

Robert H. Down Elementary
SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2020-2021

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



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

Pacific Grove Unified School District
Monterey County

Table of Contents

Pacific Grove Unified School District School Board.....	3
Robert H. Down Elementary Site Leadership and Site Council Committees	3
SCHOOL OVERVIEW	4
Mission Statement	4
ASSESSMENT OF CURRENT SAFETY DATA	5
Attendance	5
Discipline Referrals, Suspension and Expulsion Rates.....	9
School Safety and Conditions	11
Socio-Economic Status: SED	12
STRATEGIES FOR MAINTAINING SCHOOL SAFETY	12
School Climate – People and Programs	12
(Status & Goals for Improvement)	
2019 CA Healthy Kids Survey – School Climate Report Card.....	16
Component 1 Goals for Improvement.....	21
Physical Environment – Place.....	22
(Status & Goals for Improvement)	
Component 2 Goals for Improvement.....	23
DOCUMENTS	24
Handbook Online	24
Emergency Supply Lists by Locations	25
Emergency Response Teams.....	27
Drill Calendar	31
Emergency Phone Numbers	32
Big Five Safety Protocols	33
Shelter in Place.....	36
Drop, Cover, and Hold On.....	38
Secure Campus	41
Lockdown/Barricade.....	43
Evacuation.....	48
Evacuation Route Map	51
Evacuation Line Up Map	52
Alternative Evacuation Site: PGMS Line Up Map.....	53
Safety Assessment	54
RHD & Co-Op Emergency Phone Tree.....	61
PGUSD Parent Guide to COVID-19.....	63
Robert H. Down Reopening Overview.....	68

**Pacific Grove Unified School District
Board of Education 2020-2021**

John Paff	President
Brian Swanson	Clerk
Jon Walton	Trustee
Carolyn Swanson	Trustee
Christy Dawson	Trustee
Gabby	Student Representative

**Robert H. Down Elementary School
Site Leadership Committee 2020-2021**

Sean Keller	Principal
Erica Chavez	Kindergarten Rep.
Rachel McNickle	1 st Grade Rep.
Denise Johnson	2 nd Grade Rep.
Kris Stejskal	3 rd Grade Rep.
Karen Levy	4 th Grade Rep.
Mary Hiserman	5 th Grade Rep.
Lauren Davis	SPED Reps.

**Robert H. Down Elementary School
Site Council/SPSA Committee 2020-2021**

Sean Keller	Chairperson/Principal
Sarah Boyle	Secretary
Christina Renteria	Kindergarten Teacher/Parliamentarian
Jennifer Jeska	Parent member
Katie Whitman	Parent member
Heloisa Junquiro	Parent member
Maria Miller	ELD Teacher
Michelle Evans	1 st Grade Teacher

PGUSD Pacific Grove Police Student Resource Officer (SRO)

Contract to be renewed once schools re-open.

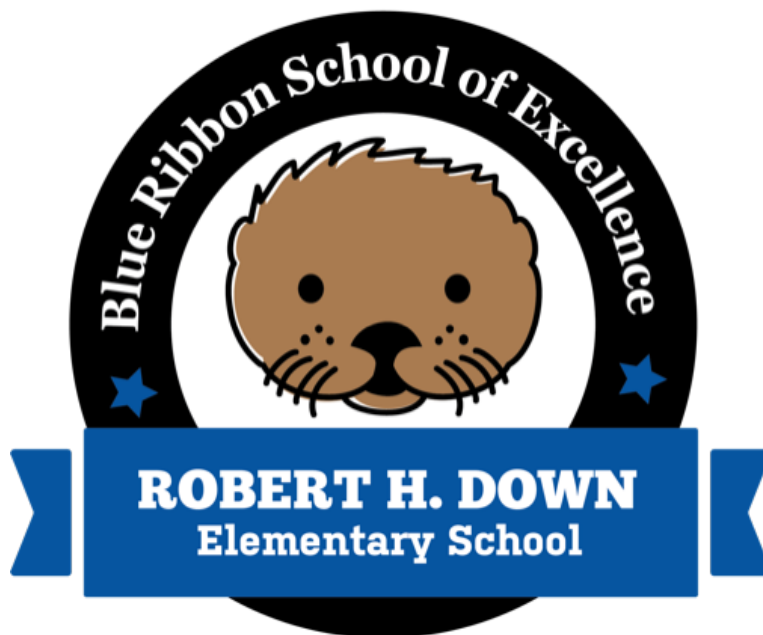
SCHOOL OVERVIEW

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

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

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

Programs include: Special Education, GATE, School Garden, School-based counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Read 180, DARE, Big Buddy, After-School Enrichment, Chorus, Caught Being Good, Otter Good Citizen Program, ToolBox, Just Run, Otter Ambassadors/Lunch Club, STEM Club, FIRST Lego Robotics, and community partnerships.



ASSESSMENT OF CURRENT SAFETY DATA

Attendance

Average daily attendance for 2019-20 was 96.51% (a .73% increase) with the lowest attendance rate occurring in December (95.35%) and highest in August (98.16%), a continuing trend. It must be noted that April and May 2020 were hold-harmless months due to the COVID pandemic shelter in place.

2019-20 Truancy Letter Data

Letter One	14 (-58 difference from 2018-19)
Letter Two	1 (-16)
Letter Three	1 (-4)
DA Meetings	0 (-2)
Families Fined	0

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

RHD Student Handbook Excerpts:

Arrival and Dismissal

Children should not arrive at school before 8:25 A.M. as there is no adult supervision. All students should go home immediately following the dismissal bell if there is no parent/guardian supervision. Students arriving before 8:25 A.M. or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:40 A.M. Students are tardy if they are not in their classrooms at 8:45 A.M. and truant tardy if late 30 or more minutes (after 9:15 A.M.) without a note from a doctor or verification from guardian (See Punctuality, Attendance and Tardy Policy for more information). Please remind your child that, if tardy, he or she must check in at the office before proceeding to class.

Campus Access: Gates Opened and Locked

Gates will be unlocked at 8:25 A.M. daily for student arrival. All morning intervention students should enter through the front office for their 8:00 A.M. courses. Gates will be locked at 8:45 A.M. after the first bell. The kindergarten gate off Pine Ave. will be unlocked for kindergartners leaving at 2:10 P.M. Kindergarten parents should meet their children by the nearest gate to their student's classroom or enter through the same gate if the teacher prefers the classroom to avoid confusion during kindergarten pick-up. All parents and non-RHD children should leave campus until gates

are reopened at 3:10 P.M. for the final bell dismissal if older siblings are still in school. Gates will be re-locked for the afternoon BASRP program at 3:30 P.M. and families still on campus are asked to play on the Jen Hinton Field playground area or an area not designated for BASRP until BASRP moves to its indoor location off Pine Ave. No students should be left unsupervised after school, or they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use after 4:00 P.M., over the weekend, and during school breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep RHD safe at all times

Punctuality

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

Student Attendance/Procedure for Parent to Explain Absences

Please see PGUSD Board Regulation 5113 for its entirety regarding Board attendance policy; a breakdown is provided in this handbook. Each time your child is absent, please call the absence line (646-6663), prior to 8:30 A.M. to explain the absence. Regular and prompt attendance is most important to success in school. Chronic attendance problems will result in a meeting with the principal and a possible referral to the District Attorney's office Truancy Abatement Program. Homework should be requested on the absence line when reporting the student's absence. Homework will be available in the homework basket located in the school lobby between 3:30 to 4:30 P.M. 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.

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

Truancy/Truancy Mediation

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

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

Tardy Policy

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

Early Dismissal from School

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

Excused Absences

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

Unexcused Absences

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

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

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

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

Attendance Codes

ATTENDANCE CODES

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

Excused Attendance Marks		Unexcused Attendance Marks	
I	Excused for illness, injury, doctor and dental appointments (no doctor or dental notes on file)	F	Family absence was waived/excused by the administration. <u>Justifiable Absence form must be submitted two weeks in advance.</u> A visit to another school. A court appointment that is documented by the court system. Military family leave per BP5113
M	Excused for medical or dental reasons with a note from the doctor or dentist	A	Unverified – Waiting for parent verification
B	Bereavement of immediate family member	E	Excessive absence over the 14 day limit for illness without medical or dental notes on file
Q	Quarantine, usually for medical reasons	V	School sponsored activity or appointment
R	Religious holiday	H	Home hospital absences
S	Suspension	T	Tardy--Unexcused up to 30 minutes
L	Allowed by parent, but <i>unexcused by the state</i> , for family necessity or emergency, appointments other than medical or dental, or out of town travel, that was not approved by the administration ahead of time	X	Tardy – Excused Must be validated with written documentation
		C	Truancy, or intentional absence by the student over 30 minutes, during any part of the school day, that is not excused

Discipline Referrals, Suspension and Expulsion Rates

RHD Suspension and Expulsion Uniform Management Information Reporting System (UMIRS) Statistics					
	2015-16	2016-17	2017-18	2018-19	2019-20
Suspensions	0.0	0.2	0.0	0.0	0.0
Expulsions	0.1	0.0	0.0	0.0	0.0

<i>District-Wide Discipline</i>		
Entire discipline matrix document can be found at https://pgusd.org/student-discipline/		
OFFENSE	MINIMUM	MAXIMUM
1. Damage to school property	Parent contact/conference, restitution, Restorative meeting	Alternative placement, Suspension, Expulsion
2. Cheating	Parent contact/conference, Grade adjustment, Restorative meeting	“U” in citizenship, possible removal from class, Detention, 1 Day in-school Suspension

3. Defiance to staff, Disruption of Learning Environment	Parent contact/conference, Restorative meeting	Parent visitation, possible removal from class, in-school Suspension, Expulsion
4. Hazing, harassment, threatening	Parent contact/conference, Reflective practices, Restorative meeting	Alternative placement, possible Suspension, Expulsion
5. Use or possession of illegal substances	Parent contact/conference, Police notification, Suspension	Alternative placement, Expulsion
6. Theft of school or private property	Parent contact/conference, Restitution, Restorative meeting	Alternative placement, Suspension, Expulsion
7. Fighting	Parent contact/conference, Restorative meeting (if appropriate) Suspension (principal recommendation K-5)	Alternative placement, possible removal from class, Expulsion
8. Disrespect toward others	Parent contact/conference, Restorative meeting	Parent visitation, Suspension Alternative placement
9. Inappropriate language	Parent contact/conference	Detention, Possible Suspension

Student Alternative Discipline

The goal of discipline is to maintain a positive atmosphere for learning while teaching students to be responsible citizens. Like citizens in any community, students must obey the rules to assure that individual rights are not violated by the misconduct or disruptive acts of others. Administrators and staff are delegated the authority and responsibility to ensure that the desired goals of equal educational opportunities and an environment conducive to learning are achieved. When students misbehave, we give them the opportunity to correct their inappropriate behavior and to find a way to make better choices for themselves. Home and school share the responsibility of helping students develop the life-enhancing capability of self-discipline.

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

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

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

Additional Resources and References

For information regarding the following, please refer to the cited PGUSD Board Policy, Robert Down School Parent/Student Handbook, California Penal Code, and/or CA Ed. Code.

Child Abuse Reporting: Board Policies 0450/5141.4 and California Penal Code 11164

Suspensions/Expulsions Procedures: California Education Code 49079

Teacher Notification of Dangerous Student: California Education Code 49079

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

Non-Discrimination in Employment Policy: PGUSD Board Policy 4030

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

Hate Crime Reporting: PGUSD Board Policy 0450

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

Exposure Control Plan – PGUSD Board Policy 4019.42

School Safety and Conditions

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

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

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

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

Socio-Economic Status: Free and Reduced Lunch

Over the past four years, the number of students receiving free and reduced lunches has decreased from 72 to 67. Free and Reduced application forms are available through online registration, in the school office, and on the district website. Parents can submit applications throughout the year.

According to paperwork filled out at student registration, the educational levels of the parents of our students are as follows: 71.83% graduated from high school, with 50.73% holding a bachelor’s degree or higher. Another 14.55% hold an Associate Degree or have attended some college. Of the parents completing the form, 26.18% declined to state what their educational level was.

Total Percentage of Students Receiving Free/Reduced Lunch

	2016-2017		2017-18		2018-19		2019-20	
	RHD	District	RHD	District	RHD	District	RHD	District
Free/Reduced % Lunch Recipients	13	16.5	12	20	15	19.1	12.95	16.45

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2]):

Component 1: The School Climate

People and Programs

Robert Down Elementary School, a 2019 National Blue Ribbon School of Excellence, is considered a safe campus and has clear expectations for student behaviors. There are school-wide programs in place which help develop students’ character, social and emotional learning, and leadership skills. Our Toolbox Social Emotional Curriculum, Big Buddy/Little Buddy Program, and Random Acts of Kindness (RAK) Assemblies are annual programs.

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.

Parent involvement is encouraged through classroom volunteer opportunities, schoolwide invitations via the District’s Bright Arrow communication platform to participate in the RHD Site Council along with Parent Safety Mornings. The RHD PTA hosts various social gatherings throughout the year: Bike Rodeo, film nights, Bingo Nights, Butterfly Bazaar, monthly Dine Outs, and Dances. Feedback is encouraged through Safety Parent Morning, CA Healthy Kids Survey, and RHD Site Council Survey.

Behavior Support and Otter Be a Good Citizen Programs

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

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

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

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

Consequences

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

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

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

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

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

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

Robert H. Down Student Questions Regarding Behavior and Conflict

Is it safe?

Is it kind?

Is it my personal best?

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

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



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

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

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, seek adult help. On the playground find a Yellow Jacket.

Tools for the Journey

Creating a World of Kind, Connected Human Beings

Breathing
I calm myself and check-in.

Listening
I listen with my ears, eyes, and heart.

Personal Space
I have a right to my space and so do you.

Garbage Can
I let the little things go.

Please & Thank You
I treat others with kindness and appreciation.

Patience
I am strong enough to wait.

Quiet/Safe Place
I remember my quiet/safe place.

Empathy
I care for myself. I care for others.

Using Our Words
I use the "right" words, in the "right" way, at the "right" time, for the "right" reason. ...

Taking Time
I take time-in and time-away.

Apology & Forgiveness
I admit my mistakes and work to forgive yours.

Courage
I have the courage to do the "right" thing

Practices of a Peaceful Warrior

TOOLBOX
BY DOVETAIL LEARNING

© 2015 Dove Tail Learning LLC. All rights reserved. www.dovetaillearning.com

Good Citizen Programs

“You Otter Be A Good Citizen”

Otter Club

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

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

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

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

Students will show proper respect for all adults.

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

Students will not use vulgar or inappropriate language or gestures.

Students will not fight.

Students will respect all personal and school property.

Students will use appropriate table manners when eating.

Students will be helpful and considerate to others.

Students will arrive to school on time.

Procedures

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

Recognition and Awards

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

Caught Being Good

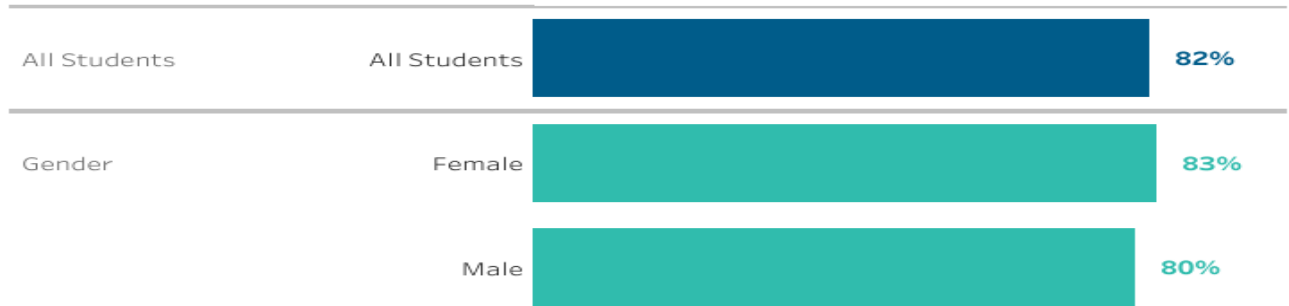
The entire staff of Robert Down School will be on the lookout for students performing acts of kindness during the school day. Students “caught being good” will be given a recognition card and a well-deserved pat on the back. Students may put their cards in the Caught Being Good box in the school lobby.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

School Climate

PGUSD 5th Grade 2019-20 Healthy Kids Survey

Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

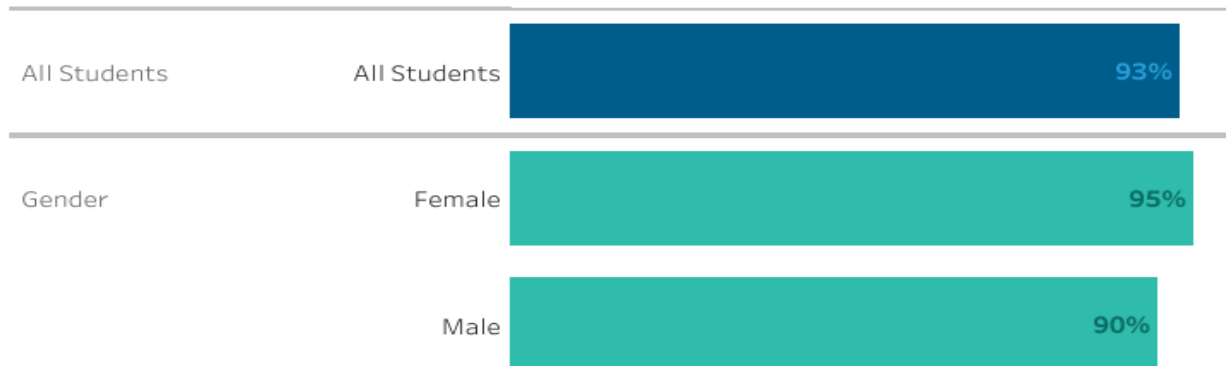
Perceived safety at school | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

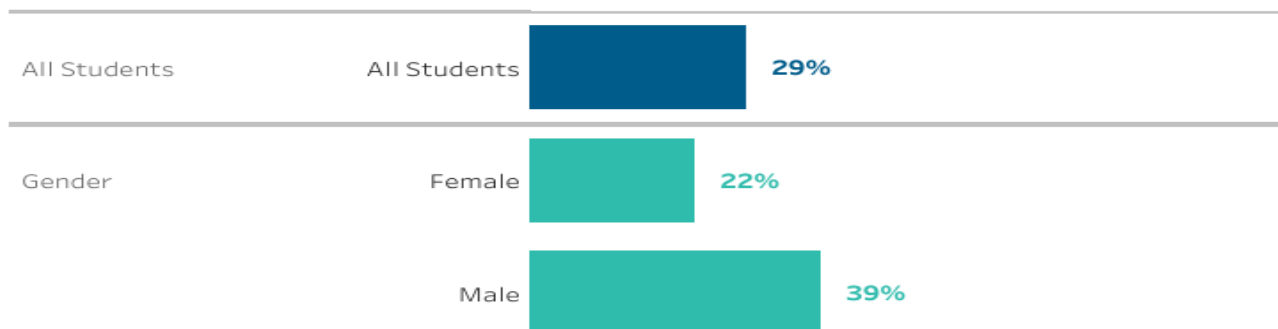
Perceived safety walking to and from school | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'

Please note: This question was modified in 2016. The 2015 results are not comparable to results in later years.



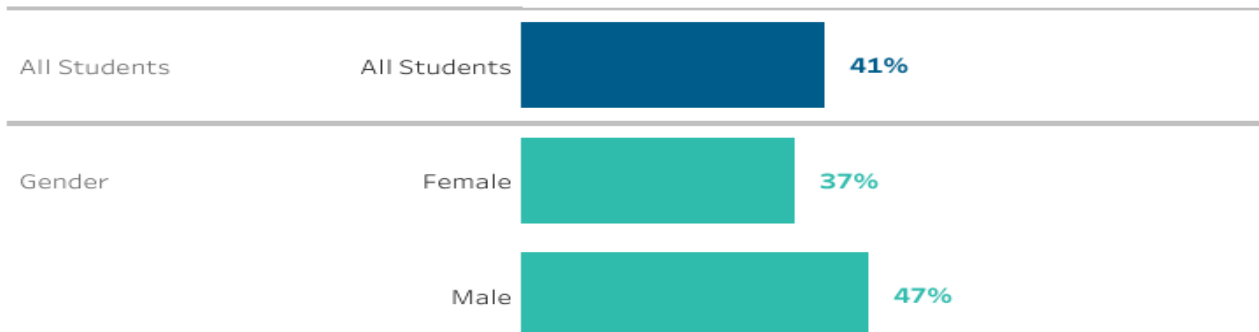
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Been hit or pushed | Average percent of respondents reporting 'Yes, some of the time,' 'Yes, most of the time' or 'Yes, all of the time'



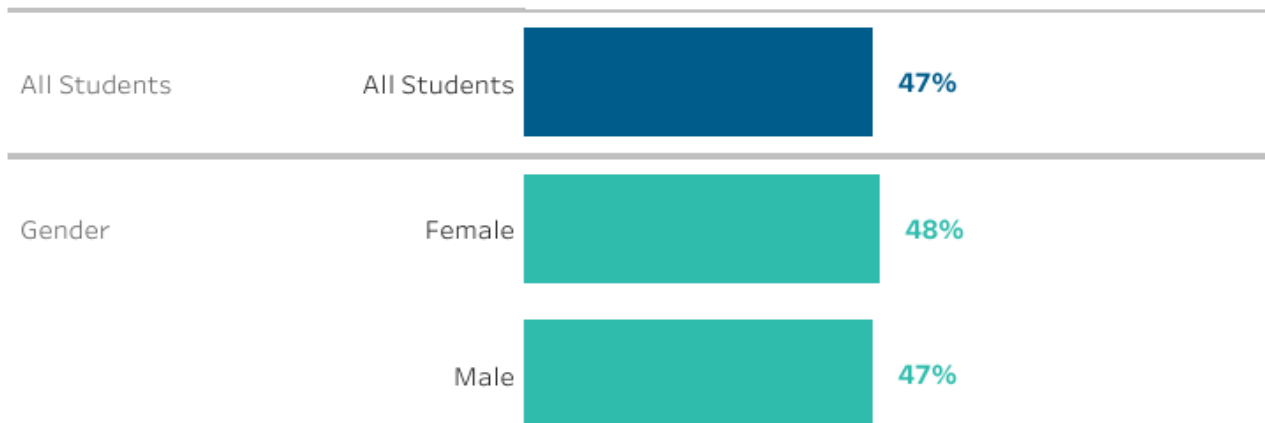
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Called bad names or target of mean jokes | Average percent of respondents reporting 'Yes, some of the time,' 'Yes, most of the time' or 'Yes, all of the time'



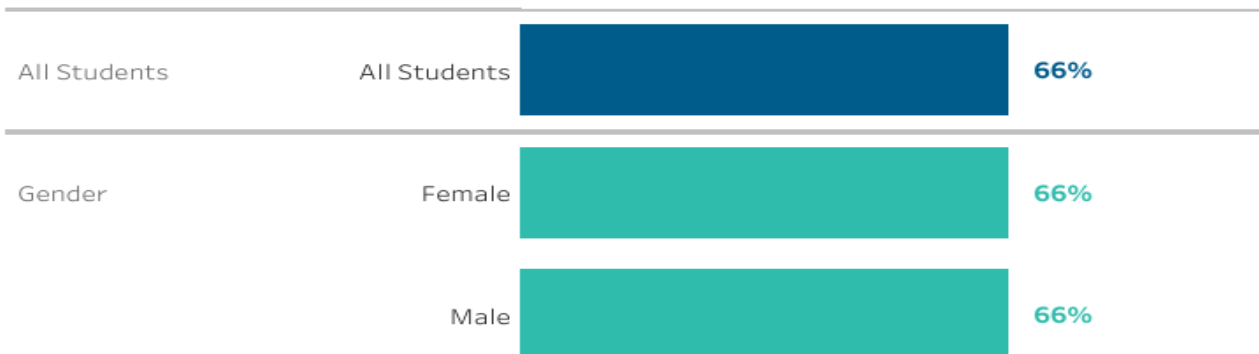
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Mean rumors or lies spread about you | Average percent of respondents reporting 'Yes, some of the time,' 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

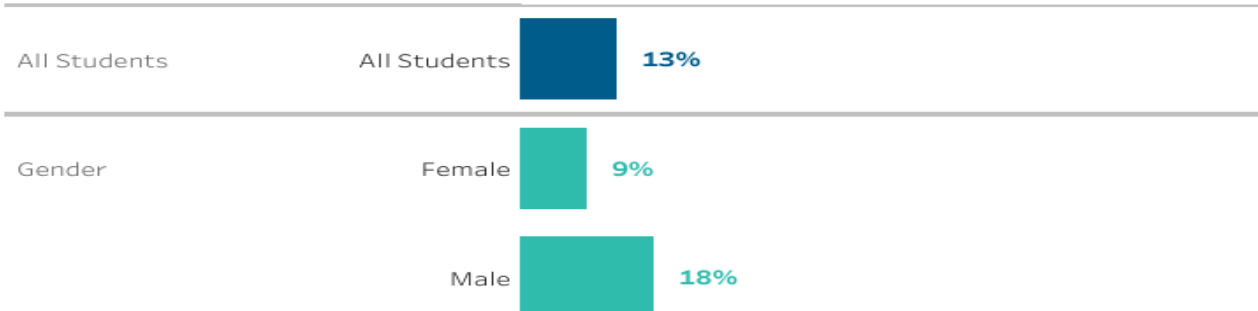
Students well behaved | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

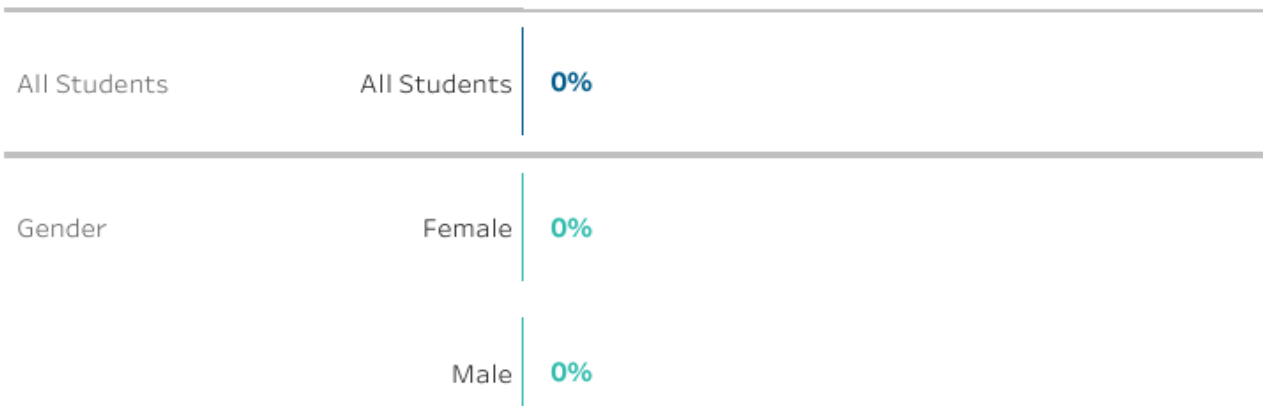
Alcohol or drug use | Lifetime; Average percent of respondents reporting 'Yes'

Please note: In 2018, the marijuana use question was modified. The 2018 results are not comparable to results in earlier years.



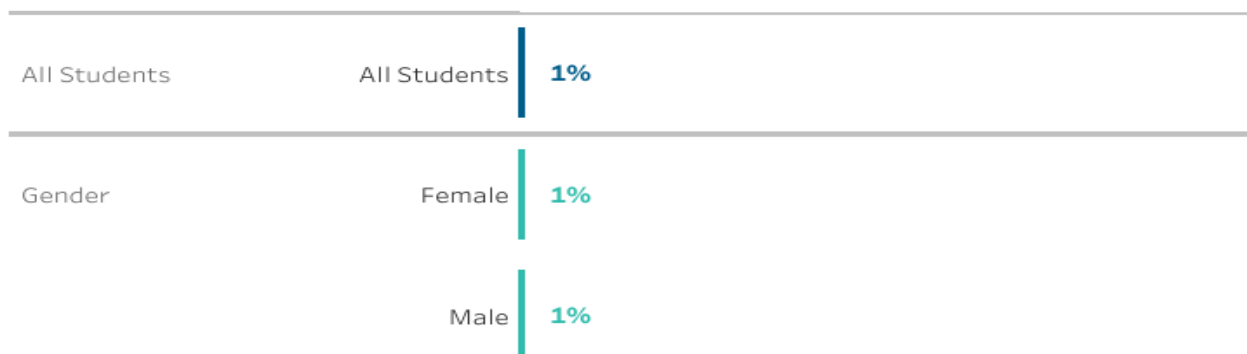
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Lifetime cigarette use | Average percent of respondents reporting 'Yes, I smoked part of a cigarette, like one or two puffs' or 'Yes, I smoked a whole cigarette'



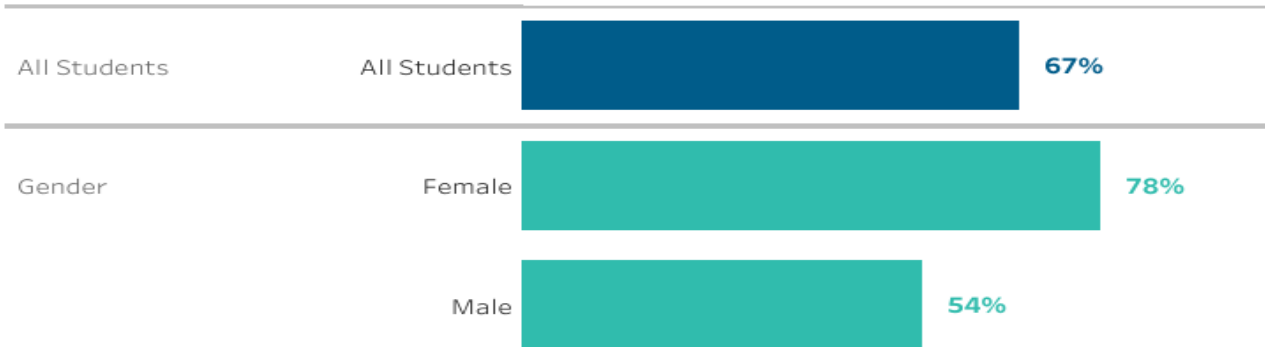
State | Grade 5 | Most Recent Data (2017-19)

Lifetime marijuana use | Lifetime; Average percent of respondents reporting 'Yes'



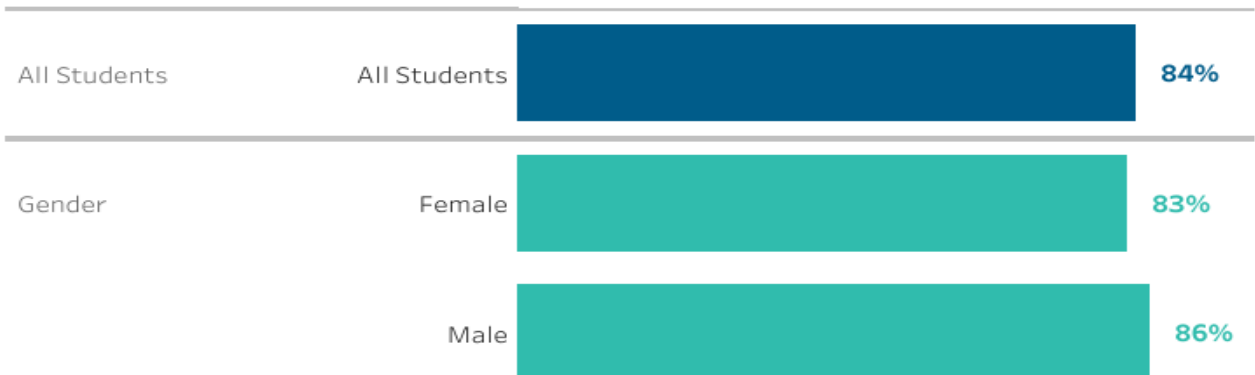
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Students treated fairly when break rules | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



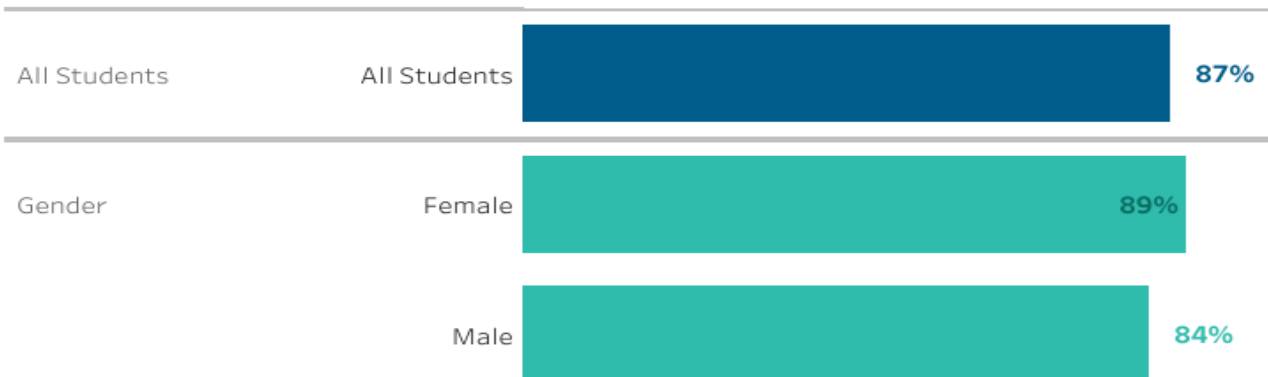
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Rule clarity | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

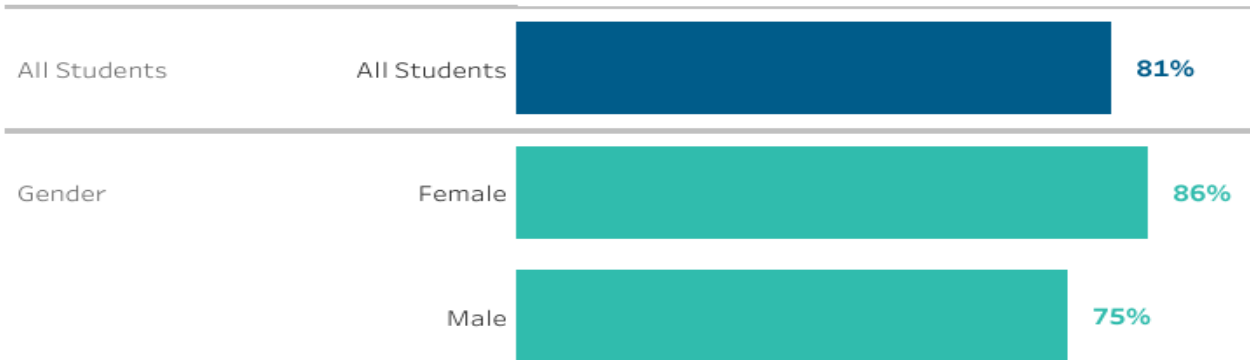
Students treated with respect | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

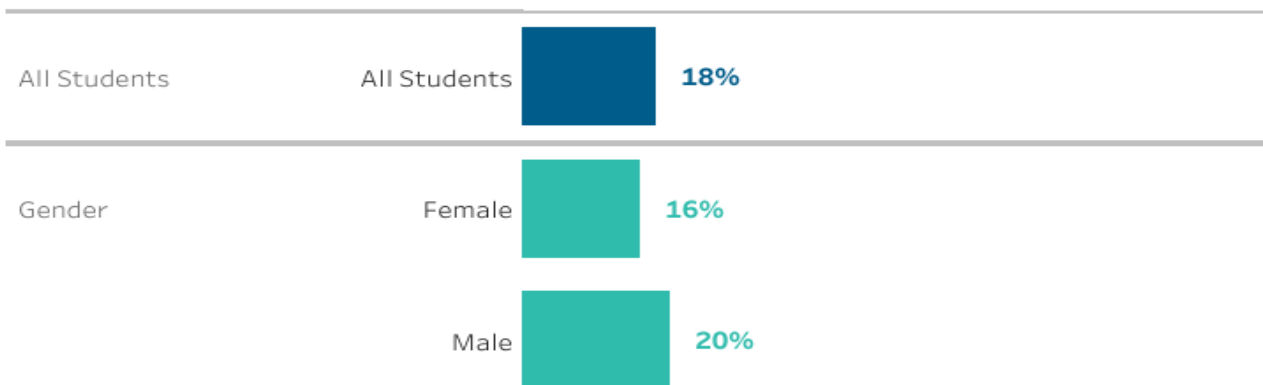
Social Emotional Learning Supports | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'

Please note: Two questions were added to this scale in 2016 and 2017 to improve content validity and reliability. Th..



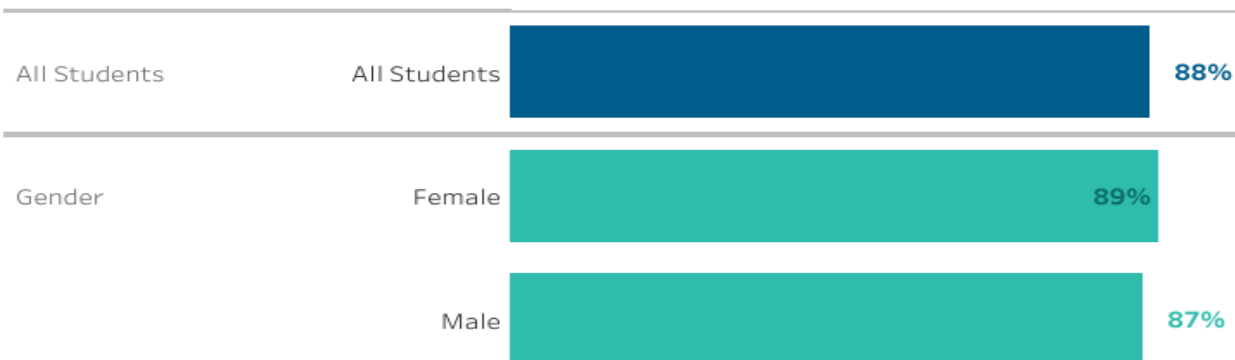
Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Experienced frequent sadness | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Pacific Grove Unified | Grade 5 | Most Recent Data (2019-20)

Academic Motivation | Average percent of respondents reporting 'Yes, most of the time' or 'Yes, all of the time'



Component 1: Goals for Improvement

Student Leadership Opportunities: RHD continues to provide 5th graders cafeteria help and Blue Jacket mentoring on the playground during lunch. Monday Morning Message began for 4th and 5th grade students in GATE to provide them leadership opportunities in communication and organization skills. ROV underwater robotics/STEM club (4th & 5th), and FIRST LEGO robotics (3rd-5th) are now offered after school for free using site funds for advisor stipends and use of parent volunteers. Posters were added around campus to promote positive relationships by reminding students to ask themselves if their behavior is safe, kind, and their personal best.

Safety on Campus: Pacific Grove Unified has made Safety a priority for all of its campuses. District-wide training occurred in August 2018 for all sites and RHD staff have been provided Big Five Safety protocol updates through the principal's weekly newsletter and monthly staff meetings. Classified Staff received Big Five Safety training in October 2018, and parents in August 2019 during the annual Parent Safety Morning.

The Healthy Kids Survey Results: 76% of RHD 5th graders participated in the CA Healthy Kids Survey in 2019-20, 75% in 2018-19. Most responses were positive: 86% have social emotional supports, 82% school connectedness, 83% feeling they had a caring relationship, 88% perceiving school is safe, and 92% stating there is a clear message against bullying; , 86% shared they had not spread mean rumors or lies about classmates, and 96% claimed they had never mean things about other students or called them bad names.

Some concerns lie in how students treat each other: 72% stated they had not been hit or pushed by others, 47% shared other students have spread rumors about them, and only 77% felt there is an anti-bullying climate.

2019-20 School Plan for Student Achievement Goals (SPSA/Site Improvement Goals):

Goal 1) Robert H. Down Elementary will continue to be a welcoming place of innovative learning by increasing opportunities for students to receive social-emotional curriculum/lessons/assemblies, leadership and service learning roles, and connections to school through lunchtime and after school activities/clubs along with staff professional development opportunities in social-emotional health not only for students but for themselves as measured by the CA Healthy Kids and Site Council Survey and participation rates in programs.

Goal 2) Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in mathematics as determined by progress monitoring of their academic growth through performance on district Interim Formative Assessments (IFA), Scholastic Math Inventory (SMI), curriculum embedded (SWUN) assessments as well as state 2018-19 CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2019-20 Math CAASPP.

Goal 3) Robert H. Down Elementary students, including targeted student groups, performing at not met or nearly met standards levels in ELA as determined by progress monitoring of their academic growth through performance on district Interim Formative Assessments (IFA), Scholastic Reading Inventory (SRI), DIBELS, curriculum embedded tests (Superkids and Benchmark), as well as state 2018-19 CAASPP assessments will be provided appropriate intervention services and improve at least one level (eg. nearly met to met) on the 2019-20 ELA CAASPP.

Component 2: Physical Environment- Place

Facilities

The passage of Measure D brought many facility improvements to the campus. Exterior and interior painting, flooring, windows, lighting, remodeled bathrooms, exterior and interior security cameras, classroom instructional cameras, SmartBoards, classroom sound systems, desks, tables, and chairs are some of the upgrades which have occurred over the past few years. 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. Three new portable buildings were installed in 2017-18 which house a classroom, music room, and computer lab with Chromebooks. During Fall 2018, all interior doors were affixed with automatic door closers to complement the installation of Lock Bloks. The RHD lobby has been rearranged to provide visitors a clear barrier to cause all adults to check in at the office but still provide for a welcoming environment. The Pine Avenue Pre-School Co-Op created a new egress gate from its playground from the back fence and permanently locked its garden gate after parents requested increased security measures. Lastly, the RHD principal met with the PG Police Dept. Commander and City Engineer to determine the location for two new disabled parking areas in the front of school and in the back near Spruce and 13th street. The City of Pacific Grove installed new blinking crosswalks in September 2019 as well as street markings and blinking signs that warn drivers they are approaching school crossings.

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

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

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

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

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

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

Component 2: Goals for Improvement

During the 2016-17 school year, a landscaping and new outside eating area was completed. In Summer 2018, new play equipment was installed next to the eating area, which required new rules for safety on the web, rock stepping, and climbing/cable-traversing equipment. Through parent safety and PGUSD Board meeting feedback, gates on campus have been locked throughout instruction. all five gate entrances need to have similar signage for office hours, visitor check in through the office, times gates will be opened & locked, tobacco/drug/weapon free zones, and service animals only allowed on campus – at all times.

After heavy rains in early 2019, it was determined that the soil in the storage area under rooms 6, 7, and 8 was unstable and required attention. PGUSD hired two engineering firms to decipher if the foundation is too unstable for the building. No emergency status has been determined at his time, but the district Facilities Director is planning to move all materials from the storage area once the engineering firm is ready to conduct its analysis. Another rain-induced issue on campus concerns room 19, which was shut down before school began. A funny smell continued after a mildew/mold test was conducted, and a dehumidifier was required to run throughout the week. District facilities and maintenance will be removing the carpet and pulling up baseboards in order to assess if there are similar issues with the foundation as found on the opposite side of campus.

Continued goals for 2020-21 to increase safety protocols at RHD:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response.
- Provide all classrooms that have windows in doors a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols.
- Determine need for bus drop off/pick up supervision
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Inventory electrical strips used on campus and if they are being used safely
- Determine if speakers are working in all classrooms and outside of buildings
- Needed for Search and Rescue Team: Place to store outside Safety Helmets, Search and Rescue Bag (Flashlights, Gloves, Masks).
- Student Release Banner/Tables
- Close off access to back and sides of portables
- Determine if PG City has fixed reason for sand/silt coming onto playground from Spruce

Documents

RHD Student and Parent Handbook 2019-2020

(Full online version of handbook can be found at

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

RHD EMERGENCY SUPPLY LIST By Location

Administration Office Emergency Supplies		
Location: Front Office	<ul style="list-style-type: none"> • 3 Hand Radios • Black Emergency Box 	<ul style="list-style-type: none"> • Safe School Plan • Bull Horn • Defibrillator in stairway to downstairs storage
Location: Attendance	<ul style="list-style-type: none"> • Student Rosters • Staff Rosters • Student and Staff Emergency Cards • Black Emergency Box/Clipboard 	<ul style="list-style-type: none"> • Radio • Attendance Clipboards • Student Information Contacts Binder
Location: Nurse's Office	<ul style="list-style-type: none"> • Student Medication • Confidential Student Health Concerns List • Google Doc added for remote access in emergencies and field trips 	

RHD Emergency Response Teams

<p>Site Incident Commander:</p> <p>Location: Jen Hinton Field near storage shed</p>	<p>Sean Keller</p> <p>Karen Levy (alternate)</p> <p>Barbara Martinez, PGUSD Safety Director</p>	<p>Role:</p> <ul style="list-style-type: none"> - overall management and coordination of emergency operations from command center - requests and allocates resources - activates communications, disseminates emergency public info, warnings - ensures special needs student needs are met <p>- public information officer (tells media what to tell parents/community)</p> <ul style="list-style-type: none"> - sets up & monitors media area - but does not give statements to media 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio - Emergency Response Bag (Black) to Command Center
<p>Communication Recorder (District office support)</p>	<p>Amy Riedel -Pine Ave. until First Responders arrive</p> <p>Kelly Van Houtan</p> <p>Denise Engles (Radio)</p>	<p>Role:</p> <ul style="list-style-type: none"> - makes pre-authorized announcements (What happened, Who was involved, why it happened); creates 'talking points' list for IC to share with public - carries messages to command center/IC and to District Safety Director - initiates phone tree; <p>Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported. answers phones</p> <ul style="list-style-type: none"> - disseminates info to staff/community - calls in resources as needed - checks in with IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - Radio (1) - Cell phone(s) - Phone tree list - Local service providers list with contact info

<p>Student Release:</p> <p>Location: Jen Hinton Field K-2nd Primary Release– Spruce and 13th St. gate release 3rd-5th Upper Grades, Room 19, and Co-Op Release– Junipero gate</p> <p>First Alternate location: PGMS Field K-2nd Primary Release – PGMS Sinex Circle 3rd-5th Upper Grades, Rm. 19, and Co-op Release – PGMS Hillcrest Circle</p> <p>Second Alternate Location: PG Community Cntr.</p>	<p>Kelly Van Houtan and BASRP Lead -Primary at Spruce and 13th gate</p> <p>Amy Riedel and Audrey Kitayama -upper grades Junipero gate</p> <p>Support and Student Escorts to gates - Adrienne Taylor -Jenn Fuqua -Pam Chrislock -Nargess Akavi -Melissa Gibson -Sally Jones -Norma Barakat</p>	<p>Role:</p> <ul style="list-style-type: none"> - Implements & monitors student release (needs emergency cards/Illuminate access) - monitors & supervises volunteers - coordinates with public safety - Sets up boundaries, manages crowds (cones, ropes) - controls foot and vehicle traffic - reports to IC frequently <p>Teachers to release students to parents after checking in through Office Manager and Attendance Clerk.</p> <p>(Amy Riedel: 3rd-5th) (Kelly Van Houtan: K-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 supplies - blank signage materials (poster board) - duct tape
<p>First Aid/Basic Needs:</p> <p>Location: Jen Hinton Field near water fountain</p>	<p>First Aid Cindy Waznis, Health Clerk Peggy Tobin Roberto Dixon Anne Scanlon Mary Hiserman Katrina Powley, PGUSD Nurse (if available)</p> <p>Emotional Support Sonda Frudden Dessie Zanger</p>	<p>Role:</p> <ul style="list-style-type: none"> - First Aid & CPR - provides water, food, blankets, etc. - Monitors special needs students - tracks students treated by EMS - coordinates mental health needs/counseling services - sets up shelters (coordinates with Red Cross) - reports to IC frequently 	<p>Materials:</p> <ul style="list-style-type: none"> - First Aid supplies from the supply room by GYM (in addition to red backpacks) - medication from Health Office - self-adhesive tags (red, yellow, green to assess triage), pens, masking tape - medical treatment victim log - blankets - ground cover/tarps - quick reference CPR/First Aid guidelines

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

<p>Student Monitoring: Erica Chavez – Christina Renteria Jaqueline Perkins Michelle Evans – Patty Bloomer Denise Johnson Anna Darnell Page Gilmore Christina Luciano Kris Stejskal – Stephanie Perlstein- Karen Levy Angelee Brockmeyer- Stephanie Pechan Sydney Dacuyan –</p>	<p><i>Kelly's Buddy</i></p> <p><i>McNickle's Buddy</i></p> <p><i>Jones's Buddy</i> <i>Levy's Buddy</i> <i>Ibrahim's Buddy</i></p> <p><i>Hiserman's Buddy</i></p> <p><i>Hober's Buddy</i></p>	<p>Role:</p> <ul style="list-style-type: none"> - accounts for all staff, students, & visitors - keeps everyone safe in a manageable location - supervise all students if team leaders need to assemble their teams - coordinate with student release 	<p>Materials:</p> <ul style="list-style-type: none"> - Rosters of students w accurate attendance
---	--	--	--

ROBERT H. DOWN ELEMENTARY SCHOOL-2020-2021
Safety Drills & Meetings- Calendar

Day, Date	Period, Time	Length of Drill	Type
August 2020	<h1>No Safety Drills Due to Distance Learning</h1>		
September 2020			
October 2020			
November 2020			
December 2020			
January 2021			
February 2021			
March 2020 TBD If Hybrid Learning Occurs	Will occur in AM and PM Cohorts	10 minutes	Evacuation
April 2020 TBD If Hybrid Learning Occurs	Will occur in AM and PM Cohorts	20 minutes	Drop, Cover, and Hold On
May 2020 TBD If Hybrid Learning Occurs	Will occur in AM and PM Cohorts	10 minutes	Shelter in Place

EMERGENCY TELEPHONE NUMBERS

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

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



THE BIG FIVE

Pacific Grove Unified School District

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE

Immediate Action Response: The Big Five

RESPONSE

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the necessary resources to address the emergency at hand.

CALLING 911

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

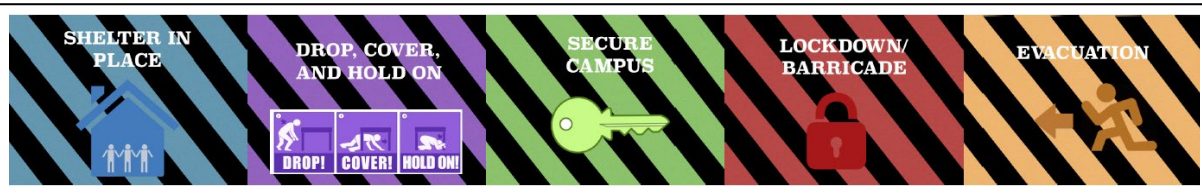
WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.



Immediate Action Response: The Big Five

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSES: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
SECURE CAMPUS	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
LOCKDOWN / BARRICADE	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
EVACUATION	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a pre-determined safe location

Immediate Action Response: The Big Five

SHELTER IN PLACE

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

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

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

During a Shelter-in-Place response as a result of air contamination, the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the room until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

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



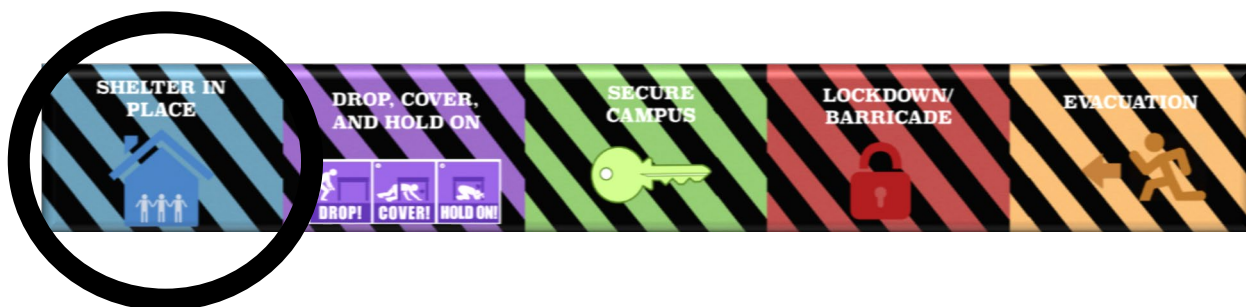
Immediate Action Response: The Big Five

SHELTER IN PLACE

STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and Windows
- Keep all students in the classroom until further instructions are received. Support those needing special assistance
- Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- Take attendance and call or e-mail status to school secretary, according to site protocol

Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

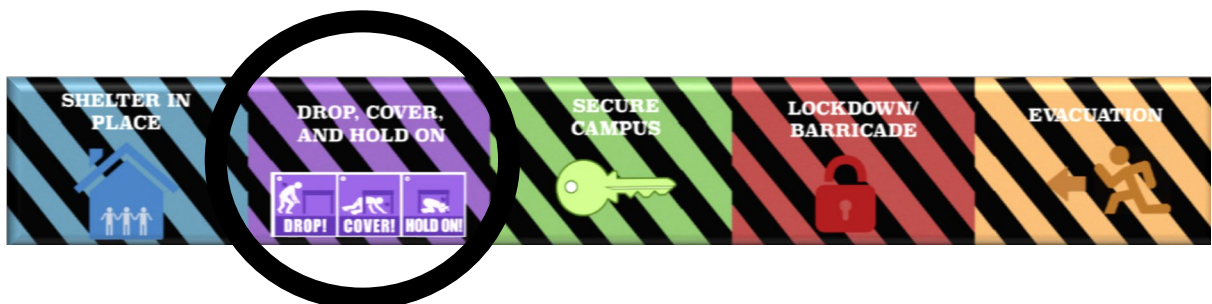
- Earthquake
- Explosion

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

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all

Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone



Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: INSIDE

- At first recognition of an earthquake, instruct students to move away from Windows
- Initiate **DROP, COVER AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from windows and other glass
- Any person in a wheelchair should shelter against an **interior** wall. Turn back to the windows, lock the wheels, and if possible, protect head and neck with arms
- Each time an aftershock is felt, **DROP, COVER AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to release from Cover, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary
- Wait for further instructions from School Incident Commander or First Responders or if that seems unlikely and building is compromised, evacuate students to predetermined Evacuation Assembly Area

STAFF ACTIONS: OUTSIDE

- Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees and streetlights, etc.)
- Commence **DROP AND COVER** in the **DROP, COVER AND HOLD ON** procedures

Place head between the knees; cover back of neck with arms and hands



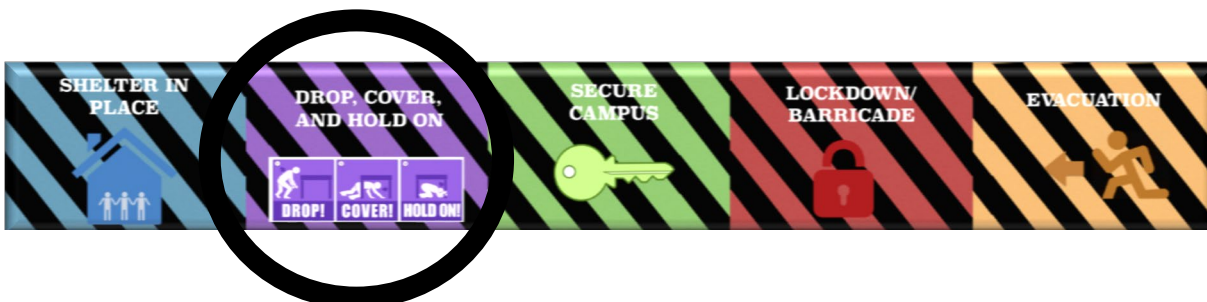
Immediate Action Response: The Big Five

DROP, COVER AND HOLD ON

STAFF ACTIONS: OUTSIDE

- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover back of neck with arms and hands
- Remain in place until shaking stops or for at least 20 seconds
- Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol

Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



Immediate Action Response: The Big Five

SECURE CAMPUS

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

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

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

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

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that **all** exterior classroom / office doors are locked and remain Locked
- Is intended to prevent intruders from entering occupied areas of the Building
- Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander



Immediate Action Response: The Big Five

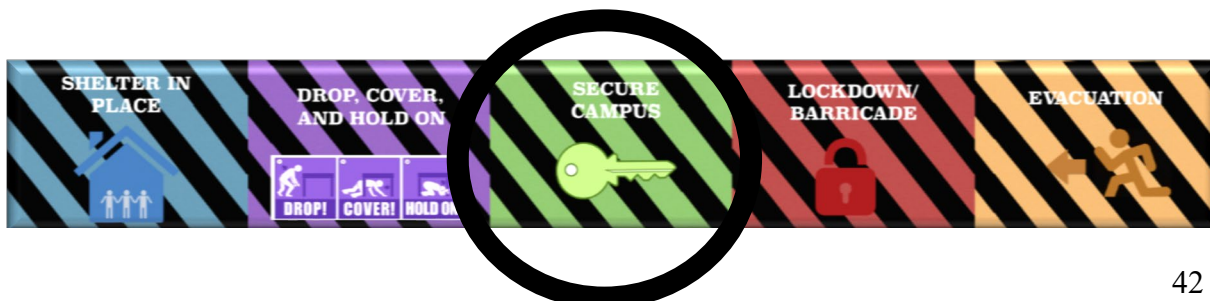
SECURE CAMPUS

STAFF ACTIONS:

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

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

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



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

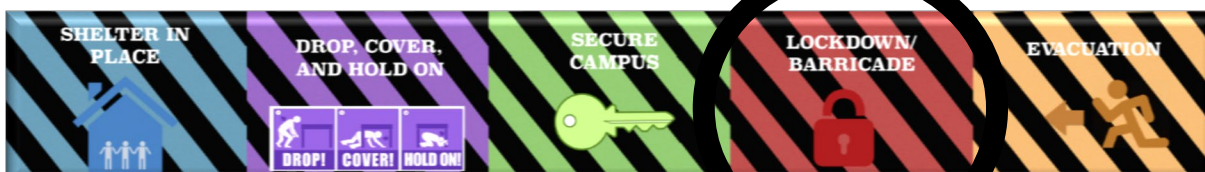
LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room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

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN / BARRICADE:

- Is a response to an immediate danger; it is **not** preceded by any warning
- Demands quick action; an active shooter, for example, can fire one round per second
- Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- If it is possible to safely **get off campus** with students, take that action immediately (Run)
- If it is not possible to get off campus, **quickly lockdown** inside a safe room and **barricade** the entrance (Hide)
- Once a room is secured, no one is allowed to enter or exit under any Circumstances
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)



Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

“THINK ON YOUR FEET”

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on his/her feet to quickly determine the best course of action. These choices may include getting off campus, hiding, implementing Lockdown/Barricade or even, in the most extreme of situations, fighting an assailant. Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self, students, and other staff. In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger rather than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape / Get Off Campus

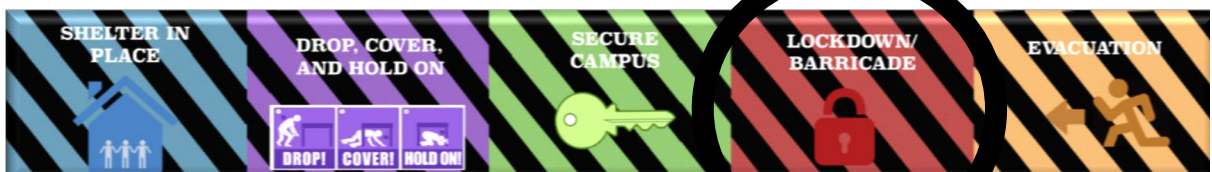
- Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- Guide/instruct others you encounter on the way to follow you to safety
- Call 911 immediately to report location and request emergency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

Hide / Lockdown/Barricade

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

Fight

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



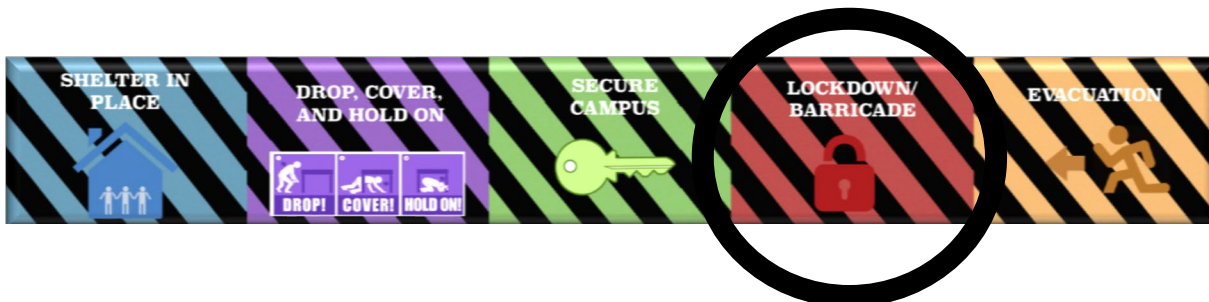
Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCK DOWN / BARRICADE

- Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- Lock and close the door and barricade with heavy objects
- Close blinds and turn off lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- Turn off television, LCD projector, document camera, etc. The room should be dark and quiet
- Silence all cell phones
- DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock door and clear the room.
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- Do **NOT** call office to ask questions; School Incident Command will send out periodic updates
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours



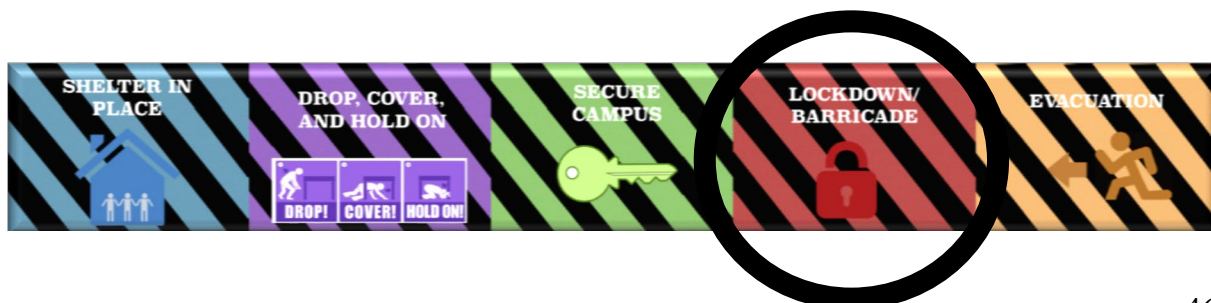
Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF LOCK DOWN / BARRICADE

- Move students to nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus if that seems the safest option
- Do **not** chase students that run. Let them go
- Do **not** go into rooms that cannot be secured and offer no way out
- If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- Instruct students to stay quiet and out of sight
- Silence all cell phones
- Turn off television, LCD projector, document camera, etc.
- Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- Only If** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- If safe to do so, locate emergency packet and remove staff ID placard and put it on
- If safe to do so, take attendance and document on appropriate form
- If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any students/staff under your supervision
- In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (Fight)

Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

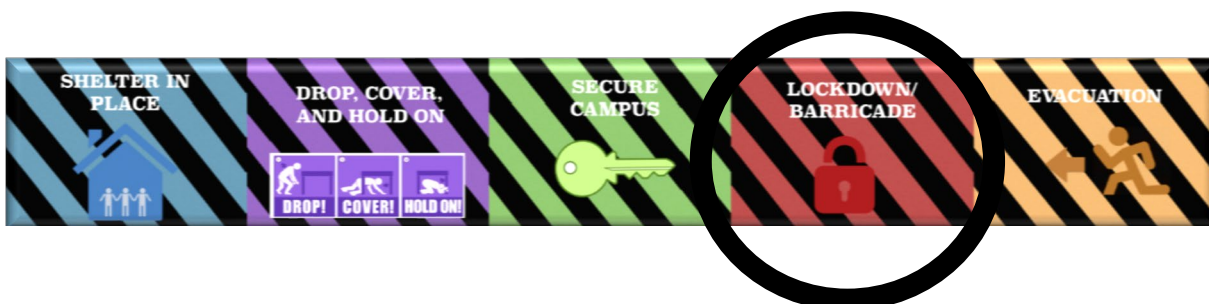


Immediate Action Response: The Big Five

LOCKDOWN / BARRICADE

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

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



Immediate Action Response: The Big Five

EVACUATION

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

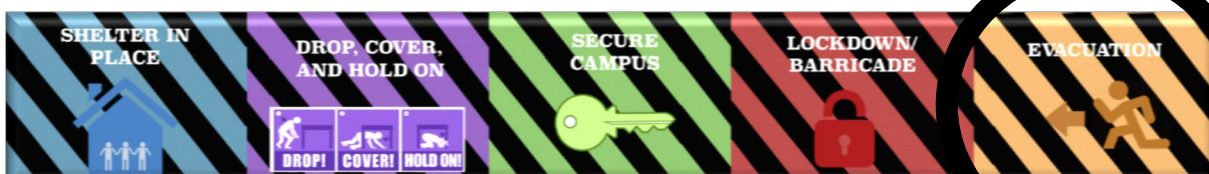
EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

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

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

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all



Immediate Action Response: The Big Five

EVACUATION

STAFF ACTIONS:

- Prepare students to leave all belongings and calmly exit the building
- Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of “Buddy Teacher”
- Remove staff ID placard from emergency materials and put it on
- Ensure that the door is closed, but **unlocked**
- Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility to ICS duty, etc.
- If necessary, one “Buddy Teacher” will evacuate both classrooms
- Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- Emphasize that the class stay together en route to the Evacuation Assembly Area
- Appoint a responsible student to lead class while teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear direction for all students to go to designated Evacuation Assembly Area
- Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- According to site protocol, take attendance once class is safely in assembly location
- According to site protocol, report missing students
- Remain in the Evacuation Assembly Area until further instructions
- Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine



Immediate Action Response: The Big Five

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

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

To alert visually-impaired individuals:

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

To alert individuals with hearing limitations:

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

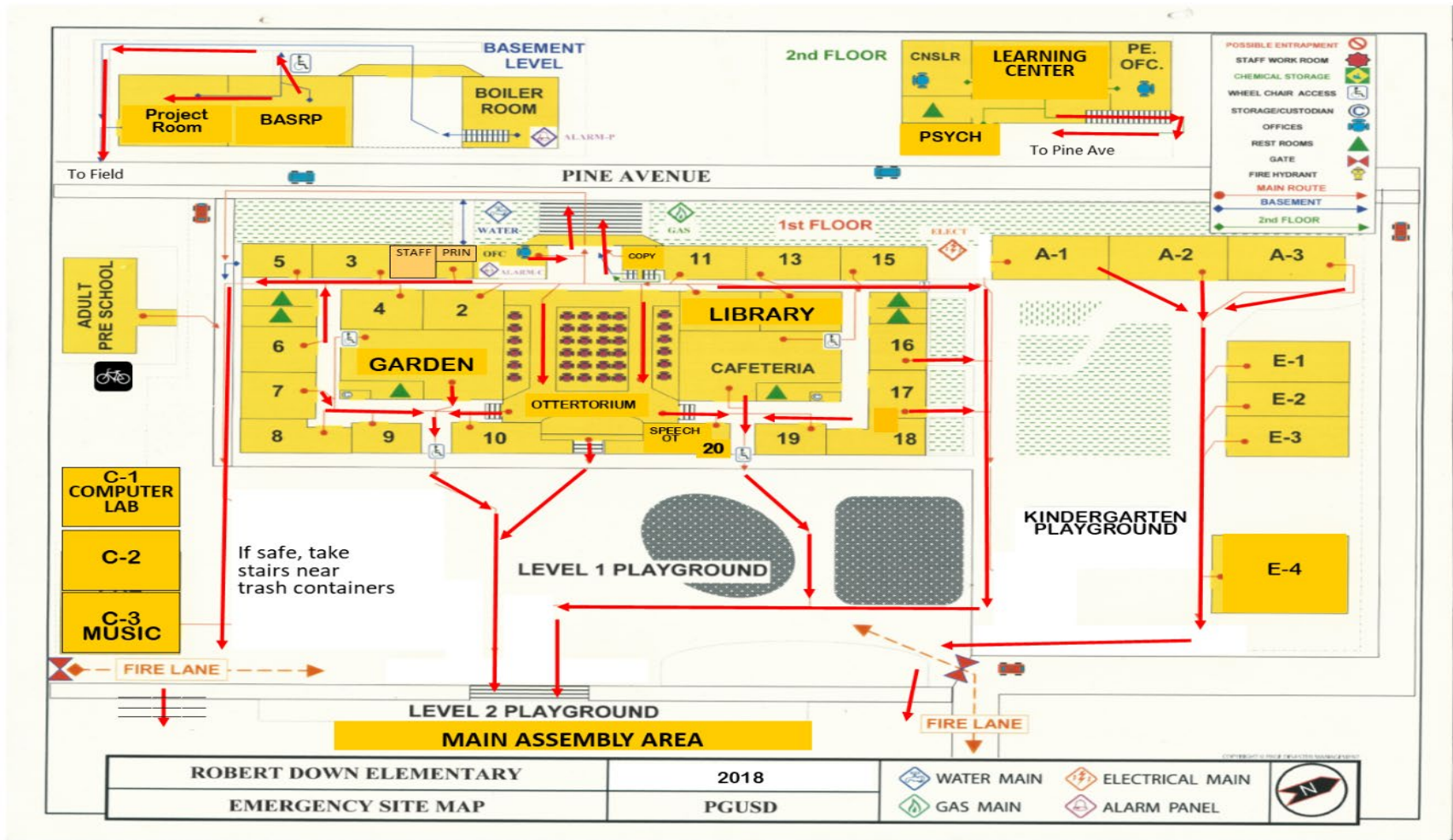
To evacuate individuals using crutches, canes or walkers:

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

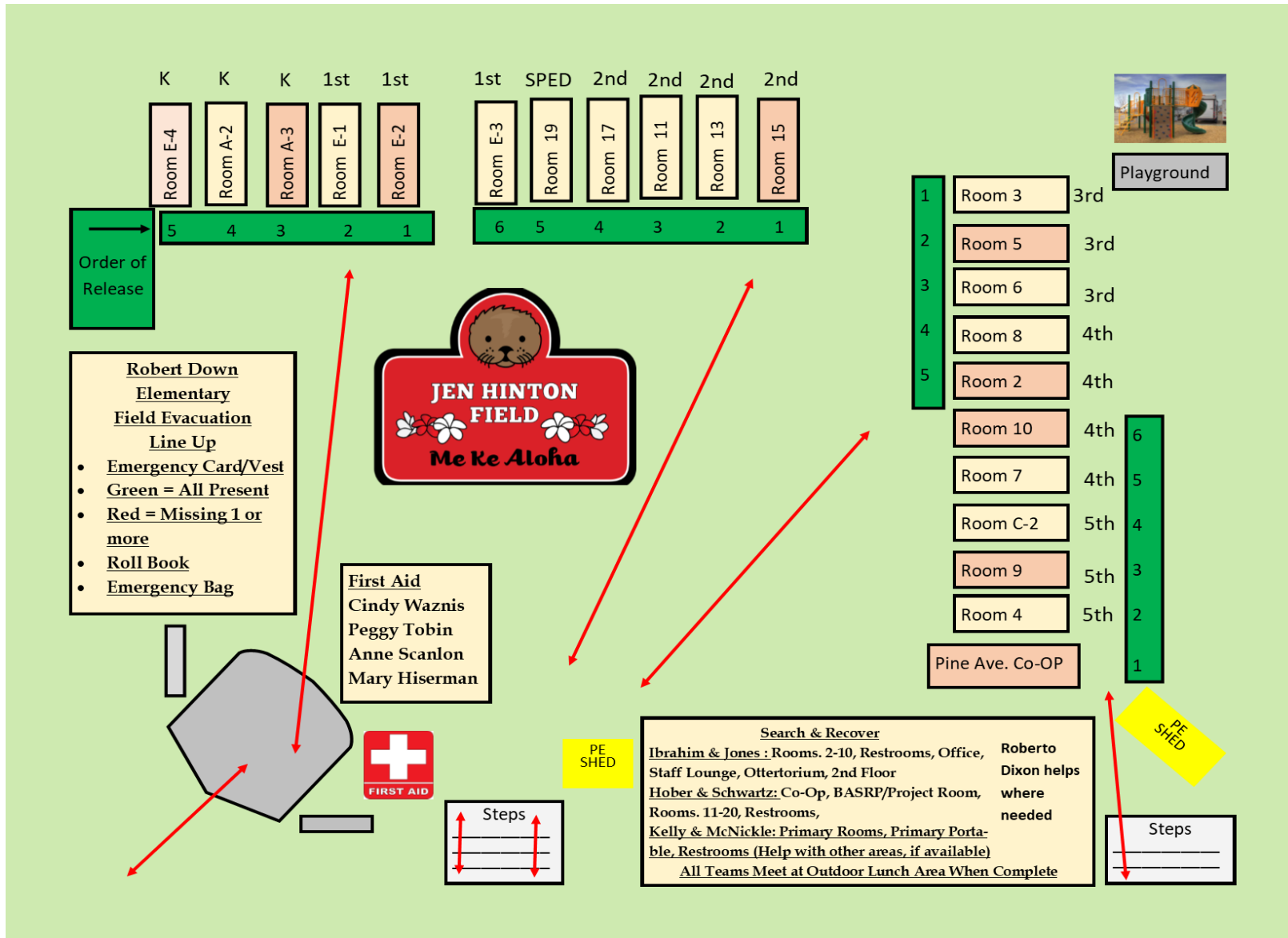
To evacuate individuals using wheelchairs

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

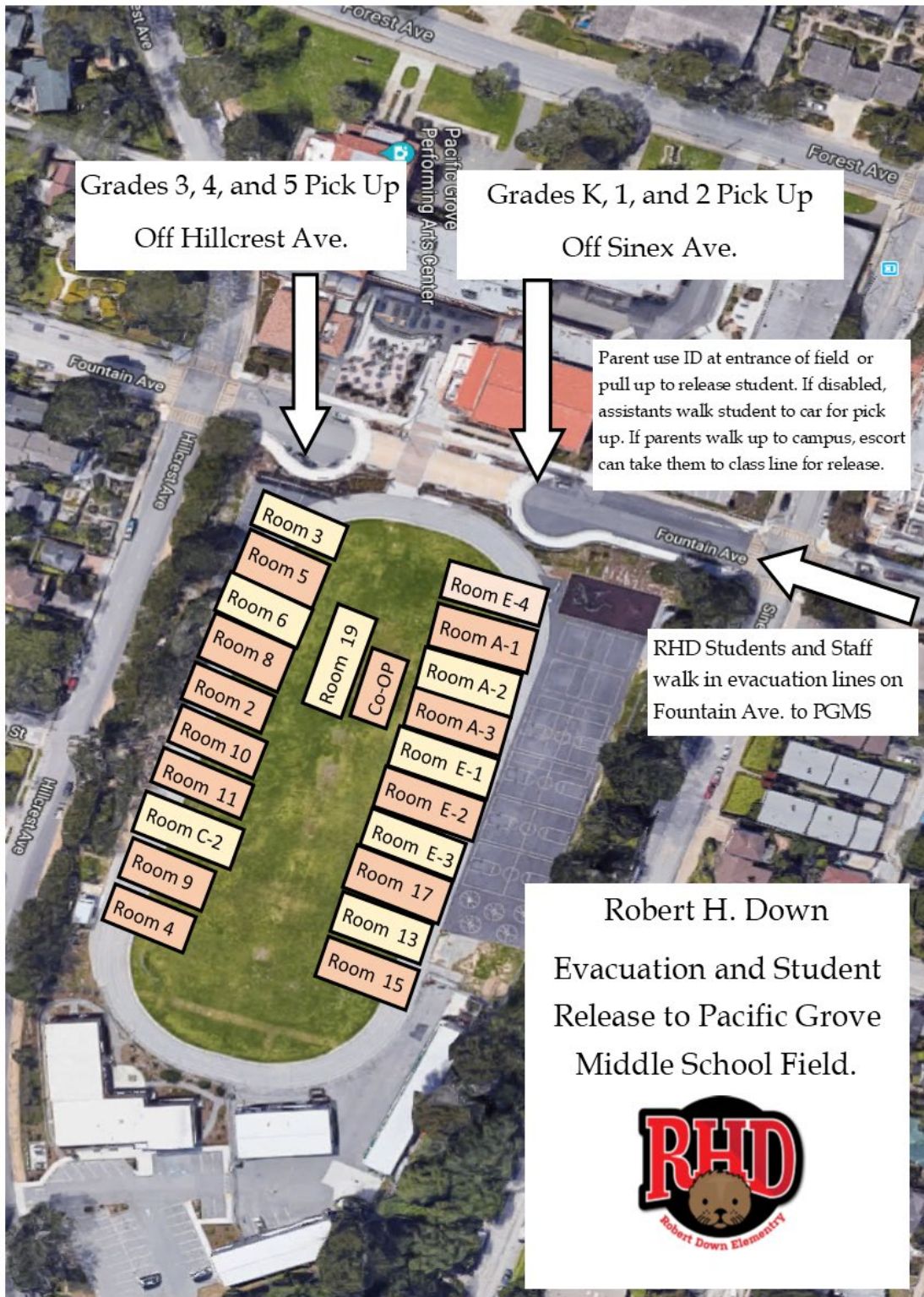




Robert H. Down Elementary Evacuation Map



Robert H. Down Elementary Evacuation Line Up



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

**SAFE SCHOOLS
SAFETY & SECURITY ASSESSMENT**

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

Dates of Assessment: October 2019
Community Partners & Guests:

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

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

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

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

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

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

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

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

Robert Down Elementary School Emergency Phone Tree

Sean Keller →	Amy Riedel →	Kelly Van Houtan →
	Office, Computers, BASRP, Music, ELD, PE, & Co-Op	Cindy Waznis
		Eddie Overstreet →
		Daniel Schwartz
		BASRP TBD →
		Jared Masar →
		Maria Miller
		Peggy Tobin →
		Jackie Kite →
	Julie Kelly →	Erica Chavez
		Christina Renteria
		Sally Jones
		Norma Barakat
		Caroline Wade
	Rachel McNickle →	Michelle Evans
	1 st Grade	Jacqueline Perkins
		Adrienne Taylor
	Denise Johnson →	Page Gilmore
	2 nd Grade	Anna Darnell
		Christina Luciano
		Pam Chrislock
	Kris Stejskal →	David Jones
	3 rd Grade	Stephanie Perlstein
	Karen Levy →	Stefanie Pechan
	4 th Grade	Angelee Brockmeyer
		Steve Ibrahim
		Nargess Akhavi
	Mary Hiserman →	Anne Hober
	5 th Grade	Sydney Dacuyan
Melissa Gibson		
Sonda Frudden →	Dessie Zanger	
Loft & Library	Anne Scanlon	
Lauren Davis →	Patty Bloomer →	
SPED	Laura Rivera	
	Megan Roach	
	Leslie Horn	
	Audrey Kitayama	

Robert Down Elementary School Emergency Phone Tree

→ Continued

Cafeteria & Garden	Kelly Van Houtan →	Sally Jones
		Keri Galer
Custodial Staff	Eddie Overstreet →	John Intagliata
		* Danny Manaclay Only if on site.
BASRP	BASRP Lead →	Jennifer Fuqua
		Evelyn Franco
		Tammie Kirmill
		Ryan Rodewald
Music	Jared Masar →	Theresa Hrubl-Percell
Room 18	Patty Bloomer →	April Gabriel
		Teresa Ramirez-DeWitt
		Andrea Webb
		Kyle Villacencio
		Christina Zantman
PE	Peggy Tobin →	Roberto Dixon
Pine Ave. Co-Op	Jackie Kite →	TBD

PGUSD Parent Guide to COVID-19
Protocols and Procedures - 2020-2021 School Year

Frequently Asked Questions

In preparation for in-person learning, we have provided the following *frequently asked questions* regarding our health guidelines and protocols. We look forward to seeing your children at school!

1. *How has PGUSD prepared to have staff and students back on campus safely?*
2. *What will PGUSD provide to students to ensure their health and safety while on campus?*
3. *What supplies has PGUSD provided to staff members so to ensure their health and safety?*
4. *What is PGUSD providing to classrooms so that they remain properly disinfected?*
5. *How is PGUSD following health guidelines while staff and students are on campus?*
6. *How do I know if my child is well enough to come to school?*
7. *My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?*
8. *When my child comes to school, what is the check-in procedure?*
9. *When would my child have to go home from school?*
10. *If a student becomes ill at school, how does the school handle it?*
11. *How long should a student stay at home when ill?*
12. *How would I know if my student has been exposed to COVID-19?*
13. *What happens when a student is exposed to a positive case of COVID-19 based on guidelines for close contact?*
14. *What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?*
15. *If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?*
16. *What is the school plan if a student or staff member becomes infected with COVID-19?*
17. *What happens if a family member or someone in close contact (outside of school) with a student or staff member tests positive for COVID-19?*
18. *What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?*
19. *If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?*
20. *How will information about COVID-19 cases and other medical information be handled by the school?*
21. *When would the district decide to close a school because of COVID-19?*
22. *When would the district decide to close all of the schools because of COVID-19?*
23. *If a school is closed for in-person learning, when may it re-open?*

1. *How has PGUSD prepared to have staff and students back on campus safely?*

PGUSD has partnered with MCOE and other health vendors to provide all required PPE, sanitation, and health protocols for all students and staff who are on campus for in-person learning. We also have developed a district safety plan to address health and disinfection procedures according to California Department of Health guidelines.

2. *What will PGUSD provide to students to ensure their health and safety while on campus?*

1. Each student participating in on-campus instruction will be provided a mask packet (quart-size ziploc bag) of 2 reusable cloth face coverings and 2 disposable face coverings. An

instruction sheet is included in each packet for wear and care. Please follow all instructions. Students are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness and should fit snugly over the nose and chin without sliding down the face. The covering should be free of gaps on the side, bottom, or top.

2. Each classroom is provided one or more of the following: Hand washing station, hand sanitizer dispenser, and hand sanitizer pump bottle along with alcohol-based wipes as needed.

3. *What supplies has PGUSD provided to staff members to ensure their health and safety?*

1. Each staff member is provided with cloth face coverings, disposable face coverings, and face shields. Designated staff in the Health, Special Education, and Main Office departments will have additional PPE such as KN95 masks, transparent window masks, and disposable gowns along with disposable gloves.
2. Staff are welcome to use their own face coverings provided that they meet CDC guidelines which state that face coverings should be 2-3 layers in thickness. They should fit snugly over the nose and chin without sliding down the face and be free from gaps on the side, bottom, or top.

4. *What is PGUSD providing to classrooms so that they remain healthy and clean?*

Each classroom has either a hand washing station, hand sanitizer dispenser, or hand sanitizer pump bottle(s). Each classroom will have alcohol-based wipes available as needed. Custodial staff will provide thorough disinfection of each classroom daily on a regular basis and for high-touch areas throughout the day. Classrooms can be ventilated through opening doors and windows during student instruction.

5. *How is PGUSD following health guidelines while staff and students are on campus?*

All students and staff must wear face coverings at all times on campus unless they have a valid medical exemption. All students and staff will adhere to social distancing of at least 6 feet wherever possible both inside and outside. Students will be reminded to wash/sanitize their hands frequently along with staff members.

6. *How do I know if my child is well enough to come to school?*

Your child should be free of illness symptoms either that you see or that they complain of other than what they normally experience, particularly if they have a diagnosed chronic medical condition such as allergy or asthma. Keep a child home if they manifest with a 100.4 or higher temperature, headache, chills, cough, sore throat, congestion (not related to asthma or allergies), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, fatigue, stomach ache, diarrhea, or if they just don't look well and are not acting themselves.

7. *My child has a chronic medical condition where they experience frequent symptoms that mimic illness, but they are not ill. Can't they just stay at school?*

Your child's school site should be provided with documentation from their healthcare provider with any health condition which manifests with symptoms that mimic contagious illness. The medical documentation must include diagnosis, description, and current treatments including medication in order to verify that their condition is not related to contagious illness. If you have any questions, please contact Katrina Powley, District Nurse at kpowley@pgusd.org or (831) 646-6514

8. *When my child comes to school, what is the check-in procedure?*

Each student should arrive at school with their face covering securely on if no medical exemption. They will have their temperature taken before entering the classroom by either a health staff member, teacher, teacher's assistant, or main office staff member. At that time, the staff member will also do a visual check to ascertain if the child has the following symptoms: temperature of 100.4 or higher, headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, or fatigue. If the child's temperature is within normal range and they do not have the above symptoms, they may proceed to the classroom. Upon entering the classroom, they will be instructed to wash or sanitize their hands.

9. *When would my child have to go home from school?*

Upon check-in, the child exhibits the following symptoms: temperature of 100.4 or higher, headache, chills, cough, sore throat, congestion (not related to allergy or asthma), new loss of taste or smell, difficulty breathing (not related to asthma), muscle or body aches, stomach ache, diarrhea, fatigue, or if the child develops any of these symptoms, especially a combination of any of the above symptoms while at school.

10. *If a student becomes ill at school, how does the school handle it?*

- Teacher notifies the office that a sick child is coming.
- Nurse/Health clerk greets the student outside of the office.
- Nurse/Health clerk takes student to a designated isolation room for assessment
- If symptomatic, nurse/health clerk contacts parent for student pickup.
- Parent/guardian must be available to pick up their child within 15 minutes of school phone call.
- Parent will be instructed to keep student at home until no signs or symptoms of illness for at least 24 hours without over-the-counter medication. Parent should contact healthcare provider if illness symptoms persist after 2 days of symptom onset.
- School and classrooms will remain open unless a positive case of COVID-19 is confirmed (see further sections below).

11. *How long should a student stay at home when ill?*

As of July 20, 2020, the CDC recommends that all persons must be free of illness symptoms for at least 24 hours without the use of fever-reducing or other over-the-counter medication.

12. *How would I know if my student has been exposed to COVID-19?*

Please note: Contact with a positive case does not equate to a positive case. A person is considered to have been exposed to COVID-19 if they were within close contact of a confirmed infected person (within 6 feet) for at least 15 minutes starting from two days before illness onset (or, for asymptomatic people, two days prior to specimen collection).

Additional factors that are considered when determining exposure include: Proximity (how close were the individuals together); Duration of close contact (longer exposure time likely increases exposure risk); Whether the positive individual is symptomatic (coughing likely increases exposure risk); Whether either the case patient or contact were wearing face coverings and what type of face covering.

13. ***What happens when a student is exposed to a positive case of COVID-19 based on guidelines for close contact?***

The student would self-quarantine for 14 days and be monitored for symptoms of COVID-19. Student testing for COVID-19 is recommended, especially if illness symptoms develop.

14. ***What if my child is tested positive for COVID-19 but has no symptoms of COVID-19?***

According to the CDC, persons who never develop symptoms can discontinue quarantine (isolation) 10 days after the date of their positive test, however, two negative test results 24 hours apart may be prescribed by healthcare provider before student returns to school.

15. ***If my child is diagnosed with COVID-19 and develops more moderate to severe symptoms, how long would they be home in isolation before returning to school?***

CDC guidelines state up to 20 days or beyond until symptoms resolve or improve significantly as specified by a healthcare provider. In addition, healthcare provider may specify two negative test results 24 hours apart before student returns to school.

16. ***What is the school plan if a student or staff member becomes infected with COVID-19?***

Information is reported to school administrator and district nurse who then contacts the Monterey County Health Department. All positive COVID-19 test results are reported to the Monterey County Health Department who then initiates contact tracing and assigns a case worker to the individual/family with a positive COVID-19 test result. The case worker provides instructions and guidance to the individual/family throughout illness and quarantine period.

Positive individual isolates for at least 10 days from onset of symptoms or date of COVID-19 test (specimen collection).

Phone call and school communication letter to school site families.

Classroom CLOSED for 14 days from last exposure. School remains OPEN.

Classmates of students and staff quarantine for 14 days and contact healthcare provider for guidance.

17. ***What happens if a family member or someone (outside of school) in close contact with a student or staff member tests positive for COVID-19?***

Information is reported to school administrator and district nurse. The student or staff member should remain at home (or be sent home from school) and quarantine for 14 days. Contact healthcare provider for testing. School communication letter to families in affected classroom (s). School and Classroom OPEN.

18. ***What if a student or staff member tests negative for COVID-19 after illness symptoms or confirmed contact?***

Student or staff member may return to school 3 days after symptoms resolve according to provider discretion. 14 day quarantine still required if in close contact with COVID-19 positive case. School communication letter if prior testing awareness. School and Classroom remain OPEN.

19. *If we have a student with a positive COVID-19 test and they have a sibling in another cohort, should that sibling's cohort be restricted from attending school? If so, for how long?*

Typically, no, unless any members of the sibling's cohort were considered a close contact of an individual with a positive COVID-19 test result. Standard guidance for isolation at home for at least 14 days after close contact with a person testing positive for COVID-19 only. Public health will determine who needs to be quarantined.

20. *How will information about COVID-19 cases and other medical information be handled by the school?*

All medical information and the status of student health will be kept confidential and only shared by those within the circle of confidentiality who need to be made aware of the health condition for communicating information to the health department and for contact tracing.

21. *When would the district decide to close a school because of COVID-19?*

Individual school closure may be appropriate when there are multiple cases in multiple cohorts at a school or when at least 5 percent of the total number of teachers/student/staff are cases within a 14-day period, depending on the size and physical layout of the school. The Local Health Officer may also determine school closure is warranted for other reasons, including results from public health investigation or other local epidemiological data.

22. *When would the district decide to close all of the schools because of COVID-19?*

A superintendent should close a school district if 25% or more of schools in a district have closed due to COVID-19 within 14 days, and in consultation with the local public health department

23. **If a school is closed for in-person learning, when may it re-open?**

Schools may typically reopen after 14 days and the following have occurred:

- Cleaning and disinfection
- Public health investigation
- Consultation with the local public health department

(Source: MCOE Communication Toolkit 8/5/2020 [cdc.gov](https://www.cdc.gov) updates from 7/20/2020 and 8/10/2020)



Robert H. Down Reopening Overview 2020-2021
(Updated February 22, 2021)

Introduction - This is an overview of the current plan at Robert H. Down Elementary School. Specifics to each area will be provided prior to a district survey asking parents to decide between distance learning or blended learning. Every aspect of this plan follows current state and county guidelines regarding physical distancing to keep all staff and students safe as we return to school. The plan must also be flexible enough to allow us to shift into a full distance learning program if we are ordered by county officials to do so. This overview is written following current county guidelines. As the guidelines change, our plan for reopening may be adjusted. We realize that this will not answer all of our community’s questions, so if you have questions or comments, please contact Principal Sean Keller by email at skeller@pgusd.org or feel free to text at (831) 275-0083.

Two Programs Offered

1. Full Distance Learning - Students who are medically compromised, per CA Senate Bill 98, and students choosing to remain in Distance Learning do not attend school and participate in distance learning every day
2. Hybrid - Learning program - Students attend school four days each week in AM or PM cohort and participate in asynchronous distance learning at home depending on their cohort time.

Full Distance Learning

- Students do all learning from home
- Daily live interaction with a teacher
- All testing is done online
- Instruction will be computer based, but also include traditional materials (paper, workbooks, manipulatives, etc.) distributed regularly
- Distance Learning program developed by each grade level
- Will have a combination of live instruction (synchronous) and recorded instruction (asynchronous)
- Attendance and online engagement will be monitored

Hybrid Learning Program

Weekly Attendance for Live Instruction - Students attend school four days each week in AM or PM cohort. When not at school, students participate in asynchronous distance learning at home. Ongoing cleaning/disinfection will occur throughout each day along with nightly custodial services. Groups would be decided by alphabetical order. Considerations will be made for pairing siblings across sites along with students utilizing pods to the best of our ability.

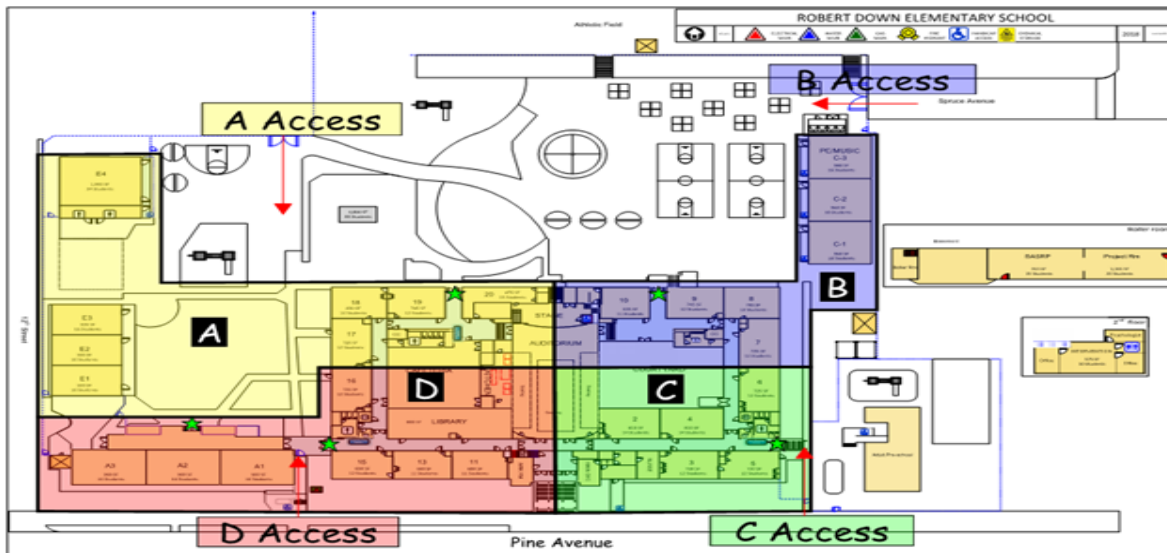
Monday	Tuesday	Wednesday	Thursday	Friday
Morning Meeting for all students.	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)	AM Group (PM Asynchronous)
Teacher Planning & DL	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)	PM Group (AM Asynchronous)

Bell Schedule (Working Draft)- Staggered Start/End Times - Staggered start and end times allow for smaller groups arriving and leaving campus.

Grade	Cohort Group	Start Time	Structured Play	Dismissal (Instructional Minutes)
Kindergarten	AM Group	8:30	TBD	10:30 (120)
	PM Group	12:00	TBD	2:00 (120)
1st & 2nd	AM Group	8:30	TBD	11:00 (150)
	PM Group	12:30	TBD	3:00 (150)
3rd, 4th, & 5th	AM Group	8:45	TBD	11:15 (150)
	PM Group	12:45	TBD	3:15 (150)
SDC	AM Group	9:00	TBD	11:45 (150)

Student Drop Off & Pick Up

- Student temperatures will be taken but not recorded. Parents will be contacted for students with a fever of greater than 100.4 degrees
- Students will use a different campus entrance based on their classroom location
 - Access Area A: Drive up drop off/pick up using Spruce Ave.
 - Access Area B: Parents may drive onto campus for drop off using Spruce Ave. gate
 - Access Area C: Drive up drop off/pick up using Pine Ave. near Co-Op
 - Access Area D: Drive up drop off/pick up using Pine Ave. bus area
- Parents will not be allowed to accompany students inside the gates
- Students will enter A, B, C, or D access areas according to their classroom location (map below)



*Site is broken into quadrants A,B,C,D
 *Each quadrant will have an egress/ingress access point.
 * Students will be assigned to an access point according to which quadrant their teacher's classroom is in.

- Estimated number of students using each access point

- Access A (with Room E-1 using D Access): AM - 39 students, PM - 37 students
- Access B: AM - 28 students, PM - 29 students
- Access C: AM - 43 students, PM - 41 students (Possible switch of entry for one class to reduce #)
- Access D: AM - 37 students, PM - 36 students

RHD Return to Campus/DL <u>Projections</u> Based on November Parent Survey Feedback (Cohort # for AM-PM Blended Learning Model)						
Kindergarten	Hybrid Class 1		Hybrid Class 2		Distance Learning	
	22 (11/11)		21 (11/10)		14	
1- Grade 16 per classroom per guideline capacity	Hybrid Class 1		Hybrid Class 2		Distance Learning	
	26 (13/13)		26 (13/13)		18	
2- Grade *11 per classroom per guideline capacity	Hybrid Class 1		Hybrid Class 2		DL 1	DL 2
	25 (*12/13)		25 (*12/13)		17	18
3- Grade 12 per classroom per guideline capacity	Hybrid Class 1		Hybrid Class 2		Distance Learning	
	23 (11/12)		23 (11/12)		26	
4- Grade 11-14 per classroom per guideline capacity	Hybrid Class 1		Hybrid Class 2	Hybrid Class 3	Distance Learning	
	18 (9/9)		18 (9/9)	17 (8/9)	25	
5- Grade 12-16 per classroom per guideline capacity	Hybrid Class 1		Hybrid Class 2		Distance Learning	
	21 (10/11)		22 (11/11)		21	

Special Education

- Our SDC/Inclusion students have been invited back to campus on Tuesday and Wednesday mornings in accordance with the California Department of Education guidelines allowing for small cohorts of special populations of students to return to live instruction.
- When all students return to school, the SDC/Inclusion schedule will match that of their general education peers.

Before and After School Recreation Program (BASRP)

- BASRP is to be determined as our elementary schools are analyzing the viability of establishing small cohorts that would not mix.

Transportation

- Detailed information will be available once physical distancing requirements on buses are made clear and accurate capacity can be determined.

Personal Protective Equipment

- Students - all students would be required to wear a mask according to county guidelines. Students who do not have a mask will be provided one by the school.
- Staff - All staff will be required to wear a mask and have the option of wearing a plastic face shield as well.

Physical Distancing

- In Class - students will be seated six feet apart. Classes will have 8-14 students in them, 5 in SDC.
- Outside - students would remain in their class groups during recess and physical education. They will maintain six feet of distance in all situations where they line up.

Recess

- Students will wash their hands whenever they enter or exit the classroom. Additional handwashing stations have been installed throughout our campus to allow up to three students to wash hands, separately, at a time.
- Classes will be given a specific area of the playground where they play for that day (one group for each play structure, 4-6 groups on the primary grass/field, 4-6 groups on primary playground, and 4-6 groups on intermediate playground).
- We will follow all county and state guidelines regarding the sharing and disinfecting of equipment.

Lunch – School Lunches will be provided free of charge

- AM Students will have the opportunity to grab and go lunches as they leave campus.
- PM students will eat lunch before they arrive at campus.

Restrooms

- Kindergarten students will use the restroom near their classes (A wing and Portable by swings).
- 1st through 5th grade students will use common restrooms with particular stalls assigned to each grade level.
- Two students will be allowed in at a time with adults monitoring during recess.
- One student per class may access restrooms at a time during class periods although they will not be monitored.