eating areas are clean and free of trash.	X		
5. Traffic flow of students is organized and time waiting in line is minimal.	X		
6. Cleaning supplies are properly marked and stored away from food.	X		
7. Interior entrance to kitchen is locked when staff is not present.	X		
8. Knives & dangerous objects are stored in a secured place.	X		
9. Kitchen hood serviced every 6 months/fusible links replaced yearly.	X		
10. All kitchen staff have been trained in emergency procedures & participate in drills.	X		
11. Walk in refrigeration units have easy escape doors.	X		
RESTROOMS	YES	NO	COMMENTS
1. Restroom stalls are equipped with doors or fire-resistant curtains.	X		
2. Restrooms have adequate lighting.	X		
3. Restrooms are clean, odor free, and free of trash.	X		New urinal cleaner helps with smell.
4. Restroom walls, mirrors, & interior stall doors are free of graffiti.	X		
CLASSROOMS	YES	NO	COMMENTS
1. Classroom doors are locked & lights are turned off when room is vacant.	X		
2. Emergency procedures (Code Yellow/Red) posted in all rooms.	X		
3. Evacuation route map posted in all rooms.	X		
4. Intercom system and phone work in all rooms.	X		
5. Cover plates are on all electrical junction boxes (outlets/switches).	X		

6. Electrical outlets within 6 feet of water are GFCI protected.	X		Rooms 4, 3, and 6 have window leaks during storms
7. Power strips are used in place of extension cords.	X		To be researched throughout campus
8. Cords are properly secured to avoid tripping.	X		
9. A system is in place to track student exit & return. Hall passes are used consistently.	X		
10. Staff wears visible ID.	X		
11. Staff regularly teach social skills/conflict resolution curriculum. (How many lessons per year?)	X		
12. Classroom rules are posted and consistent with school-wide rules.	X		
13. Staff has been trained on building emergency procedures during current school year.	X		
14. Other:			
OFFICE & ADMINISTRATION	YES	NO	COMMENTS
1. Lobby entrance is visible from front office.	X		
2. Visitors, parents & volunteers are required to sign in at office & wear visible ID.	X		
3. Student sign-out log is required.	X		
4. Adults not listed on student registration form are required to have written permission to pick up students.	X		Listed in Illuminate or contact with parent to verify
5. Local fire & police departments have current school maps, contact lists and keys to school buildings.		X	Contact lists need to be created
6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes)	X		11 new radios ordered by PGUSD
7. Portables have front office communication & receive fire alarm notification.	X		
8. Intercom/two-way notification system works, and can be heard in all areas of campus.	X		
9. A key-control system is in place.	X		
10. Supervision Schedule is current. (Attach copy to this form.)	X		

11. Safety committee meets monthly & minutes are posted.	X		Site Leadership team acting as Safety Committee
12. OR-OSHA poster <i>Job Safety & Health</i> is displayed in prominent area.	X		
13. Medications for students are properly stored & secured. (Review log to verify.)	X		
14. A system is in place for staff, students & parents to anonymously report problems (hotline, designated staff, tip box, etc)	X		
15. District drill schedule is followed. Debrief sheets are utilized & given to District Safety Officer.	X		
16. A Search and Rescue Team has been established & trained. (Attach copy of roles & responsibilities.)	X		
17. All classified staff have been trained on emergency procedures during current school year.	X		Night Custodians are only classified to not participate in training
18. A system is in place to train substitute staff on emergency procedures.	X		PGUSD HR training occurs for every sub
19. First aid kits are properly stocked and readily accessible.	X		
20. A Behavior Team meets regularly to review behavior issues & behavior management systems.	X		Site Leadership

Robert Down Elementary School Emergency Phone Tree

Sean Keller →	Amy Riedel →	Carey O'Sullivan →
	Office, Computers, BASRP, Music, ELD, PE, & Co-Op	Cindy Waznis
		Eddie Overstreet →
		Manuel Villagomez
		Darryl Smith →
		Jared Masar →
		Heather Zunguze
		Chantelle Cafferata
		Peggy Tobin →
		Jackie Kite →
	Christina Renteria →	Erica Chavez
		Julie Kelly
		Sally Jones
		Norma Barakat/Jennifer Ross
		Caroline Wade
	Michelle Evans→	Rachel McNickle
	1 st Grade	Jacqueline Perkins
		Nargess Akhavi
	Denise Johnson →	Page Gilmore
	2 nd Grade	Anna Darnell/Janet Bingham
		Ginger Root
	Stephanie Perlstein→	David Jones
	3 rd Grade	Steve Ibrahim
		Kristin Sells
	Angelee Brockmeyer→	Stefanie Pechan
	4 th Grade	Karen Levy
		Luara Smith
		Alex Jenner
	Mary Hiserman →	Anne Hober
	5 th Grade	Sydney Dacuyan
	Sonda Frudden →	Dessie Zanger
	Library	Anne Scanlon
	Lauren Davis →	Patty Bloomer →
	SPED	Emily McCanney
		Laura Rivera
		Megan Roach/Anna Guerts
		Leslie Horn
		Audrey Kitayama

Robert Down Elementary School Emergency Phone Tree

→ Continued

Cafeteria & Garden	Carey O’Sullivan ➔	Rosa Diaz
		Vanessa Phelps
		Garden Coordinator
Custodial Staff	Eddie Overstreet ➔	Andrew Terry
		Thomas Debruin
BASRP	Darryl Smith ➔	Jennifer Fuqua
		Evelyn Franco
		Tammie Kirmill
		Ryan Rodewald
		Extra BASRP Staff
Music	Jared Masar ➔	Jonathan Valverde
Room 18/19	Patty Bloomer ➔	April Gabriel
		Ricky Cabalza
		Rachel Croft
		Kyle Villavicencio
		Jasona Prowse ⬇
		Tara Al Ayoubi
		DeAnna Bradford
		Simon Stewart
PE	Peggy Tobin ➔	Roberto Dixon
Pine Ave. Co-Op	Jackie Kite ➔	TBD