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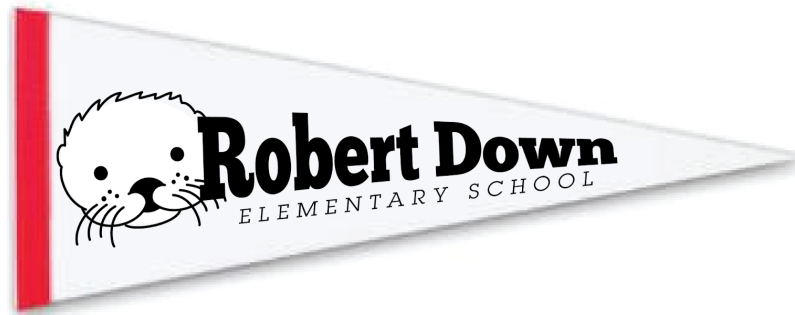
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**Robert Down Elementary School
Safety Committee
2017-2018**

Maria Miller	Teacher
Christina Renteria	Teacher
Laura Rivera	Teacher
Caroline Wade	Instructional Aide
Roberto Dixon	Instructional Aide
Johanna Kroenlin	Parent
Elliott Hazen	Parent
Dominador Lagmay	Custodian
Amy Riedel	Office Manager
Linda Williams	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 K-5 program focuses on a common core standards-aligned curriculum. We are a “ToolBox” and a “Random Acts of KIDNESS” school with a strong spotlight on the development of each individual’s character as well as the sense of community among all students.

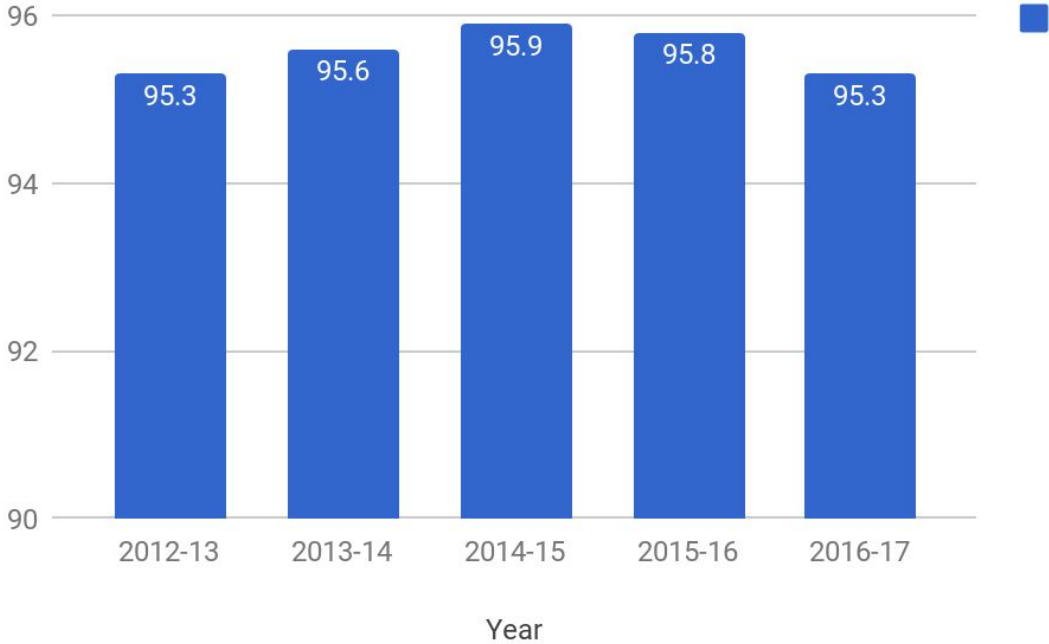
The Mission of Robert Down Elementary School, in partnership with the community, will challenge every student by providing a quality instructional program in a positive, safe and stimulating environment. Robert Down School will ensure opportunities for students to acquire and apply the knowledge and skills that develop the insight and character necessary for a productive and rewarding life.

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

CURRENT SAFETY DATA

Attendance

Average daily rate of attendance for the past four school years averages 95.6% .



Arrival/Pick-up

Children should not arrive at school before 8:20 AM as there is no adult supervision. All students should go home immediately following the dismissal bell. Students arriving before 8:20 (9:40 for late birds), or not picked up 15 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 BASRP services. Charges for emergency daycare services are due and payable on the day of the occurrence. The warning bell rings at 8:40 AM. Students are tardy if they are not in their classrooms at 8:45 AM. Please remind your child that if they are tardy, he or she must check in at the office before proceeding to class.

Parents and school staff should follow all driving and parking laws when arriving to or leaving the school. Students, parents, and staff are encouraged to use all entries/exits to the school campus to alleviate congestion on Pine Avenue. For students who walk or ride their bikes to school, parents should show their children a safe route to school and review with their children the safety rules for bicyclists and pedestrians.

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 good start to the day. Letters will be sent to parents if their child is tardy seven times or truant tardy three times. Parents of students with truant tardies will be required to meet with the principal.

Attendance

Each time your child is absent please *call the absence line* (646-6663), prior to 9:00 AM explaining the absence. Regular and prompt attendance is most important to success in school. Chronic attendance problems will result in a meeting with the teacher, principal, school nurse, and possible referral to the District Attorney's office. 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 PM. Please do not send your child to school sick as they are likely to infect others. MCOE policy states that a student must be fever and vomit free for 24 hours before returning to school.

Student Attendance Policy

Pacific Grove Unified School District adheres to a strict attendance policy. “Parents or guardians of children aged six to 18 are obligated to send their children to school unless otherwise provided by law. The Board shall abide by all state attendance laws and may use appropriate legal means to correct the problems of excessive absence or truancy.” A 24-hour voicemail system is available for calls at 646-6663. All absences must be cleared by a telephone call or note from the parent/guardian within 72 hours of the absence. **It is important to advise the office as well as your child’s teacher.**

Allowable Credit Due to 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. 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. 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.

- a. 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.
- b. Teacher or Administrative pre-approved students absences for school sponsored events may be eligible for full credit outside of the allowable days noted in (a) above.
- c. The maximum number of days of allowable credit shall be ten (10) days per school year, except in unusual circumstances.
- d. Make-up work and/or tests will not be provided for unexcused absences in excess of the established limits.

The entire Regulation #5113 may be viewed online at pgusd.org under Board Policy

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.

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.

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

Robert Down Elementary 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.

Discipline

The following chart depicts the rate of suspensions and expulsions. The rate is calculated by dividing the total number of incidents by the total enrollment and multiplying by 100.

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Suspension	10.69	2.2	2.6	0.62	0.8	0.62	1.2	.4	.2
Expulsions	0	0	0	0	0	0	0	0	0

SUSPENSION AND EXPULSION UMIRS
Uniformed Management Information Reporting System
2016-17

<i>EC SECTION</i>	NUMBER OF EXPULSIONS	NUMBER OF SUSPENSIONS
48900(a)(2)	0	1

District-Wide Discipline

OFFENSE	<i>MINIMUM</i>	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, Disruption of Learning Environment	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
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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 extracurricular 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.).

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 California Education Code

Child Abuse Reporting: Board Policy 0450 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 Policy 5131.3

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

Hate Crime Reporting: PGUSD Board Policy 0450

Community Relations/Use of Facilities- PGUSD Board Policy 1330

School Climate

People and Programs

Robert Down Elementary Schools has clear expectations for student behaviors. There are also school-wide programs in place which help develop students' character, social and emotional learning, and leadership skills. Our Anti-Bullying Program, Welcome Buddies, Big Buddy/Little Buddy Program and Kindness Week are annual programs. During the 2017-18 school year, additional events/programs including Art for the Sky, Disability Awareness, Coffee with the Counselor, and the Kindness Bracelets in remembrance of Ms. Hinton will be included in the effort to build a strong, connected relationships among students, staff, families, and the Pacific Grove community.

The school-wide conduct rules are:

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 or gum 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 notified and staff member speaks with child.

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

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

Note: Consequences may include benching, work detail such as sweeping, cleaning, shoveling or pickup as appropriate.

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

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



Is it safe?

Is it kind?

Is it your personal best?

School-wide 3-Step Plan for Conflict Resolution

We believe in empowering your children to learn to manage their emotions and solve their own problems. We teach them the Three Step Plan for Conflict Management.

1. Use Your Words

Students are encouraged to tell others what they think and feel in a respectful manner

2. Walk Away

Students are encouraged to walk away when they can't manage a situation or solve a problem (cool off). It is hard to fight or argue with someone if you are not there.

3. Get Some Help

If students cannot solve the problem, seek adult help. On the playground find a Yellow Jacket.

Look the person in the eye
Say their name
Tell them how you feel

Good Citizen Programs **“You Otter Be A Good Citizen”** Otter Club

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

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

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

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

Students will show proper respect for all adults.

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

Students will not use vulgar or inappropriate language or gestures.

Students will not fight.

Students will respect all personal and school property.

Students will use appropriate table manners when eating.

Students will be helpful and considerate to others.

Students will arrive to school on time.

Procedures

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

Recognition and Awards

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

Caught Being Good

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

TOOLBOX

ToolBox is a school-wide program which helps to develop resilience, self-mastery and empathy for others. ToolBox strengthens students' innate capacity to manage their own emotional, social, and academic success. The 12 tools taught to all students are: Breathing Tool, Quiet/Safe Place, Listening, Personal Space, Using Our Words, Garbage Can, Taking Time, Please & Thank You, Apology & Forgiveness, Patience, Courage

Goals for Improvement

Student/Staff/Parent Involvement:

The Robert Down School Site Council reviews parental, staff, and student input annually. As a result, was decided that students needed more opportunities to develop personal character and leadership skills. During the several school years, our school has explored ways to involve more 3rd, 4th, and 5th grade students in leadership positions in the school. We want students to take the MegaSkills (responsibility, effort, honesty, kindness,....) they are embracing in the primary grades and develop these attributes more fully by giving the students a format at school to practice these skills and put them into action. We are call the program The Otter Ambassador Program. Teachers and parents are work together to design specific programs which meet the goals of the Otter Ambassador Program. These programs meet at lunchtime or after school (Examples: ROV team, STEM club, GLAM, Autism Buddy Program)

The overall purpose of the Otter Ambassador Program is:

Developing experiences in which students discover what's possible and challenging students to examine the paths they will take now and in the future

Objectives:

- ✓ Developing the Leader in Me
- ✓ Putting MegaSkills into Action
- ✓ Finding a cause greater than myself
- ✓ Having a positive effect on my school, my community, and the world around me
- ✓ Growing through giving back

We are discovering: **What you *can* do is often just a matter of what you *will* do.**



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Our past developed programs included such programs as: Recycling Team, Building Buddies, Autism Awareness Buddies, Game Time Buddies, Walk with a Purpose, Math Stars with over 200 students participating!

Parent Education Evenings

When parents know better, they do better and the family benefits. Our school counselor, Sonda Frudden will conduct four parent education nights to inform and education parents on various topics throughout the school year. Topics for 2016-17 will include: ToolBox Training, Let's Meet Our New Families Picnic and Fun, Book Group focusing on kindness and empathy (If You Plant a Seed, Each Kindness, 100 Dresses)

Physical Environment

Facilities

The passage of Measure D brought many facility improvements to the campus. Exterior and interior painting, flooring, windows, lighting, remodeled bathrooms, exterior security cameras, classroom instructional cameras, SmartBoards, classroom sound systems, desks, tables, and chairs are some of the upgrades which have occurred over the past few years. With the passage of Measure A in November 2014, the RHD site council and the RHD leadership team will work closely with the PGUSD Tech Team to plan appropriate technology improvements which support instruction and learning. In the spring of 2015, 1:1 chromebooks were provided to each third, fourth, and fifth grader for classroom use. During the 2015-16 school year, additional chromebooks, laptops for teachers, LCD projectors, iReady Math and Reading program were among the purchases paid for from Measure A. In January 2017, additional funding will be available for technology. The RHD Leadership team, Site Council, and Tech Committee will make recommendations for the use of this funding.

Goals for Improvement

Young children learn through play. The Robert Down School staff and parents have committed their efforts to the improvement of the outside playground area. During the 2013-14, a master plan was developed along with a timeline of implementation and fundraising, if necessary, to ensure the overall develop of the playground. This multi-year project is a joint venture of the Robert Down Leadership Team, School Site Council, and the Robert Down PTA. Completed projects are the kindergarten corner and butterfly sanctuary in the

school garden. During the 2016-17 school year, a landscaping and new outside eating area was completed. For the 2017-18, we plan to re-do the play equipment next to the eating area.

Emergency Procedures

Big Five Immediate Action Response

The Big Five Terminology will be used to announce all emergency situations with the attached protocol from PGUSD. The terms include:

ACTION	DESCRIPTION
Drop, Cover, and Hold On	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
Evacuation	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a predetermined safe location
Lockdown/ Barricade	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
Secure Campus	Initiate for a potential threat of danger in the surrounding community. All classroom/ office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.

Shelter in Place	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/ heating units
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Drop, Cover, and Hold On ~ Earthquake Response

At the first sign of a tremor, the teacher will instruct students to “duck, cover, and hold.”

IF YOU ARE INSIDE:

1. Avoid glass and falling objects. Move away from windows and out from under suspended light fixtures and skylights.
2. Have everyone drop to the floor, taking protection under desks and/or chairs, or between the rows of desks/chairs. If there are no tables or chairs nearby or not enough, drop to the floor against an interior wall or doorway.
3. Take the appropriate protective position (DROP, COVER, HOLD):

Protection includes:

Drop to knees; clasp both hands behind neck.

Bury face in arms; make body as small as possible.

Close eyes and cover with forearms.

When possible, hold onto the leg of a desk or other object for stability

IF YOU ARE OUTSIDE:

1. Move away from the building, trees and exposed wires.
2. On the stairs: sit down, hold onto handrail, cover eyes.
3. In an interior hallway: take a protective position alongside one of the walls. Keep away from unsecured hazards.

DURING LUNCH, BREAK, or PASSING:

1. DROP, COVER HOLD where you are.
2. After the shaking has stopped, follow the evacuation route and move to the Evacuation Area.
3. Teachers are to proceed to their locations on the field and wait for their students.
4. As quickly as possible, establish a list of who is missing.
5. Determine supervision within the buddy teams. Other team members assist with their team duties.

If an emergency occurs when students are NOT in class (lunch, recess), please follow these procedures:

Earthquake/Disaster

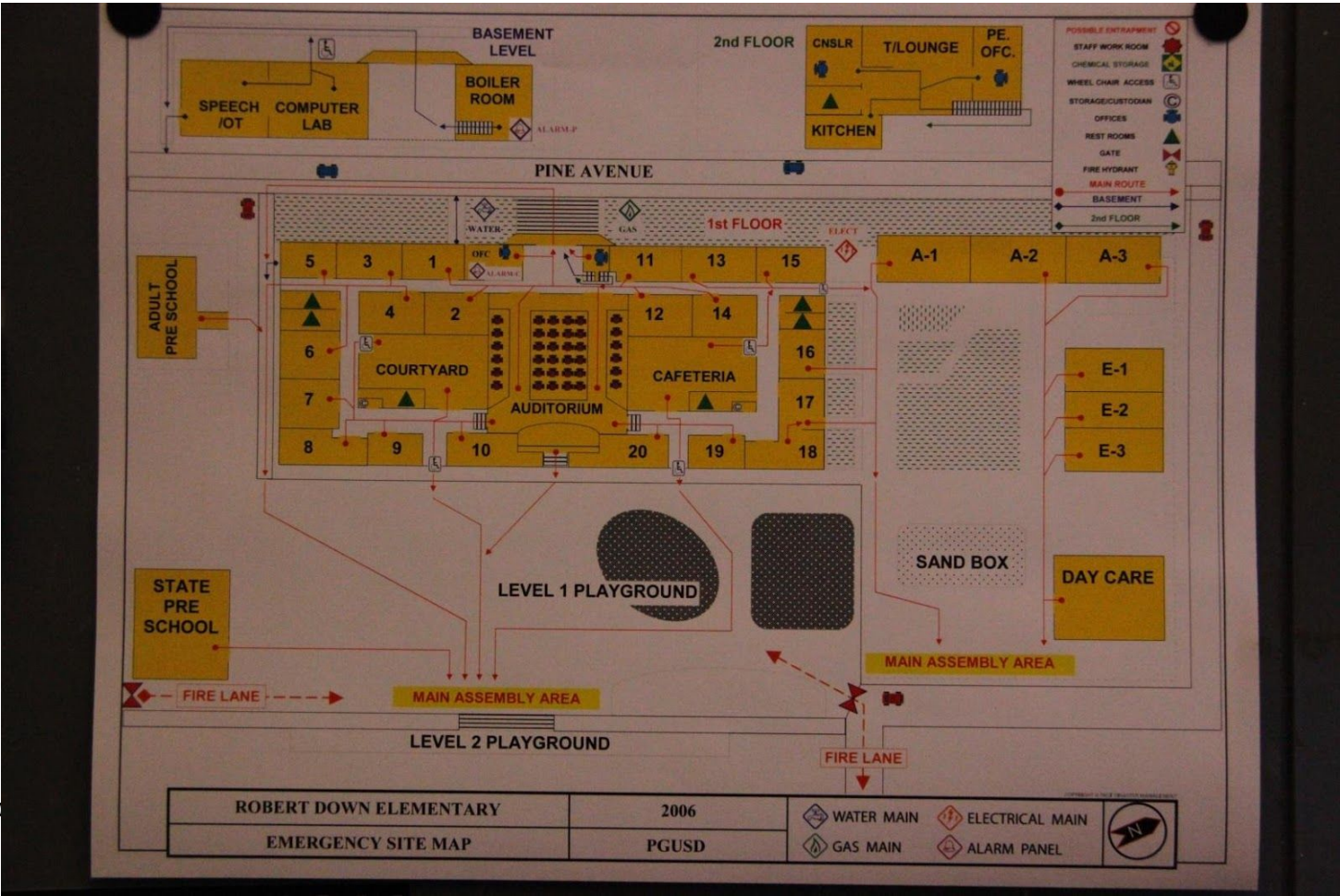
DROP, COVER, HOLD where you are.

Students:

- After the shaking has stopped, leave the building following fire drill procedures and walk to the upper field to their designated class area..
- At the evacuation area, students will meet their classroom teacher.
- Staff members are to proceed to their locations on the field and meet their students.
- As quickly as possible, establish a list of who is missing. Complete the missing student card to notify the Student Status Team of any missing students.
- Determine supervision within your buddy team to supervise your class. Other team members assist with their team duties.

Emergency EVACUATION Procedures

Evacuation from the buildings is appropriate for any occurrence that makes the building uninhabitable or potentially unsafe. Some examples are fire, earthquake, chemical accident, bomb threat, explosion. Teachers are to bring red backpacks and clipboard from the black emergency box.



-

Fire

Move away from the building, trees, and exposed wires.

Students:

- Go to the Evacuation Location on the upper field.
- As quickly as possible, establish a list of who is missing.
- Determine supervision within your team to supervise your class. Other team members assist with their team duties.

Lockdown/Barricade Information

An announcement will be made over the PA system and/or via Phone Tree and/or Email in the event that the campus is in imminent danger of some type of violent attack or critical incident. This may include incidents involving firearms, bomb threats/bombings, armed intruders, etc.

Announcement over the PA: “Attention Staff and Students: This is a LOCKDOWN!”
Listen for all specific information and details.

Remember: C-C-C: Close/**C**over/**C**ommunicate

Principal or designee will contact PGPD.

Office manager will contact District Office.

Procedures if your class is INSIDE:

Do not attract attention to yourself or your classroom. Stay quiet.

- Take in any student who is in the hallway by your door.
- Close and lock the door to your classroom.

- Do **NOT** open the door for any reason once it is closed and locked.
 - Turn off lights and close all blinds or curtains.
 - Barricade doors if needed.
 - Call office immediately if you need urgent assistance or have important information to report.
 - **Check on buddy class.**
 - Communication will be handled via email, classroom phone or intercom.
 - Turn on your computer and open your email.
 - **During a drill, staff and students outside of classrooms should go to the nearest room and wait for further instruction.**
-
- Once your classroom is secure, **respond to the email sent by site admin or emergency personnel titled “Lockdown” saying one of the following:**
 - ✓ **“Green”** in subject line (means all students are accounted for and classroom is secure). Students assigned to other classes should be noted: Green-Kreeger, Green-Hinton, Green-Masar, etc.
 - ✓ **“Red”** in subject line (In the body of the email, list the names of missing, extra, injured students, etc.)
 - If the fire alarm sounds after a lockdown has been ordered, it is to be disregarded until the principal, police, or fire department give instruction for evacuation.

Procedures if you or your class is OUTSIDE:

FIRST - Assess the situation .

- If feasible and prudent, you may move quickly to the nearest classroom and follow the above procedures. During lunch, outside students will move to the ottortorium or nearest classroom (such as BASRP room, music room, 1st and kindergarten classrooms)with the playground supervisors. Students in the cafeteria will remain in the cafeteria . Teachers will remain in classrooms or if possible, go to the ottortorium or cafeteria.
- If you have a safe exit away from the incident area, leave campus as quickly as possible and go to **(south) Pacific Grove Community Center on Junipero Ave. or (north) Peninsula Christian Center on Pine Ave.** Identify yourself as being from Robert Down School. WAIT for further instruction. **Pacific Grove Middle School, PG Fire Station, PG Police Station** are our backup facilities if the above locations are not available.
- PE will be radioed from the main office giving directions to move towards or away from the school building.

Shelter in Place

An announcement will be made over the intercom. All heating will be shut down. Staff may need to seal gaps around doors and windows. Stay away from doors and windows. Students and staff may move around freely within classrooms. Respond with student status to email as noted above.

School Safety Team

DISASTER/EMERGENCY DUTIES

<u>Incident Command</u> *Linda Williams Alternate: Nancy Spade/Karen Levy	<u>Recorder</u> *Sheryll Hahn Alternate: Cindy Waznis
<u>Facilities Team</u> *Dominador Lagmay ~ Day Edward Overstreet ~ Evening	<u>First Aid/Basic Needs Team</u> *Peggy Tobin Team: Mary Hiserman, Roberto Dixon, Anne Scanlon, Andrew Bradley
<u>Communications Team</u> <ul style="list-style-type: none"> • Laura Rivera Alternate: Katie Kreeger	<u>Student/Staff Safety Team</u> <small>(search/rescue)</small> *Roberto Dixon Alternate: David Jones Team: Steven Ibrahim, Andrew Bradley <small>(Dixon & Bradley moves to First Aid once all staff/students accounted for)</small>
<u>Student Release/Crowd Control</u> *Amy Riedel Alternate: Jill Houston, Team: Lauren Davis Leslie Horn, Katie Kreeger, Alex Arguiler, Joanie Rodewald, Jill Houston, Caroline Wade, Audrey Kitayama, Sonda Frudden, Pam Chrislock, Adrienne Taylor, and BASRP Staff	

*denotes the leader

Description of responsibilities:

- **Incident Command** overall management and coordination of emergency operations to include, as required, on-scene incident management.
- **Recorder** should be with the incident commander at all times. Keeps track of incidents, times actions took place, who took the action, what was reported by the Crisis Team Chairs and other participants
- **Facilities Team** immediately after the tremor shut off all gas meters. Evaluates whether gas leaks are present. Shuts off electricity if necessary. Reports to site coordinator as to the status of gas and electricity. Proceeds to inspect all utilities in the building including water and sewer.
- **First Aid/Basic Needs** - when safe to do so, these adults serve as “first responders” in the building, providing initial first aid until emergency personnel arrive. These adults should also turn their classes over to their “buddy” and when safe to do so, inspect the building for notification of injured or missing students and damage. Their focus is on locating students and staff members in need of medical attention inside the building. Coordinates first aid and triage efforts for students and staff
- **Communication Team** makes pre-authorized announcements, carries messages to teams and command center, coordinates with Public Information Officer, initiates phone tree, disseminates relevant information to staff as authorized, answers phones and gives out pre-authorized information to the public, finds and calls in resources as needed (local service providers) and makes frequent reports to Incident Command.
- **Student/Staff Safety Team** accounts for all staff, students and visitors on campus, helps with search and rescue, informs first responders of possible whereabouts of missing persons, works with transportation of off-site evacuation, helps with evacuation including estimating needs of transportation, plans for safety of movement during off-site or on-site evacuations, keeps everyone safe and in a manageable location and gives frequent reports to Incident Command.
- **Student Release/Crowd Control** – accounts for all students and staff.. Responsible for maintaining a calm and organized environment for students following tremor(s). Coordinates the release of students. Signs out students as they reunite with family or adults on their emergency card. Responsible for carrying out emergency cards.

Buddy Safety Teams

Computer Lab, D-1
Room 2, 4, Office
Room 3, 5
Room 6,7, Co-op Preschool
Room 8, 9,10, Music, PE
Room 11, 13, 15, Library, Loft
Room 16, 17
Room 18, 19, 20
Room A-1, A-2, A-3
Room E-1, E-2, E-3, A-4

2017-2018 Safety Drills- Calendar

DATE	DRILL TYPE	TIME
AUGUST 11	FIRE (Evacuation)	11:00 AM
SEPTEMBER 20	INTRUDER (Secure Campus)	10:25 AM
OCTOBER 24	EQ/FIRE	1:15 PM
NOVEMBER 15	FIRE (Evacuation)	11:00 AM
DECEMBER 7	FIRE (Evacuation)	9:15 AM
JANUARY 24	INTRUDER (Lockdown)	11:00 AM
FEBRUARY 8	FIRE (Evacuation)	12:45 PM
MARCH 20	EQ/FIRE (Drop, Cover, and Hold On)	10:30AM
APRIL 19	FIRE (Evacuation)	11:00 AM
MAY 16	FIRE (Evacuation)	1:15 PM

