

Robert H. Down Elementary

**SAFE SCHOOLS REPORT
&
SCHOOL SAFETY PLAN
2023-2024**

485 Pine Avenue

Pacific Grove, CA 93950

(831) 646-6540



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

**Pacific Grove Unified School District
Monterey County**

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Heather Zunguze	Support Staff Rep.

Robert H. Down Elementary School Site Council/SPSA Committee 2023 -2024

Jennifer Lauchaire	Speech Pathologist
Katie Wrolstad	Parent
Michelle Evans	Teacher
Julie Morales	Parent
Sean Keller	Principal

SCHOOL OVERVIEW

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

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

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

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



ASSESSMENT OF CURRENT SAFETY DATA

Attendance

Average daily attendance for 2023-2024 reporting periods 1-3 was 92.56% (a decrease of 1.23% from the same attendance period last year), with the lowest attendance rate occurring in October (91.45%) and highest in August (94.14%).

2023-2024 Periods 1-3 Truancy Letter Data

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

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

RHD Student Handbook Excerpts:

Arrival and Dismissal

Children should arrive at school between 8:30-8:40 A.M. Students arriving before 8:30 A.M. or not picked up 10 minutes after the dismissal bell will be sent to daycare for supervision. Parents/Guardians will be charged \$10.00 per hour (or any fraction thereof) for emergency day care services. Charges for emergency day care services are due and payable on the day of the occurrence. The warning bell rings at 8:40 A.M. Students are tardy if they are not in their classrooms at 8:45 A.M. and truant tardy if late 30 or more minutes (after 9:15 A.M.) without a note from a doctor or verification from guardian (See Punctuality, Attendance and Tardy Policy for more information). Please remind your child that, if tardy, he or she must check in at the office before proceeding to class. All students should go home

immediately following the dismissal bell if there is no parent/guardian supervision.

Campus Access: Gates Opened and Locked

Gates A, B, C, and D will be unlocked at 8:30 A.M. daily for student arrival. All morning intervention students should enter through the front office for their 8:00 A.M. courses. Gates will be locked at 8:45 A.M. after the first bell. The kindergarten gate off Pine Ave. will be unlocked for kindergartners leaving at 2:10 P.M. Kindergarten parents should meet their children by the nearest gate to their student's classroom. All parents must check in to the RHD office if volunteering or dropping off materials. Student dismissal occurs at 3:10 P.M. Gates will be re-locked for the afternoon BASRP program at 3:30 P.M. and families wanting to access the Jen Hinton Field playground area are urged to do so with adult supervision. No students should be left unsupervised after school, or they will be checked into the BASRP program if no parent is present. Gates will be unlocked for community use after 4:00 P.M., over the weekend, and during school breaks. Adults should never ask students to open gates for convenience from the inside or ask students to climb over fences or reach through/under gates to unlock handles. Please help keep RHD safe at all times

Punctuality

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

Student Attendance/Procedure for Parent to Explain Absences

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

Pacific Grove Unified School District adheres to a strict attendance policy. "Parents or guardians of children aged 6 to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy." A 24-hour voicemail system is available for calls at 646-6663. All absences must be cleared by a telephone call or note from the parent/guardian within 72 hours of the absence. It is important to advise the office as well as your child's teacher. Parents may verify student illnesses up to 14 days throughout the school year before a note from a doctor/clinic is required, including students who arrive at school after 9:15 A.M. for an illness/medical appointment or for an all-day absence for illness or medical appointment – or combination thereof. Each subsequent absence (15 or more) requires a note from a doctor/clinic.

Truancy/Truancy Mediation

Robert Down Elementary participates in the Truancy Mediation Program through the Monterey County District Attorney's Office. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30- minute period (truancy tardy) during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Superintendent or designee. (Ed Code 48260) After three unexcused/unverified absences/truancy tardies, the school is mandated to report these absences to the Monterey County District Attorney's Truancy Mediation Program and parents will receive a letter warning about further attendance violations. A mandated parent meeting with the principal will result if unexcused absences/truancy tardies continue, along with a letter from the District Attorney's Office warning families about possible fines if students do not begin to arrive on time or attend school.

Tardy Policy

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

Early Dismissal from School

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

Excused Absences

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

Unexcused Absences

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

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

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

- a. The parent/guardian must request approval from the site principal in advance of the absence. Parents are strongly discouraged from scheduling non-medical appointments, business, or vacation travel during times when school is in session, as these are considered unexcused absences. Any parent contemplating family travel during school is in

session must contact the school at least two weeks prior to the absence to ascertain its probable impact on their child's academic situation. Justifiable Absence Request (JAR) forms found online at <https://robertdown.pgusd.org/> should be filled out and turned in to the attendance clerk.

- b. Approval for allowable credit due to an unexcused absence may be granted for up to ten (10) days per school year if the absence is due to business or travel that has demonstrable educational value and the student's academic progress will not be impeded as a result.
- c. Teacher and Administrative pre-approved student absences for school- sponsored events may be eligible for full credit outside of the allowable days noted in (b) above.
- d. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- e. Make-up work and/or tests may not be provided for unexcused absences in excess of the established limits.

Attendance Codes

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

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

Mental Health Services

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

Yolanda Cork-Anthony,
Director of Student Services
(831) 646-6523

435 Hillcrest Avenue
Pacific Grove, CA 93950

Cori Rosenberg
Mental Health Therapist
Robert Down Elementary / Forest Grove Elementary
(831) 646-6540

485 Pine Avenue
Pacific Grove, CA 93950

Discipline Referrals, Suspension and Expulsion Rates

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

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

Student Alternative Discipline

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

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

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

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

Additional Resources and References

For information regarding the following, please refer to the cited PGUSD Board Policy, Robert Down School Parent/Student Handbook, California Penal Code, and/or CA Ed. Code. Child Abuse Reporting: Board Policies 0450/5141.4 and California Penal Code 11164 Suspensions/Expulsions Procedures: California Education Code 49079 Teacher Notification of Dangerous Student: California Education Code 49079 Discrimination and Harassment Policy including cyber bullying: PGUSD Board Policies 5131.3/5145.3 Non-Discrimination in Employment Policy: PGUSD Board Policy 4030 Dress Code: Robert Down School Handbook, PGUSD Board Policy 0450 Hate Crime Reporting: PGUSD Board Policy 0450 Community Relations/Use of Facilities for Emergency Mass Care and Welfare Shelter- PGUSD Board Regulation 1330 Exposure Control Plan – PGUSD Board Policy 4019.42

School Safety and Conditions

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

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

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

Socio-Economic Status: Free and Reduced Lunch

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

Total Percentage of Students Receiving Free/Reduced Lunch

	2018-2019		2019 - 2020		2020 - 2021		2021 - 2022	
	RHD	District	RHD	District	RHD	District	RHD	District
Free/Reduced % Lunch Recipients	15	19.1	12.95	15	12.95	19.1	13.76	17.02

Strategies/Programs for Maintaining School Safety

(EC 35294.2 [a] [2])

PGUSD Policies and Procedures 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedure

[BP 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

[AR 5141.4 – Student – Student Welfare – Child Abuse Reporting Procedures](#)

CHILD ABUSE REPORTING NOTIFICATION

Section 11166 of the Penal Code requires any child care custodian, health practitioner, firefighter, animal control officer, or humane society officer, employee of a child protective agency or child visitation monitor who has knowledge of or observes a child in his/her professional capacity or within the scope of his/her employment whom he/she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

“Child care custodian” includes teachers; an instructional aide, a teacher’s aide, or a teacher’s assistant employed by any public or private school, who has been trained in the duties imposed by this article, if the school district has so warranted to the State Department of Education; a classified employee of any public school who has been trained in the duties imposed by this article, if the school has so warranted to the State Department of Education; administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; and who have been trained in the duties imposed by this article; licensees, administrators and employees of licensed community care or child day care facilities; Head Start teachers.

“Health practitioner” includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractors, licensed nurses, dental hygienists, optometrists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Professions Code.

“Child visitation monitor” means any person as defined in Section 11165.15. I have been informed of the above law and will comply with its provisions.

4030 – Personnel – All Personnel – Non-Discrimination in Employment

[BP 4030 – Personnel – All Personnel – Non-Discrimination in Employment](#)

[AR 4030 – Personnel – All Personnel – Non-Discrimination in Employment](#)

The Governing Board prohibits unlawful discrimination against and/or harassment of District employees and job applicants on the basis of actual or perceived race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender or sexual orientation at any District site and/or activity. The Board also prohibits retaliation against any District employee or job applicant who complains, testifies or in any way participates in the District's complaint procedures instituted pursuant to this policy.

Any District employee who engages or participates in unlawful discrimination, or who aids, abets, incites, compels or coerces another to discriminate, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Any District employee who observes or has knowledge of an incident of unlawful discrimination or harassment shall report the incident to the principal, District administrator or Superintendent as soon as practical after the incident. Failure of a District employee to report discrimination or harassment may result in disciplinary action.

The Superintendent or designee shall regularly publicize, within the District and in the community, the District's nondiscrimination policy and the availability of complaint procedures. (34 CFR 100.6)

The District's policy shall be posted in all schools and offices including staff lounges and student government meeting rooms. (5 CCR 4960)

The Board designates the following position(s) as Coordinator(s) for Nondiscrimination in Employment: Superintendent 435 Hillcrest Avenue
Telephone: 831-646-6520 Pacific Grove, CA 93950

Other Remedies

An employee may, in addition to filing a discrimination complaint with the District, file a complaint with either the California Department of Fair Employment and Housing (DFEH) or the Equal Employment Opportunity Commission (EEOC). The time limits for filing such complaints are as follows:

1. To file a valid complaint with DFEH, the employee must file his/her complaint within one year of the alleged discriminatory act(s). (Government Code 12960).

2. To file a valid complaint directly with EEOC, the employee must file his/her complaint within 180 days of the alleged discriminatory act(s). To file a valid complaint with EEOC after filing a complaint with DFEH, the employee must file the complaint within 300 days of the alleged discriminatory act(s) or within 30 days after the termination of proceedings by DFEH, whichever is earlier. (42 USC 200e-5).

Employees wishing to file complaints with the DFEH and EEOC should contact the nondiscrimination coordinator for more information.

5145.3 – Student – Student Welfare – Nondiscrimination/Harassment

[BP 5145.3: Nondiscrimination/Harassment](#)

[AR 5145.3: Nondiscrimination/Harassment](#)

The district designates the individual identified below as the employee responsible for coordinating the district's efforts to comply with state and federal civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Age Discrimination Act of 1975, and to answer inquiries regarding the district's nondiscrimination policies. The individual shall also serve as the compliance officer specified in AR 1312.3 – Community Relations – Uniform Complaint Procedures as the responsible employee to handle complaints regarding unlawful discrimination, including discriminatory harassment, intimidation, or bullying, based on actual race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or any other legally protected status; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The coordinator/compliance officer may be contacted at:

Director, Human Resources
435 Hillcrest Avenue Pacific Grove, CA 93950
(831)-646-6507

(Education Code 234.1; 5 CCR 4621)
(cf. 1312.1 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Complaints Concerning School Personnel)
(cf. 1312.3 – Community Relations – Uniform Complaint Procedures)

Measures to Prevent Discrimination

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the district's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the district's web site and other prominent locations and providing easy access to them through district supported social media, when available.

(cf. 1113 – Community Relations – Communication with the Public – Publicizing School Meetings) (cf. 1114 – Community Relations – Communication with the Public – School District Publications)

2. Provide to students a handbook that contains age-appropriate information that clearly describes the district's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the district's nondiscrimination policy. The notice shall inform students and parents/guardians of the possibility that students will participate in a sex-segregated school program or activity together with another student of the opposite biological sex, and that they may inform the compliance officer if they feel such participation would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the compliance officer shall meet with the student and/or parent/guardian who raises the objection to determine how best to accommodate that student. The notice shall inform students and parents/guardians that the district will not typically notify them of individual instances of transgender students participating in a program or activity.

4. The Superintendent or designee shall ensure that all students and parents/guardians, including students and parents/guardians with limited English proficiency, are notified of how to access the relevant information provided in the district's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district

shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the district's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include guidelines for addressing issues related to transgender and gender-nonconforming students. (cf. 1240 – Community Relations – Participation by the Public – Volunteer Assistance)

(cf. 4131 – Personnel – Certificated Personnel – Staff Development)
(cf. 4331 – Personnel – Management and Confidential Personnel – Staff Development)

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each principal or designee of the district's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of District Policy

The Superintendent or designee shall take appropriate actions to reinforce BP 5145.3 – Nondiscrimination/Harassment. As needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti. (cf. 5131.5 – Student – Vandalism and Theft)

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination and how to respond.

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination.

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community. (cf. 4012.6 – Personnel – All

Personnel – Personnel Files) (cf. 5125 – Student – Student Progress – Student Records)

5. Taking appropriate disciplinary action against perpetrators and anyone determined to have engaged in wrongdoing, including any student who is found to have made a complaint of discrimination that he/she knew was not true. (cf. 5144 – Student – Student Welfare – Discipline) (cf. 4218 – Personnel – Classified Personnel – Dismissal/ Suspension/ Disciplinary Action) (cf. 5144 – Student – Student Welfare – Discipline) (cf. 5144.1 – Student – Student Welfare – Suspension and Expulsion/ Due Process) (cf. 5144.2 – Student – Student Welfare – Suspension and Expulsion/ (Individuals with Special Needs) (cf. 6159.4 – Instruction – Instructional Arrangements – Behavioral Interventions for Special Education Students)

Any student who feels that he/she has been subjected to unlawful discrimination described above or in district policy is strongly encouraged to immediately contact the compliance officer, principal, or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the compliance officer or principal, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the compliance officer or principal within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. When any report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is submitted to or received by the principal or compliance officer, he/she shall inform the student or parent/guardian of the right to file a formal complaint pursuant to the provisions in AR 1312.3 – Community Relations – Uniform Complaint Procedures. Any report of unlawful discrimination involving the principal, compliance officer, or any other person to whom the complaint would ordinarily be reported or filed shall instead be submitted to the Superintendent or designee. Even if the student chooses not to file a formal complaint, the principal or compliance officer shall implement immediate measures necessary to stop the discrimination and to ensure all students have access to the educational program and a safe school environment.

Upon receiving a complaint of discrimination, the compliance officer shall immediately investigate the complaint in accordance with the district's uniform complaint procedures specified in AR 1312.3.

Transgender and Gender-Nonconforming Students

Gender identity means a student's gender-related identity, appearance, or behavior, whether or not that

gender-related identity, appearance, or behavior is different from that traditionally associated with the student's physiology or assigned sex at birth.

Gender expression means a student's gender-related appearance and behavior, whether stereotypically associated with the student's assigned sex at birth. (Education Code 210.7)

Gender transition refers to the process in which a student changes from living and identifying as the sex assigned to the student at birth to living and identifying as the sex that corresponds to the student's gender identity.

Gender-nonconforming student means a student whose gender expression differs from stereotypical expectations. Transgender student means a student whose gender identity or gender expression is different from that traditionally associated with the assigned sex at birth.

Acts of verbal, nonverbal, or physical aggression intimidation, or hostility that are based on sex, gender identity, or gender expression, regardless of whether they are sexual in nature, where the act has the purpose or effect of having a negative impact on the student's academic performance or of creating an intimidating, hostile, or offensive educational environment are prohibited under state and federal law. Examples of types of conduct which are prohibited in the district and which may constitute gender-based harassment include, but are not limited to:

1. Refusing to address a student by name and the pronouns consistent with his/her gender identity.
2. Disciplining or disparaging a transgender student because his/her mannerisms, hairstyle, or style of dress correspond to his/her gender identity, or a non-transgender student because of his/her mannerisms, hairstyle, or style of dress do not conform to stereotypes for his/her gender or are perceived as indicative of the other sex.
3. Blocking a student's entry to the bathroom that corresponds to his/her gender identity because the student is transgender or gender-nonconforming.
4. Taunting a student because he/she participates in an athletic activity more typically favored by a student of the other sex.

5. Revealing a student's transgender status to individuals who do not have a legitimate need for the information.

6. Use of gender-specific slurs.

7. Physical assault of a student motivated by hostility toward him/her because of his/her gender, gender identity, or gender expression.

8. The district's uniform complaint procedures (AR 1312.3) shall be used to report and resolve complaints alleging discrimination against transgender and gender-nonconforming students. Examples of bases for complaints include, but are not limited to, the above list as well as improper rejection by the district of a student's asserted gender identity, denial of access to facilities that correspond with a student's gender identity, improper disclosure of a student's transgender status, discriminatory enforcement of a dress code, and other instances of gender-based harassment.

9. To ensure that transgender and gender-nonconforming students are afforded the same rights, benefits, and protections provided to all students by law and Board policy, the district shall address each situation on a case-by-case basis, in accordance with the following guidelines:

10. Right to privacy: A student's transgender or gender-nonconforming status is his/her private information and the district will only disclose the information to others with the student's prior written consent, except when the disclosure is otherwise required by law or when the district has compelling evidence that disclosure is necessary to preserve the student's physical or mental well-being. In the latter instance, the district shall limit disclosure to individuals reasonably believed to be able to protect the student's well-being. Any district employee to whom a student discloses his/her transgender or gender-nonconforming status shall seek the student's permission to notify the compliance officer. If the student refuses to give permission, the employee shall keep the student's information confidential, unless he/she is required to disclose or report the student's information pursuant to this procedure, and shall inform the student that honoring the student's request may limit the district's ability to meet the student's needs related to his/her status as a transgender or gender-nonconforming student. If the student permits the employee to notify the compliance officer, the employee shall do so within three (3) school days.

11. As appropriate given the physical, emotional, and other significant risks to the student, the compliance officer may consider discussing with the student any need to disclose the student's transgender or

gender-nonconformity status to his/her parents/guardians and/or others, including other students, teacher(s), or other adults on campus. The district shall offer support services, such as counseling, to students who wish to inform their parents/guardians of their status and desire assistance in doing so.

12.(cf. 1340 – Community Relations – Public Activities Involving Staff, Students and School Facilities – Access to District Records)

13. (cf. 3580 – Business – District Records – Development, Maintenance and Disposal)

14.Determining a Student’s Gender Identity: The compliance officer shall accept the student’s assertion unless district personnel present a credible basis for believing that the student’s assertion is for an improper purpose.

In such a case, the compliance officer shall document the improper purpose and, within seven (7) school days of receiving notification of the student’s assertion, shall provide a written response to the student and, if appropriate, to his/her parents/guardians.

15.Addressing a Student’s Transition Needs: The compliance officer shall arrange a meeting with the student and, if appropriate, his/her parents/guardians to identify potential issues, including transition-related issues, and to develop strategies for addressing them. The meeting shall discuss the transgender or gender-nonconforming student’s rights and how those rights may affect and be affected by the rights of other students and shall address specific subjects related to the student’s access to facilities and to academic or educational support programs, services, or activities, including, but not limited to, sports and other competitive endeavors. In addition, the compliance officer shall identify specific school site employee(s) to whom the student may report any problem related to his/her status as a transgender or gender-nonconforming individual, so that prompt action could be taken to address it. Alternatively, if appropriate and desired by the student, the school may form a support team for the student that will meet periodically to assess whether the student’s arrangements are meeting his/her educational needs and providing equal access to programs and activities, educate appropriate staff about the student’s transition, and serve as a resource to the student to better protect the student from gender-based discrimination.

16. Accessibility to Sex-Segregated Facilities, Programs, and Activities: The district may maintain sex-segregated facilities, such as restrooms and locker rooms, and sex-segregated programs and activities, such as physical education classes, intramural sports, and interscholastic athletic programs. A student shall be entitled to access facilities and participate in

programs and activities consistent with his/her gender identity. If available and requested by any student, regardless of the underlying reason, the district shall offer options to address privacy concerns in sex-segregated facilities, such as a gender-neutral or single-use restroom or changing area, a bathroom stall with a door, and area in the locker room separated by a curtain or screen, access to a staff member's office, or use of the locker room before or after the other students. However, the district shall not require a student to utilize these options because he/she is transgender or gender-nonconforming. In addition, a student shall be permitted to participate in accordance with his/her gender identity in other circumstances where students are separated by gender, such as for class discussions, yearbook pictures, and field trips. A student's right to participate in a sex-segregated activity in accordance with his/her gender identity shall not render invalid or inapplicable any other eligibility rule established for participation in the activity.

17.(cf. 6145 – Instruction – Curriculum – Extracurricular and Co-Curricular Activities)

18. (cf. 6153 – Instruction – Instructional Arrangements – School Sponsored Trips)

19. (cf. 7110 – Facilities – Concepts and Roles – Facilities Master Plan)

20.Student Records: A student's legal name or gender as entered on the mandatory student record required pursuant to 5 CCR 432 shall only be changed pursuant to a court order. However, at the written request of a student or, if appropriate, his/her parents/guardians, the district shall use the student's preferred name and pronouns consistent with his/her gender identity on all other district-related documents.

21. (cf. 5125 – Student – Student Progress – Student Records)

22.(cf. 5125.1 – Student – Student Progress – Release of Directory Information)

23.Names and Pronouns: If a student so chooses, district personnel shall be required to address the student by a name and the pronouns consistent with his/her gender identity, without the necessity of a court order or a change to his/her official district record. However, inadvertent slips or honest mistakes by district personnel in the use of the student's name and/or consistent pronouns shall not constitute a violation of this administrative regulation or the accompanying district policy.

24.Uniforms/Dress Code: A student has the right to dress in a manner consistent with his/her gender identity, subject to any dress code adopted on a school site.

Component 1: The School Climate

People and Programs

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

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

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

Behavior Support and Otter Be a Good Citizen Programs

Rules of Conduct

We believe that:

All teachers have a right to teach without interruptions.

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

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

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

Consequences

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

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

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

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

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

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

Robert H. Down Student Questions Regarding Behavior and Conflict

Is it safe? Is it kind? Is it my personal best?

Toolbox Training

Building Resilience, Self-Mastery and Empathy for Others

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

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

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

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

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



Good Citizen Programs “You Otter Be A Good Citizen”

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

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

- Students will do their best on assigned work at school and at home.
- Students will be respectful to others; no name calling, put downs, teasing, etc. Students will show proper respect for all adults.
- Students will not hurt others or engage in activities that might be unsafe.
- Students will not use vulgar or inappropriate language or gestures.
- Students will not fight.
- Students will respect all personal and school property.
- Students will use appropriate table manners when eating.
- Students will be helpful and considerate to others.
- Students will arrive at school on time.

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

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

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

Component 1: Goals for Improvement

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

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

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

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

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

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

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

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

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

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

Component 2: Physical Environment- Place

Facilities

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

COVID safety procedures to only allow students, staff, and vaccinated volunteers to enter campus through monitored gates; the new drop off/pick up zone on Pine Avenue is also being utilized as well as an area on Spruce and 13th street in the back of school.

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

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

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

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

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

Emergency/Power Equipment/Means/Egress – Repair or replace all faulty power fail egress light fixtures. **All work completed in 2018-19.** No further Fire Department inspections have occurred since this time.

Component 2: Goals for Improvement

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

After heavy rains in early 2019, it was determined that the soil in the storage area under rooms 6, 7, and 8 was unstable and required attention. PGUSD hired two engineering firms to decipher if the foundation is too unstable for the

building. The basement under the building's west wing was cleared of old desks, chairs, and tables in 2020 and the floor was assessed for structural damage after heavy rains. Engineers determined an underground water source dried up to not negatively affect the building and no retrofit construction was required.

Another rain-induced issue on campus concerns room 19 in 2020, which was shut down before school began. A funny smell continued after a mildew/mold test was conducted, and a dehumidifier was required to run throughout the week. District facilities and maintenance will remove the carpet and pull up baseboards in order to assess if there are similar issues with the foundation as found on the opposite side of campus. A full-time fan was installed to provide airflow under the building as it was found to be too stagnant for ventilation.

Continued goals for 2023-2024 to increase safety protocols at RHD:

- Create bins with water, towels, and duct tape for each classroom to use during Shelter in Place emergency response.
- Provide all classrooms that have windows in doors a Velcro cover to place quickly in Secure Campus and Lockdown/Barricade protocols.
- Determine need for bus drop off/pick up supervision
- Train night custodians in Big Five Safety protocols
- Label all electrical panels correctly
- Conduct inventory of all hazardous materials on campus
- Determine if speakers are working in all classrooms and outside of buildings
- Needed for Search and Rescue Team: Place to store outside Safety Helmets, Search and Rescue Bag (Flashlights, Gloves, Masks).
- Student Release Banner/Tables
- Close off access to back and sides of portables – PGUSD Maintenance stated this can be accomplished through Measure D funds.
- Removing two trees on campus:
 - 1) Holly near 2nd grade into bench and
 - 2) Mouse Hole Tree near tetherball courts. Both trees are dying and need to be removed per PGUSD maintenance.

Documents - RHD Student and Parent Handbook 2023-24 (Full online version of handbook can be found <https://robertdown.pgusd.org> > School menu > Handbook

RHD Emergency Supply List by Location

<p>Evacuation Site Emergency Supplies</p> <p>Location: Office and Old Shed</p>	<p>Contents:</p> <ul style="list-style-type: none"> ● Evacuation Site Command Board Bag ● Student Release Information and Chromebook ● First Aid Bag with Supplies ● Student/Staff Bag with vests, gloves and first aid supplies ● Bullhorn 	<p>Needed:</p> <ul style="list-style-type: none"> ● Tarp ● 7 Safety Helmets ● Student Release Banner/Tables ● Search and Rescue Bag (Flashlights, Gloves, Masks)
<p>Classroom Red Emergency Duffle Bag</p> <p>Kits Location: Inside Every Classroom</p>	<ul style="list-style-type: none"> ● Tarp ● 7 Safety Helmets ● Student Release Banner/Tables ● Search and Rescue Bag (Flashlights, Gloves, Masks) 	<ul style="list-style-type: none"> ● First Aid Manual ● BZK Wipes ● CPR Shield ● Eye cups ● Safety Pins ● Scissors ● Tweezers ● Kleenex ● School Map ● Procedures ● Needed: Paper
<p>Classroom Black Box Emergency Kit</p> <p>Location: Inside Every Classroom</p>	<ul style="list-style-type: none"> ● Bandages ● Dressings ● Gauze ● Eye wash and Pads ● Rations ● Double Stick Tape ● Light Sticks ● Water Pouches 	

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

RHD Emergency Response Teams

<p>Site Incident Commander</p> <p>Location: Jen Hinton Field near storage shed</p> <p>Communication Recorder (District Office Support)</p>	<p>Sean Keller</p> <p>Janet Bingham and Sonda Frudden (alternates)</p> <p>PGUSD Safety Director</p>	<p>Role:</p> <p>overall management and coordination of emergency operations from command center-requests and allocates resources</p> <p>activates communications, disseminates emergency public info, warnings ensures specials needs student needs are met</p> <p>public information officer (tells media what to tell parents/community) sets up & monitors media area – but does not give statements to media</p>	<p>Materials:</p> <p>Radio</p> <p>Emergency Response Bag (Black) to Command Center stored in old shed</p>
<p>Communication Recorder (District Office Support)</p>	<p>Amy Riedel</p> <p>Pine Ave until first responders arrive</p> <p>Annie Deis</p> <p>Carly Adams</p>	<p>Role:</p> <p>Makes pre-authorized announcements (What happened, Who was involved, why it happened)</p> <p>Creates 'talking points' list for IC to share with public carries messages to command center/IC and to District Safety Director initiates phone tree;</p> <p>Recorder: stays with incident commander at all times; tracks incident, actions, times, who took the action, what was reported. answers phones disseminates info to staff/community, calls in resources as needed checks in with IC frequently</p>	<p>Materials:</p> <p>Radio</p> <p>Cell Phone</p> <p>Phone Tree List</p> <p>Local Service provider list</p> <p>Synergy app</p> <p>Tablet</p>

<p>Student Release</p> <p>Location: Jen Hinton Field TK-2nd Grade Primary Release– Spruce and 13th St. gate release</p> <p>3rd-5th Upper Grades, Room 19, and Co-Op Release– Junipero gate</p> <p>First Alternative Location: PGMS Field TK-2nd Primary Release PGMS Sinex Circle</p> <p>3rd-5th, RM 18/19 Release PGMS Hillcrest Circle</p> <p>Second Alternative Location: PG Community Center</p>	<p>Annie Deis and Jeff Erickson</p> <p>-Primary at Spruce and 13th gate</p> <p>Amy Riedel and Audrey Kitayama -upper grades Junipero gate</p> <p>Support and Student Escorts to gates Jenn Fuqua Nargess Akavi Sally Jones Caroline Wade Ginger Root Kristin Sells Alex Jenner</p>	<p>Role:</p> <ul style="list-style-type: none"> ● Implements & monitors student release (needs emergency cards/Synergy access) ● monitors & supervises volunteers ● coordinates with public safety ● Sets up boundaries, manages crowds (cones, ropes) ● controls foot and vehicle traffic ● reports to IC frequently <p>Teachers to release to students to parents after checking in through Office Manager or Attendance Clerk</p> <p>Amy Riedel 3rd-5th Annie Deis TK -2nd</p>	<p>Materials:</p> <ul style="list-style-type: none"> ● Radio (3) ● Emergency Cards ● blank Student Release Forms ● Signs to mark “Student Release Area” ● Tables, chairs (2) ● Master roster of students and staff (current attendance noted)clipboards, pens, clerical
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First Aid/Basic Needs	First Aid	Role:	Materials:
<p>Location: Jen Hinton Field near water fountain</p>	<p>Cindy Waznis, Health Clerk Peggy Tobin Anne Scanlon Mary Hiserman Katrina Powley, PGUSD Nurse and Roberto Dixon (if available)</p> <p><u>Emotional Support</u> Sonda Frudden Cori Rosenberg Thalia Jones</p>	<p>First Aid & CPR</p> <ul style="list-style-type: none"> ● provides water, food, blankets, etc. ● Monitors special needs students ● tracks students treated by EMS ● coordinate s mental health needs/counseling services ● sets up shelters (coordinate s with Red Cross) ● reports to IC frequently 	<p>First Aid supplies in old shed (in addition to red backpacks)medication from Health Office</p> <p>self-adhesive tags (red, yellow, green to assess triage), pens, masking tape medical treatment victim log</p> <p>blankets</p> <p>ground cover/tarps</p> <p>quick reference CPR/First Aid guidelines</p>

Search & Recover	Office, Mailroom, Health Office, Staff Restroom, 2nd grade floor, restrooms	Role: Search and resume (assists first responders)	Materials: Radio (3), Site Map with search
Meet at Incident Command after classes/students checked in	Rooms 2-10, Steve Ibrahim and David Jones	Coordinates transportation for off-site evacuation, plans for movement reports to IC frequently via	Plan, clipboard, hard hat, gloves, whistle, master keys First Aid backpack
Buddy teacher covers class	OP, BASRP/Project Room, Ottertorium, Bathrooms, Cafeteria, Classrooms 11-20 Anne Hober and Roberto Dixon	Clear, waiting for each team to finish speaking before reporting	Duffle bag with goggles, flashlight, dust mask, pry bar, grease pencils, duct tape, caution tape, masking tape
	Primary Rooms and Portable Restrooms Julie Kelly Heather Zunguze, and Jacqueline Perkins		

Facilities	<p>Eddie Overstreet RHD Head Custodian</p> <p>Jon Anderson PGUSD Director of Facilities</p>	<p>Role:</p> <p>**Must have working knowledge of how to shut off utility valves, location of master keys & location of emergency equipment</p> <p>Shut off valves if advised to do so (gas, water, power) Check safety of facilities, lock/unlock doors</p> <p>Bring out supplies or resources provide maps and info to public safety agencies</p> <p>Coordinate with public safety to determine when building is safe to enter</p> <p>Security of building tracks damages and monitors all equipment/supplies</p> <p>Reports to IC frequently</p>	<p>Materials:</p> <p>Radio</p> <p>Hard hats, gloves, whistle</p> <p>Master key</p> <p>Site maps</p> <p>Duffle bag with goggles, dust masks, caution tape, shutoff tools for gas and water (crescent wrench)</p>
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<p>Student Monitoring</p> <p>Erica Chavez Christina Renteria</p> <p>Jaqueline Perkins Michelle Evans</p> <p>Patty Bloomer</p> <p>Denise Johnson Anna Darnell Page Gilmore</p> <p>Stephanie Perlstein</p> <p>Angelee Brockmeyer Janet Bingham Stephanie Pechan</p> <p>Sydney Dacuyan</p>	<p>Kelly's Buddy</p> <p>Perkins Buddy</p> <p>Jones's Buddy Ibrahim's Buddy</p> <p>Hiserman's Buddy</p> <p>Hober's Buddy</p>	<p>Role:</p> <p>Accounts for all staff, students, & visitors</p> <p>Keeps everyone safe in a manageable location</p> <p>Supervise all students if team leaders need to assemble their teams coordinate with student release</p>	<p>Materials:</p> <p>Rosters of students w accurate attendance</p>
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ROBERT H. DOWN ELEMENTARY SCHOOL-2023-2024

Safety Drills

Day, Date	Period, Time	Length of Drill	Type
August 25, 2023 Friday	10:05 AM	5-10 minutes	Evacuation Drill
September 21, 2023 Thursday	9:15 AM	10-15 minutes	Shelter in Place
October 12, 2023 Thursday	10:20 AM	5-10 minutes	Drop, Cover, and Hold On
November 15, 2023 Thursday	2:05 PM	5-10 minutes	Secure Campus
December 12, 2023 Tuesday	11:45 AM	10-15 minutes	Evaluation
January 24, 2024 Wednesday	TBD in classrooms	20-30 minutes	Think on Your Feet with Peet Day
February 23, 2024 Friday	2:45 PM	15-20 minutes	Evacuation with Student Release
March 18, 2024 Monday	9:40 AM	10 minutes	Secure Campus
April 23, 2024 Tuesday	11:15 AM	20 minutes	Evacuation - Missing Students
May 15, 2023 Wednesday	1:50 PM	10 minutes	Shelter In Place

EMERGENCY TELEPHONE NUMBERS

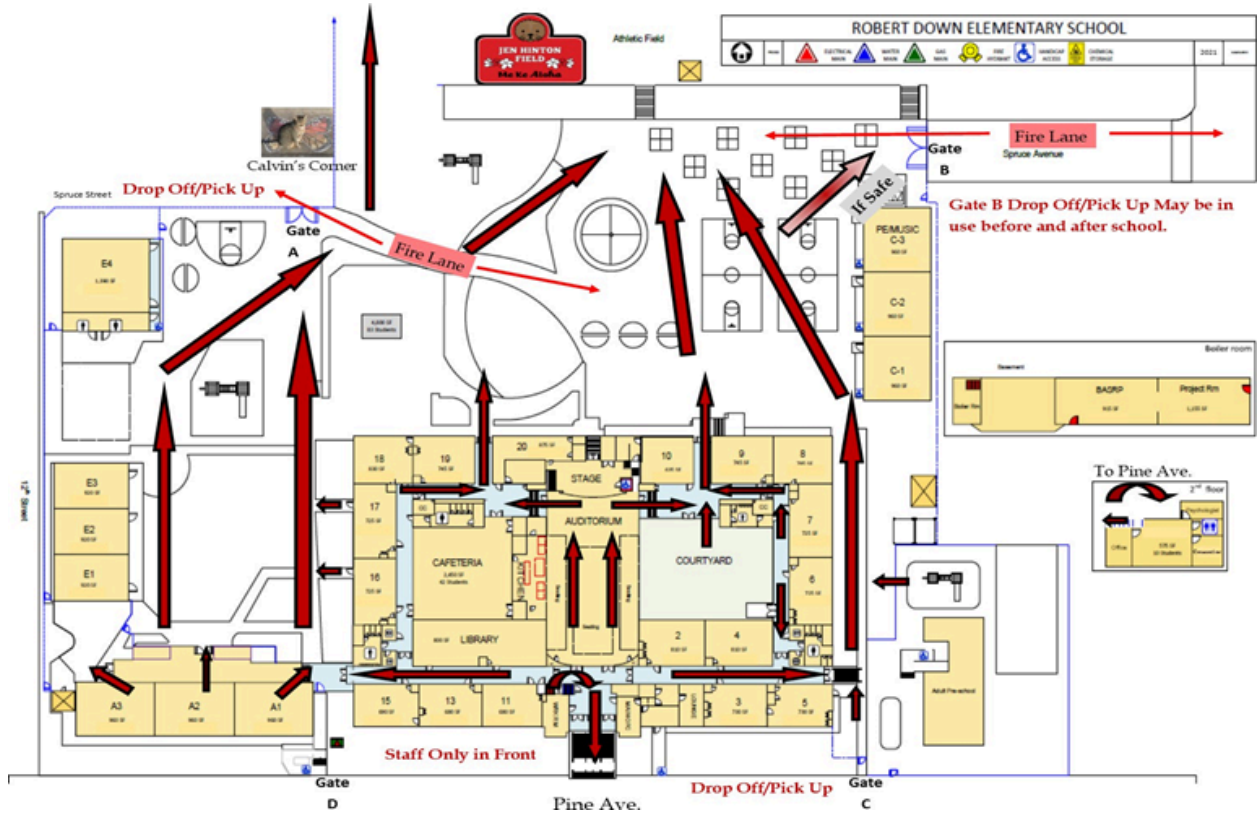
(If dialing from school phones, dial “9-9” before dialing the number)

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

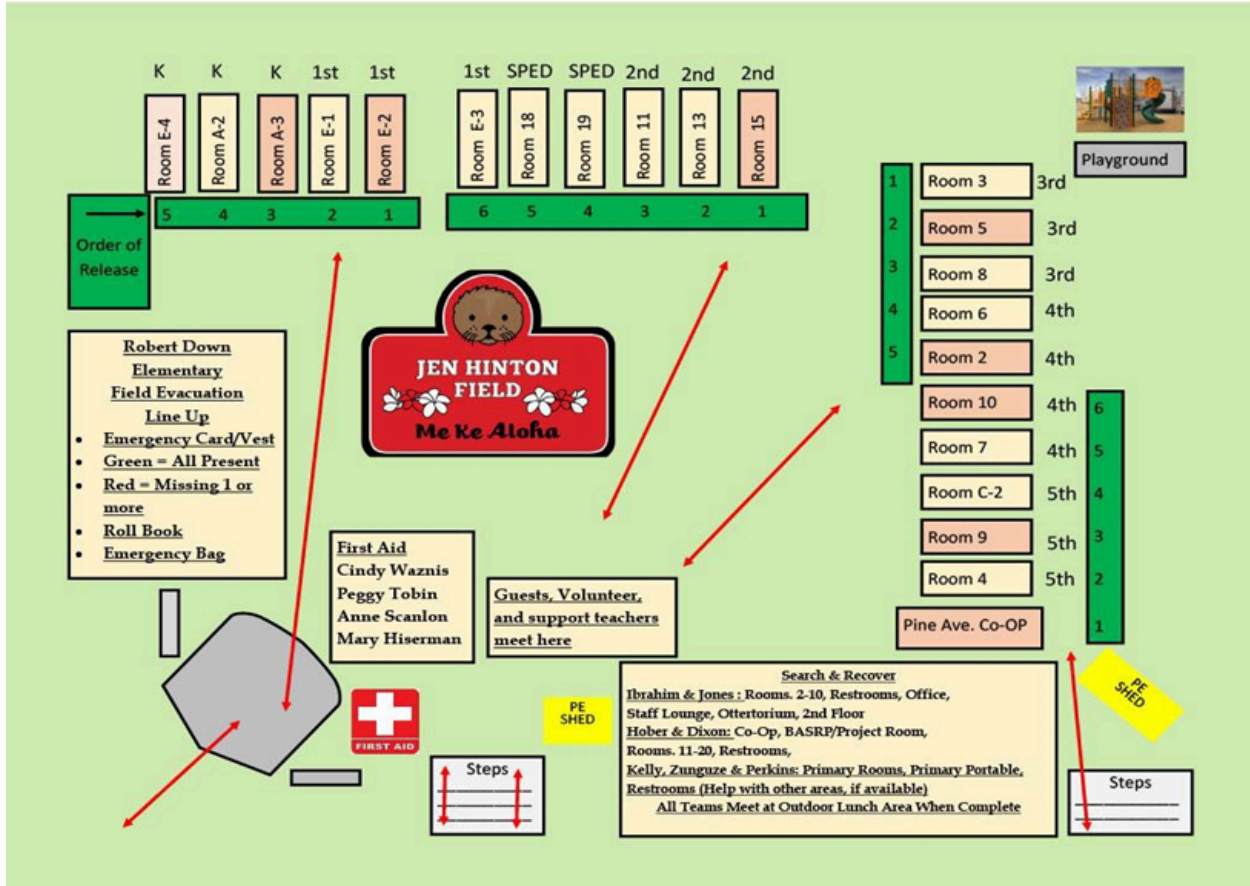
IMMEDIATE ACTION RESPONSE: THE BIG FIVE

BIG FIVE ACTION	WHEN	WHAT
SHELTER IN PLACE	Environmental hazards, dangerous air quality due to smoke or other contaminants, fire off-site, dangerous wildlife in the area, or severe weather	Isolate students and staff from the outdoor environment. Go inside. If hazard is airborne, close doors, windows, and air vents. Shut down air conditioning/heating units.
DROP, COVER AND HOLD ON	Earthquake, explosion, or falling debris	Protect students and staff from falling debris, drop to the floor, take cover under heavy furniture and hold on.
SECURE CAMPUS	Potential threat of violence in the surrounding community and/or police activity off-campus and nearby	Calmly direct all staff/students indoors. Close and lock all classrooms/office doors. Continue instruction as planned. Remain indoors until otherwise directed.
LOCKDOWN/ BARRICADE	Violent intruder on campus	Immediately seek safety indoors. Once inside, lock and barricade all doors. Cover windows and turn off lights. Remain quiet and alert. No one is allowed to enter or exit for any reason unless directed by law enforcement.
EVACUATION	Bomb threat, chemical/gas leak, fire inside the building or nearby premises, severe weather alert, after an earthquake or explosion, or when implementing Student Release/Reunification	Use the "Look, Listen, and Leave" protocol. Once it is deemed safe to exit buildings, lead students and school staff from school buildings to a predetermined location.

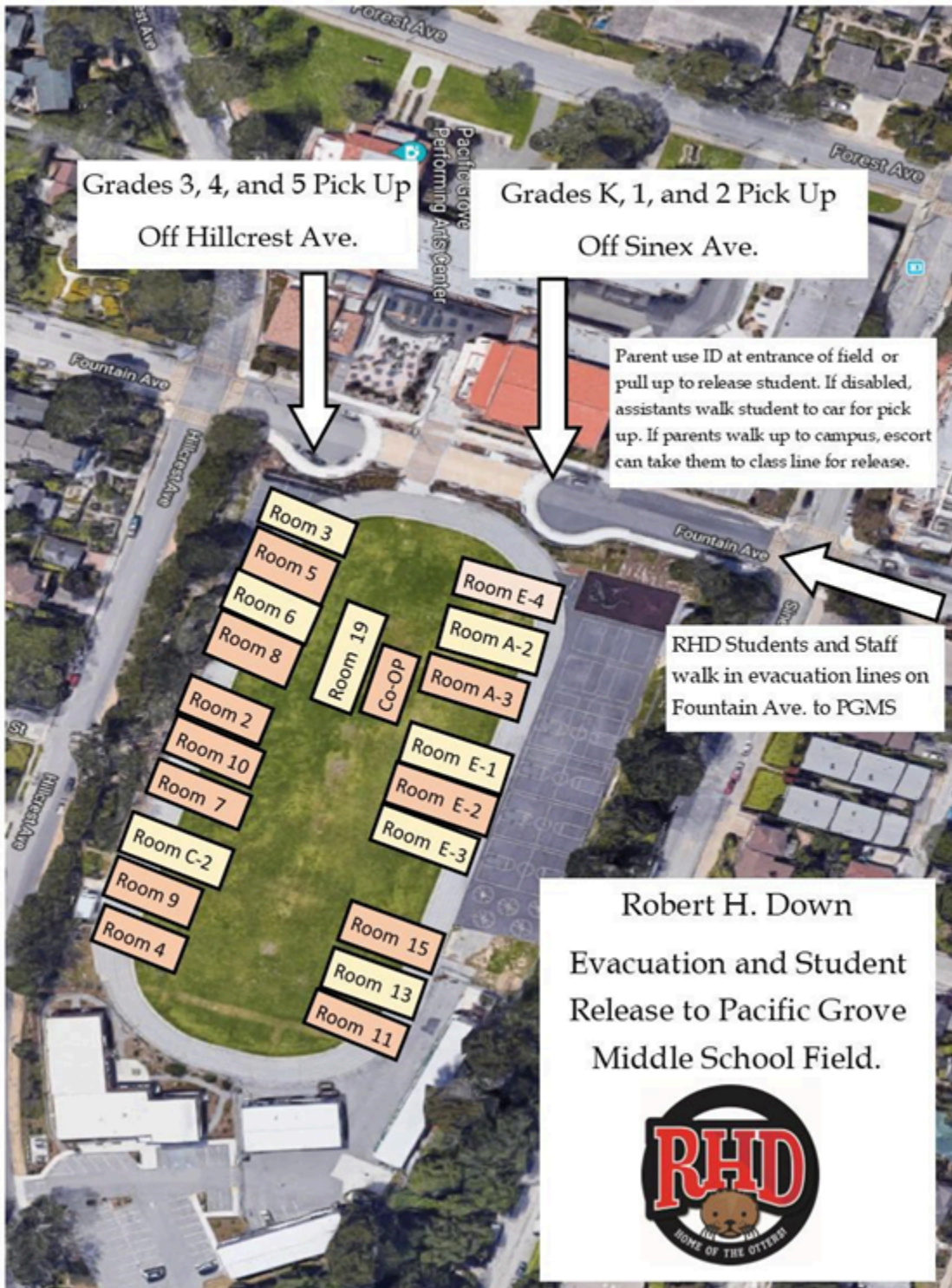
Robert H. Down Elementary Evacuation Map



Robert H. Down Elementary Evacuation Line Up



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



SAFE SCHOOLS

SAFETY & SECURITY ASSESSMENT

Name of School: Robert Down Elementary Dates of Assessment: March 2022 Assessed By: RHD Safety Team Community Partners & Guests:

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

	YES	NO	COMMENTS
1. Adequate school zone & speed signage in surrounding area.	X		
2. Neighborhood watch or partnership has been established.	X		Letters sent to community w/invite to participate in watch
3. Vehicles drive appropriately in the school zone.		X	PG City made improvements
4. Sidewalks & crosswalks are available for student walkers.	X		
5. Neighborhood is considered safe and an asset to the school.	X		
6. Number of Parking Spots Around Perimeter vs. Staff Needs		Goal	Determine number of spots around campus for parents and staff
BUILDING EXTERIOR	YES	NO	COMMENTS
1. Roofs are accessible only by a ladder.	X		
2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted.		X	Add "Tobacco Free Zone" @ locations No "Drug Free Zones" signs No Weapons Free Zone signs
3. "Visitors Must Report To Office" signs are posted at all exterior entrances.		X	Not at all gates. Suggested to add times when gates will be locked/unlocked.

4. Visitor entrance is clearly identified.	X		
5. "Office Hours" signs are posted in prominent locations.	X		Suggested to add times when gates/doors will be opened and locked.
6. Adequate lighting at all exterior entrances.		X	Back area is dark. Lights near the field are not lit at night/early morning. Timer needs to be adjusted with computer
7. Adequate lighting around the building.	X		
8. School grounds are free of graffiti & trash.	X		
9. Shrubs/foliage trimmed – good line of vision.	X		
10. Exterior doors & locks are in good condition.	X		
11. Exterior doors & windows are locked before & after school.	X		
12. Exterior windows & locks are in good condition.	X		
13. Basement windows are protected – grills, etc.	X		
14. Blinds/curtains closed in rooms containing computers & valuable equipment.	X		Suggested to have Velcro/removable covers for doors with windows
15. Outside entrances are numbered to direct emergency vehicles.		X	
16. School grounds are fenced to prevent unauthorized vehicles & public access.	X		
17. Dangerous equipment & utilities are protected & secured.	X		
18. Good visibility of bike racks from the building.		X	Can be seen on camera.

19. Intercom Notification System works adequately in exterior gathering areas.		X	Concerns shared that interior rooms could not hear intercom during earthquake drill
20. Good visibility of bike racks from buildings.		X	Side of buildings. Can be seen on cameras
21. Intercom Notification System works adequately in exterior gathering areas.		X	Concerns shared that interior rooms could not hear intercom during earthquake drill (Continued Concern – Measure D?)
ARRIVAL & DISMISSAL	YES	NO	COMMENTS
1. Supervision is in place before students arrive. (note time of first student arrivals)	X		Playground – Mr. Dixon 8:25 A.M.
2. Bus zones & parent drop-off/pick-up zones are separate.	X		
3. Bus loading zones have restricted access & are clearly marked.	X		
4. Bus area is supervised when students are present. (note time of first supervisor)		X	Special needs and TK students have monitoring
5. Parent drop-off/pick-up area is clearly marked.	X		Not observed by drivers
6. Parent drop-off/pick-up area is supervised when students are present.		X	Not everyday (morning/afternoon or front/back of school)
7. Sidewalks are provided for student walkers.	X		
8. Crossing guards are provided to assist elementary children.	X		One hired, two needed
9. Vehicles drive within the appropriate speed limit.		X	Not off Pine at all times
10. Adequate number of parking spaces for staff & visitors.	X		Street parking only

HALLS & COMMON AREAS	YES	NO	COMMENTS
1. School rules are posted and clearly visible throughout school.		X	
2. Students interviewed know school rules.	X		
3. Students wear visible hall passes when not in class (during class-time).	X		
4. Common areas are supervised when students are present.	X		
5. Unused entrances are locked during the school day.	X		
6. Halls & common areas are free of graffiti & trash.	X		
7. Students adhere to the school dress code.	X		
8. Students adhere to a hands-off policy.		X	Students continuously push and hit each other during play time with reminders to use Personal Space Tool
9. Students interviewed know emergency procedures.	X		
10. Fire extinguishers are checked annually by fire inspection companies.	X		
11. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in the green zone, properly labeled.)	X		
12. Fire extinguishers that are not visible have visible signage.		X	
13. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.)	X		

14. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide.	X		
15. Exit doors open & close easily & exit signs are well lit.	X		
16. Doors with panic hardware are free of locks/latches/chains.	X		
17. Doors with panic hardware are free of locks/latches/chains.	X		
CUSTODIAL ROOMS & PROCEDURES	YES	NO	COMMENTS
1. Mechanical rooms & custodial rooms are secured at all times.	X		
2. Custodians carry two-way radios for communication with the office & administration.	X		
3. Custodians have been trained on building emergency procedures & participate in all drills.		X	Night Custodians need training (Continued Concern)
4. Damage caused by graffiti, broken glass, and other vandalism are immediately repaired (before school opens).	X		
5. Combustible waste materials are stored in non-combustible containers and emptied regularly.		X	
6. Fire protection equipment is free of obstructions (alarm panels, fire extinguishers, sprinkler control valves.)	X		
7. There is 18 inches of clearance below sprinkler heads.	X		

8. Attic scuttle openings are closed.	X		
9. Breakers in electrical panels are labeled; spares are in off position.		X	Not all panels are labeled correctly
10. Electrical panels have 36 inches of clearance.	X		
11. All containers including spray bottles are properly labeled.	X		
12. Material Safety Data Sheet (MSDS) notebook location is known the notebook is easily accessible.	X		Conduct inventory of all hazardous materials on campus
13. Procedures are in place for unlocking/locking doors before, during & after school.	X		
14. High-risk areas (main office, cafeteria, store, computers, etc) are secured after hours.	X		
15. Unused portions of the building are secured after hours.	X		
16. Other:			
PLAYGROUNDS & SOCIAL AREAS	YES	NO	COMMENTS
1. Play areas are fenced for the safety of students. (vehicular access restricted)	X		
2. Play equipment is in good condition.		X	Field play equipment needs repair
3. Surface of the play area is in good condition.	X		Resurfacing needed for the asphalt area, especially on the primary playground. Wood Chips added to the field playground area.

4. Play areas are free of hazards.		X	Drop off near primary swings requires small fencing.
5. Good visibility in play areas (look for barriers to line of sight)	X		
6. Interaction between students is generally positive.	X		
7. Play/Social areas are adequately supervised when students are present. (supervisor – student ratios, size of areas, barriers, etc)	X		
8. Active Supervision principles are applied consistently: (movement, scanning, positive interactions with students, pre-corrections, enforcing rule infractions.)	X		
KITCHEN & EATING AREAS	YES	NO	COMMENTS
1. Access to kitchen by students is restricted and/or with adult supervision only.	X		
2. Eating areas are supervised when students are present.	X		
3. Adequate seating in eating areas.	X		
4. Eating areas are clean and free of trash.	X		
5. Traffic flow of students is organized and time waiting in line is minimal.	X		
6. Cleaning supplies are properly marked and stored away from food.	X		
7. Interior entrance to the kitchen is locked when staff is not present.	X		

8. Knives & dangerous objects are stored in a secured place.	X		
9. Kitchen hood serviced every 6 months/fusible links replaced yearly.	X		
10. All kitchen staff have been trained in emergency procedures & participate in drills.	X		
11. Walk in refrigeration units have easy escape doors.	X		
RESTROOMS	YES	NO	COMMENTS
1. Restroom stalls are equipped with doors or fire resistant curtains.	X		
2. Restrooms have adequate lighting.	X		
3. Restrooms are clean, odor free, and free of trash.	X		New urinal cleaner helps with smell.
4. Restroom walls, mirrors, & interior stall doors are free of graffiti.	X		
CLASSROOMS	YES	NO	COMMENTS
1. Classroom doors are locked & lights are turned off when the 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 systems and phones work in all rooms.	X		
5. Cover plates are on all electrical junction boxes (outlets/switches).	X		

6. Electrical outlets within 6 feet of water are GFCI protected.	X		Rooms 4, 3, and 6 have window leaks during storms.
7. Power strips are used in place of extension cords.	X		To be researched throughout campus
8. Cords are properly secured to avoid tripping.	X		
9. A system is in place to track student exit & return. Hall passes are used consistently.	X		
10. Staff wear visible ID.	X		
11. Staff regularly teach social skills/conflict resolution curriculum. (How many lessons per year?)	X		
12. Classroom rules are posted and consistent with school-wide rules.	X		
13. Staff has been trained on building emergency procedures during current school year.	X		
14. Other:			
OFFICE & ADMINISTRATION	YES	NO	COMMENTS
1. Lobby entrance is visible from the front office.	X		
2. Visitors, parents & volunteers are required to sign in at office & wear visible ID.	X		
3. Student sign-out log is required.	X		
4. Adults not listed on the student registration form are required to have written permission to pick up students.	X		Listed in Illuminate or contact with parent to verify

5. Local fire & police departments have current school maps, contact lists and keys to school buildings.		X	Contact lists need to be created
6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes)	X		11 new radios ordered by PGUSD
7. Portables have front office communication & receive fire alarm notification.	X		
8. Intercom/two-way notification system works, and can be heard in all areas of campus.	X		
9. A key-control system is in place.	X		
10. The Supervision Schedule is current. (Attach a copy to this form.)	X		
11. Safety committee meets monthly & minutes are posted.	X		Site Leadership team acting as Safety Committee
12. The OR-OSHA poster Job Safety & Health is displayed in a prominent area.	X		
13. Medications for students are properly stored & secured. (Review log to verify.)	X		
14. A system is in place for staff, students & parents to anonymously report problems (hotline, designated staff, tip box, etc)	X		
15. District drill schedule is followed. Debrief Sheets are utilized & given to the District Safety Officer.	X		

16. A Search and Rescue Team has been established & trained. (Attach copy of roles & responsibilities.)	X		
17. All classified staff have been trained on emergency procedures during current school year.	X		Night Custodians are only classified to not participate in training
18. A system is in place to train substitute staff on emergency procedures.	X		PGUSD HR training occurs for every sub
19. First aid kits are properly stocked and readily accessible.	X		
20. A Behavior Team meets regularly to review behavior issues & behavior management systems.	X		Site Leadership

Robert Down Elementary School Emergency Phone Tree

Sean Keller	Amy Riedel	Annie Deis
	Office, Computers, BASRP, Music, ELD, PE, & Co-Op	Cindy Waznis
		Eddie Overstreet
		Manuel Villagomez
		Jeff Erickson
		Jared Masar
		Heather Zunguze
		Chantelle Cafferata
		Peggy Tobin
	Christina Renteria	Erica Chavez
		Julie Kelly
		Sally Jones
		Caroline Wade
	Michelle Evans	Rachel McNickle
	1st Grade	Jacqueline Perkins
		Nargess Akhavi
	Denise Johnson	Page Gilmore
	2nd Grade	Anna Darnell
		Ginger Root
	Stephanie Perlstein	David Jones
	3rd Grade	Steve Ibrahim
		Kristin Sells
	Angelee Brockmeyer	Stefanie Pechan
	4th Grade	Janet Bingham
		Alex Jenner
	Mary Hiserman	Anne Hober
	5th Grade	Sydney Dacuyan
	Sonda Frudden	Thalia Jones
Library	Anne Scanlon	
Lauren Davis	Patty Bloomer	
SPED	Josh Altamirano	
	Jennifer Lauchaire	
	Megan Roach/Lauren Heflin	
	Leslie Horn	
	Audrey Kitayama	

Robert Down Elementary School Emergency Phone Tree

Continued

Cafeteria & Garden	Annie Deis	Rosa Diaz
		Vanessa Phelps
		Garden Coordinator
Custodial Staff	Eddie Overstreet	Andrew Terry
		Thomas DeBruin
BASRP	Jeff Erickson	Jennifer Fuqua
		Evelyn Franco
		Tammie Kirmill
		Ryan Rodewald
		Extra BASRPStaff
Music	Jared Masar	
Room 18/19	Patty Bloomer	April Gabriel
		Kyle Villavicencio
		AndreaWebb
		Tara Al Ayoubi
		DeAnna Bradford
Gladys Bocanegra		
PE	Peggy Tobin	Roberto Dixon