



GOLDEN

CHARTER ACADEMY

GOLDEN CHARTER ACADEMY, A PUBLIC CHARTER SCHOOL

COMPREHENSIVE SCHOOL HEALTH & SAFETY PLAN 2022 – 2023

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TABLE OF CONTENTS

INTRODUCTION	3
SAFETY AND SECURITY	4
ASSESSMENT OF CURRENT STATUS OF SCHOOL CRIME COMMITTED ON CAMPUS AND AT SCHOOL-RELATED FUNCTIONS (ED. CODE §32282(A)(2))	6
TRANSGENDER / NON-DISCRIMINATION POLICY	6
CHILD ABUSE REPORTING PROCEDURES	6
SUSPENSION / EXPULSION POLICIES AND PROCEDURES	7
PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS	7
PROCEDURES TO ALLOW A PUBLIC AGENCY TO USE SCHOOL BUILDINGS FOR MASS CARE AND WELFARE SHELTER	10
HEALTH PROCEDURES	10
MEDICATIONS	11
HEAD INJURY	12
AUTOMATED EXTERNAL DEFIBRILLATOR	12
EPI PENS	12
SUICIDE PREVENTION AND POSTVENTION	13
EMERGENCY PREPAREDNESS	13
GETTING ORGANIZED	13
SURVEY FOR EMERGENCY ASSESSMENTS	14
SCHOOL PREPAREDNESS SELF-EVALUATION CHECKLIST	15
EMERGENCY GO-BAG CHECKLIST	18
EMERGENCY CONTACTS AND EMERGENCY SUPPLIES LETTER TO PARENTS	19
EARTHQUAKE DRILL ANNOUNCEMENT: LETTER TO PARENTS	20
EMERGENCY DRILL PREPARATION FOR FACULTY & STAFF	21
EMERGENCY SUPPLIES & EQUIPMENT	22
ESTABLISHING EMERGENCY COMMUNICATIONS SYSTEMS	22
REDUCING EXPOSURE TO RISKS AND HAZARDS	23
DISASTER COMMUNICATIONS	24
PLANNING AHEAD FOR EVACUATIONS	24
PREPAREDNESS FOR BUILDING EVACUATIONS	25
LOCKDOWN PROCEDURES	25



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HEALTH & SAFETY SCHOOL PLAN POLICY

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EMERGENCY RESPONSE ACTIONS	26
OVERVIEW	26
EMERGENCY RESPONSE ACTIONS	27
<i>Accident</i>	27
<i>Fire</i>	27
<i>Earthquake</i>	28
<i>Power Outage</i>	28
EMERGENCY ACTION PLAN: RESPONSE TEAM TO IMPLEMENT AN EVACUATION	29
EARTHQUAKE & EVACUATION DRILL INSTRUCTIONS	30
HOW TO ASSIST PEOPLE WITH DISABILITIES DURING AN EVACUATION	31
OTHER EMERGENCY SITUATIONS	32
RECOVERY AFTER AN EMERGENCY	33
SUPPORT SERVICES AND ASSISTANCE	34
DOCUMENTING EMERGENCY OUTCOMES	34
INJURED / MISSING STATUS REPORT FORM BY ROOM	36
PERMIT FOR RELEASE OF CHILD	37
INCIDENT COMMAND RESPONSE PROCEDURES & DUTIES	38
<i>Incident Commander</i>	38
<i>Communications Team</i>	39
<i>First-Aid / Mental Health Team</i>	39
<i>Light Search and Rescue</i>	40
<i>Reunification Team</i>	42
<i>Emergency Assembly Area Team</i>	43
<i>Site Team (Security, Utilities, Sanitation & Shelter)</i>	44
RESPONSIBILITY MATRIX	46
EMERGENCY EVACUATION ROSTER TEMPLATE	47



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INTRODUCTION

Emergencies and disasters can happen at any moment – and they usually occur without warning. When an emergency strikes, our immediate safety and prompt recovery will depend on the existing levels of preparedness among faculty, staff, and students.

Each staff member at Golden Charter Academy has an important role to play in maintaining the Charter School’s emergency preparedness and safety. We are an interdependent community.

At GCA, Emergency Plans are written to provide fundamental support for the school Emergency Plan. During a major emergency or disaster, the school’s Incident Management Team will rely on effective communication between all the members of the staff as well as communication with local agencies.

Clearly, Emergency Plans are an essential building block of the school’s emergency response. They are also part of every unit’s basic health and safety responsibilities and business continuity planning. Emergency Plans outline how an organization will:

- Protect the safety of students, faculty, staff and visitors on the campus,
- Safeguard vital records and resources, and
- Coordinate with the school’s emergency response and recovery procedures

The “Safe School Plan” is distributed to every staff member to provide information on how to respond to various types of emergencies. This Plan contains comprehensive, yet simple and flexible, procedures that apply to a variety of emergency incidents that may occur, including:

- Injuries
- Earthquakes
- Fires or Explosions
- Hazardous Materials Releases
- Extended Power or Utility Outages
- Floods
- Lockdown
- Mass Casualty Events

The manual is divided into sections to assist staff with school safety.

Several sections contain information, checklists and forms that outline the basic components of these critical areas in an emergency. By keeping emergency preparedness plans in a loose-leaf binder, staff can easily customize or update the contents as necessary.



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The Emergency Plan must be known and understood before an emergency occurs. School administration is responsible for ensuring that staff is knowledgeable of the processes and procedures before, during and after a disaster and should take immediate steps to:

- Share this important safety information with all faculty, staff, students and volunteers annually
- Brief all new personnel as they join the staff
- Keep copies of the Plan in accessible locations

Online copies of the “Safe School Plan” are available to facilitate making duplicate copies and sharing annual updates. Visit www.goldencharteracademy.org for more information.

SAFETY AND SECURITY

Parents/Guardians:

- Will provide proof of their child’s current immunizations for Polio, D.T.P., Measles, Mumps, Hepatitis, and Rubella
- Will provide evidence of physical examination within 12 months for students entering first grade
- Will provide up to date health records including additional immunizations, diagnosis, medications, etc.

Employees:

- Will furnish the school with a criminal record summary as described in Section 44237
- Will receive training in emergency response including appropriate first responder training or its equivalent
- Will provide evidence of TB test administration and clearance as mandated
- Will not administer corporal punishment
- Will monitor traffic and pedestrian safety
- Will participate in Mandated Reporter Training annually
- Will adhere to universal precaution standards and follow guidelines regarding blood borne pathogens

School:

- Will conduct regular emergency evacuation drills in accordance with the regulations of Fresno County Fire Department
- Will maintain records of students immunizations in the Health Office



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- Will provide appropriate screening for student's health equivalent to that of regular public schools per state mandates
- Will maintain policies and procedures for disasters and emergencies
- Will implement and maintain medication dispensing and storing policies
- Will conduct monthly grounds and facility inspections
- Will maintain a drug, alcohol, and tobacco free school policy
- Will maintain a safe and healthy work and school environment
- Will review and make necessary updates annually
- Will adhere to the Board Approved Child Abuse Policy
- Will not allow corporal punishment

Volunteers:

- Will bring in a government issued identification card
- Will sign in and out through the School front office
- Will wear identification badges
- Will complete the required paperwork
- Will provide TB test results as required by current state law and renew verification

Visitors:

- Will bring in a government issued identification card
- Will sign in and out through at the front office
- Will wear identification badges
- Will be supervised by staff

Security:

- Office staff will monitor school volunteers and visitors through the front office sign in sheet
- Staff will alert Administration of Emergency Personnel on site
- Staff will alert Administration of security concerns



HEALTH & SAFETY SCHOOL PLAN POLICY

Assessment of Current Status of School Crime Committed on Campus and at School-Related Functions (Ed. Code §32282(a)(2))

Data may be derived from the following:

- (1) An assessment of the current status of school crime at the school and at school-related functions, which may be accomplished by reviewing one or more of the following types of information:
 - **Office Referrals**
 - **Attendance rates/SARB data**
 - **Suspension/Expulsion data**
 - **California Healthy Kids Survey**
 - **School Improvement Plan**
 - **Local law enforcement juvenile crime data**
 - **Property Damage data**

TRANSGENDER / NON-DISCRIMINATION POLICY

Refer to the Golden Charter Academy Board-approved Non-Discrimination Policy.

CHILD ABUSE REPORTING PROCEDURES

All employees who are child-care custodians, medical practitioners or non-medical practitioners, as defined by Penal Code, are to report known or suspected instances of child abuse. Prior to employment, each person in the above position shall sign a statement, on a form provided to him/her by his/her employer, to the effect that he/she has knowledge of the provisions of the Child Abuse and Neglect Reporting Act (Penal Code Section 11166 et seq.) and will comply with those provisions. The CEO or designee shall ensure that the provisions of this policy are carried out in accordance with the law.

ROLE OF STAFF TO REPORT CHILD ABUSE

In accordance with state law, all GCA employees will be mandated to report any suspected child abuse and will follow all applicable reporting laws. Staff members will receive in-service training in accordance with Education Code Section 44691 and sign a document verifying notification and understanding regarding this responsibility. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. GCA will adhere to the requirements of California Penal Code §11166 regarding child abuse reporting. SASCA staff must report to the proper authorities if they suspect the following occurring to a student:

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- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and/or
- Abuse in out-of-home care.

The reporting person needs only to "reasonably suspect" that abuse or neglect has occurred. The reporting person will not have to prove abuse.

Administration will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that, under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$ 1,000) or by both.

Staff will not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation, as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/ or Police Department since he/ she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the parent or guardian.

Suspension / Expulsion Policies and Procedures

Refer to the Golden Charter Academy Board-approved Suspension / Expulsion Policies and Procedures.

Procedures to Notify Teachers of Dangerous Pupils

The Principal or administration designee shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.



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HEALTH & SAFETY SCHOOL PLAN POLICY

These acts are delineated in the school's suspension/expulsion policies and procedures but are listed here as well:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, that is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying.
- Committed sexual harassment as defined in Ed. Code section 212.5.
- Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Ed. Code section 233.
- Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
- Made terroristic threats against school officials or school property, or both.

No school officer or employee may be civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

An officer or employee who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.

Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Procedures to Allow a Public Agency to Use School Buildings for Mass Care and Welfare Shelter

Establish procedures to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during an emergency.



HEALTH & SAFETY SCHOOL PLAN POLICY

In the event of an emergency, the school will establish procedures to provide for the orderly conversion of the school site to an American Red Cross shelter, when necessary.

- Schools are required by both federal statute and state regulation to be available for shelters following a disaster.
- The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.
- Converting a school to a Red Cross emergency facility will be initiated by City officials

HEALTH PROCEDURES

Students are sent to the Health Office for illness and/or injury assessment. Except in the event of an emergency, staff will provide students with a health office pass notifying the Health Tech of the concern.

A visit to the Health Office will consist of:

1. Assessment of injury or illness
2. Treatment as appropriate
3. Contact to parent if appropriate
4. Notification of outcome to teacher
5. Health file log entry

If a student has:

- **Fever** - If a student has a temperature of 100 degrees or more, the parent/guardian will be contacted to pick up the child. If the parent/guardian is unavailable the school will call emergency contacts until we are able to reach an authorized adult. Prior to returning to school, the student must be fever free for 24 hours, without fever reducing medication (i.e., motrin, tylenol, ibuprofen).
- **Vomiting** - If a student vomits while at school, the parent/guardian will be contacted to come and pick up the student. If a parent/guardian cannot be reached, the school will contact emergency contacts until we are able to reach an authorized adult. The student may return to school once 24 hours have passed without vomiting.
- **Rash** - If a student has a rash the parent/guardian will be contacted to come and pick up the student or provide the medical documentation stating that the rash is not contagious. If documentation is not available, the parent/guardian must pick up the child. The student may return to school once the rash is cleared or with medical documentation stating that the rash is not contagious.

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HEALTH & SAFETY SCHOOL PLAN POLICY

There will be times when a student has visited the Health Office and is sent back to class only to return to the Health Office because the problem is persisting. In these cases, a parent/guardian will be contacted for consultation. Together with the Health Tech, a decision will be made as to whether the child completes the school day or gets picked up. If the decision is made to pick up the student, the student will be sent back to class until the parent/guardian has arrived at the school so as to reduce the amount of instructional time missed. The student will be called out of class when the parent/guardian arrives on campus

Medications

Students are not permitted to carry any medications on their person. This includes herbal remedies, oils, cough drops, prescription, and non-prescription medication. In the event that a doctor deems it medically necessary for medication to be closer to the student, the school will develop a plan that ensures the safety of all students.

- **Prescription Medication** – All medications are kept in a locked drawer in the Health Office. All medications held in the Health Office must be accompanied by an authorization form. All medications will only be held for the term of the authorization and not longer than the current school year. Medications must be picked up and dropped off by an adult. Authorization forms are available on the school website on the Health Technician's page and hard copies are available in the office.
- **Over the Counter Medication** – Over the counter medication includes herbal remedies, oils, cough drops and non-prescription medication. Parents/Guardians can authorize an over-the-counter medication for their student. In order for a student to receive an over-the-counter medication while at school, the Health Technician must receive a completed Authorization form from the parent along with the medication in the original container. Students will be called to the Health Office to receive the medication according to the directions outlined on the Authorization form. Over the counter medications are short term and the parent's/guardian's directions must comply with the directions on the bottle. Authorization forms are available on the school website on the Health Technician's page and also in the main office.
- **Blood Pressure Checks** – Parents/Guardians can authorize blood pressure checks on enrollment forms at the beginning of each school year.
- **Anti-Itch Ointment** – Parents/Guardians can authorize on enrollment forms at the beginning of each school year for anti-itch ointment to be provided to a student based on need.
- **Antibacterial Ointment** – Parents/Guardians can authorize on enrollment forms at the beginning of each school year for antibacterial ointment to be provided to a student based on need.

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Head Injury

All head injuries come to the health office regardless of the injury. The procedure is the same whether the injury occurred by a fall, getting hit by a ball or other object.

Once the person is in a safe location, some things to look for:

Drowsiness, blank stare, “falling asleep”, vomiting, bumps or swelling.

Ask – Are they dizzy or do they feel like they are going to throw up. Do they know their name? Do they know where they are? What is their pain on a scale of 1 – 10, 10 being the worst?

Information needed in a head injury if they have lost consciousness or if the injury is severe -

1. Name of person injured
2. Time of injury
3. Any witnesses (please accompany the injured person).

After the person injured is taken care of, all information will be logged in the school’s SIS, School Pathways and the parent/guardian will be notified by phone of the injury.

Automated External Defibrillator

Automated External Defibrillator, also known as AED, is located in the office. It is in an alarmed case with instructions for easy access. There is a plaque on the outside of the office to show where the machine is. The office staff is educated on how to use the device and when. Our local EMS department is aware that we have an AED machine on site.

EPI Pens

We have 2 sets (adult and kid doses) of EpiPens located in a locked box in the health office. The key is located in the lock box behind the door in the health office and is labeled EP. The office staff is trained by a licensed nurse in the proper use of the EpiPen in case of an emergency. These are not for any specifically designated person but for anyone on campus that goes into an anaphylactic emergency needing that medication.

Suicide Prevention and Postvention

We have a Suicide Prevention and Postvention policy (5260.0) that guides staff in protocol for prevention and postvention incidents. The policy includes prevention education steps for the student body and staff.



HEALTH & SAFETY SCHOOL PLAN POLICY

EMERGENCY PREPAREDNESS

Getting Organized

The first step in building preparedness is to assemble appropriate human and physical resources to do the job.

Establish who will serve as the “Emergency Coordinator” to help implement the Safe School Plan. An Emergency Coordinator must be familiar with the school’s programs and physical facilities, and should be a person with the management experience and financial authority to:

- Collaborate with School Site Committee staff to develop and maintain the information in the Safe School Plan
- Recruit a core “Emergency Preparedness Team”
- Arrange related staff safety education and training
- Purchase emergency supplies and equipment
- Be ready to support the staff during an emergency incident (and be called back to campus if necessary)
- Be ready to help prepare post-disaster impact summaries and insurance claims
- Be prepared to deliver status reports and interface with the public resources and the media in the event of an emergency incident

The Emergency Coordinator and Response Team shall participate in training.

- The staff should be trained to help disseminate emergency instructions, assist evacuations and security, and provide first aid if necessary.
- The staff should be prepared to document the effects of the emergency and coordinate facility and program restoration, according to priorities identified by the Principal or designee.

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HEALTH & SAFETY SCHOOL PLAN POLICY

Survey for Emergency Assessments

(Conducted at the beginning of each year)

TO: All Faculty and Staff

DATE:

FROM:

SUBJECT: SAFE SCHOOL EMERGENCY PLAN ASSIGNMENTS

Every year the School Safety Team must review our school's *Safe School Plan*. As part of that review we want to make sure that we have made the best decisions as we assign staff members to emergency response teams.

Please take a minute to fill out this questionnaire and tell us about your preferences, training, skills, and aptitudes. We will use the responses to make sure that our school's Safe School Plan reflects the best use of all of our skills. Please remember that in the event of an emergency, plans and assignments are flexible, depending on needs.

NAME: _____ **ROOM:** _____

I HAVE HAD THE FOLLOWING TRAINING:

- | | |
|--|--|
| <input type="checkbox"/> Red Cross First Aid/CPR/AED | <input type="checkbox"/> Safety Training |
| <input type="checkbox"/> Advanced First Aid | <input type="checkbox"/> Red Cross Disaster Class |
| <input type="checkbox"/> CERT | <input type="checkbox"/> Outdoor Survival Class |
| <input type="checkbox"/> Military | <input type="checkbox"/> Firefighter/Law Enforcement |
| <input type="checkbox"/> Other: _____ | |

I HAVE THE FOLLOWING SKILLS:

- | | |
|-------------------------|-------------------|
| Construction/Hand Tools | Rescue |
| Hazardous Materials | First Aid/Medical |
| Other: _____ | |

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

- | | |
|-------------------------|--|
| First Aid Team | Search & Rescue Team |
| Security/Utilities Team | Psychological First Aid Team Assembly Area |
| Request Gate | Reunion Gate |

Please return this form to: _____
by _____.

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HEALTH & SAFETY SCHOOL PLAN POLICY

School Preparedness Self-Evaluation Checklist

Assessment & Planning Activities

- We have a school emergency preparedness team that includes some of the following:

<input type="checkbox"/> Administrators	<input type="checkbox"/> Students
<input type="checkbox"/> Teachers	<input type="checkbox"/> Parents
<input type="checkbox"/> Classified Staff	<input type="checkbox"/> Other community members
<input type="checkbox"/> Others	
- School staff have reviewed and revised our plan in the past year.
ALL MOST SOME FEW NONE NOT SURE
- School staff have had the following training:
Insert number of staff (min 0, max 60)

___ Basic First Aid	___ Safety Training
___ Advanced First Aid	___ Red Cross Disaster Class
___ CERT	___ Outdoor Survival Class
___ Military	___ Law Enforcement
___ How to turn off electricity, water, gas	___ Student release procedures
___ Shelter, Nutrition, Sanitation	
___ Psychological First Aid or Crisis Counseling	
___ Other:	
- Parents/Guardians have received information about our plan and our drill (check all that apply).
___ we did not notify parents
___ parents/guardians notified by email
- We have site and neighborhood maps and have identified evacuation routes and locations. Yes No
- Our Evacuation Route Map is posted in each room, with the room marked on the map.
ALL MOST SOME FEW NONE NOT SURE
- We encourage staff and students to prepare for disasters at home and provide support material for doing so. Yes No
- Teachers have reviewed their normal emergency evacuation routes.
ALL MOST SOME FEW NONE NOT SURE

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9. Teachers are prepared to check in on neighboring classrooms.
ALL MOST SOME FEW NONE NOT SURE
10. We have plans to assist any individuals with disabilities, or any other special needs who will need assistance in understanding and/or evacuating.
ALL MOST SOME FEW NONE NOT SURE
11. Student emergency release and emergency contact information is updated throughout the school year.
ALL MOST SOME FEW NONE NOT SURE
12. School staff are aware that they are expected to stay on the job as disaster service workers.
ALL MOST SOME FEW NONE NOT SURE
13. We have plans for an alternate school site for school continuity following a disaster.
YES NO NOT SURE
14. We have plans for alternate schedules and methods as needed for continuing instruction during a period of school closure due to disaster.
YES NO NOT SURE
15. We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should they be destroyed in a disaster.
YES NO NOT SURE
16. We have insurance coverage for school disaster risks.
YES NO NOT SURE

Physical & Environmental Risk Reduction

1. Our school buildings meet all current standards for earthquake safety.
ALL MOST SOME FEW NONE NOT SURE
2. We have fastened tall and heavy furnishings that could fall during earthquake shaking and could kill or injure people.
ALL MOST SOME FEW NONE NOT SURE
3. We have secured furnishings and equipment that could slide during earthquake shaking and could kill or injure people.
ALL MOST SOME FEW NONE NOT SURE



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4. We have secured supplies, lighting fixtures, roof elements, railing and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill, injure people or impair educational continuity.
ALL MOST SOME FEW NONE NOT SURE
5. We have limited, isolated, and secured hazardous materials.
ALL MOST SOME FEW NONE NOT SURE
6. Our exit routes are marked and are kept clear.
ALL MOST SOME FEW NONE NOT SURE
7. We have smoke detectors, fire alarms, automatic sprinkler systems, and fire extinguishers in place and maintained regularly.
ALL MOST SOME FEW NONE N/A NOT SURE
8. We have emergency lighting for areas where needed during school hours.
ALL MOST SOME FEW NONE N/A NOT SURE

Response Capacity Development Activities

1. Teachers and staff know how to use a fire extinguisher.
ALL MOST SOME FEW NONE N/A NOT SURE
2. Students have practiced “Drop, Cover, and Hold On” in their classrooms, and building evacuation.
ALL MOST SOME FEW NONE N/A NOT SURE
3. Students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t run! Don’t turn back!
ALL MOST SOME FEW NONE N/A NOT SURE
4. Students know that if they are outside of a classroom they should exit to the assembly area and NOT go back inside.
ALL MOST SOME FEW NONE N/A NOT SURE
5. Emergency Go-Bag are available in each classroom.
ALL MOST SOME FEW NONE N/A NOT SURE
6. We have the following emergency supplies for students and staff to last for at least 72 hours:

<input type="checkbox"/> 12 liters of water per person	<input type="checkbox"/> Food
<input type="checkbox"/> Emergency power	<input type="checkbox"/> Emergency lighting
<input type="checkbox"/> First aid supplies	<input type="checkbox"/> Alternate communications



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Sanitation supplies

7. Students have been asked to bring an emergency supplies bag at the beginning of each year, and take it home again at the end of the school year.

Yes No N/A

Emergency Go-Bag Checklist

ITEM DESCRIPTION	YES	NO
FIRST AID KIT		
FLASHLIGHT		
RADIO		
BATTERIES		
WHISTLE		
EMERGENCY BLANKET (2)		
NOTEPAD		
SNAP LIGHT (1)		
TISSUES		
EXTRA BANDAGES		
PENS		
ACE WRAP		
TRIANGULAR BANDAGE		
FEMININE PADS (2)		
MARKING PENS (3)		
CURRENT CLASS ROSTER		
2 RED "CASUALTIES OR DANGER" SIGNS		
2 GREEN "COMPLETELY EVACUATED" SIGNS		
YOUR ROOM # SIGN		
INJURED/MISSING STATUS REPORT FORM		
OTHER ITEM:		
OTHER ITEM:		
OTHER ITEM:		
OTHER ITEM:		



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HEALTH & SAFETY SCHOOL PLAN POLICY

Emergency Contacts and Emergency Supplies Letter to Parents

[MONTH, DATE], 20XX

Dear Parent(s) or Guardian(s):

As you know, we in California live in “earthquake country” where we are aware that a major earthquake can happen at any time. Other potential emergencies also create the possibility that children may have to remain in the protective environment of the school for an extended period. Our school has a Safe School Plan, and you are an important part of it.

Our school employees feel morally responsible and are legally designated “emergency service workers”. In cases of emergency, we will remain at school to care for all of our children.

If an emergency should happen while you are out of the neighborhood, school staff will remain with your child(ren) for as long as necessary. Your child(ren) will only be released to you and to anyone that you designate on the Emergency Contact List. It is therefore very important that you select for your emergency contact list only those trusted individuals with whom you have discussed your emergency reunification plan. It is best if at least one person on your list lives nearby and can walk to school to pick up your child in your absence. The purpose of this is both to reunite you as soon as possible, and to keep your child safe. When a person comes to pick up your child, they will have to identify themselves and your child will have to confirm their identity.

Sincerely,

Mandy Breuer
Principal
Golden Charter Academy

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HEALTH & SAFETY SCHOOL PLAN POLICY

Earthquake Drill Announcement: Letter to Parents

Dear Parent(s) or Guardian(s):

The safety and welfare of our students and staff are our highest priority. To provide schools an opportunity to practice emergency response procedures, our school will participate in a State-wide emergency preparedness drill on [MONTH, DATE], 20XX. Please be advised that students will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. They allow us to evaluate our emergency operations plan and improve our response skills. As part of the drill, the students and staff will participate in the activation of our school's Safe School Plan.

In order to protect students, in case of an actual emergency students will only be released to the parents and/or other adults listed on the student's Emergency Card. Please ensure that this card has updated and accurate information. It is a good idea to have several trusted adults listed on the card. You should assume that in an actual emergency, telephone communication may not be possible, and so you should discuss your family meeting place and reunification plans in advance with anyone listed on the student's Emergency card.

In the event of an actual emergency any approved emergency contact person should do their best to bring identification and should first come to the Request Gate to request the student. While the student is located, the adult will be directed to the Reunion Gate to meet their child and sign them out. This procedure is designed for your child's protection and for your peace of mind.

Prior to the drill, please discuss your family's home preparedness plan with your student(s). The American Red Cross has outstanding materials. You can obtain Red Cross materials which are available in English or in Spanish from their website: <http://www.redcross.org> or by calling your local chapter at 1-888-831-0031. Your telephone directory also has valuable information on emergency preparedness, and there are resources to be discovered on the internet in many languages.

If you have any questions or need further information, please do not hesitate to call our school office at (559) 293-3157.

Sincerely,

Mandy Breuer
Principal

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Emergency Drill Preparation for Faculty & Staff

Prepare yourself *before* the drill

- Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.
- Check that the contents of your Emergency Go-Bag that hangs prominently in your classroom using the Emergency Go-Bag & Notebook Checklist. The Emergency Folder contains information that you or your substitute would need should there be a drill or an actual emergency.
- Confirm whether you will have any special duties.
- Check that you know the location of your fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S. Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire.
- It is highly recommended that you complete your own Family Disaster Plan at home and your plan with your own childcare providers.
- Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- California Government Code, Chapter 8, Section 3100 states: "... all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The principal or designee will release staff members as the needs change.
- If you have very extenuating circumstances, discuss these with your Principal NOW, not during an emergency.
- **IF YOUR NAME DOES NOT APPEAR ON OUR EMERGENCY ORGANIZATION PLAN OR IF YOU DO NOT HAVE A CLASS, PLEASE REPORT TO THE FRONT OFFICE. DO NOT LEAVE THE CAMPUS!**

Prepare your students

- Encourage your students to take this drill very seriously.
- Practice a "Drop, Cover, and Hold On" drill, having students hold their position for 45 seconds. You may count together: one-one hundred, two one-hundred etc.
- Drop down to your knees and make yourselves small.
- Cover your face, head and neck, closing your eyes. Keep your body under or below the level of desk/table/chairs, with your back to windows.
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.
- Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card will be allowed to pick them up from school in a real emergency. Explain the "Request Gate" / "Reunion Gate" idea and reasons.



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Prepare your parents/guardians

- Confirm with parents/guardians that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures.
- Reassure parents/guardians that their children will be safe at school until they arrive

Emergency Supplies & Equipment

The school has basic emergency supplies and equipment to be as self-sufficient as possible during and after an emergency. Emergency kits have the following essentials and are in an accessible location in each of the classrooms, office and Student Center:

- First aid supplies, with instructions
- Two way radios
- Flashlights/batteries, approved power strips and extension cords
- Emergency water supply
- Bathroom bucket containing privacy tarp and toiletries
- Student roster with parent/guardian phone numbers

Other resources that may be added to the emergency supplies include emergency rations.

Establishing Emergency Communications Systems

During an emergency the Coordinator will:

- Contact 911 for any emergencies.
- Account for the safety of personnel and students
- Deliver critical school information and instructions to the Response Team for dissemination to the sheriff, Fire, and the community
- Forward disaster impact reports to the administration and disseminate disaster instructions to the Response Team

Be prepared to make critical notifications during business hours and during after hour emergencies. Utilize the following sources for notifications:

- “telephone trees”
- “distribution” voicemail
- email lists
- webpage updates

Local Resource Numbers:

- Center for Disease Control (CDC) (800) 232-4636
- Fresno County Fire Station #9 (559) 621-4199
- Fresno Police Department (559) 621-7000
- Poison Control (800) 222-1222



HEALTH & SAFETY SCHOOL PLAN POLICY

- PG&E (800) 743-5002
- Federal Emergency Management Assistance (800) 621-3362

Reducing Exposure to Risks and Hazards

The following tips can prevent emergencies from happening and will certainly mitigate their effects when they do occur.

FIRE PREVENTION

- ◆ Know the location of alarm stations and extinguishers. Know how to use them.
- ◆ Leave fire doors closed at all times
- ◆ Clear obstructed corridors, aisles and room exits
- ◆ Use only grounded electrical plugs
- ◆ Limit use of multiple outlets
- ◆ Do not use mechanical rooms or utility rooms for storage

SAFETY & PREPAREDNESS

- ◆ Maintain a clean work environment
- ◆ Inventory and label chemicals. Do not purchase excess quantities of chemicals
- ◆ Segregate incompatible chemicals. Keep flammables in flammable storage cabinets
- ◆ Investigate emergency power options
- ◆ Install seismic restraints on chemical storage shelves. Latch cabinet doors
- ◆ Anchor equipment, animal containers, and furniture. Avoid high storage of heavy items
- ◆ Do not store hazardous materials on mobile carts
- ◆ Dispose of chemical waste properly
- ◆ Fencing and gates in place surrounding the campus for student safety.

BEFORE A POWER EMERGENCY

- ◆ Identify and prioritize vital power-dependent functions, operations, and equipment
- ◆ Determine whether you have emergency power outlets in your area. Plan to use them for priority functions only
- ◆ Determine if there is emergency lighting in your area. Keep flashlights available in work areas
- ◆ Do not overload power strips. Extension cords are for emergency use only.

EARTHQUAKE PREPAREDNESS

- ◆ Know how and where to take cover during a quake
- ◆ Anchor bookcases, cabinets, and files over 42 inches. Do not stack furniture
- ◆ Move tall furniture away from exits. Do not use tall furniture as room dividers
- ◆ Secure computers, equipment, and display cases. Store heavy items at floor level
- ◆ Back-up data and sensitive information, store duplicates off-site

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HEALTH & SAFETY SCHOOL PLAN POLICY

LOCKDOWN PREPAREDNESS

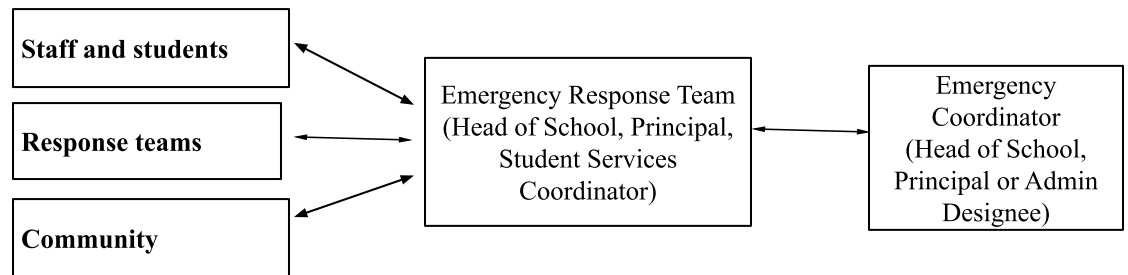
- ◆ Know the procedures to follow for lockdowns to include code words.
- ◆ Adults supervise students at all times and facilitate a calm, reassuring atmosphere.

Communicate these important preparedness measures to students, faculty, staff, and volunteers. The school’s level of readiness for an emergency situation depends not only on having an up-to-date plan document, but also on keeping the learning community aware of their personal responsibility for safety at Golden Charter Academy.

Disaster Communications

During a disaster, clear, effective communication is absolutely necessary. The Emergency Coordinator will provide prioritized emergency impact reports to the Response Team, (Head of School, Principal, Student Services Coordinator), for dissemination to the staff. The Emergency Coordinator serves as the central coordinator for deploying resources and information.

The flow of information in a disaster is shown below



Planning Ahead for Evacuations

When an earthquake is felt, duck, cover, and hold, then after the shaking stops, evacuate the building. After a building has been evacuated, occupants must wait for a safety inspection before re-entry.

Note that it may or may not be necessary to vacate the building during minor emergency incidents, or even during some major events. Occupants in the area may simply be directed to remain on-site and shut down systems, or they may be asked to move to other sectors of their floor or building. In some events (such as extended power outages), evacuations are not necessary unless the incident has generated a hazardous materials incident or immediate health and safety risk. In limited emergencies, wait for evacuation instructions to be communicated through the Response Team

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Preparedness for Building Evacuations

Review evacuation information and responsibilities with faculty, staff and students. Conduct evacuation drills regularly. Plan evacuation for faculty, staff and students with functional needs.

Plan where to go during an evacuation, and know the routes to get there.
Building evacuees go to your assigned destination.

Assigned destinations are safe outdoor areas where personnel meet to notify the Response Team or Emergency Coordinator of inaccurate student counts, injuries, and hazards as well as get emergency information and assistance.

Know how to announce and implement evacuation

A sample script – We have a <DELTA/HOLLOW> emergency.
Evacuate to your assigned destination.
Take your belongings.

Delta = Lockdown
Hollow = Shelter in Place
Caution = Mindful
Clear = Non Emergency/Threat

Use your Emergency Response Team to assist the evacuation.

Know what to do next –

- Be prepared to account for personnel
- Be prepared to account for students
- Know how to obtain and disseminate emergency information and instructions

Lockdown Procedures

If you hear, the designated code over the intercom or an administrator announces the lockdown in person:

- Everyone is to stay where they are.
- **Classroom teachers** are to:
 - Quickly glance outside the room to direct any students or staff members in the hall into your room immediately.
 - Lock your door.
 - Place students against the wall, so that the intruder cannot see them looking in the windows. Look for the ‘**Safe Corner**’.
 - Turn out lights and computer monitors.
 - Keep students quiet.



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Note: All staff members should locate and hold on to their emergency backpacks prior to turning out the lights. This will aid in accounting for all students should an evacuation be necessary.

- Physical education classes being held outside should move away from the away to a safe area.
- Any students in the courtyard should move to the nearest classrooms.
- If students and teachers are outside the school building, they should stop, drop, and remain still. You will be directed where to relocate depending on the situation.
- If teachers and students are in the bathrooms, they should move to a stall, lock it and stand on the toilet.
- Anyone in the hallway should move to the closest classroom immediately.
- Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate.
- Never open doors during a lockdown, even in the event of a fire alarm.

For further directives, law enforcement officers and administrators will have keys to open the doors or announcements will be made over the intercom.

An administrator will signal all personnel if the lockdown has been lifted.

If an evacuation occurs, all persons/classrooms will be directed by a law enforcement officer or administrator to a safe location. Once evacuated from the building, teachers should take roll to account for all students present in class. Administrators will divide and keep in communication with radios or cell phones.

EMERGENCY RESPONSE ACTIONS

Overview

Everyone in a school facility - students, faculty, staff, and visitors - must take appropriate and deliberate action when an emergency strikes a building, a portion of the campus, or entire campus community. Decisive leadership is essential. Follow these important steps when there is an emergency:

- ✓ Confirm and evaluate conditions
- ✓ Report the incident immediately
- ✓ Follow instructions from emergency personnel precisely
- ✓ Depending on the nature and severity of the event, activate the Response Team
- ✓ Issue clear and consistent emergency notifications. Use all available communications tools
 - ◆ If there is no power or telephone systems are not functioning, emergency communications will be profoundly restricted
 - ◆ Use messengers, radios, cellular phones, fax and email



HEALTH & SAFETY SCHOOL PLAN POLICY

- ✓ Coordinate with community resources during major emergencies or disasters

When an emergency strikes the campus after normal business hours, or on weekends or holidays - or, if you are off-campus during a major emergency, obtain instructions from site administration. Reference your Team Wallet Card for appropriate numbers.

If you are recalled to campus, be certain that your household safety is assured and that your route to campus is safe and functional.

Emergency Response Actions

The following are basic instructions for various emergency incidents:

Report emergencies to the site administration or designee. If there is life threatening injuries or situations, call 911.

Accident

Call and report emergency.

- Administer first-aid if you are trained to do so
- Do not attempt to move an injured person

Fire

Call and report emergency.

- Activate nearest alarm
- Notify Supervisor and staff
- Feel doors for heat
- If cool, exit carefully and orderly
- If hot, do not open the door. Stay where you are,
- If you see smoke, crouch near floor as you exit
- If you see fire, confine it by closing doors and windows
- Use extinguishers on small fires only if safe to do so
 - Pull the pin in the handle
 - Aim at the base of the fire
 - Squeeze nozzle, sweep back and forth
- Evacuate
- Go to the predesignated staging area

Earthquake

MINOR QUAKE (brief rolling motion)

- Take cover immediately, direct others around you
- Under a desk, table, or chair
- Between seating rows in lecture halls
- Against a corridor wall (cover head and neck)

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- Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm. Examine your area for damage/injuries
- Report damage/hazardous materials releases
- Await instructions

MAJOR QUAKE (violent shaking)

- Take cover immediately, direct others around you
- Under a desk, table, or chair
- Between seating rows in lecture halls
- Against a corridor wall (cover head and neck)
- Outdoors--in open area, away from buildings
- Be alert for aftershocks, avoid potential falling hazards
- Restore calm.
- Report injuries and damage
- Evacuate carefully, be alert for aftershocks
- Take emergency supplies and insure all students are with you
- Meet at designated area
- Do not enter buildings until they are examined
- Await instructions, be patient and calm, help others

Power Outage

- Assess the extent of the outage in your area
- Help co-workers in darkened work areas move to safe locations
- Unplug personal computers, non-essential electrical equipment and appliances
- Open windows for additional light and ventilation
- If you are asked to evacuate, leave the building
- Release of personnel after an extended outage is determined by the emergency coordinator and only as student needs are met



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HEALTH & SAFETY SCHOOL PLAN POLICY

Emergency Action Plan: Response Team

Name: _____
 School: _____
 Location: _____

Call 911 or your local EMS for all medical emergencies. If unresponsive and not breathing normally, begin CPR and get the AED.

911 TEAM

CALL 911. Explain emergency. Provide location.

Local EMS Number:		
EMS Access Point:		
Cross Streets:		
Responder 1:		

MEET AMBULANCE at EMS Access Point. Take to victim.

EMS Access Point:	Practices	Events
Cross Streets:		
Responder 1:		

CALL CONTACTS. Provide location and victim's name.

Principal:	Cell:
Director of Operations:	Cell:

CPR/AED TEAM

START CPR.

1. Position person on his/her back.
2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast, (100 compressions/minute.) Let chest completely recoil after each compression.
3. Take turns with other responders as needed.

Staff member: _____

Responder 1: _____

Responder 2: _____

WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS.

1. Remove clothing from chest.
2. Attach electrode pads as directed by voice prompts.
3. Stand clear while AED analyzes heart rhythm.
4. Keep area clear if AED advises a shock.
5. Follow device prompts for further action.
6. After EMS takes over, give AED to Athletic Director for data download.

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AED TEAM		
GET THE AED KIT.		
Nearest AED:	Practices	Events
Responder 1:		

To Implement an Evacuation

These directions will help to make the process effective and safe for staff and students.

- Keep calm
- Evaluate the situation carefully
- Alert the Response Team to assist in the evacuation
- Use communications tools that are appropriate for the type of incident and the time of occurrence:
 - Alarms
 - Phone trees or voicemail broadcast
 - Messengers
- Communicate clearly and succinctly
- “We have a _____ emergency.”
- Evacuate to your designated areas and take your belongings.”
- Check offices, classrooms, restrooms, and the Student Center
- Turn equipment off if possible
- Take emergency supplies, class lists and staff roster, if possible
- Keep exiting groups together
- Account for personnel and students
- **WAIT AT THE EVACUATION AREA FOR FURTHER INSTRUCTIONS**

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

- Schools must include plans for:
 - Identifying the population of people with disabilities
 - Determining proper signage and equipment
 - Training staff to assist individuals with disabilities
 - Coordinating with emergency response personnel

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.



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On-Campus Evacuation / Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff. We will assemble on the grass behind the cafeteria.

Earthquake & Evacuation Drill Instructions

Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real earthquake.

ACTUAL EARTHQUAKE: In the event of a real earthquake, your signal will be the beginning of shaking itself. (In the case of a drill, the signal to begin will be emergency bells that will continue for one minute, followed by an “all clear” bell.)

Teacher or staff member present shout the command “**Earthquake! Drop, Cover, and Hold On!**” Students should follow instruction as they have practiced during preparation. If an aftershock occurs while you are exiting, drop and cover until the shaking stops.

When the shaking has stopped (or when the all clear bell rings) **IMMEDIATELY and before you exit your room** take ten seconds to look around, make a mental note of damage and dangers, **check to see if any students are injured.** If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be transported with class if staying would be dangerous, otherwise assure injured that help is on its way.

Take your **classroom Roll book** and your “**Emergency Go bag**” (including your Emergency Notebook). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).

Select either the green “ALL OUT” or the red “CASUALTIES / DANGER INSIDE” sign on your door. This will expedite search and rescue teams. **In the event of a real disaster, leave your doors unlocked.** In the case of a drill, lock your doors if the room is empty.

Use the BUDDY SYSTEM. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.



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Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.

Completely fill out the INJURED / MISSING STATUS REPORT FORM and return to the Assembly Area Recorder for delivery to the Incident Command Center. If any students were present in class, but are now absent, please list those names below as well. If all students are accounted for, this step is not necessary.

If you are a member of a Search and Rescue Team proceed to the Incident Command Center. All personnel without a specific duty or class are to immediately report to the ICC for instructions. All support staff who do not have a class are to report immediately to the assembly area to assist with the supervision of students.

Teachers are to remain with their class AT ALL TIMES. Students must remain seated together as a class throughout the duration of the drill. Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system which will be used for announcements. Children are to leave only in the company of Reunion gate messengers. The ICC will provide updates and relieve staff of their assignments.

How to Assist People with Disabilities During an Evacuation

◆ To alert visually impaired persons

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

◆ To alert people with hearing limitations

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

◆ To evacuate people using crutches, canes, or walkers

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

◆ To evacuate people using wheelchairs

- Non-ambulatory persons' needs and preferences vary
- Individuals at ground floor locations may exit without help
- Others have minimal ability to move--lifting may be dangerous

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Some non-ambulatory persons have respiratory complications
Remove them from smoke and vapors immediately
Wheelchair users with electrical respirators get priority assistance
Most wheelchairs are too heavy to take down stairs
Consult with person to determine best carry options
Reunite person with the chair as soon as it safe to do so

Other Emergency Situations

Life Safety System (varies with buildings – optional)

The building is equipped with a life safety system including fire sprinklers. All these elements are designed to set off alarms as well as to transmit a signal to the central alarm station in the Main Office, activate sprinklers, and shut down air system to prevent spread of smoke.

The life safety system has a display panel in the Main Office that will indicate the location of the emergency and will notify the Fire Department

Bomb Threat

In the likely event that you receive a bomb threat:

1. Listen carefully and write down as much information as possible, especially information about where the bomb is located and when it is set to go off.
2. Immediately notify the Main Office with the information.

In the even more unlikely event that you discover or suspect a device to be a bomb:

1. **DO NOT TOUCH OR DISTURB IT IN ANY WAY.**
2. Clear yourself and others from the area.
3. Notify the Main Office.

Fire

At the first sign of a fire in your room or area:

1. Notify the Main Office so that they can call 9-1-1. Ell them the exact location of the fire and what is burning.
2. Extinguish small fires using nearest fire extinguisher.
3. Close windows and doors. Evacuate the area and warn others.
4. Follow the procedures outlined in the “Fire Drill” area of the drill procedures.

If you suspect that the fire is outside of your room or area:

1. Feel the door. If it is hot, **DO NOT OPEN IT.**
2. Notify the Main Office so they can call 9-1-1.
3. If the door is not hot, open it cautiously – stand behind the door and be prepared to close it quickly.



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In any event, do not try to put out a fire that appears out of control. Stay calm and exit the building safely.

Injury and Illness

1. Do not attempt to move the person.
2. Call the Main Office and request that the health technician come to the injured party.

RECOVERY AFTER AN EMERGENCY

Support Services and Assistance

After a major emergency or disaster, many people in our community will be distressed by personal and professional difficulties. It is likely that affected students, faculty and staff may need some scheduling flexibility or other temporary help in order to return to their customary activities. The following are only some of the resources available in our community:

School and Community Resources

- Counseling resources for employees
- Counseling resources for students
- Short and long-term loans sources
- Local Credit Union (members)
- Housing listings
- Transportation information
- Child care referrals
- Special service referrals
- Disaster relief and referrals
- Claims information (when there is a Presidential Declaration) FEMA, 1-800-299-1160

Documenting Emergency Outcomes

Once the safety and status of staff has been assured, and emergency conditions have abated, assemble staff in the restoration of the school's programs. The school's earlier work on defining critical mission-critical operations and staffing will be a starting point for the recovery process.

It will be important to begin a timely and comprehensive assessment of the emergency's physical and operational effects. Be aware that:

- ◆ The Emergency Coordinator and Response Team will need ongoing status reports from the staff and community during the emergency to estimate when the program

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can be fully operational and to identify special facility, equipment, and personnel issues or resources that will speed business resumption

- ◆ The school may need detailed facilities data for the area to estimate temporary space reallocation needs and strategies
- ◆ Insurance and FEMA assistance claims will require extensive documentation of damaged facilities, lost equipment and resources, and special personnel expenses. Workers' Compensation claims may arise if there are injuries.

All of your documentation on emergency impacts should be coordinated with the Emergency Coordinator and the Response Team. The following forms provide formats for summarizing this crucial information.

- ✓ Take note that you should also plan to photograph or videotape facility or equipment damage to provide a visual supplement for the written impact data.
- ✓ It is very important that you record the emergency's physical effects before you clean your area or make repairs.



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Injured / Missing Status Report Form by Room

Return this form to Assembly Area Team Recorder for ICC after evacuation.

Teacher's Name: Yes No

Room:

Teacher's Assistant's Name: Yes No

Type(s) of Emergency (or Drill):

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Lock down | <input type="checkbox"/> Clear |
| <input type="checkbox"/> Earthquake | <input type="checkbox"/> Shelter in-place | <input type="checkbox"/> Yard |
| <input type="checkbox"/> Drop / Take Cover | <input type="checkbox"/> Evacuate off-site | <input type="checkbox"/> Other |

All Persons Accounted for: Yes No

Missing or Unaccounted for:

1.	2.
3.	4.

Injured Persons:

1.	2.
3.	4.

Absent:

1.	2.
3.	4.
5.	6.

Others not present (e.g., students who left early, sent elsewhere – WHERE?)

1.	2.
3.	4.

Additional students PRESENT and accounted for – NOT normally with you:

1.	2.
3.	4.

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Permit for Release of Child

Directions: Parent/guardian/emergency contact to fill in both portions. Separate at dotted line. *BOTH HALVES SHOULD BEAR SCHOOL STAMP AND SIGNATURE OF PERSON AUTHORIZING RELEASE.* Bottom half to be take by school representative to Emergency Assembly Area. Top portion to remain with parent and presented at the reunification gate.

Date: _____ **Time:** _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

Signature: _____

Relation to student: _____

(Parent/Guardian/Emergency Contact to take this portion to Reunification Gate)

⌘ _____

COPY OF PERMIT FOR RELEASE OF CHILD

Date: _____ **Time:** _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

Signature: _____

Relation to student: _____

(This portion to be sent to Emergency Assembly Area)

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Incident Command Response Procedures & Duties

ALL PERSONNEL WITHOUT A SPECIFIC DUTY OR CLASS ARE TO IMMEDIATELY REPORT TO THE ICC FOR INSTRUCTIONS.

Incident Commander

LOCATION:

*The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over. The Incident Command Center (ICC) will normally be located in (insert area): _____
_____. If any conditions make this unsafe, a safe alternate location will be selected.*

PROCEDURES:

1. Report to Incident Command Center

RESPONSIBILITIES:

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
 - a. Account for all students and staff.
 - b. Communications Leader to coordinate:
 - i. Communications with District Office,
 - ii. Internal Communications, and
 - iii. External communications with media.
 - c. Operations Leader to coordinate:
 - i. Campus security / Utilities Team,
 - ii. First Aid / Crisis Team Leader,
 - iii. Search & Rescue Team Coordinator, and
 - iv. Fire suppression / Hazardous Materials.
 - d. Logistics Leader to coordinate:
 - i. Reunification Team at Request and Reunion Gates,
 - ii. Support to Operations with Resources and Volunteers, and
 - iii. Sanitation, Nutrition and Shelter.
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

SUPPLIES / EQUIPMENT:

1. Table, chair, desk supplies.
2. Sets of Master keys.

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3. Walkie-talkies.
4. Portable PA system.
5. AM / FM Portable Radio.
6. Notebook containing the following items:
 - a. Faculty / Staff Roster.
 - b. Master Student Roster.
 - c. Copies of every team's duties.
 - d. School Emergency Operations Chart.
 - e. School Information Map.
 - f. Emergency Response Team Log.

Communications Team

LOCATION:

Communications Team will assist Incident Commander with external and internal communications as needed.

PROCEDURES:

1. Sign-in and out at Incident Command Center
2. Report to Incident Commander

RESPONSIBILITIES:

1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use cell phone short messages, walkie talkies, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

SUPPLIES / EQUIPMENT:

1. Table, chair, desk supplies.

First-Aid / Mental Health Team

LOCATION:

PROCEDURES:

1. Sign-in and out at Incident Command Center
2. Report to the

RESPONSIBILITIES:

1. Set-up first-aid area in a safe place.
2. Secure first aid supplies.



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3. Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
4. Coordinate with Search and Rescue Teams.
5. Determine need for emergency medical assistance.
6. Administer first aid as needed.
7. Keep record of types of injuries and aid provided.
8. Provide psychological first-aid and establish buddy system to support students or staff in need.
9. Keep log of students dispatched for emergency medical assistance and that need follow-through and referrals.

SUPPLIES / EQUIPMENT:

1. Table, chair, desk supplies.
2. First-aid supplies.
3. Walkie-talkie.
4. Stretchers.
5. Blankets.
6. Wheelchair.
7. Notebook containing the following items:
 - a. First-Aid Roster
 - b. Patient record forms
 - c. School Emergency Operations Chart
 - d. School Information Map
 - e. Emergency Response Team Log

Light Search and Rescue

LOCATION:

Individuals with designated LSAR responsibilities are expected to assemble immediately just outside the ICC. The LSAR Coordinator will be given keys to the storage rooms with emergency equipment and resources.

PROCEDURES:

1. Sign-in and out at Incident Command Center (ICC will issue keys and Walkie-talkie to the first team member that signs off).
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:

Search and Rescue Team Coordinator:

1. Opens Emergency Supplies Bin.
2. Mobilizes Search and Rescue Teams.
3. Maintains contact with the Incident Command Center.
4. Maintains list of fires discovered and status.
5. Receives list of missing / unaccounted students.



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6. Checks with Search & Rescue Teams for missing students.

Search and Rescue Teams will do the following during the first 15-20 minutes after an earthquake / disaster:

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
 - a. Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance. Begin on the first floor and work up.
 - b. Place an "X" with chalk on doors of empty rooms.
 - c. Ensure everyone is out of the building(s). Escort people out of building in normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
 - d. Place rescuer safety first. Use good judgment in each situation.
 - e. Provide first aid on site, as long as you are not in danger.
 - f. Transport no-ambulatory injured to first aid treatment area, only if it is dangerous to remain.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one (1) minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.
7. Report fires to Team Coordinator and puts out small fires.

SUPPLIES / EQUIPMENT:

1. Master keys.
2. Walkie-talkies.
3. Search & Rescue backpack.
4. CO2 fire extinguishers
5. Hoses
6. Gloves
7. Blankets
8. Notebook containing:
 - a. School Emergency Operations Chart
 - b. School Information Map
 - c. Emergency Response Team Log

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Reunification Team

**REQUEST GATE:
REUNION GATE:**

PROCEDURES:

1. Sign-in and out at Incident Command Center.
2. Get necessary supplies from the Emergency Supplies Bin.

RESPONSIBILITIES:

Request Gate:

1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on “Student Emergency Contact” Cards.
3. Locate child using Student Schedule Location Roster and identify location in Emergency Assembly Area.
4. Have parent/guardian fill out ‘Permit for Release of Child’ form.
5. Send runner with copy of ‘Permit for Release of Child’ form to Emergency Assembly Area.
6. Direct parent/guardian to ‘Reunion Gate’ with original copy of ‘Permit for Release of Child’ form.

Reunion Gate:

1. Reunite student with designated adult collecting matching both copies of ‘Permit for Release of Child’ form, and confirming adult identity with student.
2. Collect and file original ‘Permit for Release of Child’ from parent/guardian.
3. In the case of discrepancies request adult to return to Request Gate.

SUPPLIES / EQUIPMENT FOR BOTH GATES:

1. Gate keys.
2. Table, chair, desk supplies.
3. Walkie-talkie.
4. Pens, paper, clipboards.
5. Master list of Students.
6. Runners (10-12 Student Council Members)
7. Emergency Notebook containing the following items:
 - a. Faculty / Staff Roster.
 - b. School Emergency Operations Chart
 - c. School Information Map
 - d. Student Schedule locator rosters.
 - e. Field location grid for each class in emergency assembly area.
 - f. Emergency Response Team Log

REQUEST GATE ONLY:

1. Current set of Student Emergency Information Cards in alphabetical order (from Incident Command Center).
2. Clipboard with Release Procedures.



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3. 'Permit for Release of Child' forms in duplicate.
4. Visitor passes (colored)

REUNION GATE ONLY:

1. Box to file original 'Permit for Release of Child' forms in alphabetical order.

Emergency Assembly Area Team

LOCATION:

*In the event that this location is unsafe, our alternate location is: (insert area: _____). This decision will be made by the ICC. Assembly Area Team is those teachers and staff assisting in the assembly area(s). One additional staff member in each area will act as **Assembly Area Team Recorder**. The Assembly Area Team Leader should normally be located at the front of the Assembly Area.*

PROCEDURES:

1. Remain at Emergency Assembly Area and supervise students.

RESPONSIBILITIES:

Team Leader:

1. Send INJURED / MISSING STATUS REPORT FORMS from teachers, with any injured or missing from teachers to the ICC immediately.
2. Send all remaining INJURED / MISSING STATUS REPORT FORMS to ICC Attendance Accounting Team.
3. Report injuries and missing person to Incident Commander.
4. Communicate with Incident Command Center Attendance Accounting Team.
5. Keeps all doorways, hallways, and stairwells safe and clear.
6. Implements "buddy" system with neighboring teachers/staff.
7. Help runners locate students being picked up and direct them to the "Reunion Gate".
8. Keep copy of Permit for Release of Child brought by runner.

Other Staff:

1. Take roll and re-check students from time to time, reporting status to the Incident Command Center.
2. Supervise and reassure students throughout the duration of the emergency.
3. Conduct recreational and educational activities to maintain order and calm.
4. Provide water and snacks to help calm the students.

SUPPLIES / EQUIPMENT:

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).

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HEALTH & SAFETY SCHOOL PLAN POLICY

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5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (10-12 Student Council Members).
10. Notebook containing the following items:
 - a. Evacuation Routes Diagram.
 - b. School Emergency Operations Chart.
 - c. School Information Map.
 - d. Emergency Response Team Log.

Restrooms:

- Students will use gym and field restrooms, if they are safe and water is available.
- If not, sanitation kits are available in the emergency shed for use.
- The kits will be positioned in appropriate locations.
- Girls and boys restrooms should be set up with privacy curtains around.

Shelter:

- In case of inclement weather, if gymnasium is safe, students will be brought inside.
- If building is not safe, alternative IC will seek alternate location. Blankets kept in the emergency shed will be used.

Site Team (Security, Utilities, Sanitation & Shelter)

LOCATION:

Personnel designated as Security Personnel will secure building and provide directions to parents to request gate, and emergency vehicles access through Emergency Gate. The Security Team Leader will be responsible for school site, including shelter and sanitation.

PROCEDURES:

1. Sign in and out at Incident Command Center.
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:

Security Team Leader:

1. IMMEDIATELY lock all external gates and doors – secure campus.
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the “Request Gate.”
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Command Center.
7. Establish morgue area, if needed.



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8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help of to create shelter and sanitation teams as needed.

Cafeteria Staff:

1. Provide water and food for those people detained beyond meal-times.

SUPPLIES / EQUIPMENT:

1. Master Keys.
2. Walkie-talkie.
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
6. School Emergency Operations Chart.
7. School Information Map.
8. Emergency Response Team Log.

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HEALTH & SAFETY SCHOOL PLAN POLICY

RESPONSIBILITY MATRIX

Incident Commander Command Center	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries. Credential emergency personnel.	
Communications Team Emergency Supplies Center	Coordinate external communications to other schools, district, media and relay official communications from IC to staff, students, parents and public.	
First Aid / Mental Health Team First Aid Center	Ensure that all first aid supplies are up-to-date, available, and properly administered.	
Light Search and Rescue Team Command Center	Coordinate light search and rescue operations, inform IC of fires and put out small fires.	
Reunification Team: Request Gate Reunion Gate	Meet parents at the Request Gate and escort students to the Reunion Gate. Receive parents and reunite them with their children at the Reunion Gate.	
Emergency Assembly Area Team Assembly Area	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.	
Site Team Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.	

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HEALTH & SAFETY SCHOOL PLAN POLICY

EMERGENCY TEAM WALLET CARD

Emergency Contact Personnel

CEO/President – Robert Golden	(559) 999-4887
Principal – Mandy Breuer	(310) 927-7565
Human Resources – Eric Ewing	(559) 307-2089
Executive Assistant - McKinley Lee	(559) 681-0484
Administrative Assistant – Jackie Xiong	(916) 305-0085

GOLDEN CHARTER ACADEMY

School of Environmental Stewardship
 1626 W Princeton Ave
 Fresno, CA 93705
 Phone: (559) 293-3157
 Fax: (559) 283-8612

Staff List

CEO/President – Robert Golden	(559) 999-4887
Principal – Mandy Breuer	(310) 927-7565
Human Resources – Eric Ewing	(559) 307-2089
Executive Assistant - McKinley Lee	(559) 681-0484
Administrative Assistant – Jackie Xiong	(916) 305-0085
Student Services Coordinator – Akia Washington	(562) 472-9367

REPORT AN EMERGENCY

Police, Fire, Ambulance	911
Community Regional Medical Center	(559) 459-6000
Center for Disease Control (CDC)	(800) 232-4636
Fresno County Fire Station #9	(559) 621-4199
Fresno Police Department	(559) 621-7000
PG&E	(800) 743-5002
Fresno County Department of Public Health	(559) 600-3200
Federal Emergency Management Assistance	(800) 621-3362
Fresno County Emergency Preparedness and Response Team	(559) 600-3271

HOTLINES

Poison Control	(800) 222-1222
Suicide & Crisis Hotline	988

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