

COMPREHENSIVE SCHOOL SAFETY PLAN VERIFICATION

2021 - 2022

Name of School

Name of District

CDS #

Date of Safety Plan Adoption: _____

Contact Person: _____

Position: _____

Telephone Number: _____

Address: _____

E-mail Address: _____

NOTE: By signing below, you are assuring that your school has a Comprehensive School Safety Plan that meets all requirements listed in Ed. Code 32280-32289, and that an annual evaluation of the plan has occurred and that any necessary changes have been made.

School Principal: San B. Keller _____
Signature Date

Site Council Chairperson: V. A. _____
Signature Date

Please return completed form to the General Services office of the Monterey County Office of Education. Please call (831) 755-0300, ext. 620 with any questions.

Fax: (831) 753-7888













Email: dfort@montereycoe.org

Address: Monterey County Office of Education
General Services Department
901 Blanco Circle
Salinas, CA 93901

COMPLIANCE CHECKLIST FOR COMPREHENSIVE SCHOOL SAFETY PLANS

CA Education Code 32280 – 32289

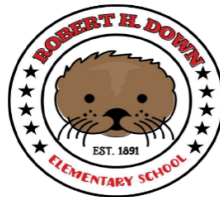
Please initial next to each requirement to confirm that your Safety Plan includes the listed required element.

Required Component	Requirement Met (please initial)
Section 32280	
(b) (1) Plan is written and developed by a school site council (SSC) or a safety planning committee. (RHD Site Council Reviewed Safety Plan at Nov. & Dec. 2021 Meetings) (2) The school safety planning committee is made up of a principal/designee, teacher, parent of child who attends the school, classified employee, others.	 
(b) (3) SSC/planning committee consulted with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan. PGPD Student Resource Officer, Justin Hankes	 
Section 32282	
(a) The comprehensive school safety plan includes, but is not limited to all of the following:	
(1) An assessment of the current status of school crime at the school and at school-related functions. You may accomplish this by reviewing the following types of information: <input type="checkbox"/> Reviewed UMIRS data (page 5) <input type="checkbox"/> Office Referrals (Data not collected) <input type="checkbox"/> Attendance rates/SARB data (page 5) <input type="checkbox"/> Suspension/Expulsion data (page 11) <input type="checkbox"/> Local law enforcement juvenile crime data N/A <input type="checkbox"/> CA Healthy Kids Survey data (page 18-27) <input type="checkbox"/> School Improvement Plan (pages 28-31) <input type="checkbox"/> Property Damage data (N/A) <input type="checkbox"/> Other: _____ <input type="checkbox"/> Other: _____	 
(2) Identify appropriate strategies and programs that provide and maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including but not limited to the following:	
(A) Child Abuse Reporting procedures (reference board policy) (page 13)	 
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities and the following: (i.e. crisis plan) (pages 41-61)	 
(i) Earthquake emergency procedures that include: (pages 46-48) (I) a school building disaster plan (evacuation map) (II) a drop procedure (student & staff take cover) dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary (III) protective measures to be taken before, during, and after an earthquake (IV) a program to ensure that pupils and staff are aware of and trained in the earthquake emergency procedure system	 

Required Component	Requirement Met (please initial)
(ii) Establish procedures to allow a public agency to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency (<i>reference board policy</i>) (page 13)	SK VA
(C) Suspension/Expulsion procedures (<i>reference policy and/or student handbook</i>) (pages 11-12)	SK VA
(D) Teacher notification of dangerous students (<i>reference board policy</i>) (page 13)	SK VA
(E) Discrimination and Harassment policy (<i>reference cyber-bullying policies in this section</i>) (page 13)	SK VA
(F) Dress code, including prohibition of gang-related apparel (<i>reference board policy and/or student handbook</i>) (page 13)	SK VA
(G) Procedures for safe ingress and egress of pupils, parents, and employees to and from school site (page 60)	SK VA
(H) A safe and orderly environment conducive to learning at the school, including two Safe School Components defined in Safe Schools: A Planning Guide for Action (page 14)	SK VA
(I) School rules and procedures for discipline (<i>reference student handbook and/or board policy</i>) (page 5)	SK VA
(J) Hate crime reporting procedures and policies (<i>reference board policy</i>) (page 13)	SK VA
(d) When practical, consult, cooperate and coordinate with other school site councils or school safety planning committees N/A	
(e) Evaluate and amend the plan as needed and at least once each year, to ensure the plan is properly implemented. Also keep an updated file of all safety-related plans and materials readily available for inspection by the public. (Nov. & Dec. 2021)	SK VA
Section 32288	
(a) Submit the plan to school district office of approval (Dec. 2021)	SK VA
(b) (1) SSC/Planning Committee communicated the school safety plan to the public at a public meeting at the school site (Dec. 13, 2021 - Virtual Site Council)	SK VA

Robert H. Down Elementary SAFE SCHOOLS REPORT & SCHOOL SAFETY PLAN 2021-2022

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



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

**Pacific Grove Unified School District
Monterey County**

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Pacific Grove Unified School District

Board of Education 2021-2022

John Paff	President
Brian Swanson	Clerk
Christy Dawson	Trustee
Carolyn Swanson	Trustee
Frank Rivera	Trustee
Gabby Gaona	Student Representative

Robert H. Down Elementary School

Site Leadership Committee 2021-2022

Sean Keller	Principal
Christina Renteria	Kindergarten Rep.
Michelle Evans	1 st Grade Rep.
Denise Johnson	2 nd Grade Rep.
Stephanie Perlstein	3 rd Grade Rep.
Angelee Brockmeyer	4 th Grade Rep.
Mary Hiserman	5 th Grade Rep.
Sonda Frudden	Support Staff Rep.

Robert H. Down Elementary School

Site Council/SPSA Committee 2021-2022

Valerie Anthony	Chairperson
Tally Hellfont	Vice-Chairperson
Brittany Brubaker	Secretary
Eric Bell	Parent member
Katie Whitman	Parent member
Heloisa Junquiro	Parent member
Laura Ottmar	Parent member
Daniel Esko	Parent member
Stephan Kuegele	Parent Member and ELAC Rep.
Sean Keller	Principal
Chantelle Cafferata	ELD Teacher
Christina Renteria	Kindergarten Teacher
Laura Smith	1 st Grade Teacher
Denise Johnson	2 nd Grade Teacher
Steve Ibrahim	3 rd Grade Teacher
Patty Bloomer	Special Education Teacher

PGUSD Pacific Grove Police Student Resource Officer (SRO)

Justin Hanks -Office at PGHS

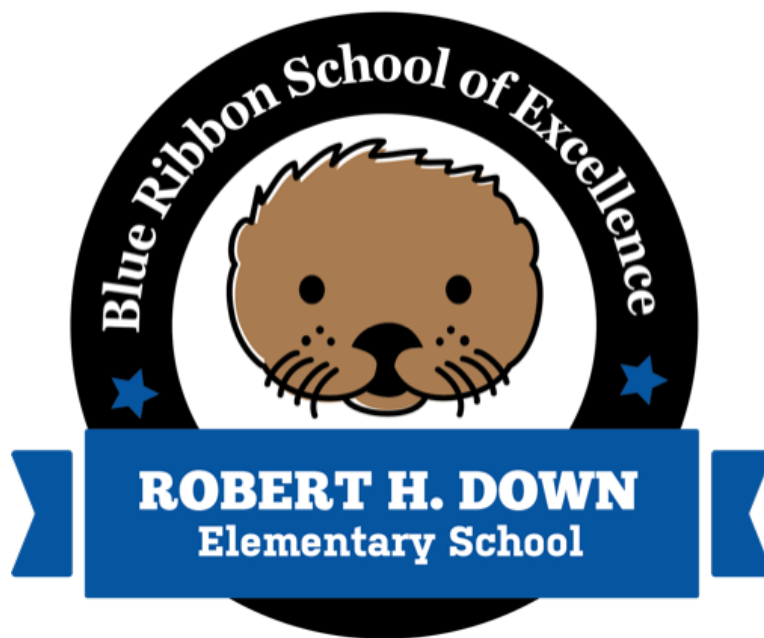
SCHOOL OVERVIEW

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

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

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

Programs include: Special Education, GATE, School Garden, School-based counseling, Speech Therapy, School Library, Physical Education, Computer Lab, Vocal and Instrumental Music, Read 180, DARE, Big 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 2021-2022 reporting periods 1-3 was 94.67% (a decrease of 4.04% from the same attendance period last year), with the lowest attendance rate occurring in August (93.28%) and highest in October (95.89%). It must be noted that our site had a reported 7 positive Covid cases affecting 4 separate classrooms in August.

2021-2022 Periods 1-3 Truancy Letter Data

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

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

RHD Student Handbook Excerpts:

Arrival and Dismissal

Children should not arrive at school b Arrival and Dismissal

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

Campus Access: Gates Opened and Locked

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

will be re-locked for the afternoon BASRP program at 3:30 P.M. and families wanting to access the Jen Hinton Field playground area are urged to do so with adult supervision. No students should be left unsupervised after school, or they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use after 4:00 P.M., over the weekend, and during school breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep RHD safe at all times

Punctuality

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

Student Attendance/Procedure for Parent to Explain Absences

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

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

Truancy/Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period (truancy 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/truancy tardies, the school

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

Tardy Policy

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

Early Dismissal from School

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

Excused Absences

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

Unexcused Absences

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

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

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

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

Attendance Codes

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

Excused Attendance Marks		Unexcused Attendance Marks	
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 <u>unexcused by the state</u> , 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
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Mental Health Services

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

Clare Davies, Director of Student Services, (831) 646-6523

[435 Hillcrest Avenue](#)

[Pacific Grove, CA 93950](#)

RHD COVID Protocols

- The RHD campus will be closed to parents unless they are volunteering and vaccinated. Proof of vaccination should be turned into the PGUSD Human Resources office. All parents must check in through the main office and use a smart phone for the PGUSD Facilitron COVID Entry System via QR code.
- All safety protocols required by the [CDPH K-12 Guidance for 2021-2022](#) will be followed on PGUSD school campuses in order to significantly reduce the risk of exposure to COVID-19 among our students and staff. All students and staff are required to use CDC-approved face coverings indoors at all times in the presence of other students and staff regardless of vaccination status unless medically exempt as verified by a physician's order. In addition, all sanitation procedures such as hand washing, hand sanitation, and campus disinfection procedures are implemented regularly.
- PGUSD District Office hosts PCR COVID-19 testing every Monday from 8:00 - 5:00 pm (except from 1:00 -2:00 pm for staff meal) for district employees and students (435 Hillcrest Avenue). Although paper registration forms are available at the testing site, electronic registration is the preferred method via the following link available 24/7: (<https://lhi.care/covidtesting>). You do not need to schedule an appointment time. Results are usually available by Wednesday mid-morning.
- PGUSD began CDPH BinaxNOW COVID-19 school-based testing program in October 2021. This testing will be designated for staff members requesting to be tested, all students required to be in modified quarantine due to close contact exposure to a positive student in the class, and any student as requested by parent or teacher who may have symptoms or has recently returned to school after illness recovery for confirmatory negative result or other reason. We will adjust our testing program and frequency as needed throughout the remainder of the school year.
- PGUSD will begin Pooled COVID-19 Site Testing in Late November 2021. Three classrooms will be chosen on a Monday (primary) and Wednesday (intermediate). RHD will begin with 2nd and 4th grade classrooms due to recent COVID positive cases and will continue to rotate through primary and intermediate grade levels

through May 2021 or until the Monterey County Health Department recommends to terminate the program.

RHD COVID-19 Rainy Day Plan

<p><u>RHD Rainy Day Lunchtime Plans</u></p> <p>12:05-12:25 (5th grade Blue jackets to help - Assigned by 5th grade teachers. Mr. Keller to contact and assign primary grade classrooms.)</p> <ul style="list-style-type: none">• Kinder and 1st in cafeteria• 2nd in hallways. Chairs optional• Students come in directly to tables or hallway and those receiving school lunch will be escorted one class at a time.• Intermediate grades go to Otteratorium with assigned classroom seats• All Otteratorium seating areas have been updated (See seating chart)• Begin to ready for transition at 12:20 <p>12:25 Transition</p> <ul style="list-style-type: none">• Each primary class is escorted to Otteratorium through Southside hallway (Lost and Found) to classroom seating areas. 2nd walks as classrooms groups and waits behind kinder and 1st grades.• 3rd and 5th grades and 4th grade school lunch students escorted through lobby and 2nd grade hallway. Wait at top of Otteratorium for 2nd grade to leave hallway. 4th walk through 2nd grade hallway to classroom• 4th grade home lunch students leave through west doors to 4th grade classroom hallways.	<p>12:25-12:55 (5th grade Blue jackets to help with primary in Otteratorium)</p> <ul style="list-style-type: none">• 3rd and 5th grades sit at classroom-assigned tables and wait to be called up for school lunch• 4th grade students go through line first, leaving cafeteria through south doors and walking all the way around to classroom hallways – not through Otteratorium• Primary grades sit at classroom-designated areas for Otteratorium• Begin to ready for transition at 12:50 <p>12:55 Dismissal to class</p> <ul style="list-style-type: none">• Kinder and 1st grade use south doors to exit Otteratorium by classroom with blue jacket escorts.• 2nd grade waits as 3rd and 5th grade classes use 2nd grade hallway to exit cafeteria by classrooms and stay in straight lines, walking quietly back to class.• If anything changes with these plans, it will be shared over radio to Noon Duty staff in Otteratorium – possibly having 2nd grade leave first as older students need to clean up cafeteria.• Teachers are welcome to escort their students from cafeteria or Otteratorium.• Breakfasts will be delivered to classrooms at morning recess.
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CAMPUS LUNCH LOCATIONS



Ottertorium (Auditorium) seating is separated by classroom cohorts.

Discipline Referrals, Suspension and Expulsion Rates

RHD Suspension and Expulsion Uniform Management Information Reporting System (UMIRS) Statistics					
	2016-17	2017-18	2018-19	2019-20	2020-21
Suspensions	0.2	0.0	0.0	1.0	1.0
Expulsions	0.0	0.0	0.0	0.0	0.0

District-Wide Discipline

Entire discipline matrix document can be found at <https://pgusd.org/student-discipline/>

OFFENSE	MINIMUM	MAXIMUM
1. Damage to school property	Parent contact/conference, restitution, Restorative meeting	Alternative placement, Suspension, Expulsion

2. Cheating	Parent contact/conference, Grade adjustment, Restorative meeting	“U” in citizenship, possible removal from class, Detention, 1 Day 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. Additional Noon Duty and gate staff positions have been advertised but no candidates have applied as of November 2021.

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

Total Percentage of Students Receiving Free/Reduced Lunch

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

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2]):

Component 1: The School Climate

People and Programs

Robert Down Elementary School, a 2019 National Blue Ribbon School of Excellence, is considered a safe campus and has clear expectations for student behaviors. There are school-wide programs in place which help develop students' character, social and emotional learning, and leadership skills. Our Toolbox Social Emotional Curriculum, Big Buddy/Little Buddy Program, and Random Acts of Kindness (RAK) Assemblies are annual programs, although assemblies have been postponed until COVID-19 cases have subsided.

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

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.



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

7. School Violence, Victimization, and Safety

Table A7.1

Perceived Safety at or Outside of School

	Grade 5 %
Do you feel safe at school?	
No, never	2
Yes, some of the time	10
Yes, most of the time	30
Yes, all of the time	58
Do you feel safe on your way to and from school?	
No, never	2
Yes, some of the time	5
Yes, most of the time	25
Yes, all of the time	68

Question ESA.58, 59: Do you feel safe at school?... Do you feel safe on your way to and from school?

Note: Cells are empty if there are less than 10 respondents.

Table A7.2

Violence Victimization Scale Questions

	Grade 5 %
Violence victimization	
<i>Average reporting "Yes"</i>	38
Do other kids hit or push you at school when they are not just playing around?	
No, never	72
Yes, some of the time	23
Yes, most of the time	2
Yes, all of the time	3
Do other kids at school spread mean rumors or lies about you?	
No, never	53
Yes, some of the time	38
Yes, most of the time	5
Yes, all of the time	3
Do other kids at school call you bad names or make mean jokes about you?	
No, never	62
Yes, some of the time	33
Yes, most of the time	2
Yes, all of the time	3

Question ESA.52, 53, 55: Do other kids hit or push you at school when they are not just playing around?... Do other kids at school spread mean rumors or lies about you?... Do other kids at school call you bad names or make mean jokes about you?

Note: Cells are empty if there are less than 10 respondents.

Table A7.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	77
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	3
Yes, some of the time	5
Yes, most of the time	19
Yes, all of the time	73
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	3
Yes, some of the time	12
Yes, most of the time	25
Yes, all of the time	60
Students at your school try to stop bullying when they see it happening.	
No, never	12
Yes, some of the time	33
Yes, most of the time	40
Yes, all of the time	15

Question ESA.38-40: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening?

Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Been Teased About Body Image

	Grade 5 %
No	78
Yes	22

Question ESA.61: Have other kids at school ever teased you about what your body looks like?

Note: Cells are empty if there are less than 10 respondents.

Table A7.4
Violence Perpetration Scale Questions

	Grade 5 %
Violence perpetration	
Average reporting "1 or more times"	28
Have hit or pushed other kids	
0 times	71
1 time	15
2 times	8
3 or more times	5
Have said mean things about other students or called them bad names	
0 times	60
1 time	30
2 times	7
3 or more times	3
Have spread mean rumors or lies about other kids	
0 times	86
1 time	7
2 times	5
3 or more times	2

Question ESA.49-51: During the past year, how many times have you hit or pushed other kids at school when you were not playing around?... During the past year, how many times have you spread mean rumors or lies about other kids at school?... During the past year, how many times at school have you said mean things about other students or called them bad names?

Note: Cells are empty if there are less than 10 respondents.

9. Alcohol and Other Drug (AOD) Use

Table A.9.1
Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	13
Alcohol, a full glass	0
Inhalants (to get high)	0
Marijuana (smoke, vape, eat, or drink)	0
None of the above	87
Any of the above	13

Question ES A.64-66: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A.9.2
Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	2
Yes, a little bad	47
Yes, very bad	51
Marijuana (smoke, vape, eat, or drink)	
No, not bad	0
Yes, a little bad	2
Yes, very bad	67
I don't know what marijuana is	32

Question ES A.69, 70: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

10. Tobacco Use

Table A.10.1
Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	0
Part of a cigarette, like one or two puffs	0
A whole cigarette	0
Ever vaped	0

Question ES A.62, 63: Have you ever smoked a cigarette?... Have you ever ever vaped (used JUUL, Vuse, Suorin, MarkTen)?

Note: Cells are empty if there are less than 10 respondents.

Table A.10.2
Perception of Health Risk of Cigarette and Electronic Cigarette Use

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	2
Yes, a little bad	0
Yes, very bad	98
Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?	
No, not bad	0
Yes, a little bad	2
Yes, very bad	98

Question ES A.67, 68: Do you think smoking cigarettes is bad for a person's health?... Do you think using an electronic cigarette, e-cigarette, hookah pen, or other vaping device is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

Table A11.4
Experienced Sadness

	Grade 5 %
No, never	22
Yes, some of the time	62
Yes, most of the time	13
Yes, all of the time	3

Question ES A.60: Do you feel sad?

Note: Cells are empty if there are less than 10 respondents.

Table A12.1
Key Indicators of School Climate and Student Well-Being by Gender – Continued

	Grade 5	
	Female %	Male %
<i>School Disciplinary Environment</i>		
Rule clarity [‡]	91	93
Students well behaved [‡]	84	76
Students treated fairly when break rules [‡]	81	55
Students treated with respect [‡]	91	90
<i>Substance Use and Physical/Mental Health</i>		
Alcohol or drug use	3	25
Marijuana use	0	0
Cigarette use	0	0
Vaping	0	0
Late bedtime (after 10 pm)	13	17
Experienced sadness [‡]	19	14

Notes: Cells are empty if there are less than 10 respondents.

[‡]Average percent of respondents reporting “Yes, most of the time” or “Yes, all of the time.”

School Climate

PGUSD 5th Grade 2020-21 Healthy Kids Survey

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
<i>Student Sample Size</i>	
Target sample	65
Final number	46
Response Rate	71%

Table A1.2
Number of Respondents by Instructional Model

	Grade 5
In-school learning only	0
Remote learning only	46
Hybrid learning	0

Table A4.3***Peer Interactions (Virtual), Past 7 Days***

	Grade 5 %
0 days	24
1 day	4
2 days	13
3 days	9
4 days	11
5 days	11
6 days	0
7 days	28

Question ES A.7: On how many of the past 7 days did you talk to your friends by phone, computer, or tablet (iPad)?

Note: Cells are empty if there are less than 10 respondents.

Table A4.4***Number of Days Exercising, Past 7 Days***

	Grade 5 %
0 days	0
1 day	7
2 days	9
3 days	7
4 days	15
5 days	13
6 days	4
7 days	46

Question ES A.6: On how many of the past 7 days did you exercise, dance, or play sports for 20 minutes or more?

Note: Cells are empty if there are less than 10 respondents.

Table A5.1**Remote Learning Schedule and Instructional Time – Continued (Remote and Hybrid Only)**

	Grade 5 %
Number of weekdays participating in school from home for the entire school day	
0 days	4
1 day	0
2 days	0
3 days	2
4 days	9
5 days	85

Question ES A.15: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?

Note: Cells are empty if there are less than 10 respondents.

Table A5.2**Interesting Activities Provided for Student in Remote Learning (Remote and Hybrid Only)**

	Grade 5 %
No, never	2
Yes, some of the time	33
Yes, most of the time	37
Yes, all of the time	28

Question ES A.22: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

Note: Cells are empty if there are less than 10 respondents.

Table A6.1**Perceived School Performance**

	Grade 5 %
One of the best students	20
Better than most students	30
About the same as others	50
Don't do as well as most others	0

Question ESA.39: How well do you do in your schoolwork?

Note: Cells are empty if there are less than 10 respondents.

Table A6.4**School Environment, School Connectedness, and Academic Motivation Scales**

	Grade 5 %	Table
Total school supports [‡]		
Caring adults in school	80	A6.5
High expectations-adults in school	93	A6.6
Meaningful participation at school [‡]		A6.7
School connectedness [‡]		A6.8
Academic motivation	91	A6.9

Notes: Cells are empty if there are less than 10 respondents.

Table numbers refer to tables with item-level results for the survey questions that comprise each scale.

Scales are based on average of students reporting "Yes, most of the time" or "Yes, all of the time."

[‡]In-School and Hybrid Models only.

Table A6.5
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	80
Do the teachers and other grown-ups at school... care about you?	
No, never	0
Yes, some of the time	7
Yes, most of the time	35
Yes, all of the time	59
listen when you have something to say?	
No, never	2
Yes, some of the time	20
Yes, most of the time	39
Yes, all of the time	39
make an effort to get to know you?	
No, never	7
Yes, some of the time	24
Yes, most of the time	33
Yes, all of the time	37
<i>Question ES A.32, 40, 43: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?</i>	
<i>Note: Cells are empty if there are less than 10 respondents.</i>	
teach students to understand how other students think and feel?	
No, never	4
Yes, some of the time	26
Yes, most of the time	37
Yes, all of the time	33

Table A7.2
Teachers Checking on Student Progress

	Grade 5 %
No, never	4
Yes, some of the time	41
Yes, most of the time	30
Yes, all of the time	24

Question ESA.30: Do the teachers and other grown-ups from your school check on how you are doing?
Note: Cells are empty if there are less than 10 respondents.

Table A9.3
Cyberbullying, Past 30 days

	Grade 5 %
No, never	82
Yes, some of the time	13
Yes, most of the time	0
Yes, all of the time	4

Question ESA.66: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

10. Social Emotional Supports

Table A10.1
Self-Efficacy Scale Questions

	Grade 5 %
Self-efficacy	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	90
Can you do most things if you try?	
No, never	0
Yes, some of the time	11
Yes, most of the time	40
Yes, all of the time	49
Do you try to work out your problems?	
No, never	0
Yes, some of the time	11
Yes, most of the time	42
Yes, all of the time	47
Are there many things you do well?	
No, never	0
Yes, some of the time	9
Yes, most of the time	44
Yes, all of the time	47

Question ES A.75, 77, 78: Can you do most things if you try?... Do you try to work out your problems?... Are there many things you do well?

Note: Cells are empty if there are less than 10 respondents.

Table A10.2
Problem Solving Scale Questions

	Grade 5 %
Problem solving	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	67
Do you know where to go for help with a problem?	
No, never	0
Yes, some of the time	13
Yes, most of the time	24
Yes, all of the time	62
Do you try to work out your problems by talking or writing about them?	
No, never	13
Yes, some of the time	40
Yes, most of the time	24
Yes, all of the time	22
When you need help, do you find someone to talk with about it?	
No, never	4
Yes, some of the time	27
Yes, most of the time	36
Yes, all of the time	33

Question ES A.80-82: Do you know where to go for help with a problem?... Do you try to work out your problems by talking or writing about them?... When you need help, do you find someone to talk with about it?

Note: Cells are empty if there are less than 10 respondents.

Table A10.3

Peer Supports Scale Questions

	Grade 5 %
Peer supports	
<i>Average reporting "Pretty much true" or "Very much true"</i>	69
I have a friend my age who really cares about me.	
Not at all true	2
A little true	16
Pretty much true	29
Very much true	53
I have a friend my age who helps me when I am having a hard time.	
Not at all true	9
A little true	24
Pretty much true	29
Very much true	38
I have a friend my age who talks with me about my problems.	
Not at all true	20
A little true	22
Pretty much true	24
Very much true	33

Question ESA.101-103: I have a friend my age who really cares about me... I have a friend my age who helps me when I am having a hard time... I have a friend my age who talks with me about my problems.

Note: Cells are empty if there are less than 10 respondents.

12. Alcohol and Other Drug (AOD) Use

Table A12.1

Use of Alcohol or Other Drugs, Lifetime (In-School and Hybrid Only)

	Grade 5 %
Alcohol, one or two sips	
Alcohol, a full glass	
Inhalants (to get high)	
Marijuana (smoke, vape, eat, or drink)	
None of the above	
Any of the above	

Question ES A.85-87: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?

Note: Cells are empty if there are less than 10 respondents.

Table A12.2

Perception of Health Risk of Alcohol and Marijuana Use (In-School and Hybrid Only)

	Grade 5 %
Alcohol	
No, not bad	
Yes, a little bad	
Yes, very bad	
Marijuana (smoke, vape, eat, or drink)	
No, not bad	
Yes, a little bad	
Yes, very bad	
I don't know what marijuana is	

Question ES A.90, 91: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?

Note: Cells are empty if there are less than 10 respondents.

Table A14.2

Frequent Sadness

	Grade 5 %
No, never	24
Yes, some of the time	67
Yes, most of the time	9
Yes, all of the time	0

Question ESA.79: Do you feel sad?

Note: Cells are empty if there are less than 10 respondents.

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. All new PGUSD staff are introduced to the Big Five Safety training before the school year begins.

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

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

2021-22 School Plan for Student Achievement Goals (SPSA/Site Improvement Goals):

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

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

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

(SMI), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), curriculum embedded tests (Superkids and Benchmark), as well as state CAASPP assessments will be provided appropriate intervention services and .improve at least one level (eg. nearly met to met) on the 2021-2022 ELA and math CAASPP assessments.

Component 2: Physical Environment- Place

Facilities

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

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

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

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

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

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

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

No further Fire Department inspections have occurred since this time.

Component 2: Goals for Improvement

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

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

Continued goals for 2021-22 to increase safety protocols at RHD:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response.
- Provide all classrooms that have windows in doors a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols.
- Determine need for bus drop off/pick up supervision
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Determine if speakers are working in all classrooms and outside of buildings

- Needed for Search and Rescue Team: Place to store outside Safety Helmets, Search and Rescue Bag (Flashlights, Gloves, Masks).
- Student Release Banner/Tables
- Close off access to back and sides of portables – PGUSD Maintenance stated this can be accomplished through Measure D funds.
- Determine if PG City has fixed reason for sand/silt coming onto playground from Spruce

New Goals for 2021-2022:

- Replace all analog Motorola radios with digital Hyteras.
- Redesigning two trees on campus: 1) Holly near 2nd grade into bench and 2) Mouse Hole Tree near tetherball courts – cut back branches and create art project out of remaining limbs, if safe.

Documents

RHD Student and Parent Handbook 2021-22

(Full online version of handbook can be found at

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

RHD EMERGENCY SUPPLY LIST

By Location

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

RHD EMERGENCY SUPPLY LIST

By Location

Administration Office		
Emergency Supplies		
Location: Front Office	<ul style="list-style-type: none"> • 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 - public information officer (tells media what to tell parents/community) - 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>Carey O’Sullivan</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 (2) - Cell phone(s) - Phone tree list - Local service providers list with contact info -Synergy app on phone for student release

<p>Student Release:</p> <p>Location: Jen Hinton Field K-2nd Primary Release— Spruce and 13th St. gate release 3rd-5th Upper Grades, Room 19, and Co-Op Release— Junipero gate</p> <p>First Alternate location: PGMS Field K-2nd Primary Release – PGMS Sinex Circle 3rd-5th Upper Grades, Rm. 19, and Co-op Release – PGMS Hillcrest Circle</p> <p>Second Alternate Location: PG Community Cntr.</p>	<p>Carey O’Sullivan and 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 - Jenn Fuqua - Nargess Akavi -Sally Jones -Norma Barakat -Caroline Wade -Ginger Root -Kristin Sells -Alex Jenner</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)</p> <p>(Carey O’Sullivan: 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 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 Roberto Dixon</p> <p>Primary Rooms and Portable, Restrooms (Help with other areas, if available) Julie Kelly, Heather Zunguze, and Jacqueline Perkins</p>	<p>Role:</p> <ul style="list-style-type: none"> - search & rescue (assists First Responders) - coordinates transportation for off-site evacuation, plans for movement - reports to IC frequently via radio with area name and all clear, waiting for each team to finish speaking before reporting 	<p>Materials:</p> <ul style="list-style-type: none"> -Radio (3) - Site map with search plan, clipboard - hard hat, gloves, whistle, master keys - First Aid backpack (one) - duffle bag with goggles, flashlights, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape
<p>Facilities:</p>	<p>Eddie Overstreet RHD Head Custodian</p> <p>Matt.Kelly PGUSD Maintenance & Facilities Director</p>	<p>Role:</p> <p>**must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment</p> <ul style="list-style-type: none"> - 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)

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 –	<i>Kelly's Buddy</i> <i>Jones's Buddy</i> <i>Ibrahim's Buddy</i> <i>Hiserman's Buddy</i> <i>Hober's Buddy</i>	Role: - accounts for all staff, students, & visitors - keeps everyone safe in a manageable location - supervise all students if team leaders need to assemble their teams - coordinate with student release	Materials: - Rosters of students w accurate attendance

ROBERT H. DOWN ELEMENTARY SCHOOL-2021-2022

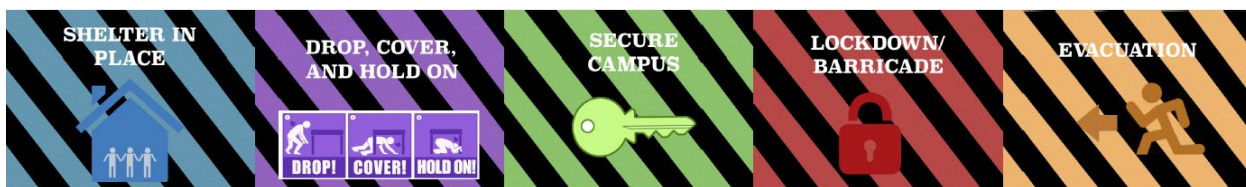
Safety Drills & Meetings- Calendar

Day, Date	Period, Time	Length of Drill	Type
August 27, 2021	9:50 AM	5-10 minutes	Evacuation Drill
September 24, 2021	9:15 AM	10-15 minutes	Secure Campus
October 21, 2021	1:50 PM	5-10 minutes	Drop, Cover, and Hold On
November 17, 2021	2:00 PM	5-10 minutes	Evacuation - Fire
December 13, 2021	11:55 AM	10-15 minutes	Shelter in Place
January 25, 2022	10:30 AM	5-10 minutes	Lockdown Script Video
February 8, 2022	2:45 PM	15-20 minutes	Evacuation with Student Release
March 21, 2022	1:05 PM	10 minutes	Secure Campus
April 21, 2022	12:50 PM	20 minutes	Evacuation - Missing Students
May 18, 2022	9:00 AM	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.

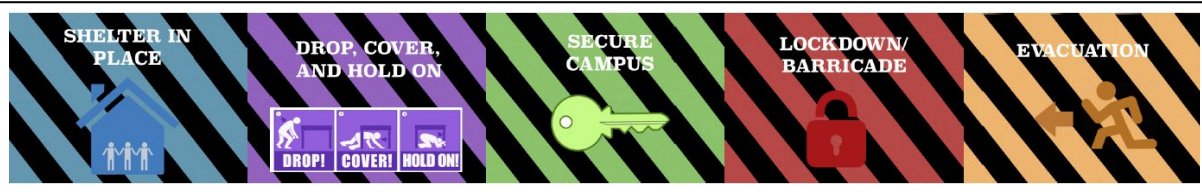
WHEN REPORTING AN EMERGENCY

- ☐ 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



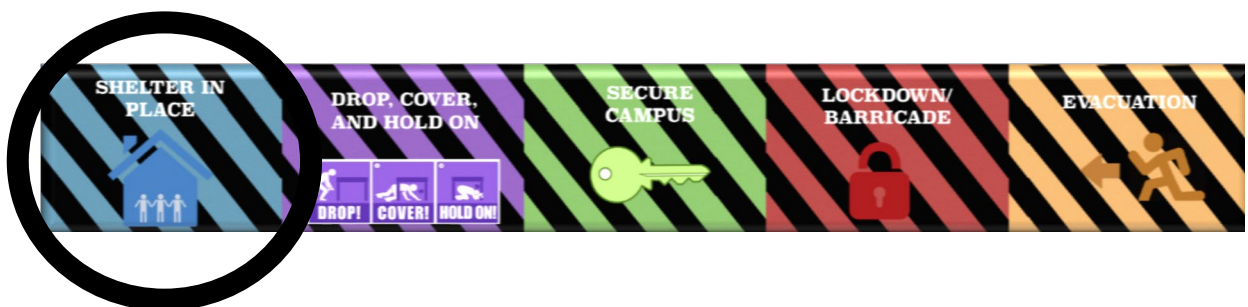
Immediate Action Response: The Big Five

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

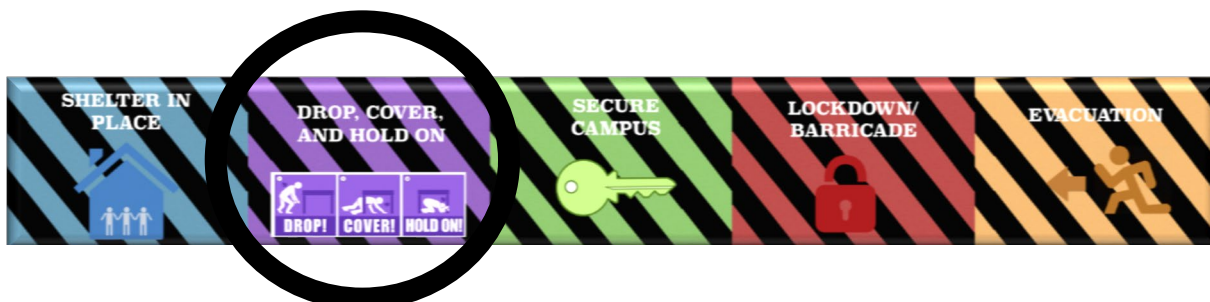
- ☐ Earthquake
- ☐ Explosion

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



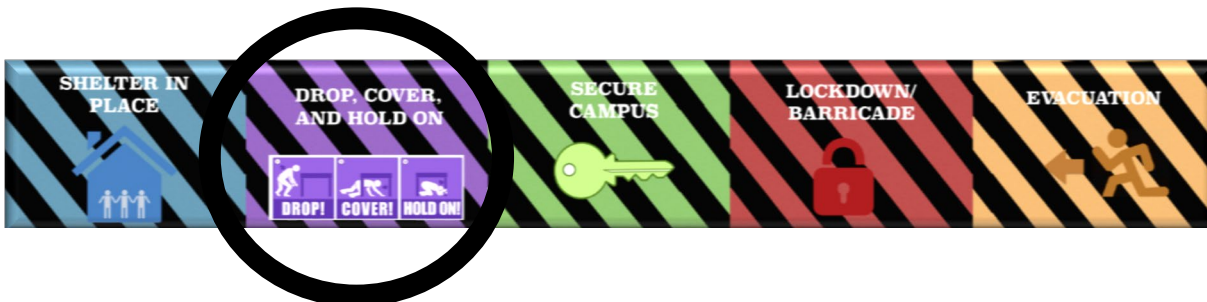
Immediate Action Response: The Big Five

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

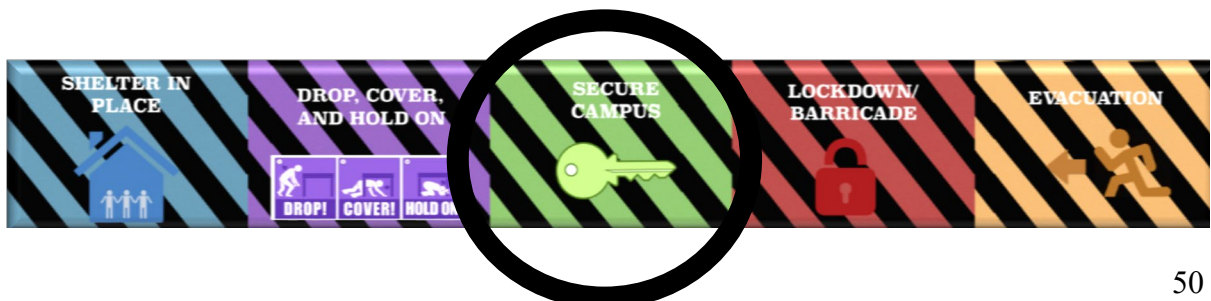
SECURE CAMPUS

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

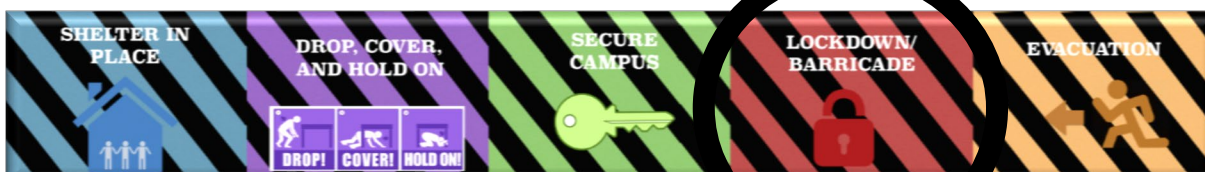
LOCKDOWN / BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN / BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. Do not evacuate until room 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

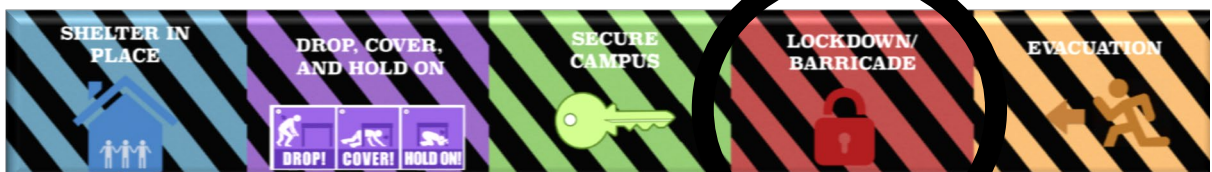
- ☐ Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
Safely get off campus; find a position of cover or safe place for assembly
- ☐ Guide/instruct others you encounter on the way to follow you to safety
- ☐ Call 911 immediately to report location and request emergency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



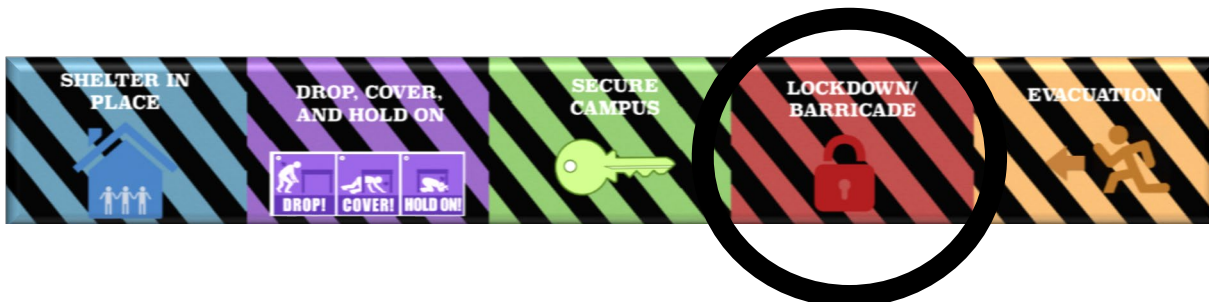
Immediate Action Response: The Big Five

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



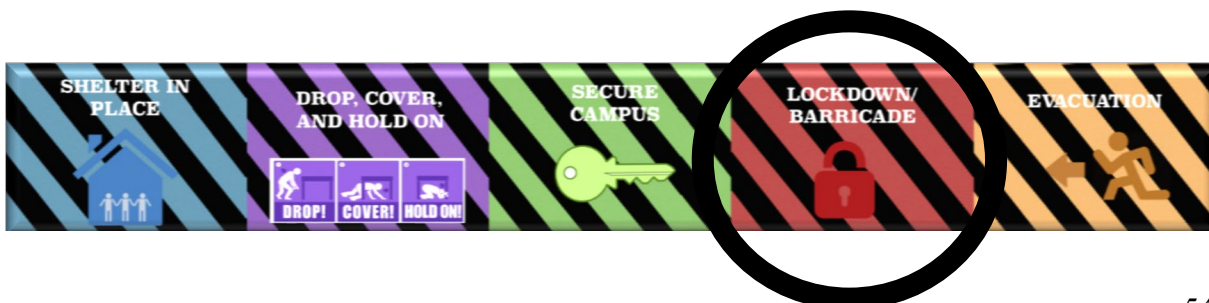
Immediate Action Response: The Big Five

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

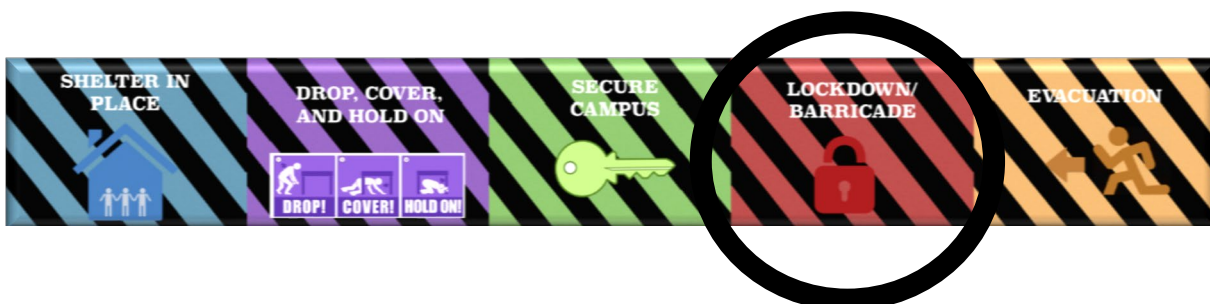


Immediate Action Response: The Big Five

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.

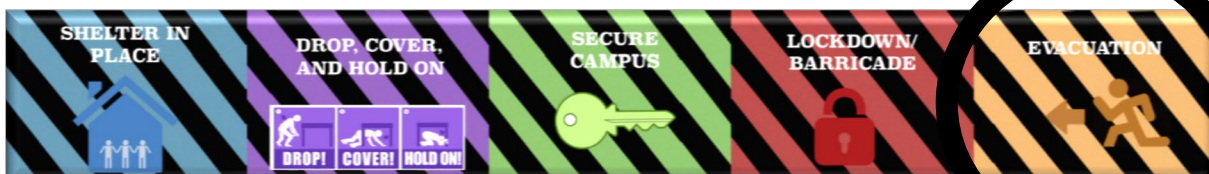
EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ☐ 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

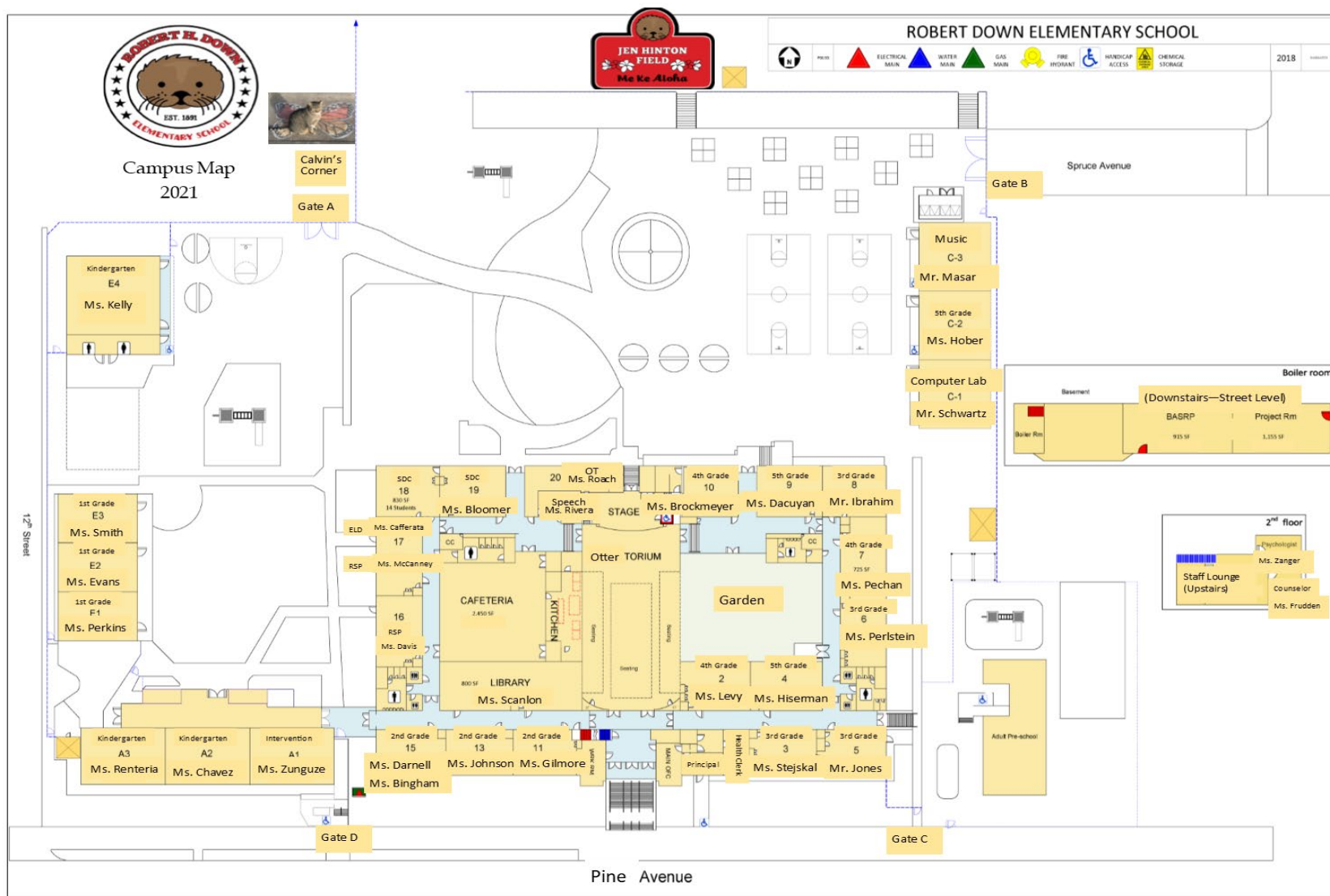
To evacuate individuals using crutches, canes or walkers:

- ☐ 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

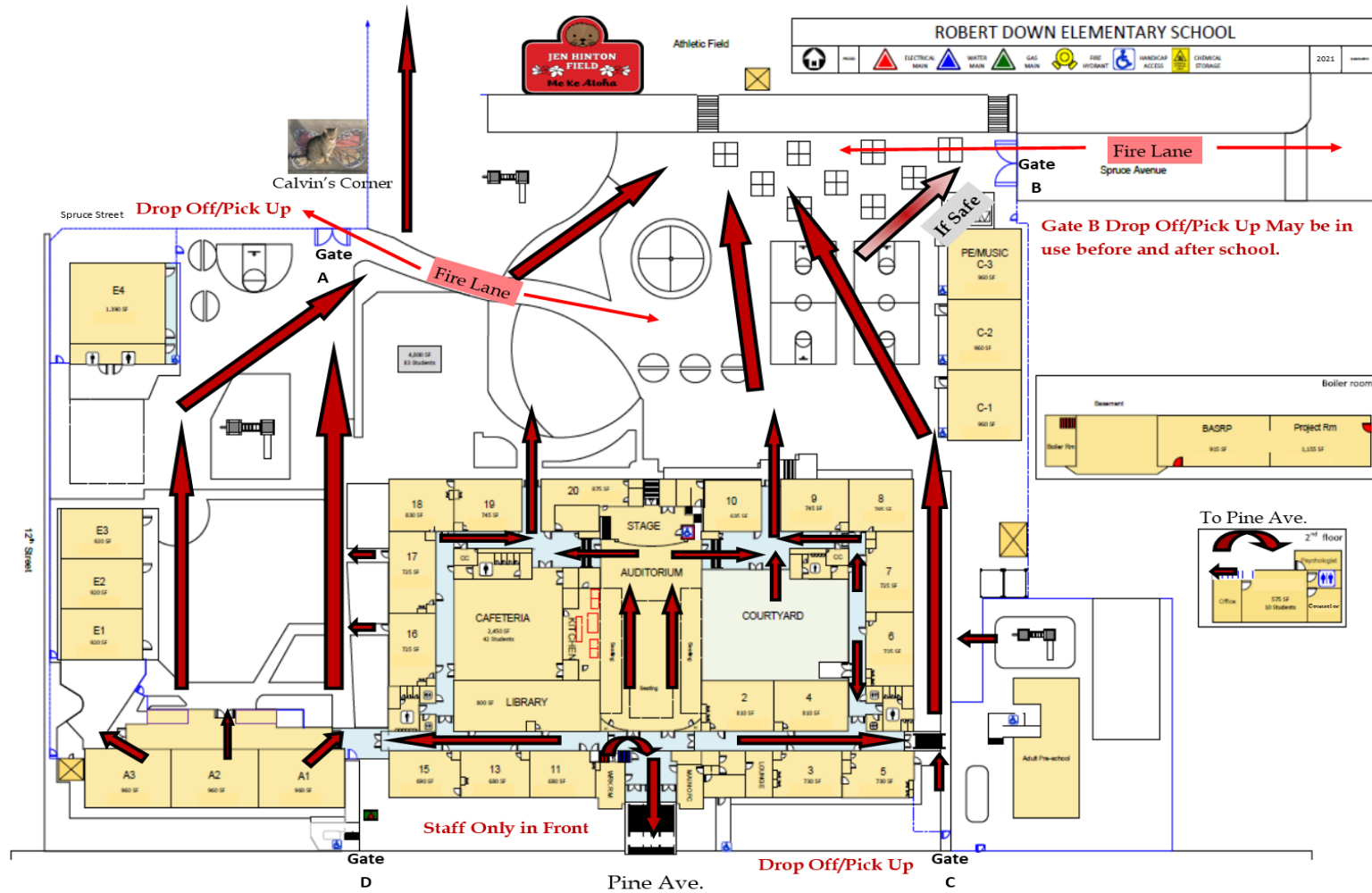
To evacuate individuals using wheelchairs

- ☐ 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 Down Elementary
Field Evacuation
Line Up**

- Emergency Card/Vest
- Green = All Present
- Red = Missing 1 or more
- Roll Book
- Emergency Bag

**JEN HINTON FIELD
Me Ke Aloha**

First Aid
Cindy Waznis
Peggy Tobin
Anne Scanlon
Mary Hiserman

**Guests, Volunteer,
and support teachers
meet here**

Search & Recover
Ibrahim & Jones : Rooms. 2-10, Restrooms, Office,
Staff Lounge, Ottortorium, 2nd Floor
Hober & Dixon: Co-Op, BASRP/Project Room,
Rooms. 11-20, Restrooms,
Kelly, Zunguze & Perkins: Primary Rooms, Primary Portable,
Restrooms (Help with other areas, if available)
All Teams Meet at Outdoor Lunch Area When Complete

PE SHED

Steps

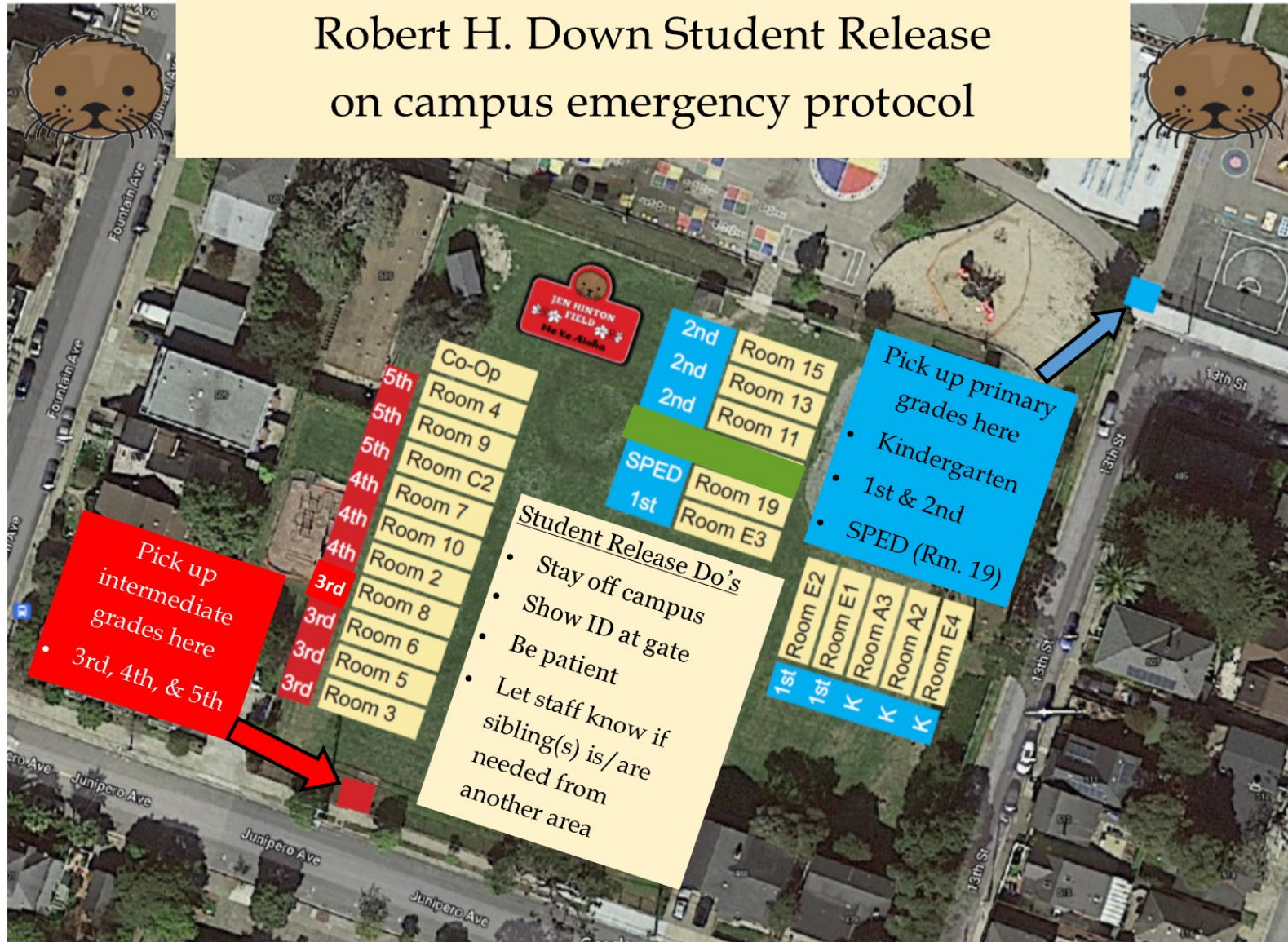
Playground

Order of Release

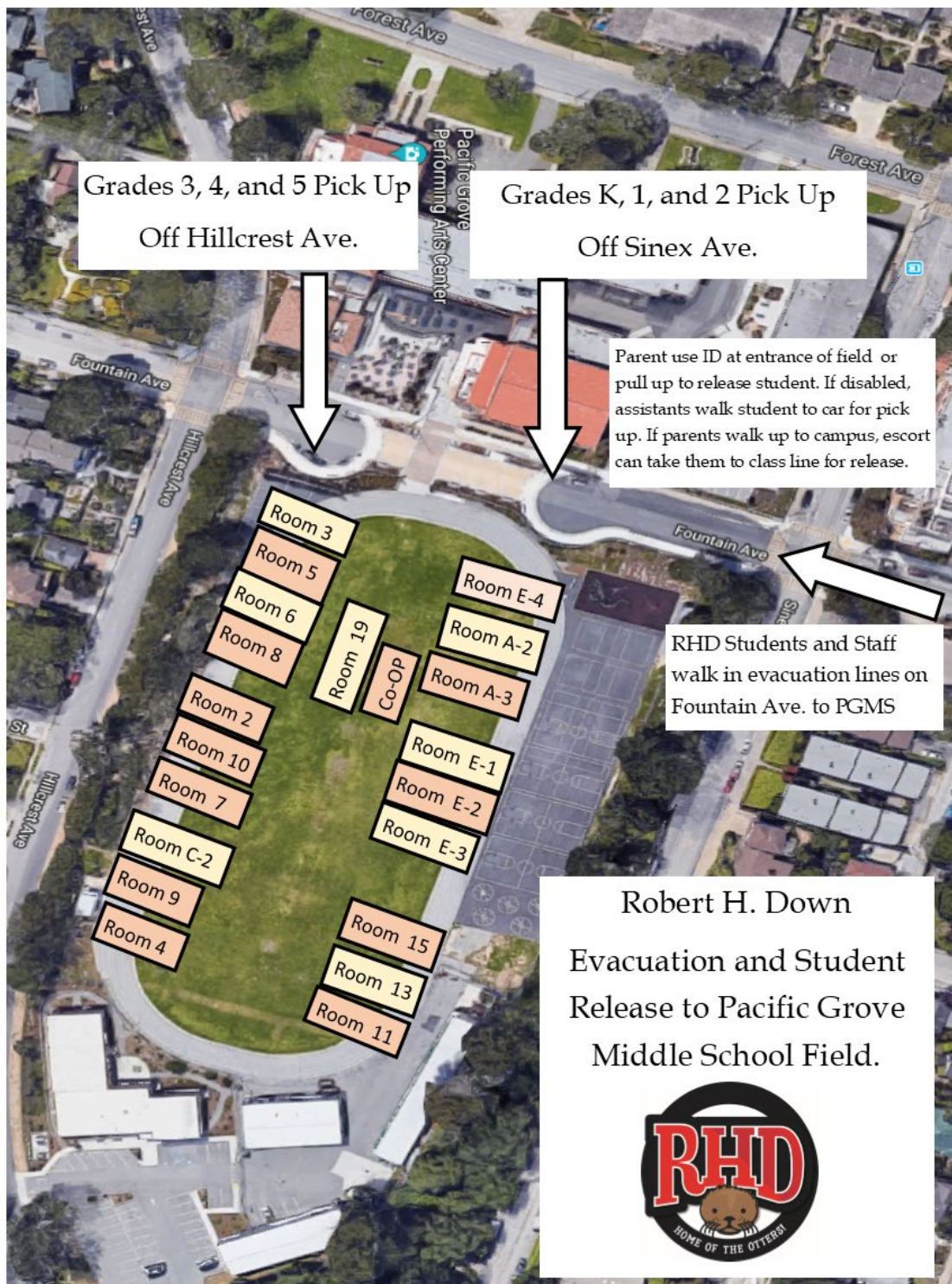
Room List:

Floor	Room Number	Status
Kindergarten (K)	Room E-4, Room A-2, Room A-3	Green
1st	Room E-1, Room E-2	Red
1st	Room E-3, Room 19	Green
SPED	Room 19	Green
2nd	Room 11, Room 13, Room 15	Red
3rd	Room 3, Room 5, Room 6, Room 8	Green
4th	Room 2, Room 10, Room 7	Red
5th	Room C-2, Room 9, Room 4	Red

Robert H. Down Student Release on campus emergency protocol



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



**SAFE SCHOOLS
SAFETY & SECURITY ASSESSMENT**

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

Dates of Assessment: March 2020
Community Partners & Guests:

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

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

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

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

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

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

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

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

Robert Down Elementary School Emergency Phone Tree

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

<u>Robert Down Elementary School Emergency Phone Tree</u> → Continued		
Cafeteria & Garden	Carey O’Sullivan →	Rosa Diaz
		Vanessa Phelps
		Keri Galer
Custodial Staff	Eddie Overstreet →	Andrew Terry
		Thomas Debruin
BASRP	Darryl Smith →	Jennifer Fuqua
		Evelyn Franco
		Tammie Kirmill
		Ryan Rodewald
Music	Jared Masar →	Dr. George Warren
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