

Comprehensive School Safety Plan



2025-26
School Year

School: Robert Down Elementary
CDS Code: 27661346026496
District: Pacific Grove Unified School District
Address: 485 Pine Ave.
 Pacific Grove , CA 93950-3401
Date of Adoption: February 25, 2025
Date of Update: February 10, 2026
Date of Review:
 - **with Staff** February 9, 2026
 - **with Law Enforcement** February 23, 2026
 - **with Fire Authority** February 23, 2026

Approved by:

Name	Title	Signature	Date
Emily Tsai Brownfield	Principal		2-10-2026
Jessica Thompson	SSC Chair		2-10-2026

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California Comprehensive School Safety Plan (CSSP) Overview

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

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

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

How to write your School Safety Plan

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

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

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

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

Recommended Components and Best Practices:

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

Safety Plan Completion Timeline

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

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

<https://www.pgusd.org/Services/Safety/Safety-Planning/>

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

Safety Plan Vision

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 TK- 5 program focuses on a common core standards-aligned curriculum. We are a “ToolBox” 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 and services include: Special Education, School Garden, School-based counseling and mental health, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Intervention, Montage Health Substance Abuse Awareness, Big Buddies: K & 3rd, 1st & 4th, and 2nd & 5th, After- School Enrichment, Spanish for 2nd through 5th grades, Caught Being Good Cards, Otter Awards, ToolBox, Run Club, STEM Club, Yoga Club, Robotics, and community partnerships.

Components of the Comprehensive School Safety Plan (EC 32281)

Robert Down Elementary Safety Committee

SSC

Jessica Thompson, SSC Chair, Parent
Erica Chavez, SSC Vice Chair, Teacher
Lauren Banaszek, SSC Secretary, Instructional Assistant
Alexis Shammass, Parent
Caitlin Van Zanten, Parent
Lauren Heflin, Parent
Tanya Fadem, Teacher
Emily Tsai Brownfield, Principal
Susannah Ashton, Parent
Darla Vining, Parent

Safety Subcommittee

Emily Tsai Brownfield, Principal
Susannah Ashton, Parent
Darla Vining, Parent
Garrett Van Zanten, Parent
Tanya Fadem, Teacher

Assessment of School Safety

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

ASSESSMENT OF CURRENT SAFETY DATA

Attendance

Average daily attendance for 2025-2026 reporting periods 1-3 (August-October) was 93.31% (an increase of 0.23% from the same attendance period last year), with the lowest attendance rate occurring in October (92.16%) and highest in August (94.38%). For reporting periods 1-5 (August-December), average daily attendance was 92.29%.

2025-2026 Periods 1-6 Truancy Letter Data

RHD Letter

22

Letter One

2

Letter Two

0

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.

(Insert Attendance Codes matrix here.)

(Insert Suspension and Expulsion Rates here.)

(Insert CHKS information here.)

Attendance Codes

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

Excused Attendance Marks		Unexcused Attendance Marks	
B	Bereavement of immediate family member	A	Unverified - Waiting on 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 the 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 a 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 – students must attend the minimum school day. No more than four school days per month. Ed Code 46014	EOU	Early Out Unexcused - Student attended part of school day but left early for unexcused reason (Elementary Schools Only)
SUS	Suspension – off campus	ISI	Independent Study - Incomplete - Student did not adequately or did not complete/submit work as part of the Independent Study agreement
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		
EOE	EOE Early Out Excused – Student attended part of the school day but left for an excused reason		
ISP	Independent Study - Pending - Student is confirmed to be engaging in Independent Study and not present in school.		

Discipline Referrals, Suspension and Expulsion Rates

RHD Suspension and Expulsion					
	2020-21	2021-22	2022-23	2023-24	2024-2025
Suspensions	1.0	2.0	1.0	1.0	3.0
Expulsions	0.0	0.0	0.0	0.0	0.0

District-Wide Discipline		
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 of 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, possible removal from class, 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

School Climate Report Card (Elementary)—2025–2026

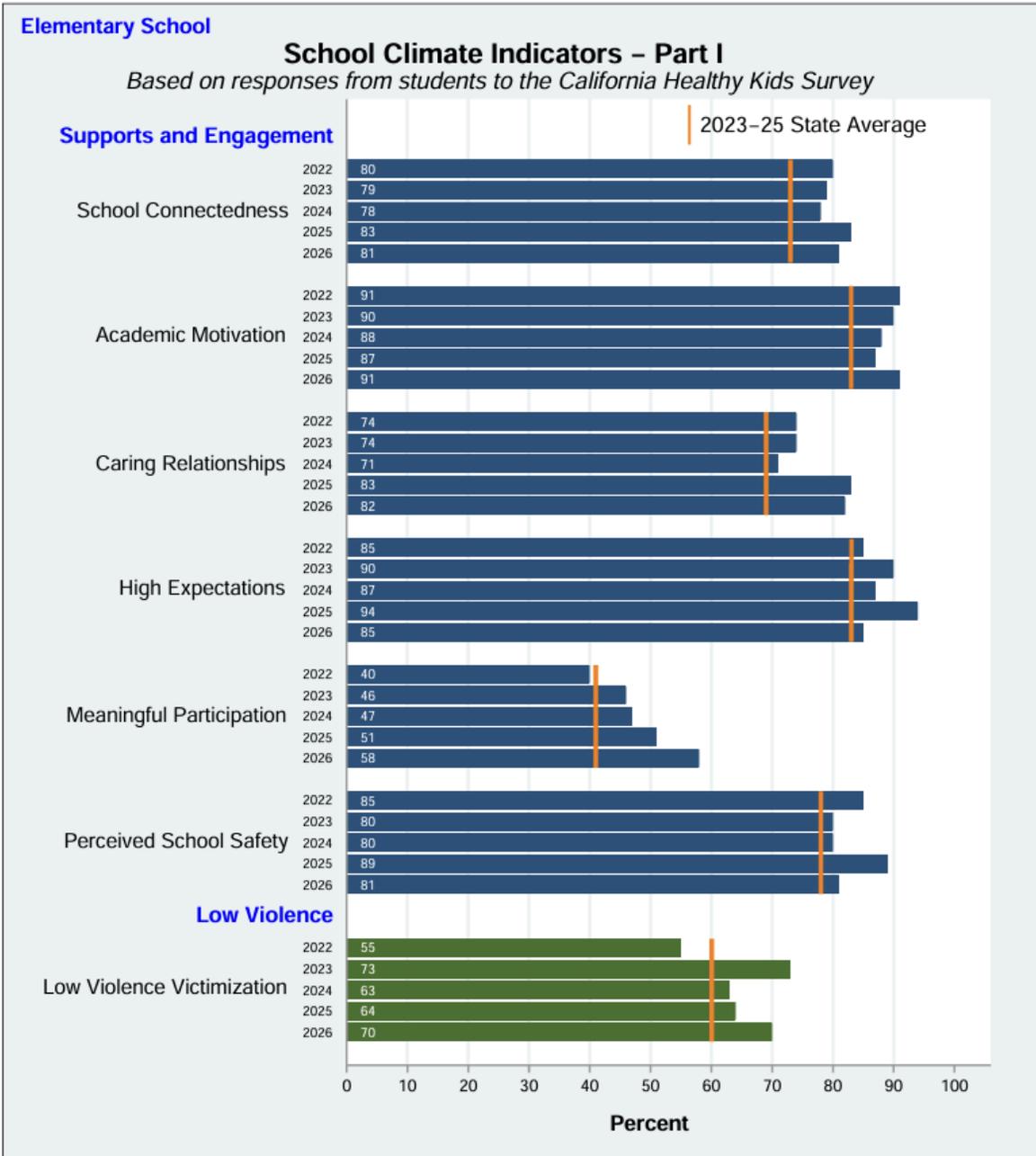
District: Pacific Grove Unified

Date Prepared: 12 Jan 2026

School: Robert Down Elementary

Number of Responses: 49 (2022), 51 (2023), 63 (2024), 63 (2025), 45 (2026)

Response Rate: 61% (2022), 68% (2023), 79% (2024), 74% (2025), 69% (2026)

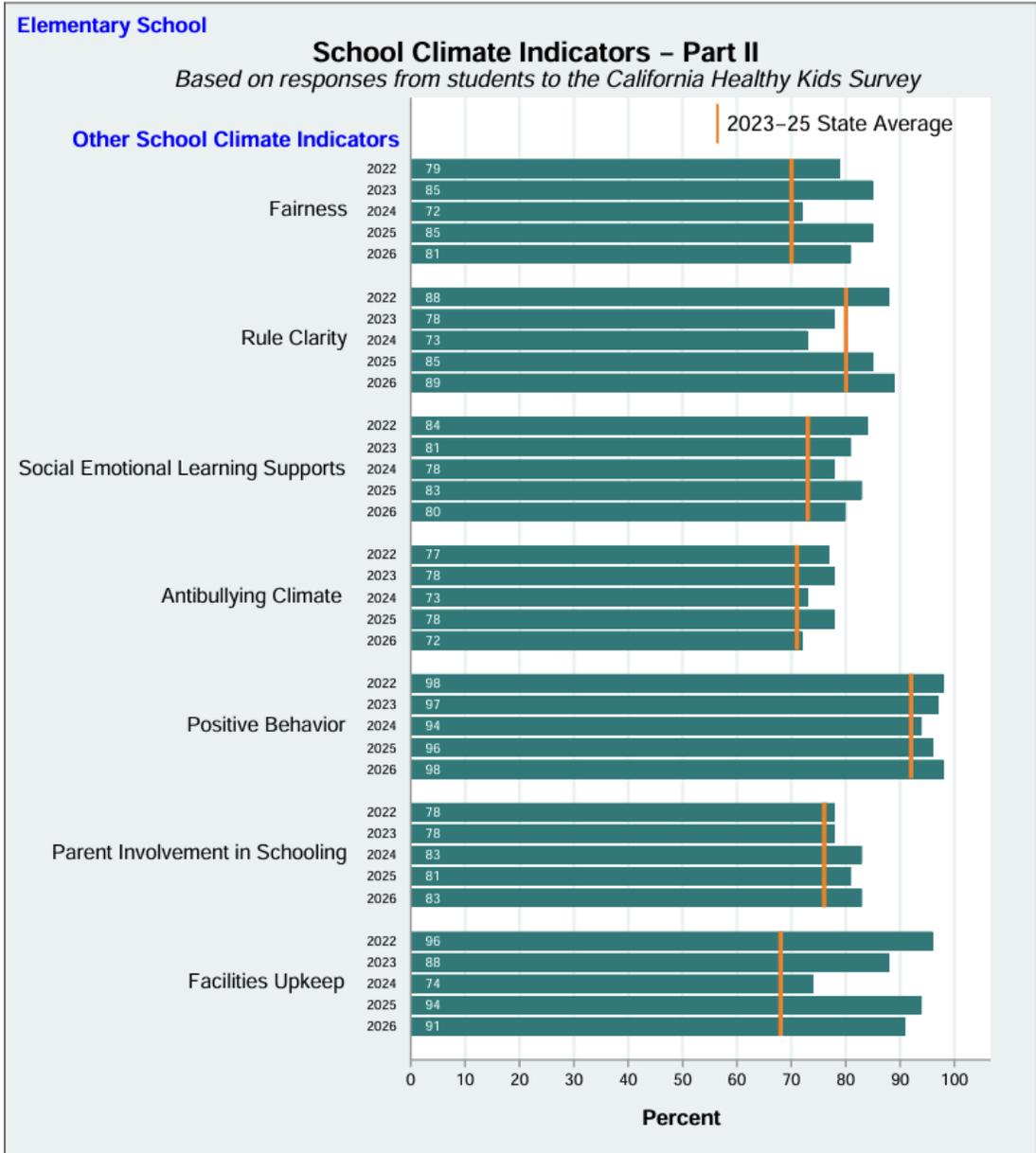


School Climate Report Card (Elementary)—2025–2026

District: Pacific Grove Unified

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School: Robert Down Elementary



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School: Robert Down Elementary

Date Prepared: 12 Jan 2026

Other Indicators

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

	2022 (%)	2023 (%)	2024 (%)	2025 (%)	2026 (%)	Change
Finish all school assignments	96	100	92	94	91	-5
Absent 2 or more days in the past 30 days	35	18	29	29	36	+1
Feel a part of the school	73	78	79	89	87	+14
Adults at school care about you	80	78	83	95	86	+6
School boredom	34	33	36	29	25	-9
Harassed at school	51	35	39	36	40	-11
Parents ask about school	90	82	95	85	98	+8
School building is neat and clean [§]	96	88	74	94	91	-5
Frequent sadness	14	16	14	16	10	-4

2025–26 student responses last extracted: 12 Jan 2026

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

Comprehensive School Safety Plans (CSSPs) are required under SB 719 and AB 115 and contain the following elements: - Assessment of school crime committed on school campuses and school-related functions - Opioid overdose protocols - Child abuse reporting procedures - Disaster procedures/incident command systems - Threat assessment, protocols for dangerous, violent, or unlawful activities - Procedures for safe, ingress, and egress - Policies enacted to maintain a safe and orderly environment - Adaptations for students with disabilities - Rules and procedures on school discipline - Suspension/expulsion policies - Procedures to notify teachers of dangerous pupils - Discrimination and harassment policies - Hate crime reporting procedures - School-wide dress code policies - Seek consultation with local first responder agencies and share plan annual updates with such agencies

These guidelines include strategies to create and maintain a positive school climate and mental health protocols for the care of students who have witnessed a violent act at any time. CSSP requirements have periodically been amended by legislative statute to include additional items and development requirements. California Education Code Sections 32280–32288 outline the requirements for schools operating kindergarten and first through 12th grade to write and develop a school safety plan. The law requires that CSSPs be reviewed and updated every year.

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 Monarch Club (Before and After School Program) for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency after school 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, Field, and D will be unlocked at 8:30 A.M. daily for student arrival. Gates will be locked at 8:45 A.M. after the second bell. The kindergarten gate off Pine Ave (Gate A) will be unlocked for kindergartners leaving at 2:00PM. 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. Student dismissal occurs at 3:15PM. Gates will be re-locked for the afternoon Monarch Club (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 Monarch Club (BASRP) program if no parent is present. Gates will be unlocked for community use after 5:00 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, you can submit the absence through ParentVUE or call the 24 hour absence line (646-6663), prior to 8:30 A.M. to explain the absence. To submit the absence through ParentVUE, login to your account and then click the small bell to the right of your child's name. Then select the day(s) your child will be absent from school and select the reason. You can add a note to the attendance clerk and attach a doctor's note if needed.

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 the 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. 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 6 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/truancy 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).

Justifiable Absence Request (JAR) for Independent Study

Parents or guardians may be allowed, on a limited basis, to have students submit pre-approved class work or assignments for full credit/attendance due to an unexcused absence with an approved Justifiable Absence Request for Independent Study. 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 at least two weeks in advance of 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://app.informedk12.com/link_campaigns/justifiable-absence-request-for-short-term-independent-study?token=ZGoL6nhXZvWAcotyMkWZkmWj should be filled out and turned in to the attendance clerk.
- b. Approval for Independent Study may be granted for up to fifteen (15) days per school year.
- 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.
- e. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.

Mental Health Services

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

Yolanda Cork-Anthony,
Director of Student Services
(831) 646-6523
435 Hillcrest Avenue
Pacific Grove, CA 93950

Jula Triplett
Mental Health Therapist
Robert Down Elementary / Forest Grove Elementary
(831) 646-6540
485 Pine Avenue
Pacific Grove, CA 93950

(Insert Districtwide Discipline Matrix here.)

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):

- o Was it safe? Be Safe
- o Was it kind? Be Kind
- o 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

Strategies/Programs for Maintaining Safety

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. 62 security cameras have been installed at strategic locations to watch for vandalism and student behavior. Lock Blocks 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 Blocks.

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.

The front office has a new buzzer system allowing our front office staff to monitor each visitor to our campus during school hours and a new electronic check in system has been installed allowing visitors and volunteers to check in and print their own visitor badge. This also allows us to monitor who has or has not been fingerprinted and cleared by our District. Updated security cameras were installed on campus in February 2025 bringing the total number to 62.

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

Procedures

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

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

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

For purposes of this policy, “child care custodians” include, but are not limited to, teachers; instructional aides; teacher assistants; classified school employees; certificated pupil personnel employees; administrators; supervisors of child welfare and attendance; administrators of public or private day camps; and other school staff who have been trained in the duties of mandated reporters, as warranted by the district to the California Department of Education. The district ensures that all employees serving in mandated reporter roles receive required training and understand their legal, professional, and ethical responsibilities. No employee shall

impede or inhibit a mandated report, and retaliation against any individual who makes a report in good faith is strictly prohibited. These procedures are implemented to safeguard student welfare, ensure prompt intervention by appropriate authorities, and maintain full compliance with state law.

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

Disaster Plan

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

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

Disaster Plan (See Appendix C-F)

Adaptations for Students with Disabilities

Inclusive Practices for Students with Disabilities:

Pacific Grove Unified School District is committed to ensuring that all disaster and emergency procedures are accessible to students with disabilities, in compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990. The safety plan is evaluated annually to confirm that it includes appropriate adaptations for students with diverse needs, and parents, guardians, educational rights holders, or students may raise concerns about an individual student’s ability to access safety procedures. If a concern is determined to be valid, the school site council or safety planning committee will modify the plan accordingly. At Robert Down Elementary, staff assist students with ambulatory, cognitive, developmental, sensory, and mental health needs by modeling confidence and competence with empathy, supporting students’ emotional responses, and creating Individual Emergency Plans when appropriate. Inclusive practices include preparing students in advance using developmentally appropriate methods such as storyboards, social narratives, Big Five books, or Picture Exchange Communication Systems (PECS), and identifying potential stressors such as noise, schedule changes, or chaotic environments. Calming activities and objects, including stuffed animals, stress balls, or fidget spinners, are used to support emotional regulation, and communication tools such as ASL, PECS, tablets, or AAC devices are utilized to provide instructions during an incident. For students with visual or auditory needs, visual signals such as classroom signage, Big Five posters, desk-sized visual aids, or flashlight signals are used in conjunction with verbal commands. Students with ambulatory needs, including those using crutches, canes, walkers, or wheelchairs, are given priority assistance during evacuation, including accompaniment to safe locations and rapid reunification with their mobility devices. These inclusive practices ensure that all students are supported physically, cognitively, and emotionally during emergency situations while maintaining safety, equity, and compliance with federal and state law.

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

School Suspension, Expulsion and mandatory Expulsion Guidelines

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

Notice to Expelled Students and Educational Options

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

Expanded Data Collection and Reporting Requirements

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

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

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

Suspension and Expulsion Procedures

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

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

Commitment to Equity and Student Support

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

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

In review of the most recent suspension data, an additional effort is being made this year to provide in school suspension in lieu of out of school suspension when feasible. In school suspension includes specific lessons to teach and provide opportunity for the students to reflect on how to prevent the disciplinary incident from taking place again in the future.

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

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

1. Identification of Dangerous Pupil:

A pupil is identified as "dangerous" when school administration, in consultation with our Threat Assessment Team, determines there is a threat or perceived threat of dangerous, violent, or unlawful activity posed by the pupil. This identification follows established board policy and school-specific criteria.

2. Initiating Teacher Notification:

Upon confirmation of a pupil posing a continuing danger (as defined by EC 49079, which these procedures must be pursuant to), the school principal or designee will initiate the notification process to relevant teachers.

3. Method and Content of Notification:

Teachers who will have direct instructional or supervisory contact with the identified pupil will receive a confidential, immediate, and discreet notification. This notification, consistent with board policy and site-specific steps, will include:

- Specific, factual information about the nature of the danger posed by the pupil.
- Any necessary safety protocols or accommodations required within the classroom or school environment.
- Information on measures already implemented (e.g., disciplinary actions, support services, safety plans) to mitigate the risk.

The ultimate goal is to enable teachers to maintain a safe and orderly environment conducive to learning.

4. Training and Review:

All school staff are trained on these notification procedures annually to ensure they are aware of their roles and responsibilities. These procedures, along with the entire CSSP, shall be reviewed, updated, and adopted annually by March 1.

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

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

Pacific Grove Unified School District is committed to maintaining a safe, inclusive, and equitable educational and work environment free from unlawful discrimination, harassment, intimidation, retaliation, or bullying, in accordance with Board Policy 4030 (Non-Discrimination in Employment) and Board Policy 5145.3 (Nondiscrimination/Harassment). The District prohibits discrimination against employees, job applicants, and students on the basis of any legally protected characteristic, including but not limited to race, color, ancestry, national origin, religion, age, marital or parental status, pregnancy, physical or mental disability, medical condition, sex, sexual orientation, gender, gender identity, gender expression, veteran status, or association with a person or group with such

characteristics. All District employees are required to report known or observed incidents of discrimination or harassment promptly to appropriate administrators and to intervene when it is safe to do so. Retaliation against any individual who reports or participates in a complaint process is strictly prohibited.

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

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

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

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

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

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

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

Safe Arrival and Departure (Ingress and Egress) – Robert Down Elementary School

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

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 Monarch Club (Before and After School Program) for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency after school 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, Field, and D will be unlocked at 8:30 A.M. daily for student arrival. Gates will be locked at 8:45 A.M. after the second bell. The kindergarten gate off Pine Ave (Gate A). will be unlocked for kindergartners leaving at 2:00PM. 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. Student dismissal occurs at 3:15PM. Gates will be re-locked for the afternoon Monarch Club (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 Monarch Club (BASRP) program if no parent is present. Gates will be unlocked for community use after 5:00 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.

Robert Down has designated drop-off and pick-up areas, clearly marked crosswalks, sidewalks, and pedestrian pathways at both the front of the school on Pine as well as at Spruce, 13th, and Junipero at the back of the school. A crossing guard is stationed at the corner of Pine and 15th crosswalk and the corner of Pine and 13th during arrival and dismissal. We have also utilized volunteers when a crossing guard position is unfilled to support escorting individuals across the crosswalks and have placed orange flags at the corner for ease of use.

Students, families, staff, and visitors are asked to follow posted traffic signs, speed limits, and directions from school staff. School busses load and unload in designated areas only. When appropriate, the district may coordinate with local law enforcement to assist with traffic safety.

Emergency Access and Preparedness

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

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

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

Goal

Component:

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. Our school community reflects a wide range of ages, backgrounds, and needs. There are school-wide programs in place which help develop students' character, social and emotional learning, and leadership skills. Our Toolbox Social Emotional Curriculum, Second Step curriculum, and Big Buddy/Little Buddy Program are ongoing efforts to meet the social-emotional needs of our students. Food Allergy informational videos are shared with the staff and community annually to help with

student navigation of food choices. Kindness Week activities and Wear Pink Day provide students with opportunities to learn about anti-bullying and the importance of Kindness.

To support safety and preparedness, each classroom is equipped with an emergency kit containing essential supplies and an Emergency Response Guide, which provides a quick reference for staff responsible for student supervision. PGUSD actively monitors opportunities for improvement to maintain a secure, orderly, and nurturing learning environment and establishes clear objectives, action steps, resources, assigned leads, and evaluation measures to ensure that all students can engage in learning without disruption, in alignment with Education Code §35294.2 and district safety policy.

Element:

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 Three Step Plan 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 throughout the day by the principal and other adults on campus. Students are taught to tell others to say the person’s name and look them in the eye, state the problem including asking the other to stop their behavior if it is unwanted, and the other individual is to respond respectfully. If the other student does not stop, then students are taught to walk away to talk to an adult if the other student does not engage in more positive behavior or respond respectfully. Our school counselor goes into classrooms several times a year and implements Second Step lessons in partnership with teachers in each classroom.

Parent involvement is encouraged through classroom volunteer and chaperone opportunities, schoolwide invitations via SMORE, RHD’s communication platform, to participate in the RHD Site Council along with other committees such as Safety and Technology. The RHD PTA hosts various social gatherings throughout the year: Paint Night, Trunk or Treat, Butterfly Bazaar, Book Night, monthly Dine Outs, and other community building events. Feedback is encouraged through a variety of surveys, meetings, emails, and other means including, but not limited to the 5th grade CA Healthy Kids Student, Parent Surveys, and the EL Needs Assessment. PGUSD has added a Social-Emotional Feedback Survey for students multiple times a year called the CORE SEL for 3rd-5th graders.

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 following 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 and use the 3 Step Plan.
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.

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure a safe, inclusive, and orderly environment for all students, parents, and children on campus	<ul style="list-style-type: none"> • Monitor and support supervision across programs • Implement orientation for students and parents • Promote respectful interactions among diverse student populations 	Staff training, parent education resources, community engagement materials	Site Administrator	Annual review of safety incidents, student and parent feedback
Ensure all classrooms are prepared for emergencies	<p>-Maintain and update emergency kits in each classroom</p> <ul style="list-style-type: none"> • Provide staff training on Emergency Response Guide • Conduct regular drills and reviews 	Emergency kits, Emergency Response Guides, Big Five Protocol materials	Site Administrator/Designated Staff/Office Staff	Staff self-assessments, drill evaluation logs
Protect the safety of children and adult learners	<ul style="list-style-type: none"> • Establish clear check-in/check-out procedures • Assign staff supervision during recess and lunch • Integrate safety protocols into daily routines 	Classroom staffing, Visitor Aware systems, safety signage	Site Administrator/Designated Staff	Observation reports, parent feedback surveys

Objectives	Action Steps	Resources	Lead Person	Evaluation
Maintain safe and supportive learning environments	<ul style="list-style-type: none"> • Provide clear behavioral expectations • Monitor classroom and campus movement • Align emergency procedures with Big Five protocols 	Staff training, signage, communication systems	Site Administrator/All Staff	Incident reports, student surveys, periodic safety audits
Ensure accessibility, safety, and participation for all students	<ul style="list-style-type: none"> • Conduct accessibility assessments • Provide orientation and safety reminders • Monitor entrances, exits, and common areas 	Accessibility tools, staff coverage, communication systems	Site Administrator/Designated District Staff	Review of accessibility, FIT Report, local fire and law enforcement consultation.

Goal

Ensure a safe physical environment.

Component:

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 several years. In October 2021, a sewage pipe was replaced and all surge protectors were replaced. 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. We have a Music room where students learn General Music and Instrumental Music, a Computer lab with Chromebooks, Ozobots, 3-D printers, and materials for First Lego Robotics, and a School Garden, where students participate in lessons approximately once a month. 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. All gates are locked during school hours.

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. We are working on hiring an additional crossing guard for the Pine and 15th intersection.

A new French drain was installed in the Summer/Fall of 2024 to improve drainage on our campus.

The front office has a new buzzer system allowing our front office staff to monitor each visitor to our campus during school hours and a new electronic check in system has been installed allowing visitors and volunteers to check in and print their own visitor badge. This also allows us to monitor who has or has not been fingerprinted and cleared by our District. Updated security cameras were installed on campus in February 2025 bringing the total number to 62.

The downstairs BASRP/Monarch Club space was updated and remodeled in Fall 2024/Winter 2025 with new flooring, updated LED lights, outlets, and ceiling.

Most of the roof was repaired in 2023-2024. New HVAC systems were installed in the A Building in October 2024. Updated Wynd automated air purifiers were installed in each classroom in Spring 2025. In October 2024, the basement was cleared of all obsolete materials and furniture. Flooring in the West side of the main building was replaced in Summer 2024.

Part of the water pipe was replaced after it burst in January 2025. All exterior gates with panic bars for easy egress were installed in Spring 2024. The fire sprinkler system is being updated and getting its 5 year inspection completed in February 2025. Upstairs office flooring was replaced in October 2025. 44 ft of sewage line was replaced in Fall 2024. Four trees were removed within the last two years that had posed a threat to our campus. The main playground structure was replaced in 2022. The TK house was updated to be able to host a Transitional Kindergarten class.

The Monterey Fire Department completed an inspection in Summer 2024. Our Maintenance, Operations, Transportation Department is working on corrections based on that inspection report.

Documents - RHD Student and Parent Handbook 2025-26 (Full online version of handbook can be found at this link accessible through <https://robertdown.pgusd.org/> >Parents >Information>Handbook.

Assessment of School Safety and Emergency Preparedness: Robert Down Elementary administration, staff, and district personnel actively monitor the campus and classrooms to identify and address potential safety concerns. Teachers and staff are encouraged to report hazards so that site administration can coordinate with the Maintenance and Operations Department to resolve issues promptly. The campus is equipped with emergency response resources, including an Automated External Defibrillator (AED) located in the front office near the main entrance as well as inside the building between the Cafeteria and the playground. EpiPens are stored in locked cabinets throughout the campus. Emergency procedures are aligned with the Big Five Safety Protocols— Lockdown/Barricade, Secure Campus, Evacuation, Shelter in Place, and Drop, Cover, and Hold On—and are integrated into monthly drills and staff training. Evacuation routes, assembly areas, and ingress/egress procedures are clearly marked and accessible, including for students and staff with mobility needs, disabilities, or other accessibility requirements. Regular review and monitoring of the physical environment, combined with staff training, drill evaluation, and feedback from district safety committees, ensure that the campus maintains a safe, accessible, and orderly learning environment for all students and staff across programs and age groups.

Element:

Robert Down Elementary maintains a safe, accessible, and orderly physical environment. The objectives for each element are to ensure student and staff safety, promote accessibility, and maintain preparedness for emergencies. Action steps include monitoring campus facilities and classroom layouts, implementing supervision plans for children, training staff on emergency procedures, reinforcing behavioral expectations, and performing monthly drills aligned with the Big Five Safety Protocols. Resources supporting these actions include emergency kits, AEDs, EpiPens, signage, communication systems, classroom guides, and staff training materials. Lead personnel responsible for implementation and oversight include site administrators, teachers, classified and other school-based staff, and the Maintenance & Operations team. Evaluation of safety measures is conducted through routine safety audits, drill assessments, staff self-assessments, observation reports, incident reports, student and parent feedback, and review by district and site safety committees to ensure continuous improvement and compliance with Education Code §35294.2 and PGUSD Board Policies.

Opportunity for Improvement:

Physical Environment and Safety Management: Robert Down Elementary serves a diverse student population across age ranges and programs. Staff familiarity with emergency kits, AEDs, EpiPens, and Big Five Safety Protocols may vary, highlighting the need for ongoing training and refreshers. Coordinating safety for elementary school aged children, including children with extensive needs, requires clear procedures and dedicated supervision. The objective is to ensure student and staff safety, maintain accessibility, and support a prepared and orderly campus. Action steps include monitoring campus facilities and classroom layouts, conducting staff

training and orientations, performing monthly Big Five drills, and maintaining emergency supplies and resources. Resources supporting these efforts include classroom emergency kits, AEDs, EpiPens, signage, communication systems, and staff training materials. Lead personnel, including site administrator, office and custodial staff, and the Maintenance & Operations team, oversee implementation and compliance. Our fire alarm has not been properly functioning, leading to multiple false alarms dispatching fire at various hours throughout the day. Our school is on fire watch, which also takes a significant amount of time for custodians beyond their regular duties.

Evaluation is conducted through safety audits, drill assessments, staff self-assessments, observation and incident reports, student feedback, and review by district and site safety committees to ensure continuous improvement, compliance with Education Code §35294.2, and alignment with PGUSD Board Policies.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Ensure safe, accessible, and orderly use of main campus and off-site classrooms	<ul style="list-style-type: none"> • Maintain clear signage for all buildings and rooms • Monitor traffic flow and campus movement • Ensure accessibility for students and staff with mobility needs 	Campus maps, signage, accessibility tools	Site Administrator / Facilities Director	Annual review of campus accessibility, safety audits, incident reports

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Maintain safe learning environments across diverse student programs</p>	<ul style="list-style-type: none"> • Implement supervision plans • Ensure safety throughout the day including during the school day and within Monarch Club • Conduct safety orientations/drills • Monitor classrooms for hazards • Train staff on emergency procedures • Reinforce behavioral expectations 	<p>Staff coverage, parent sign-in systems, safety signage, Staff training materials, emergency protocols, communication systems</p>	<p>Site Administrator/Staff</p>	<p>Observation reports, feedback, drill participation records, incident reports, staff self-assessments</p>
<p>Align physical environment with Big Five Safety Protocols and ensure readiness for emergencies</p>	<ul style="list-style-type: none"> • Conduct monthly drills (Evacuation, Lockdown/Barricade, Secure - Campus, Shelter in Place, Drop, Cover, and Hold On) • Maintain AEDs and EpiPens • Review and update emergency kits and response guides 	<p>AEDs, EpiPens, classroom emergency kits, Big Five guides</p>	<p>Site Administrator/Staff</p>	<p>Drill evaluation logs, incident reports, committee reviews</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
Identify and resolve safety hazards promptly	<ul style="list-style-type: none"> • Encourage staff to report hazards • Coordinate with Maintenance & Operations to address concerns • Perform routine safety inspections 	Reporting forms, maintenance requests, inspection checklists	Site Administrator/Facilities and Maintenance Staff	Safety audit results, resolution tracking, follow-up reports
Ensure compliance with fire safety by working with District facilities to have fire alarm replaced.	<ul style="list-style-type: none"> • Notify facilities of current status and ask for updates. • Conduct fire watch. • Work closely with facilities to ensure the replacement installation is completed in a timely manner, once approved. 	Fire watch log Plans	Site Administrator/Facilities Director	DSA approved plans

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

Robert Down Elementary Student Conduct Code

Student Conduct Expectations – Robert Down Elementary

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

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

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

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

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

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):

- o Was it safe? Be Safe
- o Was it kind? Be Kind
- o 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.

Conduct Code Procedures

How Behavior Concerns Are Addressed – Robert Down Elementary

Robert Down Elementary handles behavior concerns in a fair, consistent, and respectful way. Our goal is to resolve issues quickly, support learning, and keep the campus safe for everyone.

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

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

(K) Hate Crime Reporting Procedures and Policies

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

(J) Procedures to Prepare for Active Shooters

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

Opioid Prevention and Life-Saving Response Procedures

Opioid Overdose Protocol for Schools (Grades 7–12) – SB 10 Compliance: In accordance with Senate Bill 10, Pacific Grove Unified School District has established a comprehensive protocol for addressing opioid overdose incidents in schools serving pupils in grades

7 through 12. The primary objective of this protocol is to ensure a timely and effective response to students suffering from, or reasonably believed to be suffering from, an opioid overdose. Designated school staff members receive training to recognize the signs of opioid overdose, including the administration of naloxone, and periodic awareness programs are provided for students to educate them about the dangers of opioid use and the importance of seeking help. The protocol identifies trained personnel, such as school nurses or other qualified staff, who are responsible for responding to potential overdose incidents and are equipped with the necessary resources and access to emergency medical services. Emergency procedures include immediately contacting 911, providing first aid within the scope of training, and administering naloxone as authorized by law. Communication protocols ensure that parents or guardians, local law enforcement, emergency medical services, and healthcare providers are promptly notified to facilitate a coordinated response. Confidentiality and privacy of students involved in overdose incidents are safeguarded in accordance with applicable laws, and all incidents are accurately documented, with reports submitted to appropriate authorities as required. The district conducts periodic reviews of the protocol to ensure its effectiveness, implements updates based on lessons learned and emerging best practices, and provides regular refresher training for all staff. This protocol is reviewed annually as part of the site's Comprehensive School Safety Plan to ensure ongoing compliance with SB 10, Board Policy, and best practices for student safety.

Response Procedures for Dangerous, Violent, or Unlawful Activities

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

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

Instructional Continuity Plan

This plan ensures that in the event of an emergency where in-person instruction is not viable, the district can:

- Communicate effectively with families and students.
- Maintain instructional continuity through alternate learning modes.
- Support students' social-emotional, mental health, and academic needs.
- Preserve attendance-based funding through timely implementation of these procedures.

Process:

- Initial notification sent to all families within 24 hours of emergency onset.
- Families can respond via provided contact numbers, emails, or designated communication apps.
- Weekly updates on the status of school operations and instructional options.

Translation services provided for non-English speaking families.

Responsibility:

Superintendent, along with cabinet, site administration to manage and monitor two-way communication.
Teachers maintain regular communication with students and families via their preferred platforms.

Instructional Continuity Plan

Alternate Modes of Instruction

Remote Learning Platforms:

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

Asynchronous Options:

Recorded video lessons and digital assignments.
Printed learning packets distributed through designated pick-up locations or mailed to families.
Timeline for Instructional Continuity

Emergency Reassignment Plan

Criteria for Reassignment:

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

Partnerships:

Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

Expedite enrollment for reassigned students by bypassing residency requirements.

Staff Training and Preparation

Yearly Training Sessions for all staff on:

Emergency communication protocols.
Remote learning platforms and instructional continuity strategies.
SEL and mental health support during emergencies.

Simulation Drills:

Conduct annual drills simulating remote learning activation and family communication procedures.

Monitoring and Accountability

Attendance and Engagement Tracking

Daily attendance recorded through remote platforms.

Regular follow-up with families of absent students.

Plan Review and Updates

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

Introduction and Purpose of the Instructional Continuity Plan (ICP)

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

This Instructional Continuity Plan (ICP) was last revised on June 26, 2025 and adopted by Robert Down Elementary on February 10, 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize

disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Robert Down Elementary will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Engagement Activities

Within five calendar days of an emergency, schools will:

Conduct virtual or phone-based wellness checks.

Distribute engagement packets for students with limited internet access.

Host virtual class meetings or individual check-ins via platforms like Zoom or Google Meet.

Provide asynchronous learning options (e.g., recorded lessons, digital resources).

Methods of Two-Way Communication

Methods for two-way engagement.

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

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

Plans for Unforeseen Events

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

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

Support for Unique Needs

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

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

Intervention Teacher: Provide virtual support or specific lessons, as appropriate.

IEP services and instruction would also take place through distance learning methods.

Resource Guides: Provide digital and print guides with mental health resources and community support services.

Local resources available for Social emotional, Mental & Behavioral Health Support

Free Help, available 24/7 by phone and online:

Call 988 or text 988 Text 741741

California Youth Crisis Line (800) 843-5200

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

YWCA Crisis Line 831.372.6300 or 831.757.1001

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

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

CalHOPE- digital mental health for youth, young adults and families <https://www.calhope.org/> BrightLife Kids (free online behavioral health support and coaching for parents and their children all ages)

https://www.hellobrightline.com/brightlifekids/?utm_medium=referral&utm_source=calhopewebsite Military-Specific Services: No matter where families are stationed,

School Support Services are available to help children/youth build resilience and increase student achievement. The program is designed to meet the needs of the community, and is committed to supporting military-connected families.

<https://presidio.armymwr.com/>

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

The NAMI HelpLine can be reached Monday through Friday, 10 a.m. – 10 p.m., ET. Call 1-800-950-NAMI (6264), text "HelpLine" to 62640 or email us at helpline@nami.org Free nationwide resource hotline (counseling, psychiatry, legal resources)

<https://www.nami.org/help>

Monterey County Behavioral Health for Youth 831.687.4379 * Crisis Intervention is available 24-hours a day * Services provided in the community and by telephone * Offers immediate evaluation, treatment, and referral

More information at: <https://www.co.monterey.ca.us/government/departments-a-h/health/behavioral-health/bh-home>

Access to Instruction

Timeline for Access to Instruction

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

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

Process:

Initial notification sent to all families within 24 hours of emergency onset.

Families can respond via provided contact numbers, emails, or designated communication apps.

Weekly updates on the status of school operations and instructional options.

Translation services provided for non-English speaking families.

Responsibility:

Superintendent, along with cabinet, site administration to manage and monitor two-way communication.
Teachers maintain regular communication with students and families via their preferred platforms.
Implement a full remote learning schedule or reassign students to nearby schools or alternative sites if necessary.
Coordinate with neighboring districts and county offices of education for alternative facilities space

Independent Study Standards:

Ensure that instructional quality meets or exceeds standards set by independent study programs:
Minimum instructional time per grade level.
Regular teacher-student interactions (daily for TK-3; weekly for grades 4-8)
Academic progress tracking and regular feedback.

Conditions for Resuming Access to In-Person Instruction

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

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

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

Remote Instruction

Plans for remote instruction.

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

Alternate Modes of Instruction

Remote Learning Platforms:

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

Asynchronous Options:

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

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

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

All instructional materials will be provided whether it is in a digital or hard copy format.

Remote Learning Platforms:

Google Classroom (for assignments, announcements, and resources).

Zoom/Google Meet for synchronous instruction.

Asynchronous Options:

Recorded video lessons and digital assignments.

Printed learning packets distributed through designated pick-up locations or mailed to families.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Remote Learning Platforms:

Google Classroom (for assignments, announcements, and resources).

Zoom/Google Meet for synchronous instruction.

Asynchronous Options:

Recorded video lessons and digital assignments.

Printed learning packets distributed through designated pick-up locations or mailed to families.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

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

Criteria for Reassignment:

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

Partnerships:

Agreements with local school districts and charter schools to accept reassigned students.

Residency Waiver:

Expedite enrollment for reassigned students by bypassing residency requirements.

Instructional Continuity

Communication Protocols

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

Communication Protocol
Platforms:
PGUSD Mass Email System
Email and SMS Alerts
Phone calls
Social Media
ParentVue/Synergy
District and School Websites
Individual Phone calls not via PGUSD non-mass communication system

Technological Readiness

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

Our Educational Technology Department provides training for educators and students to facilitate a transition from in-person to remote learning through the use of technology. All educators and students have access to devices and Google Apps for Education, which includes Google Classroom, online instructional platforms, and curriculum resources.

Instruction and Assessment

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

Each grade level has identified essential priority standards within each content area. Instruction and assessment will continue through synchronous and asynchronous methods, utilizing both technology and physical resources. Teachers will provide targeted instruction and support, while also maintaining collaboration with their grade-level teams.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

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

To ensure equitable access to education during any disruption, Robert Down Elementary School guarantees that all students, including those with disabilities, those experiencing homelessness, foster youth, or English Learner (EL) students, will maintain equal access to all instructional resources. We will continue to provide Individualized Education Program (IEP) services and accommodations, as well as 504 accommodations, as determined appropriate by the IEP/504 teams. Students requiring English Learner (EL) supports will have access to our dedicated English Language Development (ELD) teacher. Furthermore, to bridge any digital divide, personal learning devices will be provided to any student who lacks access to a functional device at home, ensuring no student is left behind due to technological limitations.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Within each student's IEP, there are specific provisions outlined to provide instruction in the event of an emergency. Services and instruction will continue to be provided via distance learning.

English Learners (EL)

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

EL students will continue to be provided with English Language Development through remote learning platforms and asynchronous learning options.

Professional Learning

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

Training will be provided to ensure a smooth transition to remote instruction and assessment,, if needed. This would include training on any remote platforms, digital resources, as well as tools for developing engaging lessons that are developmentally appropriate.

Well-Being and Support Services

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

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

Our Health Aide and school nurse may host virtual hours as well as physical hours for students to check in as well.

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

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

Support services for special education and counseling were described above. Food services would provide meals for pick up at specific locations.

Site-Based Collaboration

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

Our site would host a meeting for all staff as well as families in order to collaborate in the development and implementation of this ICP, whether virtually or in-person, in partnership with our District.

Return to Site-Based Learning

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

Depending on the emergency, we would await direction from our District and County for specific conditions that must be met prior to returning from disruption including reopening sites. This would include physical building safety, public health policies and protocols, access to running water.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Robert Down Elementary's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

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

Annually

Procedures for Immigration Enforcement Notification

Confirmation Protocol

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

Principal

Required Notification Recipients

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

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

Notification Timing

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

In accordance with Assembly Bill 49 and Senate Bill 98, Pacific Grove Unified School District is committed to ensuring that all students and families have access to a safe, welcoming, and inclusive educational environment, regardless of immigration status. In the event that immigration enforcement activity occurs or is anticipated on or near a school campus, the District will provide information to families as soon as practicable through official email communications and other established communication channels.

Safety and Well-being Standard

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

Privacy Constraint

The notification shall not include any personally identifiable information.

Pacific Grove Unified School District shall not disclose education records, personnel records, or any information about students, families, teachers, or other school employees to immigration enforcement officers without prior written consent from a parent or eligible student, unless required to do so pursuant to a valid judicial warrant, subpoena, or court order. These procedures are intended to protect student privacy, uphold state and federal law, and reinforce the District's commitment to maintaining schools as safe and supportive spaces for learning.

Notification Methods

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

Via phone, Parent VUE, and email. Information is updated annually, in addition to with a request to update information in the event of a move.

Resource Provision (Optional but Encouraged)

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

- Educational rights
- State laws that protect parents' and students' privacy and confidentiality

- Counseling or support services (including services that support families impacted by immigration enforcement and model policies adopted by the LEA).

Annual Evaluation

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

Public Availability

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

State Guidance

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

Procedures Regarding Pupil Smartphone Use During Emergencies

Pacific Grove Unified School District Board Policy

Smartphone Policy Adjustment (AB 962)

Pacific Grove Unified School District recognizes that responsible use of smartphones and personal electronic devices can support communication and safety while maintaining a focused instructional environment. The District adopts a site-based smartphone policy that balances instructional integrity, student engagement, and campus safety in accordance with Assembly Bill 962 and applicable Education Code provisions.

During instructional time, smartphone and personal device use shall be limited to educational purposes as directed by staff or as permitted under site-specific guidelines. Devices shall not be used in a manner that disrupts instruction, compromises student privacy, or interferes with the learning environment. Staff may establish reasonable classroom expectations regarding device storage and use, provided such expectations are applied equitably and consistently.

Consistent with AB 962, the Comprehensive School Safety Plan explicitly permits students and staff to use smartphones and personal communication devices during emergencies or when an individual reasonably perceives a threat to personal safety. In emergency situations, devices may be used to contact emergency services, receive official district or site communications, and communicate with family members as directed by site administration. Enforcement of smartphone restrictions shall not impede emergency response or access to safety information.

Smartphone and personal device policies shall not disproportionately impact students based on disability, medical need, language access, or other protected characteristics. Reasonable accommodations shall be provided as required under federal and state disability laws. This policy shall be reviewed and updated no later than July 1, 2026, and periodically thereafter to ensure continued compliance with AB 962, evolving safety guidance, and district technology use standards.

Policy 5131.8: Mobile Communication Devices

Regulation 5131.8: Mobile Communication Devices

Policy 6163.4: Student Use Of Technology

Mandatory Policy Adoption and Review Requirements

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

January 02, 2026

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

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

Students may use cell phones, smart watches, laptops, or other mobile communication or computing devices on campus during noninstructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Mobile communication or computing devices shall be turned off during instructional time. However, a student shall not be prohibited from possessing or using a mobile communication or computing device under any of the following circumstances: (Education Code 48901.5, 48901.7)

In the case of an emergency, or in response to a perceived threat of danger

When an administrator grants permission to the student to possess or use a mobile communication or computing device, subject to any reasonable limitation imposed by that administrator

When a licensed physician or surgeon determines that the possession or use is necessary for the student's health and well-being

When the possession or use is required by the student's individualized education program

Smartphones and other mobile communication or computing devices shall not be used in any manner that infringes on the privacy rights of any other person.

When a school official reasonably suspects that a search of a student's mobile communication device will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 - Search and Seizure.

When a student uses a mobile communication or computing device in an unauthorized manner, the student may be disciplined and a district employee may confiscate the device. The employee shall store the device securely until it is returned to the student or turned over to the principal or designee, as appropriate.

A student may also be subject to discipline, in accordance with law, Board policy, or administrative regulation, for off-campus use of a mobile communication or computing device that poses a threat or danger to the safety of students, staff, or district property or substantially disrupts school activities.

The Superintendent or designee shall inform students that the district will not be responsible for a student's mobile communication or computing device, which is brought on campus or to a school activity and is lost, stolen, or damaged.

Safety Plan Review, Evaluation and Amendment Procedures

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

Emily Tsai Brownfield
Principal
Robert Down Elementary School
485 Pine Avenue
Pacific Grove, CA 93950

Emergency Contact Numbers

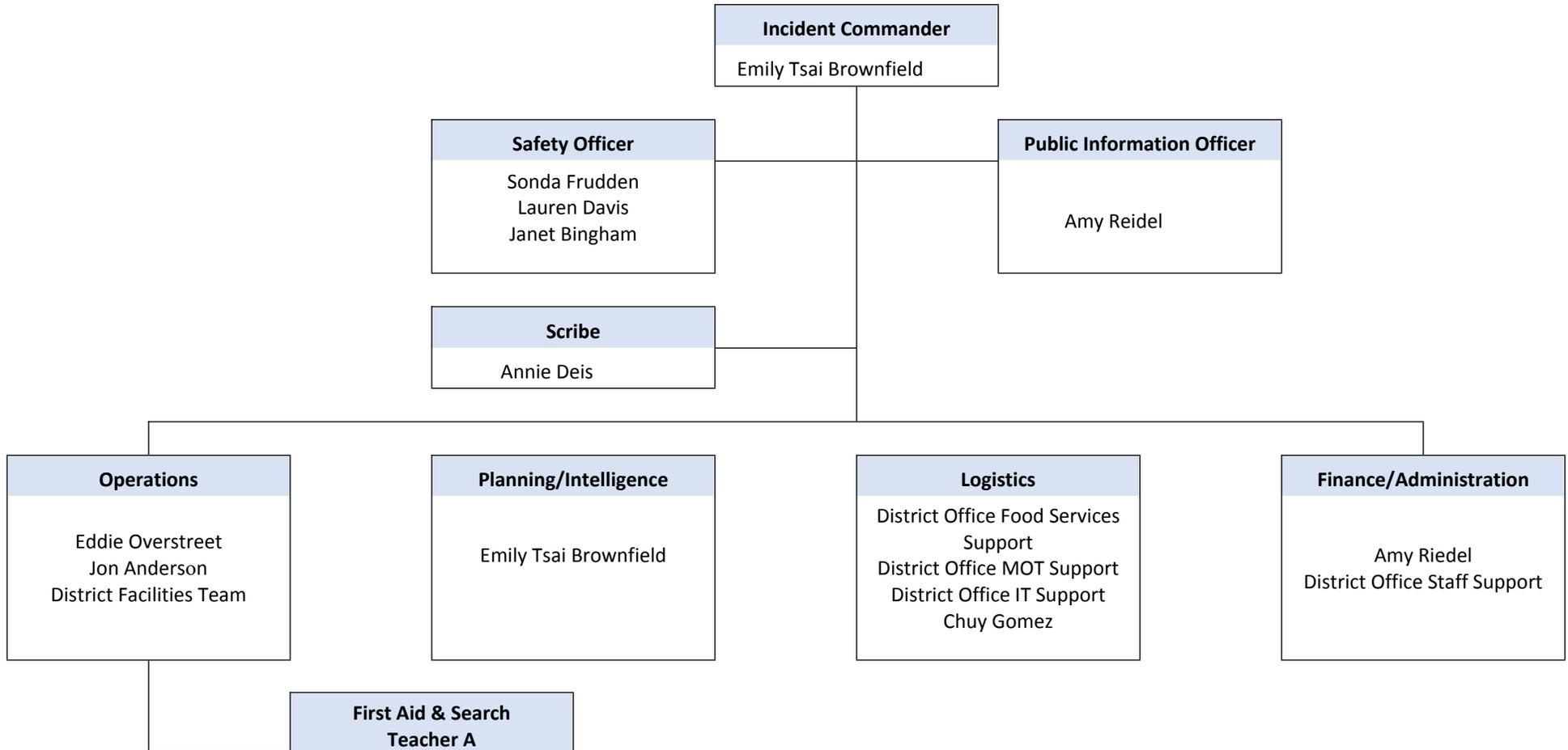
Utilities, Responders and Communication Resources

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

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Safety Subcommittee reviewed draft with updates from Summer 2025. Requested additional sections on traffic safety and digital safety.	January 27, 2026 at 3:30PM	
Safety Subcommittee reviewed changes and updates, as requested.	February 6, 2026 at 3:30PM	

Robert Down Elementary Incident Command System



First Aid
Cindy Waznis
Peggy Tobin
Anne Scanlon
Linda Williams

Rms 2-10, Restrooms, Office,
Staff Lounge, Upstairs: Steve
Ibrahim & Alex Jenner

Monarch Club, Rms 11-20,
Restrooms: Roberto Dixon &
Anne Hober

Primary Rooms (Buildings A
and C, Building B, Restrooms):
Julie Kelly, Heather Zunguze,
and Jacqueline Perkins

**Student Release &
Accountability
Teacher B**

Annie Deis
Nargess Akhavi
Anne Scanlon

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

Management

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

Management

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Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

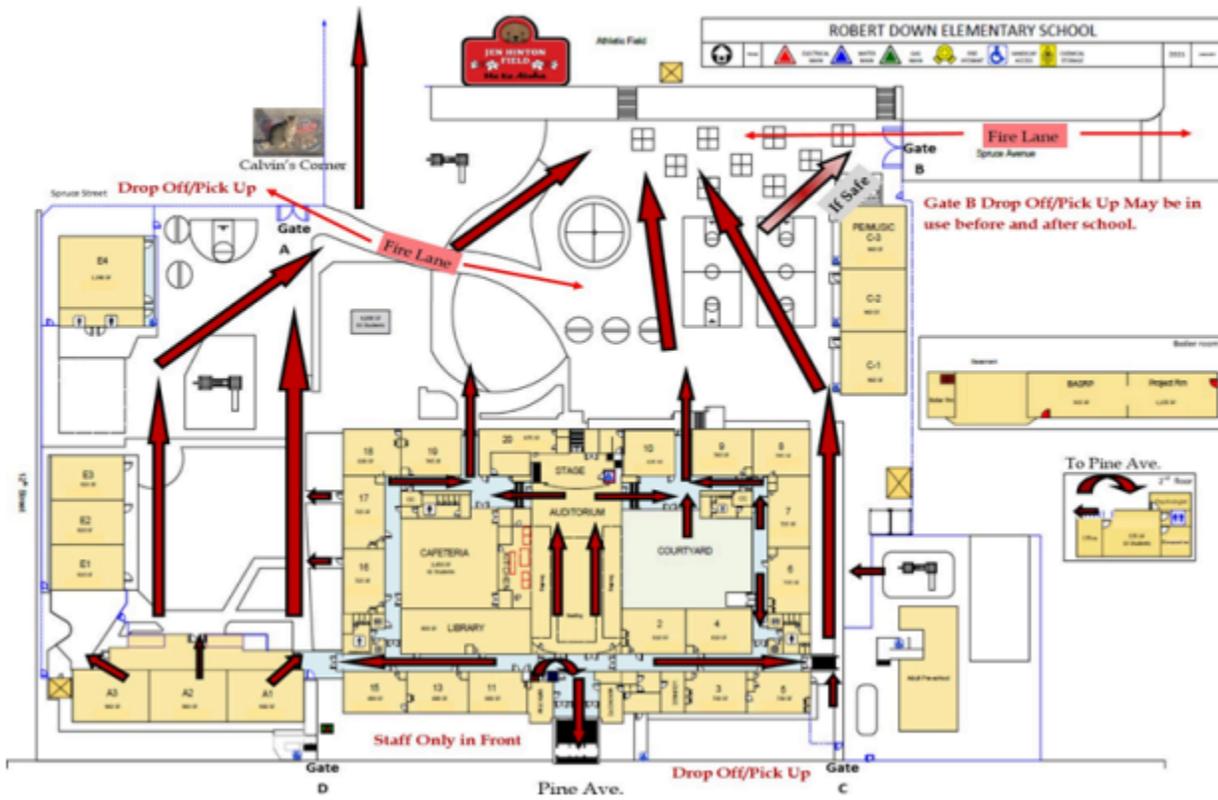
Step One: Identify the Type of Emergency

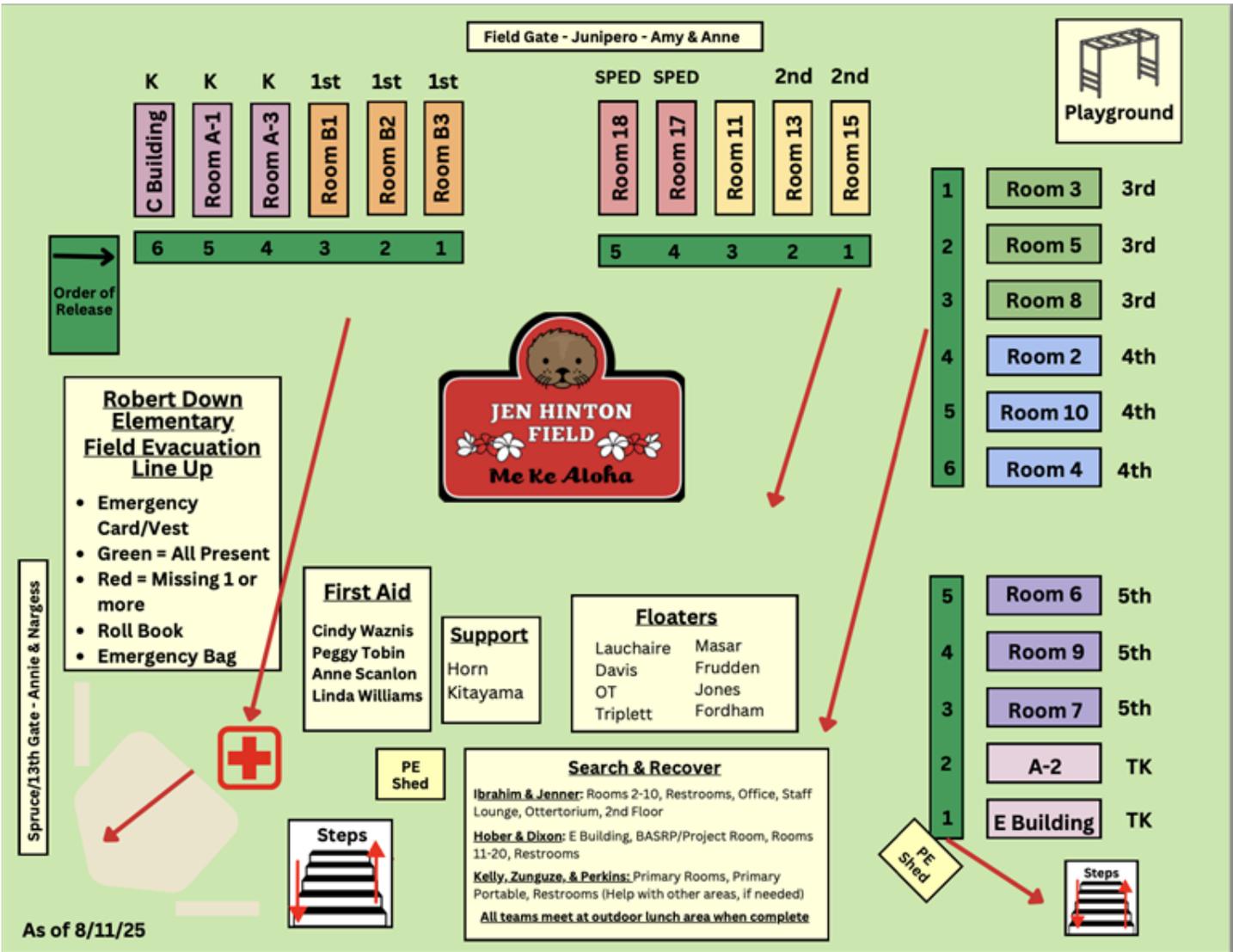
Step Two: Identify the Level of Emergency

Step Three: Determine the Immediate Response Action

Step Four: Communicate the Appropriate Response Action

Robert H. Down Elementary Evacuation Map







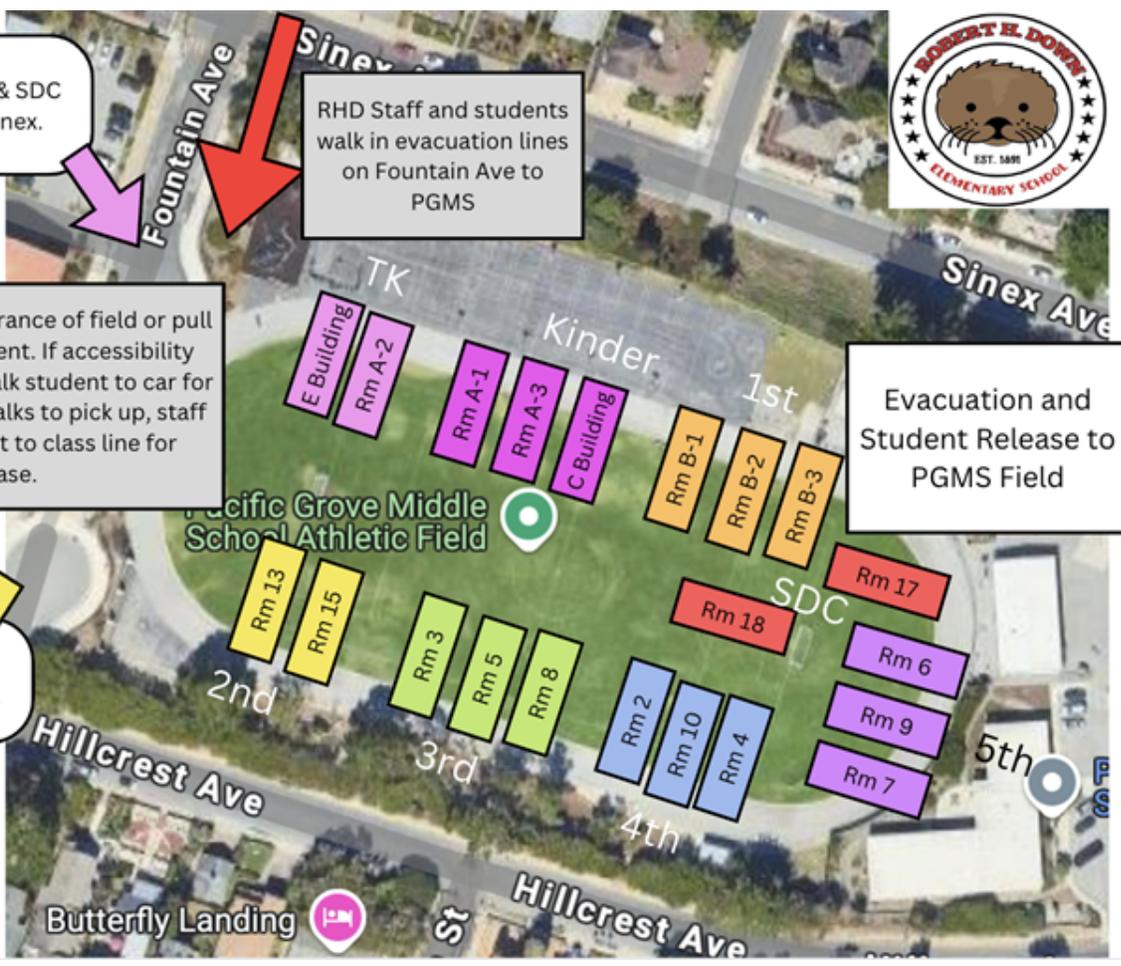
TK, K, Grade 1 & SDC
Pick up off Sinex.

RHD Staff and students
walk in evacuation lines
on Fountain Ave to
PGMS

Parent use ID at entrance of field or pull
up to pick up student. If accessibility
needed, staff will walk student to car for
pick up. If parent walks to pick up, staff
can escort parent to class line for
release.

Evacuation and
Student Release to
PGMS Field

Grades 2, 3, 4, & 5
Pick up off Hillcrest.



<p>Student Release</p> <p>Location: Jen Hinton Field TK-2nd Grade Primary Release– Spruce and 13th St. gate release</p> <p>3rd-5th Upper Grades, Room 19, and Co-Op Release– Junipero gate</p> <p>First Alternative Location: PGMS Field TK-2nd Primary Release PGMS Sinex Circle</p> <p>3rd-5th, RM 17/18 Release PGMS Hillcrest Circle</p> <p>Second Alternative Location: PG Community Center</p> <p>Third Alternative Location: Peninsula Church</p>	<p>Annie Deis and Nargess Akhavi</p> <p>-Primary at Spruce and 13th gate</p> <p>Amy Riedel and Anne Scanlon -upper grades Junipero gate</p> <p>Support and Student Escorts to gates: Leslie Horn Audrey Kitayama</p> <p>Sally Jones Caroline Wade Ginger Root Kristin Sells Margot Grant</p>	<p>Role:</p> <ul style="list-style-type: none"> ● Implements & monitors student release (needs emergency cards/Synergy 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>Teachers to release to students to parents after checking in through Office Manager or Attendance Clerk</p> <p>Amy Riedel 3rd-5th Annie Deis TK -2nd</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● 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
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<p>First Aid/Basic Needs</p> <p>Location: Jen Hinton Field near water fountain</p>	<p>First Aid</p> <p>Cindy Waznis, Health Clerk Peggy Tobin Anne Scanlon Linda Williams Katrina Powley, PGUSD Nurse (if available)</p> <p><u>Emotional Support</u> Sonda Frudden Julia Triplett Thalia Jones</p>	<p>Role:</p> <p>First Aid & CPR</p> <ul style="list-style-type: none"> • 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>Materials:</p> <p>First Aid supplies in old shed (in addition to red backpacks) medication from Health Office</p> <p>self-adhesive tags (red, yellow, green to assess triage), pens, masking tape medical treatment victim log</p> <p>blankets</p> <p>ground cover/tarps</p> <p>quick reference CPR/First Aid guidelines</p>
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<p>Search & Recover</p>	<p>Ibrahim & Jenner: Rms 2-10, Restrooms, Office, Staff Lounge, Ottertorium, 2nd floor</p> <p>Hober & Dixon: E Building, BASRP/Monarch Club, Rooms 11-20, Restrooms</p> <p>Kelly, Zunguze, & Perkins: Primary Rooms (A Building, C Building), Primary Portable (B Building), Restrooms (Help with other areas, if needed)</p> <p>All teams meet at outdoor lunch area when complete.</p>	<p>Role:</p> <p>Search and resume (assists first responders)</p>	<p>Materials:</p> <p>Radio (3), Site Map with search</p>
<p>Meet at Incident Command after classes/students checked in (Outdoor Lunch Area)</p>	<p>Ibrahim, Dixon, Zunguze</p>	<p>Coordinates transportation for off-site evacuation, plans for movement reports to IC frequently</p>	<p>Plan, clipboard, hard hat, gloves, whistle, master keys</p> <p>First Aid backpack</p>
<p>Buddy teacher covers class</p>		<p>Clear, waiting for each team to finish speaking before reporting</p>	<p>Duffle bag with goggles, flashlight, dust mask, pry bar, grease pencils, duct tape, caution</p>

Student Monitoring		Role:	Materials:
Erica Chavez w/ Jennifer Avedissian	Ibrahim's Buddy	Accounts for all staff, students, & visitors	Rosters of students w accurate attendance
Andrea Webb, Alex Jenner w/Caroline Wade	Kelly's Buddy	Keeps everyone safe in a manageable location	
Christina Renteria w/ Sally Jones, w/Bloomer Para	Perlstein's Buddy	Supervise all students if team leaders need to assemble their teams coordination with student release	
Maurisa Alt w/Brynn Stanley, Andrea Webb w/Paras	Perkins's Buddy		
Michelle Evans and Angelee Brockmeyer w/Bloomer Para	Jenner's Buddy		
Anna Darnell w/Bloomer Para			
Denise Johnson and Stefanie Pechan	Hober's Buddy		
Jacqueline Perkins Michelle Evans Rachel McNickle/Katie			

Spadoni Patty Bloomer Denise Johnson Anna Darnell Page Gilmore Stephanie Perlstein Angelee Brockmeyer Janet Bingham Stephanie Pechan Page Gilmore, Andrea Webb w/Para, Sydney Dacuyan			
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Peer Buddy Classrooms 2025-2026

Fadem	Dacuyan
Chavez & Bloomer	Ibrahim
Kelly	Jenner
Renteria	Perlstein
Perkins & Bloomer	Bingham & Webb
Alt	Perlstein
Evans & Bloomer	Brockmeyer
Darnell & Bloomer	Hober
Johnson	Pechan
McNickle/Spadoni	Gilmore

ROBERT H. DOWN ELEMENTARY 2025-2026

Safety Drills

Day, Date	Period, Time	Length of Drill	Type
August 22, 2025 Friday	10:10 AM	5-10 minutes	Evacuation Drill
September 23, 2025 Tuesday	9:15 AM	10-15 minutes	Modified Lockdown
October 10, 2025 Friday	10:20 AM	5-10 minutes	Drop, Cover, and Hold On
November 13, 2025 Thursday	1:45 PM	5-10 minutes	Secure Campus
December 10, 2025 Wednesday	11:45 AM	10-15 minutes	Shelter in Place
January 20, 2026 Tuesday	All Day	Varies	Think on Your Feet Day
February 6, 2026 Friday	1:45 PM	5-10 minutes	Drop, Cover, and Hold On
March 18, 2026 Wednesday	9:40AM	5-10 minutes	Secure Campus
April 7, 2026 Tuesday	11:15 AM	20 minutes	Evacuation w/Student Release
May 1, 2026 Friday	11:00 AM	10 minutes	Evacuation

EMERGENCY TELEPHONE NUMBERS

Police	911/831-648-3143
Sheriff	911
Fire Department	911/831-648-3143
Paramedics	911/831-648-3143
C.H.O.M.P	831-624-5311
	831-625-4900
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
PG Rec Center	831-648-3134 or 831-648-3135
Peninsula Church	831-373-0431

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 and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
LOCKDOWN/BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

SAFE SCHOOLS

SAFETY & SECURITY ASSESSMENT

Name of School: Robert Down Elementary Dates of Assessment: March 2022 February 2025 February 2026 (Changes highlighted) Assessed By: RHD Safety Team 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 the school zone.		X	PG City made improvements
4. Sidewalks & crosswalks are available for student walkers.	X		Walking area by Junipero has been widened in Summer 2025.
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		Signs are now posted and include hours the playground and field is open to community.

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 the field are not lit at night/early morning. Timer needs to be adjusted with computer
7. Adequate lighting around the 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 the 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

			(To check 2/2026)
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		New signage has been updated by City of PG.
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		Walking path on Junipero has been expanded.
8. Crossing guards are provided to assist elementary children.	X		One hired, two budgeted and needed. Volunteers currently being recruited. Flags are available for use to cross Pine at 15th.
9. Vehicles drive within the appropriate speed limit.		X	Not off Pine at all times. PGPD supporting.
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 the school day.	X		
6. Halls & common areas are free of graffiti & trash.	X		
7. Students adhere to the school dress code.	X		
8. Students adhere to a 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 companies.	X		
11. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in the 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 radios for communication with the 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 the 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 the building are secured after hours.	X		
16. Other:			
PLAYGROUNDS & 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 the play area is in good condition.	X		Resurfacing needed for the asphalt area, especially on the primary playground. Wood Chips added to the field playground area.
4. Play areas are free of hazards.	X		Fencing has been added around primary playground and swings.
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 rules for safety.)	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 the 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	X		New urinal cleaner helps with smell.

trash.			
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 the room is vacant.	X		
2. Emergency procedures (Code Yellow/Red) posted in all rooms.	X		Big Five Protocols posted in all rooms.
3. Evacuation route map posted in all rooms.	X		
4. Intercom systems and phones 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. (Check 2/2026)
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	?? (Currently not using hall passes.)
10. Staff wear visible ID.	X		
11. Staff regularly teach social skills/conflict resolution curriculum.	X		Second Step
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 the 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 the student registration form are required to have written permission to pick up students.	X		Listed in Synergy 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		7 new radios requested. 3 received 4 more on order. (SLP/OT?)
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	X	??? A list of rooms/areas where intercom cannot be heard has been collected. A work order has been submitted.
9. A key-control system is in place.	X		
10. The Supervision Schedule is current. (Attach a copy to this form.)	X		
11. Safety committee meets monthly & minutes are posted.	X		Site Leadership team and SSC meets monthly. Safety Updates are provided weekly in Principal's Newsletter. Safety Committee is new. Not yet meeting monthly.
12. The CAL-OSHA poster Job Safety & Health is displayed in a 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 the 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		Weekly Counseling Team meetings.

Robert Down Elementary School Emergency Phone Tree

Emily Tsai Brownfield	Amy Riedel	Annie Deis
	Office, Computers, BASRP, Music, ELD, PE, & Spanish	Cindy Waznis - Chelsea Waznis
		Eddie Overstreet
		Chuy Gomez
		Jeff Erickson
		Jared Masar
		Heather Zunguze
		Linda Williams
		Peggy Tobin
		Felix Diaz Contreras
		Liliana Nunez
		Maurisa Alt
	Transitional Kindergarten	Brynn Stanley
	Julie Kelly	Erica Chavez - Jennifer Avedissian
	Kindergarten	Christina Renteria - Sally Jones
		Caroline Wade
	Michelle Evans	Jacqueline Perkins
	1st Grade	Nargess Akhavi
		Rachel McNickle- Katie Spadoni
	Denise Johnson	Anna Darnell
	2nd Grade	Ginger Root
	Alex Jenner	Stephanie Perlstein
	3rd Grade	Steve Ibrahim
	Janet Bingham	Angelee Brockmeyer
	4th Grade	Page Gilmore
		Margot Grant
	Sydney Dacuyan	Anne Hober
	5th Grade	Stefanie Pechan
		Kristin Sells
	Sonda Frudden	Thalia Jones
		Anne Scanlon
		Julia Triplett
Lauren Davis	Patty Bloomer	
SPED	Andrea Webb	
	Jennifer Lauchaire	
	Megan Roach	

Robert Down Elementary School Emergency Phone Tree

Continued

Cafeteria & Garden	Annie Deis	Rosa Diaz
		Lindsey Crow Scheiber
		Keith Larson
Custodial Staff	Eddie Overstreet	Andrew Terry
		Anthony Johnson
BASRP	Jeff Erickson	Jennifer Fuqua
		Vanessa Villalpando
		Tammie Kirmill
		Ryan Rodewald
		Extra BASRP Staff
Music	Jared Masar	Felix Diaz Contreras
Room 18	Patty Bloomer	April Gabriel
		Maddie Koers
		Cole VanSchoick
		Tara Al Ayoubi
		Naomi Hernandez
Room 17	Andrea Webb	DeAnna Bradford
		Vanessa Phelps
		Nancy Javier
Rm 16	Lauren Davis	Audrey Kitayama
		Leslie Horn
		Mikayla Nolte
		Rufino Martinez Cruz
PE	Peggy Tobin	Roberto Dixon