

Forest Grove Elementary  
School

**SAFE SCHOOLS REPORT  
&  
SCHOOL SAFETY PLAN  
2016-17**

**Buck Roggeman, Principal**

**1065 Congress Avenue  
Pacific Grove, CA 93950  
(831) 646-6560**

**Person Preparing the Safe School Plan (EC 52012, EC 52852):  
Principal, Forest Grove Elementary**

**Pacific Grove Unified School District  
Monterey County**

## **Table of Contents**

### **School Overview**

Vision and Mission Statement

### **Assessment of Current Safety Data**

Attendance

Discipline

School Safety and Conditions

Socio-Economic Status: SED

### **Strategies for Maintaining School Safety**

School Climate – People and Programs (Status & Goals for Improvement)

Physical Environment – Place (Status & Goals for Improvement)

### **Documents**

Handbook Policies

Emergency Response Teams

Drill Calendar

Drill Information and Procedures (Big 5 Safety Protocol)

Shelter in Place

Drop, Cover, and Hold On

Secure Campus

Lockdown/Barricade

Evacuation

Emergency Phone Numbers

Evacuation Route Map

Evacuation Site Placement Map

Campus Map

Safety Assessment

Forest Grove Emergency Phone Tree

Forest Grove Elementary School  
Safety Committee  
2016-17

Buck Roggeman	Principal	831-646-6560
Glynis Barrett	Teacher	Special Education
Kathy Hunter	Teacher	Kindergarten
Nate Welch	Teacher	First Grade
Barbara Hirst	Teacher	Second Grade
Shannon McCarty	Teacher	Third Grade
Kari Serpa	Teacher	Fourth Grade
Melanie Cardinalli	Teacher	Fifth Grade
Deborah Marchese	Office Manager	Classified
Oscar Orozco	Day Custodian	Classified

## **SCHOOL OVERVIEW**

Forest Grove School, built in 1959, is situated on the edge of the Del Monte Forest in Pacific Grove, California. Pacific Grove is a residential community located on the ocean side of the Monterey Peninsula. The Pacific Grove Unified School District draws its students from the communities of Pacific Grove and Pebble Beach. Forest Grove was opened in 1959, and continues its tradition of excellence in education.

Between 1969 and 1985, the Pacific Grove Unified School District experienced a significant decrease in enrollment, due to increased housing costs and the general cost of living in the area. In response, there was a reorganization of the schools. For many years, Forest Grove educated students in the first through fifth grades. In the fall of 2000, three kindergarten classrooms were added to our school.

In 2009-2010, we added two Special Day Classes serving students with special needs from the district. In addition, we have a transitional kindergarten class, a resource specialist program, a speech program, counseling services, vocal and instrumental music, computer lab, library, physical education, English Language Development (ELD) support, Title I reading/literacy support, and a before and after school child-care/recreation program.

Many students who attend Forest Grove School come with a rich background of experiences, which contribute to the diversity and the academic success of our learning community. Currently, Forest Grove has approximately 475 students enrolled in transitional kindergarten through fifth grades. We also have an active focus on ELD for those learning English in our school. The student population is 60% Caucasian, 20% Hispanic, 10% Asian American and 10% other. ELD students comprise 11% of our student population.

The staff is made up of experienced teachers with a variety of professional talents. All teachers are highly qualified. Well respected by the parents and the community at large, each staff member utilizes his or her unique strengths in the classroom. At the same time, their individual strengths are encouraged, and there is a real effort on the part of the staff to collaborate in a well articulated, standards based, integrated curriculum.

Forest Grove has adopted the Character Counts program at our school. One of the six pillars of character that make up the program (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) is emphasized each month, and students who act as role models for other students may be given a "Fabulous Falcon" award or a Falcon Feather. Their names are announced at monthly assemblies, and the students' photos are posted on the Falcon Wall of Pride.

**The Before and After School Program** (BARSP) is also an integral part of what Forest Grove offers to the community. Many students are cared for before and after school at reasonable cost to parents. In addition, there is a wide variety of extra-curricular activities offered to students at the school site that include many programs in addition to the athletic, academic and social activities offered through outside organizations.

## FOREST GROVE SCHOOL VISION STATEMENT

*Forest Grove School seeks to provide a quality educational program for all students. We recognize that the school serves students of different backgrounds, abilities and interests. We are committed to offering challenging programs in a positive educational environment to help individual students develop to their greatest potential. This environment fosters mutual respect, communication and compassion within the entire school community.*

## ASSESSMENT OF CURRENT SAFETY DATA:

### Suspension Rates

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
<b>Suspensions</b>	12.68	5.8	6.9	6.0		.021	

The table above indicates that the rate of suspensions from school has decreased in the last four years. This indicates that the overall behavior of students at Forest Grove has improved.

The Attendance Rate at Forest Grove consistently runs above 96%, indicating that there are no significant concerns regarding school attendance.

### School Safety and Conditions

Forest Grove Elementary is a safe campus. No reportable student crimes have occurred on the campus in the last five years.

In the 2016-17 school year, at least three adults supervise the morning and afternoon recesses for grades 1 through 5. Transitional-Kindergarten and Kindergarten teachers provide supervision for their own classes along with the support of their aide. During the lunch period, 12 staff members provide supervision in all areas used by students. We have 5<sup>th</sup> grade 'buddies' also helping to assist the kindergarten playground at the lunch period.

Safety drills are practiced during the school year to familiarize staff and students with emergency procedures. Cameras are in place to watch for vandalism and student behavior. The exterior of the campus has been improved through the use of the Measure D funds.

The school grounds are maintained by the district ground crew, with two custodians cleaning the classrooms, restrooms and public areas. Maintenance of facilities is done through the PGUSD maintenance staff.

## **Socio-Economic Status: Free and Reduced Lunch**

Forest Grove has the highest percentage of students on Free and Reduced price meals in PGUSD at 30%.

## **Strategies/Programs for Maintaining School Safety**

(EC 35294.2 [a] [2]):

### **Component 1: The Social Climate- People and Program**

Forest Grove is a safe school with no crime. The school has implemented the Character Counts program and will be augment this curriculum by training teachers to implement mindfulness practices in classrooms. This practice is supported and replicated by administration at the end of the lunch hour. The part time Elementary School Counselor provides Anti-Bullying Education to all students each year. Administration reviews the school rules and education code information regarding behavior that could result in school suspension to each student as necessary.

### **Component 1: Goals for Improvement – Parking Lot Safety**

In 1959 when Forest Grove was built most students walked to school or took the school bus. Now, the majority of students are driven to school in their family car. This has created unsafe traffic patterns in the back school parking lot, and on the street in front of Forest Grove.

Steps were taken in 2015-16 to increase safety in the two drop off areas – in the back and in front of school. In back, new striping was added and cones were purchased to clearly mark traffic lanes and pedestrian walk-ways. Adult staff monitor the back parking area as well. During the summer of 2016, the district used Measure D construction bond funds to improve the drop off area in the front of the school and increase the number of staff parking spaces.

### **Component 2: Physical Environment- Places**

Forest Grove community will continue to work with the PGUSD and City of Pacific Grove to remedy potentially dangerous conditions for dropping off and picking up students. Bus zones are established in the front drive. Staff parking only is designated in the lot in front of and in the area north of the school.

## Core Value Statements

### Regarding Students:

We believe that all students are best served when each feels that he/she is valued and appreciated as an important citizen of our school and community. Further, we know that all students enjoy success in learning and acknowledgement of their achievements. To that end, we will provide the time, methods and materials necessary to support our students as they strive toward their full potential.

### Regarding Staff:

We believe that all staff members work best in a friendly, positive, and mutually supportive environment – one which fosters collaboration and professionalism. We agree to work toward consensus, differ respectfully, and treat one another as we ourselves wish to be treated.

### Regarding Parents:

We believe that parents are our partners in educating their children. We strive to create an atmosphere where honest, open, two-way communication with parents takes place. This is an essential element in providing a successful learning experience for all students.

### Regarding Community

As educators, we believe that we should broaden our experiences toward providing for the thoughtful service to and stewardship of local and global communities. Further, we feel that we have an obligation to serve as role models for our students in this regard.

# Bell Schedule 2016-17

<b>Regular Schedule</b> (Kindergarten / Modified All-Day Program)	
<b>8:45</b>	<b>School starts</b>
8:45 – 10:40	Instruction
10:15 – 10:40	*Recess
10:35 – 12:10	Instruction
12:10 – 12:55	Lunch / recess
12:55 – 2:00	Instruction
2:00	Dismissal



<b>Regular Schedule</b> (1 <sup>st</sup> – 5 <sup>th</sup> Grades)	
<b>8:45</b>	<b>School starts</b>
8:45 – 10:40 Grades 1-3 8:45 – 10:20 Grades 4-5	Instruction Instruction
10:15 – 10:25 Grades 4-5 10:35 – 10:45 Grades 1-3	Recess Recess
10:50 – 12:10 Grades 1-3 10:35 – 12:10 Grades 4-5	Instruction Instruction
12:10 – 12:55	Lunch / recess
12:55 – 1:55	Instruction
1:55 – 2:05	Recess
2:05 – 3:10	Instruction
<b>3:10</b>	<b>School Ends</b>

<b>Thursday Schedule</b> (1 <sup>st</sup> – 5 <sup>th</sup> students)	8:45 a.m.	School Starts
	2:00 p.m.	School Ends

	8:45 a.m.	School Starts
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<b>Minimum Day Schedule (all students)</b>	<b>12:10 p.m.</b>	<b>School Ends</b>
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## FOREST GROVE SCHOOL

### CERTIFICATED STAFF

Office: 831-646-6560

Voice Mail Line: 831-646-6559

Mr. Buck Roggeman–Principal

Mrs. Deborah Marchese – Office Manager

Teaching Staff	Grade	Room	Phone Ext.	Email
Debbie Engles	K	K-1	121	debbie@pgusd.org
Kathy Hunter	K	K-2	106	khunter@pgusd.org
Summer Wright	K	K-4		swright@pgusd.org
Nicki Klevan	TK	K-3	123	nklevan@pgusd.org
Kristen Sweeney/ Theresa McDaniel	1	G-6	104	ksweeney@pgusd.org tmcdaniel@pgusd.org
Lynn Moore	1	G-1	105	lmoore@pgusd.org
Nate Welch	1	G-3	128	nwelch@pgusd.org
Hetal Patel	1	G-2	101	hpatel@pgusd.org
Beth Cina	2	B-1	109	bcina@pgusd.org
Jeanie DeTomaso	2	C-4	111	jdetomaso@pgusd.org
Barbara Hirst	2	B-2	108	bhirst@pgusd.org
Shannon McCarty	3	B-4	135	smccarty@pgusd.org
Mary Lee Newman	3	C-2	112	mnewman@pgusd.org
Sarah Gordon	3	C-3	118	sgordon@pgusd.org
Irene Valdez	4	D-4	117	ivaldez@pgusd.org

Kari Serpa	4	D-3	113	kserpa@pgusd.org
Kayla Naylor	4	E-2	114	knaylor@pgusd.org
Kathryn Yant	5	C-1	110	kyant@pgusd.org
Melanie Cardinalli	5	D-2	119	malawne@pgusd.org
Danielle Davenport	5	D-1	115	ddavenport@pgusd.org
Glynnis Barrett	1-3	B-3	107	gbarrett@pgusd.org
Mary Quindimil	4-5	E-4	102	mquindimil
Danielle Hartnett	RSP	G-4	129	dhartnett@pgusd.org
Aina Gessaman	Speech		154	agessaman@pgusd.org
Jeff Gray	P.E.		151	jgray@pgusd.org
Jared Masar	Vocal Music			jmasar@pgusd.org
Dave Hoffman	Instrumental Music			dhoffman@pgusd.org
Lynn Clements	Reading Specialist		152	lclements@pgusd.org
Jayne Lord	ELD Program		103	jlord@pgusd.org
Mindy Faia	Psychologist		127	mfaia@pgusd.org
Zoe Roach	Counselor		126	zroach@pgusd.org

**FOREST GROVE SCHOOL**  
**SUPPORT STAFF**  
**Office: 831-646-6560**  
**Voice Mail Line: 831-646-6559**

Mr. Buck Roggeman – Principal  
Mrs. Deborah Marchese– Office Manager  
Mrs. Nancy DeSilva – Office Clerk

<b>Support Staff</b>	<b>Assignment</b>	<b>Room</b>	<b>Phone Ext.</b>
Christine Gruber	Library Manager	Library	204
Carey Parker	Computer Specialist	E-3	213
Candice Guidotti	Health Clerk	Health Center	221
Oscar Orozco	Head Custodian		207
Senin Baguio	Night Custodian		205
Marlene Roman	B.A.S.R.P. Leader	A-4	646-6501
Fran Castorina	Cafeteria Supervisor	Cafeteria	646-6567
Silvia Mah	Cafeteria – Food Service	Cafeteria	212
Evelyn Franco	Special Ed Aide	G-3	223
Susie Garcia	Special Ed Aide		220
Michelle Haney	Special Ed Aide	B-3	
Leonard West	P.E. Aide		251
Ron Longueira	Title I Aide	G-5	217
Kristin Stephens	Title I Aide	G-5	219
Chelsea Peterson	Title I Aide	G-5	
Suzanne Ellzey	ELD Aide		211
Marisa Tegerdal	Instructional Aide		206
Resha Jadeja	Instructional Aide		216
Silvia Mah	Instructional Aide		212
Cherie Mares	Instructional Aide		225
Debbie Pinheiro	Instructional Aide		
Shirley Ushakoff	Instructional Aide		226

Betty Minor	Office Clerk – Lunch	214
Jennifer Fuqua	B.A.S.R.P. Attendant	216
Debbie Pinheiro	B.A.S.R.P. Attendant	646-6501
Maria Taschner	B.A.S.R.P. Attendant	646-6501

## School Board and District Staff

Dr. Ralph Gomez Porras	Superintendent	Phone: 831-646-6520
Mr. Rick Miller	Assistant Superintendent	Phone: 831-646-6509
Mr. John Thibeau	Board President	
Mrs. Debbie Crandell	Board Member	
Mr. John Paff	Board Member	
Mr. Bill Phillips	Board Member	
Mr. Brian Swanson	Board Member	

# Forest Grove Elementary School

## 2013 - 2014 \*\*

	M	T	W	T	F	
<b>Aug</b> <b>6:00</b>				1	2	8/1 – Falcon Round Up 11:00-1:00 OR 4:00-
	5	6	7	8	9	8/2 – Office is Closed
	12	13	14	15	16	8/7 – First Day of School
	19	20	21	22	23	8/21 – Back to School Night
	26	27	28	29	30	
<b>Sept</b>	<del>2</del>	3	4	5	6	9/2 – Labor Day Holiday
	9	10	11	12	13	9/5 – School Board Meeting at Forest Grove
	16	17	18	19	20	
	23	24	25	26	27	
	30					
<b>Oct</b>		1	2	3	4	10/5 – Butterfly Parade
	7	8	9	10	11	
	<del>14</del>	<del>15</del>	<del>16</del>	<del>17</del>	<del>18</del>	10/14-10/18 – Fall Break
	21	22	23	24	25	
	28	29	30	31		
<b>Nov</b>					1	
	4*	5*	6*	7*	8*	11/4-11/8 – Parent Conferences
	<del>11</del>	12	13	14	15	11/11 – Veterans Day Holiday
	18	19	20	21	22	
	25	26	27*	<del>28</del>	<del>29</del>	11/28-11/29 Thanksgiving Holiday
<b>Dec</b>	2	3	4	5	6	
	9	10	11	12	13	12/11 – Holiday Program
	16	17	18	19	20*	
	<del>23</del>	<del>24</del>	<del>25</del>	<del>26</del>	<del>27</del>	12/23-12/31 – Winter Break
	<del>30</del>	<del>31</del>				
<b>Jan</b>			<del>1</del>	<del>2</del>	<del>3</del>	1/1-1/3 – Winter Break
	<del>6</del>	7	8	9	10	1/6 – Staff Development (Non Student Day)
	13	14	15	16	17	
	<del>20</del>	21	22	23	24	1/20 – Martin Luther King Holiday
	27	28	29	30	31	
<b>Feb</b>	3	4	5	6	7	
	10	11	12	13	14	2/17-2/21 – Presidents' Holiday & Break
	<del>17</del>	<del>18</del>	<del>19</del>	<del>20</del>	<del>21</del>	
	24	25	26	27	28	
<b>Mar</b>	3	4	5*	6*	7*	3/5-3/7 – Parent Conferences ( <b>Grades K-5</b> )
	10	11	12	13	14	3/3-3/4 – Additional conference days for Kindergarten
	<del>17</del>	18	19	20	21	3/17 – (Non-Student/Non-work day)
	24	25	26	27	28*	
	<del>31</del>					3/31 – Spring Break
<b>Apr</b>		<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	4/1-4/4 – Spring Break
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30			4/28-4/30 – STAR testing
<b>May</b>				1	2	5/1-5/2 – STAR testing
	5	6	7	8	9	
	12	13	14	15	16	

19	20	21	22	23	5/26 – Memorial Day
<del>26</del>	27	28	29	30*	5/30 – Last Day of School

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\* **minimum day for students** 8:45 a.m. to 12:10 p.m.

## Attendance

Each time your child is absent please call the absence line (646-6559 ext. 222) **prior to 9:00 a.m.** explaining the absence. Regular and prompt attendance is a critical element for success in school. Chronic attendance problems may result in a meeting with the teacher and principal and possible referral to the District Attorney's office. **No homework will be provided on the first day of an absence.** Homework may be requested **on the second day of the student's absence** by leaving a message on the absence line by 9:00 a.m. and will be available for pick up in the school office between 3:15 and 4:00 p.m. **Please don't send your child to school sick as he/she are likely to infect others.**

**MCOE policy states that a student must be fever and vomit free for 24 hours before returning to school.**

### Arrival and Pick-up Times

**Children should not arrive at school before 8:30 AM** as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:30 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 daycare services. Charges for emergency daycare services are due and payable on the day of the occurrence.

### Punctuality

**It is vitally important that children arrive at school on time.** Letters will be sent to parents if children are tardy five times. Additional tardiness may require a meeting with the principal. The warning bell rings at 8:42 a.m. Students are tardy if they are not in their classroom at 8:45 a.m. when the second bell rings. Please remember that if your child is tardy (arriving after the 8:45 a.m. bell), he/she must check in at the office before proceeding to class.

### Attendance

Each time your child is absent, please **call the absence line (831-646-6559 x222) prior to 9:00 a.m.** explaining the absence. Regular and prompt attendance is most important to success in school. Chronic attendance problems may result in a meeting with the teacher, the Principal and/or possibly referral to the District Attorney's office.

Homework should be requested on the absence line when reporting the student's absence. Please do not send your child to school sick as they are likely to infect others.

### ***Student Attendance Policy***

Pacific Grove Unified School District adheres to a strict attendance policy. Please see School Board policy 5113 for further information. "Parents/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 voice mail system is available for calls at 646-6559 ext. 222. 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.

### ***Excused Absences***

The State of California considers illness, medical appointment, and the funeral of an immediate family member to be excused absences. 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.

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.

- a. The parent/guardian must request approval from the site principal in advance of the absence. Parents are strongly discouraged from scheduling non-medical appointments, business or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school must contact the principal at least two weeks prior to the absence to ascertain its probable impact on their child's academic and credit situation.
- b. Approval for allowable credit due to an unexcused absence may be granted for up to five (5) days per school year.
- c. Approval for allowable credit due to an unexcused absence may be granted in excess of five (5) days per school year if the absence is due to business or travel that has demonstrated educational value and the student's academic progress will not be impeded as a result. Please see School Board policy 5113 for further information. It is available at [www.pgusd.org](http://www.pgusd.org).

### ***Unexcused absences***

Any absences not covered in the categories listed above are considered unexcused absences. This includes vacations, out of town trips, personal reasons, and any unverified absence. We strongly discourage vacations or trips taken while school is in session. Vacation is considered an unexcused absence

### ***Tardy Policy***

Any student arriving late to class is considered tardy. Tardies that are more than 30 minutes late without 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 reporting to class.**

### ***Truancy Mediation***

Forest Grove Elementary School participates in the Truancy Mediation Program through the Monterey County District Attorney's office. After three unexcused/unverified absences, the school is mandated to report these absences to the Monterey County District Attorney's truancy mediation program.

## **Visitors**

For the safety and best interests of all concerned, visitors, including volunteers and parents, must enter through the front of the school and check in with the office before visiting classrooms. **Please make sure you sign in and wear a visitor badge while on campus** and sign out in the office when you leave.

## **Medications at School**

Children may not bring medications of any kind to school unless there is a completed physician authorization form on file at school. If your child needs to have medication regularly administered during school hours, please pick up a form at the office. This includes "over the counter" medications. Please do not send your child to school with aspirin, cough drops, allergy medicine, etc. If you have questions, please call our district Health Clerk, at 831-646-6558.

## **Oral Health Assessment**

To make sure your child is ready for school, California Education Code **now requires** that your kindergarten or first grade child has an oral health assessment (dental check-

up) by May 31, in either of those grades (whichever is his/her first year of school). Assessments that have happened within the 12 months before your child enters school also meet this requirement. The assessment must be done by a licensed dentist or registered health professional. A waiver is also available. If you did not complete the verification of this oral health assessment when you completed your child's registration packet, please contact our health clerk at 646-6568 and she can provide you with any information you may need to complete the process.

## Emergency Messages

All contacts with the classroom during the school day should go through the office. **Messages for children should be for emergency only.** Keep in mind each time the office has to call a classroom with a message, it interrupts instruction time. (We realize there are exceptions and appreciate your help on this.) Please limit your child's use of the classroom phone. Make sure that your child has a lunch or has lunch money available on their lunch card. Please be certain that after school plans are made ahead of time, and communicated to your child.

## General Guidelines

1. Students should not arrive at school earlier than 8:30 a.m., as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:30 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 daycare services. Charges for emergency daycare services are due and payable on the day of the occurrence.
2. Parents, please wait for your student in front of school or at some place agreed upon by the family. Parents are asked not to go to their child's classroom to pick them up after school or at any other time.
3. Bicycles and skateboards will be walked on all parts of the school campus, including the sidewalk in front of school. Bikes should be parked in the provided bicycle racks. Bike locks are strongly recommended. Rollerblades are discouraged, but if they must be used, they have to be taken off before entering school grounds. California law currently requires children to wear helmets while riding bikes, scooters, skateboards or skates. Wearing pads can also protect from cuts and scrapes. Parents, please review traffic and safety rules with your child so their trip to

and from school will be safe. Regular shoes must be worn on school grounds. Wheeled shoes are acceptable footwear, but the wheels may NOT be used at school in the hallways or on the playground.

4. Toys are to remain at home unless the teacher or principal gives special permission. Only classroom equipment and materials will be allowed at school.

5. So that no child feels overlooked, please do not distribute party invitations at school. Please follow the guidelines of the district's Wellness Policy when sending treats to classroom celebrations. Board Policy 5030, the District's Wellness Policy, is available online at [www.pgusd.org](http://www.pgusd.org).

6. Students are not to leave the school grounds during school hours without being signed out in the office. If you know ahead of time that your child is leaving early, please send a note to the teacher. The child is then called from the classroom to meet the parent in the office. **Only people listed on the emergency card may pick up the child unless we have a written, signed note from the parent.**

7. Students are not to bring gum, candy and soda to school.

8. Students should not bring cellular telephones to school. If it is absolutely necessary for your student to have a cell phone, please understand that the school does not accept any responsibility for the loss or damage to a student's cell phone. Under no circumstances shall the cell phone be turned "on" at school. Cell phones must be kept in the student's backpack during the school day.

Pursuant to Education Code 48901.5 (a) The governing board of each school district, or its designee, may regulate the possession or use of any electronic signaling device that operates through the transmission or receipt of radio waves, including, but not limited to, paging and signaling equipment, by pupils of the school district while the pupils are on campus, while attending school-sponsored activities, or while under the supervision and control of school district employees.

(b) No pupil shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician and surgeon to be essential for the health of the pupil and use of which is limited to purposes related to the health of the pupil. (Amended by Stats. 2002, Ch. 253, Sec. 2.)

9. Students who ride the bus to school are required to purchase a bus pass through the P.G.U.S.D. District Office. The cost per student is \$100 per year, or \$80 per semester. Students waiting for the bus are to remain on in the designated area to wait for the bus driver to invite them onto the bus. Students who fail to follow the directions of the bus driver may lose the privilege of riding the bus.

10. Dogs are not permitted on campus with the exception of service dogs.

11. All PGUSD school campuses are tobacco free. This means that no one who enters the school grounds and/or building may smoke or use tobacco products of any kind.

## **Emergency Guidelines**

### **In the event of a serious emergency:**

1. The school will reference its District School Safety Plan and take appropriate actions depending on the emergency. The office will establish a communication center, with a telephone and communication devices. A first aid center will be established.
2. Teachers will keep all of their students together until a family member arrives to pick up his/her child. **This family member must be listed on the Emergency Card to pick up a student.**
3. When coming to the school to pick up children, parents should go directly to the office for further instruction and to sign their student out. Parents will not be to pick up students from the classroom and are discouraged from entering the classrooms. Students will be called to the office to meet their parents. NO STUDENTS will be dismissed directly to the parents by the classroom teacher.
4. In the event of any emergency situation, **STUDENTS WILL ONLY BE RELEASED TO THOSE PEOPLE LISTED ON THE CHILD'S EMERGENCY CARD.**

### **SCHOOL RULES \* STUDENT CONDUCT**

- **Be in the right place at the right time.**
- **Be respectful of others at all times.**
- **Play safely.**
- **Use appropriate language**
- **Follow directions the first time you are asked.**
- **Show good sportsmanship.**
- **Walk in the halls, or when asked to do so.**

# Lunch and Cafeteria Guidelines

## Cafeteria Guidelines

- ◆ Lunch is from 12:10 - 12:55 for all students.
- ◆ Forty-five minutes are scheduled for children to eat lunch and have recess.
- ◆ Students may purchase a hot lunch for \$2.75.
- ◆ Milk may be purchased for \$0.50 for those not purchasing lunch.
- ◆ Parents are encouraged to apply for free and reduced meals at any time during the school year. Free and reduced meal applications are available in the school office or the cafeteria.
- ◆ Parents are encouraged to pay in advance for meals using EZSchoolPay.com. At any time during the school year parents may send in money to be applied to their student's meal account. The cafeteria will remind the student when it is time to add more money to their account.
- ◆ The cafeteria can not extend credit, so please make sure that your student has funds available in their lunch account or has cash to pay for their meal. Lunch money should be dropped off in the office before the start of the school day.
- ◆ For more information on the lunch program, or about applying for free or reduced meals, please contact, our District's Nutrition Director, Dianne Hobson at 646-6521.

## Additional Guidelines:

- ◆ While waiting in line for hot lunch, keep your hands to yourself and use quiet voices.
- ◆ Walk in the cafeteria at all times.
- ◆ You may talk quietly in the cafeteria — use small voices.
- ◆ Food or paper throwers will help clean the cafeteria.
- ◆ While eating remain seated and use appropriate table manners.
- ◆ Students must stay seated to eat for at least ten minutes.
- ◆ When you are finished eating and wish to be excused:
  - Clean your area
  - Raise your hand to be excused and wait to be excused
  - Throw away trash using our Zero Waste Guidelines
  - Walk to the playground
  
- ◆ The District has adopted a wellness program, which asks parents to send healthy foods for snacks, lunch and classroom celebrations.

## Before Assembly:

- All students must walk into the multi-purpose room in a quiet, orderly manner.
- Teachers will direct students to their seating area.

## During Assembly:

- Give the performers the courtesy of proper attention.

After Assembly:

- When the assembly is over students will leave in a quiet, orderly manner after they have been directed to do so by their teacher.

## 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 Behavioral Expectations apply to all students:**

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

**Consequences:**

- 1<sup>st</sup> Occurrence: Teacher notified and staff member speaks with child.
- 2<sup>nd</sup> Occurrence: Student disciplinary referral is sent to parent, teacher and principal.
- 3<sup>rd</sup> Occurrence: Teacher and student speak with principal and parents are contacted.

**Note:**

- \* In the case of swearing and/or obvious disrespect, the student will receive one warning with immediate contact with parents. If the student repeats the behavior,

the student will be suspended. If the disrespect is toward a school employee, the student may be suspended immediately.

\*\* In case of fighting, students will be suspended without additional warnings.

## District-Wide Discipline

OFFENSE	MINIMUM	MAXIMUM
1. Damage to school property	Parent contact/conference restitution, suspension	Alternative placement Expulsion
2. Cheating	Parent contact/conference Grade adjustment	Course grade adjustment, schedule change Alternative Placement
3. Defiance to staff	Parent contact/conference Suspension	Parent visitation Alternative placement Expulsion
4. Hazing, harassment, threatening	Parent contact/conference Suspension	Alternative placement Expulsion
5. Use or possession of illegal substances	Parent contact/conference Police notification Suspension Principal's letter	Alternative placement Expulsion
6. Theft of school or private property	Parent contact/conference Restitution Suspension	Alternative placement Expulsion
7. Fighting	Parent contact/conference Suspension (principal recommendation K-5) Suspension (6-12)	Alternative placement Expulsion
8. Disrespect toward others	Parent contact/conference	Parent visitation Suspension Alternative placement
9. Inappropriate language	Parent contact/conference	Suspension

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 which 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 opportunity 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.

Students are suspended for very serious violations of school rules, based on the Ed Code of California. Suspended students shall be excluded from all school-related extra-curricular activities during the period of suspension. A suspension may also include but is not limited to the loss of participation in school-related activities (such as field trips, science school, school performances, sporting events, classroom/school celebrations, etc.)

## **Guidelines for Forest Grove School Volunteers and Parents/Guests**

*These guidelines will be given to and reviewed with each classroom volunteer/parent by the classroom teacher.*

We love our parents and volunteers and are thankful for your effective involvement. The staff has put together some guidelines to develop a healthy climate of respect and professionalism.

1. Your role in the classroom is important. Please remember:
  - Give appropriate praise and motivation.
  - Use tutoring strategies such as: repeat directions to child, allow child to complete task on his/her own, take a different approach, model a correct response, use visuals, etc.
  - Use appropriate language to guide students rather than just give the answer.
  - Avoid negative comments like: “don’t act like a baby, you should know this”
  - Let children make a mistake and say, “try that again”.
  - When child says, “I don’t get it” or “I don’t know what we’re doing”, state the activity in a new way. The teacher will be available should a student need additional help which the parent or volunteer can’t provide.
  - Help all students, not just your own child.
  - Allow your own child to be self-reliant in the classroom.
2. Volunteers need to be trained on the operation of all machines and where/how supplies are utilized.
3. Student behavior at school is private and to be dealt with by the teachers and other authorized personnel. Volunteers and parents should adhere to confidentiality in regard to all students. Due to IEPs and other behavior contracts, some students have different expectations and goals. Respecting all students is expected of all volunteers and parents.

4. Volunteers and guests should wear appropriate professional attire: No tank tops, shorts, revealing necklines, hats (indoors), or inappropriate sayings on clothing. Use professional language.
5. Do not discipline, but let the teacher take over in that area since he/she knows what the child may be working on behaviorally or if the child has issues affecting behavior that day, etc.

### **Guidelines for Forest Grove School Volunteers and Parents/Guests (Continued)**

6. Volunteers and parents should be actively engaged in the activity at hand. Please save social conversations for outside of school rather than the back of the classroom.
7. The teacher is in charge of the lesson and the expectations. Volunteers should take the teacher's lead. If there is a question, ask the teacher privately. Classroom protocols are to be followed by everyone.
8. Volunteers should not bring younger siblings to class. Some activities may not be appropriate for younger siblings.
9. In assemblies, parents and volunteers (unless they are specifically helping with a student) should sit behind all of the classes and follow all assembly rules.
10. All rules and regulations governing staff and students at Forest Grove School apply equally to volunteers and parents. See the Forest Grove School handbook for details. It is a privilege for parents and volunteers to be on campus, please respect the guidelines in the handbook. This privilege can be revoked by the administration.
11. Each classroom teacher may have additional rules, which will be given to the parents and volunteers of their classroom.

## Forest Grove Crisis Teams 2016-17

### **Incident Command Center**

Incident Commander: **Buck Roggeman**  
Alternate: Jayne Lord  
Recorder: Nancy DaSilva  
Alternate: Fran Castorina

### **Communications Team**

Leader: **Lynn Clements**  
Alternate: Shirley Ushakoff  
Team Members: Danielle Hartnett

### **Student Release Team**

Leader: **Deborah Marchese**  
Alternate: Christine Gruber  
Team Members: Carey Parker

### **First Aid and Basic Needs Team**

Leader: **Jayne Lord**  
Alternate: Silvia Mah  
Team Members: Mindy Faia, Zoe Roach

### **Student and Staff Safety Team**

Leader: **Jeff Gray**  
Alternate: Aina Gessaman  
Team Members: Jared Masar, Dave Hoffman  
Chelsea Peterson, Ron Longueira

### **Facilities Team**

Leader: **Oscar Orozco**  
Alternate: Cherie Mares  
Team Members: Suzanne Ellzey, Debbie Pinheiro, Resha Jadeja

### **Crowd Control Team**

Leader: **Leonard West**  
Alternate: Irene Valdez  
Team Members: Evelyn Franco, Michelle Haney, Susie Garcia

### **“Buddy” Crowd Control Team**

Leader: **Sarah Gordon**  
Alternate: Kathryn Yant  
Team Members: Debbie Engles, Lynn Moore, Barbara Hirst,  
Summer Wright, Shannon McCarty

## COMMUNICATIONS

### *Functions*

1. Team Leader reports to the Incident Commander.
2. Report and/or release emergency information concerning the status of students, staff, and school facilities to the Monterey County Office of Emergency Services, Monterey County Office of Education, District Board of Education Members, parents, public, and the press.
3. Maintain communications with district employees.
4. Maintain log of all incoming and outgoing communications

## FIRST AID

### *Functions*

1. Team Leader reports to Incident Commander
2. Report to First Aide and Basic Need Chief to determine medical needs and plan.
3. Set up first aid area
  - Get supplies.
4. Assess injuries and provide first aid, as indicated.
5. Determine need for skilled medical assistance
  - If needed, request from Incident Command Center.
6. Responsible for patient identification and tracking.
  - Affix a tag on each of the injured with name, address, injury, and any treatment rendered.
7. Establish priorities for transport, when it is available, of the injured to hospitals.
  - Team member may accompany children to hospital, if available.

8. Complete the Injury and Missing Persons Report

## **FOOD, WATER, AND SUPPLY MANAGEMENT**

### ***Functions***

1. Team Leader reports to First Aid and Basic Need Chief.

### **Food, Water, and Supply Responsibilities**

2. Assess food preparation facilities.
3. Estimate number of persons requiring shelter and for what period of time.
4. Assess adequacy of available water, food, blankets, and other supplies.
5. Control conservation of water.
6. Establish list of all persons in shelter
  - determine any special needs.
7. Report additional equipment and supply needs to the Incident Command Center.
8. Each classroom has emergency supplies:
  - Portable Potty

## **INCIDENT COMMAND**

### ***Functions***

1. Determine appropriate actions for students/staff
  - e.g., evacuate school buildings, evacuate school site, return to class, etc.
2. Assign emergency functions, as appropriate.
3. Conduct drills, in keeping with requirements.
4. Continually collect, analyze, and report information concerning:
  - students and staff who are injured or unaccounted for
  - facility damage assessment
  - etc.
  - report status to the Superintendent.
5. Determine need for, request, if necessary, and coordinate assistance with outside agencies.
6. Provide overall direction for all activities during an emergency.

## MAINTENANCE, SECURITY, AND FIRE

### **Functions**

1. Team Leader reports to the Incident Commander.
2. Turn off utilities and secure water system.  
*Note: This step takes precedence over all other assignments for custodian(s).*
3. Access emergency supplies.
4. Extinguish small fires, if possible.
5. Ensure emergency vehicles have access to school grounds.
6. Secure school buildings against unauthorized entry.
7. Seal off and post areas where hazardous conditions exist.
8. Set up sanitary facilities.
9. Set up morgue.

## PSYCHOLOGICAL FIRST AID

### **Functions**

1. Team Leader reports to Incident Commander.
2. Responds to notification of an emergency or disaster, sudden death, suicide, etc.

### **Next Day Response**

3. Helps plan the response to the incident and prepares for the following day. Plans should include:
  - a. Prepare written statement to staff members:
    - how to handle phone calls and requests for information about the emergency or disaster.
  - b. Establish a crisis center on campus
    - crisis team members shall be available there to meet with students/staff.
  - c. Request assistance, if needed, from:
    - \*\*\*Monterey County Office of Education Psychological Services, and/or
    - Monterey County Behavioral Health Services (831-647-7650).
  - d. Promptly share factual information:
    - with staff, students, parents, and community.
    - by planning staff meetings or other communications.
  - e. Provide an opportunity for teachers to meet with a designated crisis team member to obtain additional information on how to:

- facilitate classroom discussion.
  - respond to students' questions and needs.
- f. Provide a written statement to teachers to be used to announce the incident to students.
  - g. Request teachers refer students who seem especially upset to the school's crisis center for individual counseling.

<b>SEARCH AND RESCUE</b>
--------------------------

**Functions** (Always done in teams of no less than two people)

1. Team Leader reports to Student Release Team Leader.
2. Members check in with Team Leader.
3. Check for proper equipment.

**Searches**

4. Check exterior of building.
5. Responsible to check bathrooms, hallways, and other areas for students, staff, visitors, and intruders.
6. May need to search campus for unaccounted people.
7. Turn in Damage Report for Assessment (Section 6, Form H) to Operations Chief via Team Leader.
8. Develop plan of attack.
9. Interior Search
  - Select safe entrance.
  - Mark the entry door with a slash “ / “ .
  - Sweep assigned area in orderly pre-planned sweep pattern.
  - Upon entering an area:
    - call out and wait for answer.
  - Remove victims who are not trapped first.
  - Remove trapped victims, if possible.
  - When exiting complete original “ / “ making an “ X “ .
    - write pertinent information on door.
  - After search, secure the building from re-entry.
  - Give status report to Team Leader.

## STUDENT RELEASE

### **Functions**

1. Team Leader reports to Incident Commander.
2. High stress job. May require frequent relief.

### **Accountability**

3. Account for all students and staff.
  - Get Injury and Missing Persons Report from each teacher (see Section 6, Form M).
  - Determines who is missing/unaccounted for, sends list to Operations Chief.

### **Assembly/Shelter**

4. Responsible for setting up evacuation site.
  - a) Second Level for all grades if outdoor
  - b) Dance Gym at High School if off campus evacuation, indoors required
5. Coordinates supervision of students until release.
  - a) Set up Student Release Table at entrance of evacuation area
  - b) Use radio to call students from their assembly area
6. Rest rooms always an issue.
  - a) Identify working restrooms for students
  - b) If none available, establish area to set up portable potties in evacuation area.

### **Transportation Responsibilities**

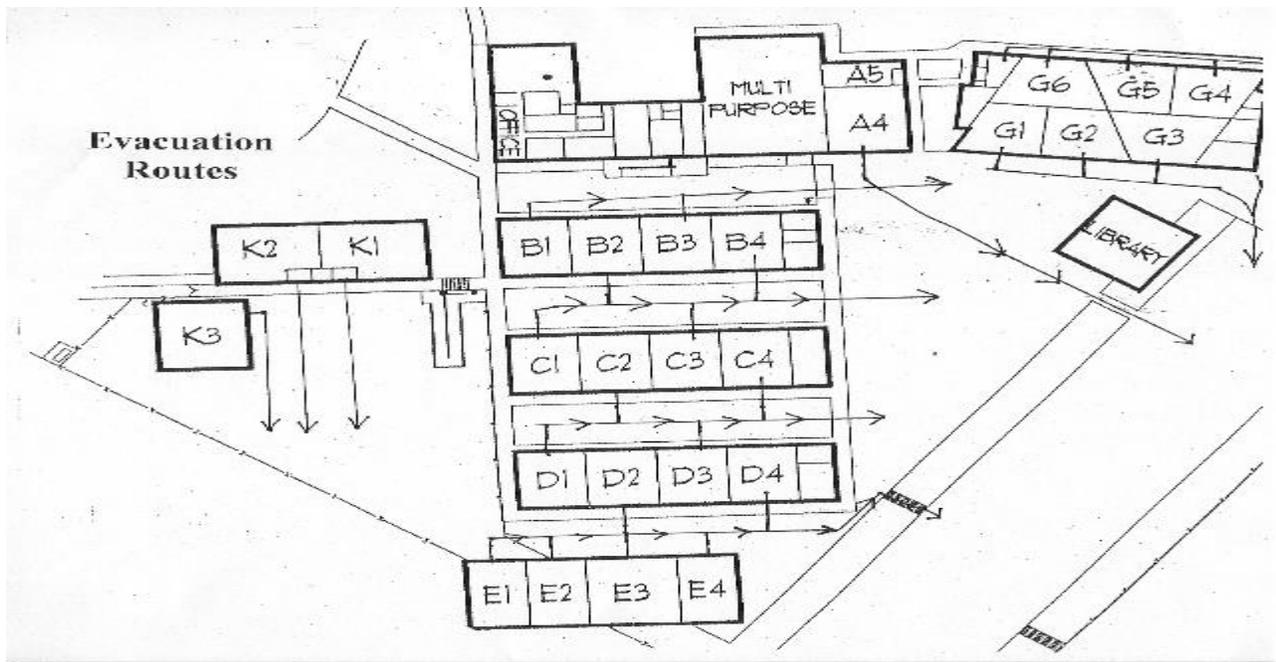
7. Arrange for buses/transportation.
8. Supervise loading and moving of buses/transportation.
9. May have to arrange alternative transportation.

### **Release of Students**

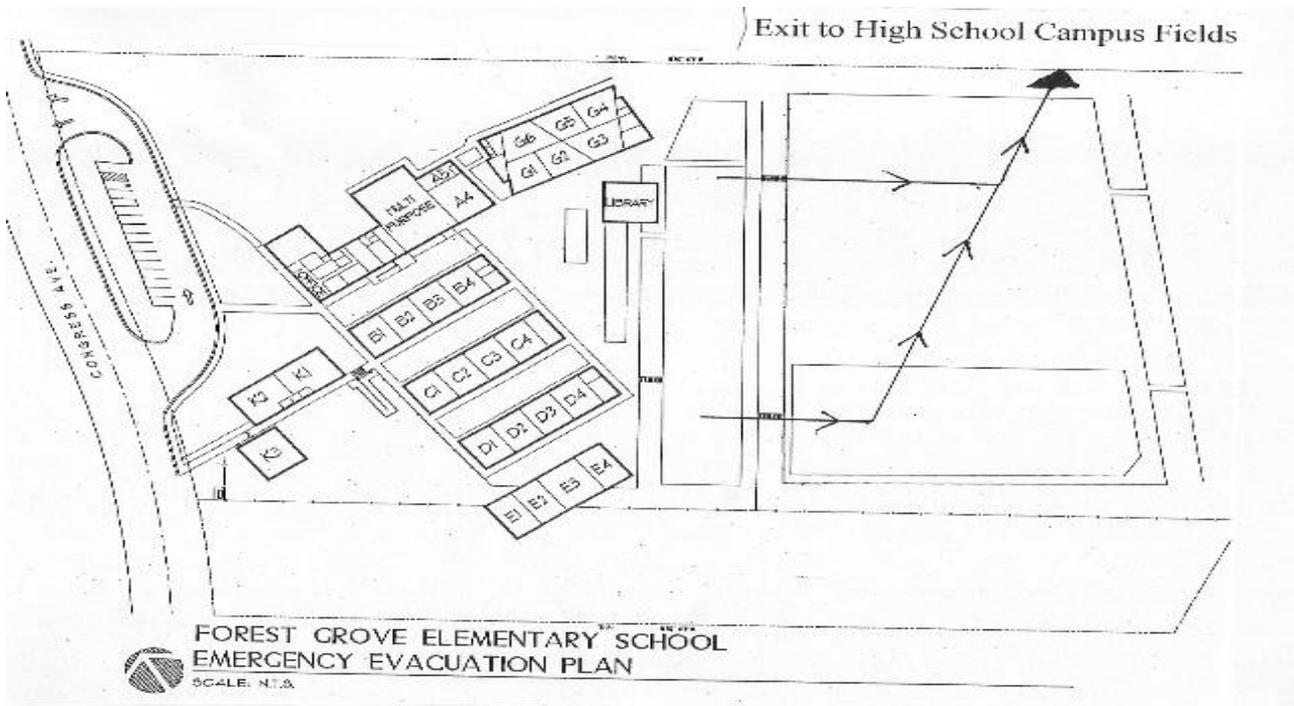
10. Check student emergency card for name of person(s) authorized to pick up student.
11. Release student only to an authorized person.
12. If in doubt, ask for identification.
13. Complete Student Release Log

## **FOREST GROVE ELEMENTARY SCHOOL** **2016-17 Safety Drills - Calendar**

<b>Day, Date</b>	<b>Period, Time</b>	<b>Length of Drill</b>	<b>Type</b>
August 30, 2016	9:00 a.m	15 mins	Evacuation
September 20, 2016	1:30 p.m.	15 mins	Secure Campus
October 2, 2016	10:20 a.m.	15 mins	Drop, Cover, & Hold On
December 20, 2016	10:00 a.m.	15 mins	Lockdown/Barricade
January 31, 2017	1:30 p.m.	15 mins	Shelter in Place
February 15, 2017	1:30 p.m.	15 mins	Evacuation
March 14, 2017	11:00 a.m.	15 mins	Drop, Cover, & Hold On
April 18, 2017	1:30 p.m.	15 mins	Secure Campus



**MAP OF THE USUAL EVACUATION SITE**



**MAP(S) SHOWING ALTERNATE EVACUATION SITE(S) AND ROUTE(S) TO REACH THE SITE(S)**

# Phone Tree

## 2015 - 2016 School Year

	<b>Buck Roggeman</b> 402-7288	
Kathy Hunter 647-9923	Nicki Klevan 236-6814	Barbara Hirst 521-5688
Kristen Sweeney 916-717-3350	Debbie Engles 375-6711 229-1173	Mary Lee Newman 372-5788 392-5788
Jeanie DeTomaso 521-1564	Glynis Barrett 625-9131 238-7660	Maryn Sanchez 521-1786
Kathryn Yant 455-8054 229-8797	Jeff Gray 372-5835 214-1293	Nate Randall 647-1628 869-6117
Summer Wright 747-1129 594-2865	Aina Gessaman 883-2953 521-4392	Lynn Moore 724-2042 236-5746
Melanie Cardinali 649-1584 601-6800	Jayne Lord 649-5433 915-1931	Kari Serpa 238-5076
Danielle Hartnett 917-0635	Sarah Gordon 646-9170 224-3700	Irene Valdez 229-4776
Shannon McCarty 737-3139	Hetal Patel 333-1669 714-932-2545	Kayla Naylor 277-4622
Beth Cina 236-7018	Mindy Faia 626-8462 595-2788	Senen Baguio 224-2792
Lynn Clements 655-1166 233-8678	Susie Garcia 373-6499 809-5665	Christine Gruber 869-5388 372-3686
Jared Maser 719-469-4346	Betty Minor 375-1873	Deborah Marchese 375-0592 594-2357
Marisa Tegerdal 402-1374	Silvia Mah 372-8699 596-9907	Carey Parker 747-7549
Oscar Orozco 320-8914	Marlene Roman 375-7769	Nancy DaSilva 747-7999
Fran Castorina 372-2205 915-5034	Leonard West 238-4339 375-4402	Candice Giudotti 210-3200
Shirley Ushakoff 373-7238	Cherie Mares 372-3913	Evelyn Franco 915-6120
Jenn Fuqua 601-1253	Resha Jadeja 595-0390 324-3868	Maria Taschner 647-1449 224-0603
Debbie Pinheiro 375-5501 238-2263	Kristen Stephens 858-900-6316	Sue Ellzey 277-7411
Fran Petty 901-0303	Linda Radley 655-1867 238-5871	Theresa McDaniel 402-8518
Zoe Roach 747-1533 392-5505	Ron Longueira 655-1388 601-1755	Michelle Haney 214-4121
Diane McCluskey 404-401-6032	Chelsea Peterson 224-3734	Nate Welch 236-0438
<b>Buck Roggeman</b> 402-7288	<b>Buck Roggeman</b> 402-7288	<b>Buck Roggeman</b> 402-7288

Buck will call each person at the top of the three columns. Each of these people will then call the person below them. If you can not reach the person immediately below you call the person below them so that the phone tree continues. You **MUST** still continue to call the person you were initially unable to reach until you make contact. If you reach a VM message system you must then call the **NEXT** person below in order to keep the notifications moving.

## **Phone Tree Procedures**

- 1) To activate the phone tree, Principal Buck Roggeman will notify the first in each column.
- 2) The persons contacted by principal will then call the person immediately below them on the phone tree to relay the nature of the emergency.
- 3) If the person immediately below does not answer (an answering machine message is not considered contact) then go to the next name on the list. Inform the person contacted of the name(s) of individuals who did not answer.
- 4) The last person in each column will then contact the principal, relay the message that they received, and list the names of individuals who have not received live contact.
- 5) Principal will then attempt to contact those individuals.

# Forest Grove School Incident Command Structure Locations

Students who need:

Evacuation Assistance

Medications

Add Health Concerns list –  
Inhalers  
Epi-pens  
Student Medication  
First Aid (HUGE) bag for supplies  
PE

Buddy Lists: The following information is provided in the emergency wall units of each classroom. Each teacher should check in with their buddy teacher to ensure that they are present. If the teacher is not present, then report to the Incident Command Center. Classroom is listed at the top with buddy classrooms listed below that. The bottom two lines remind staff which vest should be worn during drills and/or emergencies.

Room: K-1 Buddy Teacher Rooms: K-2 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: K-2 Buddy Teacher Rooms: K-1 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: K-3 Buddy Teacher Rooms: K-4 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: G-1 Buddy Teacher Rooms: G-2/G-6 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: K-4 Buddy Teacher Rooms: K-3 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: G-1 Buddy Teacher Rooms: G-2/G-6 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: G-2 Buddy Teacher Rooms: G-1/G-6 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: G-6 Buddy Teacher Rooms: G-1/G-2 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: B-1 Buddy Teacher Rooms: B-2 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: B-2 Buddy Teacher Rooms: B-1 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: C-4 Buddy Teacher Rooms: C-3 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: B-4 Buddy Teacher Rooms: B-3 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: B-3 Buddy Teacher Rooms: B-4 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: C-3 Buddy Teacher Rooms: C-4 Vest: Red = HELP Yellow = SAFE/All Accounted For
Room: C-2 Buddy Teacher Rooms: C-1 Vest: Red = HELP Yellow = SAFE/All Accounted For	Room: C-1 Buddy Teacher Rooms: C-2 Vest: Red = HELP Yellow = SAFE/All Accounted For

<p>Room: D-4  Buddy Teacher Rooms: D-3  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>	<p>Room: D-3  Buddy Teacher Rooms: D-4  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>
<p>Room: D-1  Buddy Teacher Rooms: D-2/E-2  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>	<p>Room: D-2  Buddy Teacher Rooms: D-1/E-2  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>
<p>Room: D-1  Buddy Teacher Rooms: D-2/E-2  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>	<p>Room: D-2  Buddy Teacher Rooms: D-1/E-2  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>
<p>Room: E-3  Buddy Teacher Rooms: E-4  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>	<p>Room: E-4  Buddy Teacher Rooms: E-3  Vest: Red = HELP  Yellow = SAFE/All Accounted For</p>

Buddy Lists: The following information is provided in the emergency wall units of each classroom. Classroom is listed at the top with buddy classrooms listed below that. The bottom two lines remind staff which vest should be worn during drills and/or emergencies.

<p>Room: E-2          Buddy Teacher Rooms: D-1/D-2          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>	<p>Room: G-4          Buddy Teacher Rooms: G-3/G-5          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>
<p>Counseling          Buddy Teacher Rooms: Speech, ELD, OT, Title 1,          RSP, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>	<p>Speech          Buddy Teacher Rooms: ELD, RSP          Counseling, Title 1, OT, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>
<p>ELD          Buddy Teacher Rooms: Speech, RSP          Counseling, Title 1, OT, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>	<p>OT          Buddy Teacher Rooms: Speech,          Counseling, Title 1, ELD, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>
<p>Title 1          Buddy Teacher Rooms: Speech, RSP          Counseling, ELD, OT, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>	<p>BASRP          Buddy Teacher Rooms: Speech, RSP          Counseling, Title 1, OT, ELD          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>
<p>RSP - Resource          Buddy Teacher Rooms: Speech, Title 1          Counseling, ELD, OT, BASRP          Vest: Red = HELP          Yellow = SAFE/All Accounted For</p>	



# Forest Grove School

## Incident Command Structure Locations

The Incident Commander is responsible for having a pre-designated Command Post location identified both indoors and outdoors. Each Crisis Team should also have pre-designated post locations both indoors and outdoors.

- The primary **Incident Command Center** location for this school is:  
***School Office***
- The secondary outdoor **Incident Command Center** location for this school is:  
***Second Level***
- The primary outdoor **Evacuation Site (Assembly Area)** location for this school is:  
• ***Second Level***
- The secondary indoor **Evacuation Site (Assembly Area)** location for this school is:  
***Dance Gym at PGHS***
- The primary offsite **Evacuation Site (Assembly Area)** location for this school is:  
PGHS Dance Gym
- The secondary offsite **Evacuation Site (Assembly Area)** location for this school is:  
***Playground at Community High School (David Avenue)***

The post locations for each of the Crisis Teams are as follows:

### **Student and Staff Safety Team**

Primary (indoor) Location: ***Second Level***

Secondary (outdoor) Location: ***PGHS Dance Gym***

### **Student Release Team**

Primary (outdoor) Location: ***Second Level, behind the Library***

Secondary (indoor) Location: PGHS Dance Gym

### **First Aid and Basic Needs Team**

Primary (indoor) Location: ***Staff Lounge***

Secondary (outdoor) Location: ***Kindergarten Playground***

### **Communications Team**

Primary Location: ***Office***

Secondary Location ***First Level, picnic tables the Library***

### **Facilities Team**

Primary Location: ***Custodial Office, end of B-wing***

# Forest Grove School Crisis Team Locations

The following is a list of the areas where Crisis Teams will meet:

## **Communications Team**

Office or  
Picnic Tables on first level, next to Library

## **Student Release Team**

Second Level, behind Library or  
Office

## **First Aid and Basic Needs Team**

Staff Lounge or  
Kindergarten Playground

## **Search and Rescue Team**

First Level, at "The States" on the playground

## **Facilities Team**

Custodial Office, end of B-wing, near the playground

## **Crowd Control Team**

Second Level or  
Outside of PGHS Dance Gym

## **"Buddy" Crowd Control Team**

Perimeter of Assembly area

# Forest Grove Elementary School

## 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 the correct information the first time he/she asks for it.**

#### 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
<b>SHELTER IN PLACE</b>	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
<b>DROP, COVER &amp; HOLD ON</b>	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
<b>SECURE CAMPUS</b>	Initiate for a <b>potential</b> 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
<b>LOCKDOWN / BARRICADE</b>	Initiate for an <b>immediate</b> 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
<b>EVACUATION</b>	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

# 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

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS**

- Assume Incident Command role
- Instruct designee to call 911.
- Designee must be ready to provide location, status of campus, all available details of situation
- Make public address announcement. Instruct students and staff to remain calm and convey reassurance that the situation is under control
  - **Example:** “Your attention please. We have an environmental hazard in the community and are implementing SHELTER IN PLACE procedures. Students and all staff are to remain indoors with windows and doors securely closed. Turn off heating or air conditioning units. If you are outside, move indoors immediately. Do not go out for any reason until you receive further instructions. This is NOT a drill.” -REPEAT-
- Designate assigned individual to close doors and windows in administration building

- Designate assigned individual to shut off heating or air conditioning units in administration building if necessary
- Make arrangements for central HVAC shutdown, as necessary
- When able, alert Superintendent's office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- Access the "Emergency Response Box" in order to provide fire officials with maps, keys, rosters, etc.
- Meet fire department or law enforcement at Incident Command Post  Transfer incident command to fire officials, but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event.
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation.
- When directed by fire officials, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

#### **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:
  - close doors and windows
  - shut down the classroom HVAC system
  - turn off fans
  - 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

# 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.

## Administrator Actions:

- 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
- Assume Incident Command role
- As soon as possible after recognizing seismic activity, make a public address announcement. If the PA system is not available, use other means of communication, i.e., sending messengers to deliver instructions
- Be calm and give clear directions
  - **Example:** “Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. This is NOT a drill. Do NOT go outside!”  
**Repeat.**
- According to site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- If injuries are reported, instruct designee to call 911 immediately if classroom teacher/supervisor has not already done so
- Access the “Emergency Response Box” in order to chart reported injuries and/or damage on building map. Be ready to provide this map to First Responders upon their arrival

- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Before initiating any evacuation, deploy Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut the gas off
- Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt. Non structural damage would **not** necessarily require an evacuation
- When able, report campus status to Superintendent's office ☐☐ If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post
- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post
- After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Be prepared to transfer command of immediate emergency to First Responders. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

## 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
- 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

# 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

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS**

- Assume Incident Command role
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
  - **Example: Your attention please. Due to Law Enforcement activity in the community, please implement SECURE CAMPUS procedures immediately. This is NOT a drill." - REPEAT-**
- Instruct designee to call law enforcement non-emergency number and inform them of Secure Campus status. Ask to be kept current on the incident.
- Designate assigned individual to lock all doors leading into administration building

- Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- If relevant to site staffing assignments, contact campus School Resource Officer or other security personnel and provide available information ☐☐ When able, alert Superintendent's office
- Maintain heightened state of readiness in the case the community threat intensifies and school needs to elevate response to **LOCKDOWN / BARRICADE**
- If students are out at break, recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** status immediately upon conclusion of break
- If possible, provide periodic updates to staff via public address, email, or other agreed upon means. Continue updates even if there is no change in the situation
- Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside for as long as the threat persists
- After the emergency has been neutralized, initiate **ALL CLEAR**
- Through whatever means is most effective, provide parents/guardians with a description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

### **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

# 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)

## **“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

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS**

- Assume Incident Command role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided
  - **Example: “Your attention please. We have an emergency situation. Implement LOCKDOWN/BARRICADE procedures immediately. This is NOT a drill.” -REPEAT-**
- Designate assigned individual to lock all doors leading into administration building
- Instruct office staff to seek safe refuge in a pre-determined “Safe” location within the building
- **ONLY IF SAFE TO DO SO:**
- Attempt to contact on-campus school resource officer or other security personnel and provide available information
- When able, alert Superintendent’s office
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement

- Access the “Emergency Response Box” in order to provide law enforcement with maps, keys, rosters, etc.
- If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- If safe to do so, meet law enforcement at Incident Command Post
- After the emergency has been mitigated, initiate **EVACUATION** or room to room clearing procedures as directed by law enforcement
- Collect attendance and notify law enforcement of any missing persons
- If incident includes casualties, deploy (School) Liaison Officer to First Responder’s Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- Transfer incident command to law enforcement but provide whatever assistance/information they require. School Incident Commander remains as part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- Through whatever means is most effective, provide parents/guardians with a description of the emergency and the response, and if appropriate, what steps are being taken in its aftermath

**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. If law enforcement does not have keys, follow the “Sum of Nine” communication protocol
- **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

**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

**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

# 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 the second level playground assembly area.
- May require staff to exit via alternate routes based on circumstances
- Requires students remain with assigned teachers unless circumstances prohibit this
- Requires that staff and students assist those with special needs to ensure for safe egress of all

## **SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS**

- Assume Incident Command role
- Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- Initiate the alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teachers until further instructions are provided
  - **Example:** “Your attention please. We have an emergency situation. Evacuate all buildings immediately (to the on-site location OR to the off-site location.) Students are to remain with assigned teacher. Evacuate all buildings immediately. This is NOT a drill.” – Repeat-
- When able, alert Superintendent’s office
- Access the “Emergency Response Box” in order to provide fire officials and/or law enforcement with maps, keys, rosters, etc.
- Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- Meet fire officials or law enforcement at Incident Command Post

- Collect attendance and notify fire officials or law enforcement of any missing persons
- If incident includes casualties, deploy (School) Liaison Officer to First Responder's Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons. Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require.
- School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to classroom and normal school activities
- If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures
- Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, the school's response, and what steps are being taken in its aftermath

### **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"
- 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

### **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

## **EMERGENCY TELEPHONE NUMBERS**

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

<b>Police</b>	<b>911/ 831-648-3143</b>
<b>Sheriff</b>	<b>911</b>
<b>Fire Department</b>	<b>911/ 831-648-3143</b>
<b>Paramedics</b>	<b>911/ 831-648-3143</b>
<b>C.H.O.M.P</b>	<b>831-624-5311</b>
<b>Pacific Grove Unified School District Office</b>	<b>831-646-6509</b>
<b>Red Cross Monterey Chapter</b>	<b>831-624-6921</b>
<b>District Transportation</b>	<b>831-646-6643</b>
<b>District Maintenance</b>	<b>831-646-6537</b>
<b>California High Patrol</b>	<b>831-796-2100</b>
<b>Poison Control</b>	<b>800-784-2433</b>
<b>Child Protective Services</b>	<b>831-755-4661</b>
<b>PG&amp;E</b>	<b>800-743-5000</b>
<b>Water</b>	<b>888-237-1333</b>

## **EMERGENCY TELEPHONE NUMBERS**

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

### **A. Pacific Grove Unified School District Emergency Contacts**

<b>Position/Title</b>	<b>Name</b>	<b>Day Phone</b>	<b>Mobile Phone</b>
Superintendent	Ralph Porras	831-646-6510	
Assistant Superintendent	Rick Miller	831-646-6509	
Director of Maintenance	Matt Kelly	831-646-6537	
Transportation Foreman	Lisa Stacks	831-646-6643	
Nutrition Director	Dianne Hobson	831-646-6521	
Director of Student Services	Claire Davies	831-646-6523	

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### **B. School Emergency Contacts**

<b>Position/Title</b>	<b>Name</b>	<b>Day Phone</b>	<b>Evening/ Weekend Phone</b>	<b>Mobile Phone</b>
		<b>831-646-6560</b>		
Principal	Buck Roggeman	Ext. 200	831-333-1536	831-747-7436
Psychologist	Mindy Faia	Ext. 127	831-626-8462	831-595-2788
<b>Site Team Leaders:</b>				
Student/Staff Safety	Jeff Gray	Ext. 151/radio	831-372-5835	831-214-1293
Student Release	Deborah Marchese	Ext. 201	831-375-0592	831-594-2357
Crowd Control	Leonard West	Ext. 251/radio	831-375-4402	831-238-4339

First Aid/Basic Needs	Jayne Lord	Ext. 103	831-649-5433	831-915-1931
Communications	Lynn Clements	Ext. 152	831-655-1166	831-233-8678
Facilities	Oscar Orozco	Ext. 207	831-393-4283	831-320-8914

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<b>SAFE SCHOOLS SAFETY &amp; SECURITY ASSESSMENT</b>	
<b>Name of School: Forest Grove Elementary School      Date of Assessment 10-2</b>	
<b>Start Time __8:00 a.m.__ End Time _8:45 a.m.__</b>	
<b>Assessed By: Administration Buck Roggeman, Glynnis Barrett Oscar Orozco</b>	
<b>Community Partners &amp; Guests: _____</b>	
Directions: Evaluate your school with respect to each question by placing an X in the columns labeled YES or NO. Yes responses	
	<b>YES</b>
1. Adequate school zone & speed signage in surrounding area.	X
2. Neighborhood watch or partnership has been established.	
3. Vehicles drive appropriately in school zone.	X

4. Sidewalks & crosswalks are available for student walkers.	
5. Neighborhood is considered safe and an asset to the school.	X
6. Other:	
<b>BUILDING EXTERIOR</b>	<b>YES</b>
1. Roofs are accessible only by a ladder.	
2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted.	X
3. "Visitors Must Report To Office" signs are posted at all exterior entrances.	X
4. Visitor entrance is clearly identified.	X
5. "Supervision Hours" signs are posted in prominent locations.	
6. Adequate lighting at all exterior entrances.	X
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.	
14. Blinds/curtains closed in rooms containing computers & valuable equipment.	X

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. Exterior door to kitchen is kept locked, has peephole & adequate doorbell.	X
19. Exterior entrance to kitchen has adequate lighting.	X
20. Good visibility of bike racks from building.	X
21. Intercom Notification System works adequately in exterior gathering areas.	X
22. Other:	
<b>ARRIVAL &amp; DISMISSAL</b>	<b>YES</b>
1. Supervision is in place before students arrive. (note time of first student arrivals)	X
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
5. Parent drop-off/pick-up area is clearly marked.	X
6. Parent drop-off/pick-up area is supervised when students are present.	X
7. Sidewalks are provided for student walkers.	X

8. Crossing guards are provided to assist elementary children.	X
9. Vehicles drive within appropriate speed limit.	X
10. Adequate lighting in parking lots.	X
11. Adequate number of parking spaces for staff & visitors.	
12. Student access to parking lot is restricted for Elementary & Middle School.	X
13. Student access to parking lots is restricted to arrival/dismissal for high school.	
14. Student parking is available by permit only.	
15. Parking lot is supervised during arrival & dismissal.	X
16. Other:	
<b>HALLS &amp; COMMON AREAS</b>	<b>YES</b>
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).	
4. Halls are supervised during passing time.	
5. Common areas are supervised when students are present.	X
6. Unused entrances are locked during school day.	X
7. Halls & common areas are free of graffiti & trash.	X

8. Students adhere to school dress code.	X
9. Students adhere to hands-off policy.	X
10. Students interviewed know emergency procedures.	X
11. Fire extinguishers are checked annually by fire inspection company.	X
12. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in green zone, properly labeled.)	
13. Fire extinguishers that are not visible have visible signage.	X
14. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.)	X
15. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide.	X
16. Exit doors open & close easily & exit signs are well lit.	X
17. Doors with panic hardware are free of locks/latches/chains.	X
18. Other:	
<b>CUSTODIAL ROOMS &amp; PROCEDURES</b>	<b>YES</b>
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

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.	
8. Attic scuttle openings are closed.	X
9. Breakers in electrical panels are labeled; spares are in off position.	X
10. Electrical panels have 36 inches of clearance.	X
11. All containers including spray bottles are properly labeled.	X
12. MSDS notebook location is known & notebook is easily accessible.	X
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:	
<b>PLAY GROUNDS &amp; SOCIAL AREAS</b>	<b>YES</b>
1. Play areas are fenced for the safety of students. (vehicular access restricted)	X
2. Play equipment is in good condition.	X
3. Surface of play area is in good condition.	X

4. Play areas are free of hazards.	X
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, consequence rule infractions.)	X
9. Other:	
<b>KITCHEN &amp; EATING AREAS</b>	<b>YES</b>
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.	

10. All kitchen staff have been trained in emergency procedures & participate in drills.	X
11. Walk in refrigeration units have easy escape doors.	X
12. Other:	
<b>RESTROOMS</b>	<b>YES</b>
1. Restroom stalls are equipped with doors or fire resistant curtains.	X
2. Restrooms/locker rooms have adequate lighting.	X
3. Restrooms are clean, odor free, and free of trash.	X
4. Restroom walls, mirrors, & interior stall doors are free of graffiti.	X
5. Other:	
<b>CLASSROOMS</b>	<b>YES</b>
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

7. Power strips are used in place of extension cords.	X
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:	
<b>OFFICE &amp; ADMINISTRATION</b>	<b>YES</b>
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.	
4. Adults not listed on student registration form are required to have written permission to pick up students.	X
5. Local fire & police departments have current school maps, contact lists and keys to school buildings.	X
6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes)	X
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
12. OR-OSHA poster <i>Job Safety &amp; 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 SAFE 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
18. A system is in place to train substitute staff on emergency procedures.	X
19. First aid kits are properly stocked and readily accessible.	X
20. Staff Development Plan is current. (Attach copy to this form.)	X
21. A Behavior Team meets regularly to review behavior issues & behavior management systems.	X
22. Other:	

**Areas of Recognition**

Record commendable areas of safe school conditions and staff members who are involved in these efforts.


# School Safety Goals

1) Improve drop off and pick up safety in back parking lot.

- Improve sidewalk into and out of the back parking lot
- Paint cross walk from sidewalk to first island
- Install an exit so that there are one way entrance and exits.

2) Conduct Safety Training for all staff annually

- Review Evacuation Procedures
- Review Earthquake procedures
- Review components of Crisis Response Plan