

Valley International Preparatory High School Emergency Operations Plan

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Approved By:	Michael Horne, Principal

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Plan Purpose and Overview

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, Valley International Preparatory High School has adopted the Standardized Emergency Management System (SEMS) developed by the State of California as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary.

Regulatory Authority

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

California Government Code, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

Plan Organization

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for five types of emergencies that may be encountered in a school setting: earthquake, lockdown, shelter-in-place, everyday classroom emergencies, and active shooter.

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. Due to VIP's position as a co-located school, VIP is implementing four of the five organization structures listed below. Finance and administration, the fifth team, consists of the school leadership who will assess the financial impact and potential recovery of student records after the conclusion of the emergency.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer (if needed and cannot perform the dual role) and Safety Officer (always).

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by the various teams identified in this plan who report information to the incident commander via radio, groupme, and/or phone call.

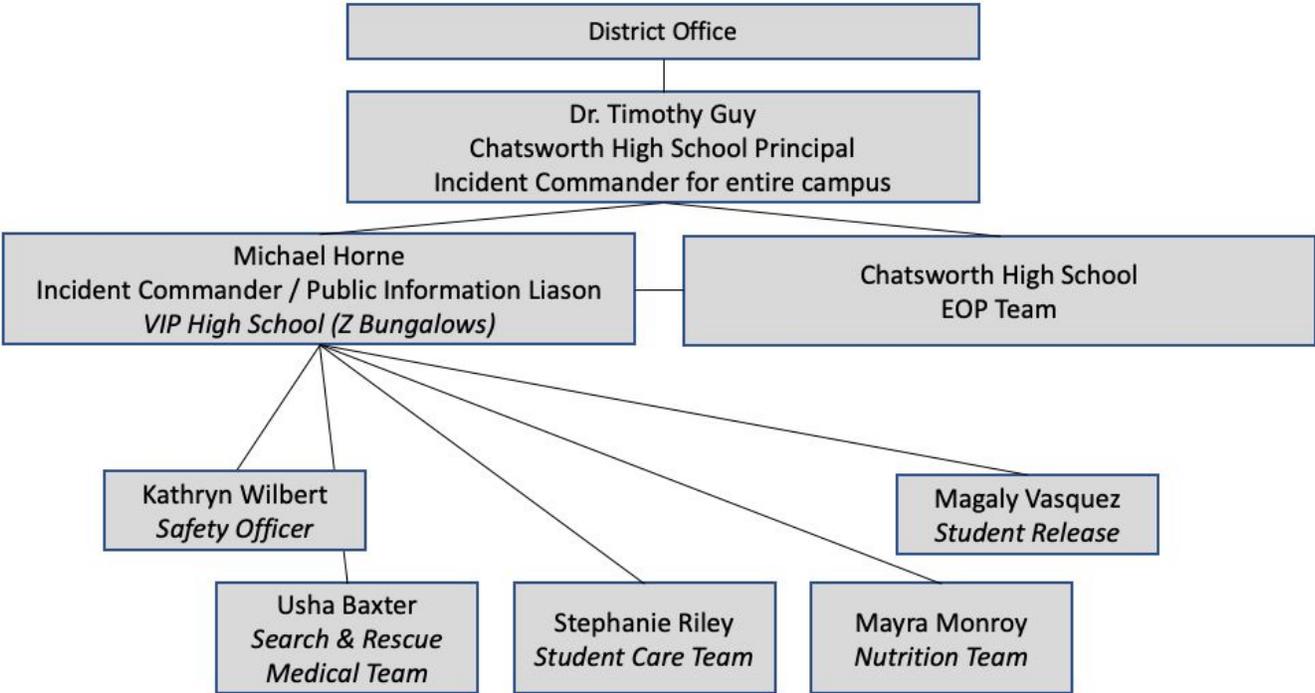
Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. Operations includes these teams: Medical, Student Care, Student Release, and Search & Rescue.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. These activities are performed by these teams: Nutrition, Incident Commander, & Communications/Public Liason.

Crisis Response Organizational Chart



Chatsworth Radio Codes

Call #	Name	Call #	Name
1	School Police (Steinberg or Clemons)	13	Mrs. Voets (AP)
2	Dr. Guy (Principal)	14	Mr. Chong (AP - Operations)
3	Ms. Kim (AP)	16	Alvorado
4	Mr. Crenshaw (Plant Manager)	17	Borovay
5	Ms. Trevino	18	Kelly Jovel
7	Nurse Hizon	19	Ortiz
8	G. Rennpfred	21	Nowak
9	Dean Solares	22	Counseling
10	Mr. Sherriff (Athletic Director)	25	Julian - IT
11	Dean Lieb	"VIP"	VIP High School Staff (Usha Baxter or Michael Horne)
12	Mr. Minassian (AP)		

Incident Commander

INCIDENT COMMANDER: Michael Horne

BACK-UP: Kathryn Wilbert

ASSEMBLY LOCATION: Command Post on Chatsworth Football Field

START-UP ACTIONS

- 1) Determine if a crisis or emergency exists, collaborate and communicate with Chatsworth staff.
- 2) Identify the type of incident that is occurring, collaborate and communicate with Chatsworth staff.
- 3) Determine whether an evacuation or lockdown procedure needs to be implemented, collaborate and communicate with Chatsworth staff.
- 4) If there is imminent danger, call 911.
- 5) Contact the district office and Chatsworth staff to describe the situation.
- 6) Establish contact with the campus and district-level incident commander and determine if district "Crisis Response Team" is needed.
- 7) Set up the command post and obtain your supplies.
- 8) Implement emergency plan and activate functions.

SUPPLIES	
	copy of emergency preparedness plan
	campus map
	master keys
	staff & student
rosters	
	handheld radio
	bullhorn
	battery-operated
	AM/FM portable
radio	
	clipboard, pens,
paper	
	position identifier

ONGOING OPERATIONAL DUTIES

- 1) Continue to monitor and assess the total school situation.
- 2) Check with team chiefs for periodic updates, for search and rescue progress, and any damage assessment information.
- 3) Reassign personnel and modify actions as needed.
- 4) Authorize the release of students when and if appropriate.
- 5) Authorize the release of information via the public information officer.
- 6) Plan and take regular breaks for yourself, your staff, and any volunteers.
- 7) As needed, report to the district on the status of students, staff, and the campus.
- 8) Remain on duty until released by the superintendent.

CLOSING DOWN DUTIES

- 1) Authorize the deactivation of teams when they are no longer needed.
- 2) Ensure the return of all equipment and reusable supplies.
- 3) Ensure that any and all relevant documentation is complete.

Public Information & Liaison Officer

PUBLIC INFORMATION & LIAISON OFFICER: Michael Horne

BACK-UP: Anne Cochran, Kathryn Wilbert

ASSEMBLY LOCATION: South end of football field with rest of staff and students, relocating to student release area if necessary.

START-UP ACTIONS

- 1) Obtain your supplies and report to the student release center.
- 2) Advise parents, community members, and any media that the site is handling the emergency and that information will be released shortly.
- 3) Determine a possible “news center” site as a media reception area (located away from the command post and students) and get approval from the incident commander.
- 4) Obtain a statement from the campus and district incident commander.
- 5) When authorized by the campus/district incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase, “no comment.”

ONGOING OPERATIONAL DUTIES

- 1) Continue to monitor and assess the total school situation by getting updates from the command post. The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.
- 2) Brief any public agency representatives on the current situation, the school’s priorities, and its emergency action plan. Keep the incident commander informed of any actions that these public agencies may conduct. Provide periodic update briefings to agency representatives as necessary.
- 3) Remind staff and volunteers to refer all questions from the public to you.
- 4) Keep a log of any media contacts you make and the information you shared.
- 5) Monitor new broadcasts about the crisis and correct any misinformation that you hear.
- 6) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return any relevant documentation, your equipment, and any reusable supplies.

Safety Officer

SAFETY OFFICER: Kathryn Wilbert

BACK-UP: Lilian Cross

ASSEMBLY LOCATION: South end of football field with rest of staff and students

START-UP ACTIONS

- 1) Obtain your supplies and report to the command post.
- 2) Ensure that all emergency responders are issued the appropriate safety equipment.

ONGOING OPERATIONAL DUTIES

- 1) Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.
- 2) Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.
- 3) Keep the incident commander advised of any problems areas that require a solution.
- 4) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return your equipment and any reusable supplies.

Search & Rescue Team

SEARCH & RESCUE TEAM LEADER: Usha Baxter

TEAM MEMBERS: Usha Baxter, Lilian Cross

ASSEMBLY LOCATION: Outside main office, reporting to football field after all-clear

START-UP ACTIONS

- 1) Report to your assembly location and obtain your supplies.
- 2) Team leader assigns rooms to search to other team member.
- 3) Team leader gets an update from the incident commander and then informs team of damage, dangers, and area(s) to search.

ONGOING OPERATIONAL DUTIES

- 1) Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief via radio. Extinguish fires as appropriate and/or if possible. Before entering any buildings, inspect the exterior to ensure that it's safe to enter. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.
- 2) When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil. Report by radio to the operations chief that the room is "clear."
- 3) Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer first aid if necessary.
- 4) Mark the location of any deceased individuals on your campus map. Give this information to the morgue team after searching your area.
- 5) Inform the team leader after searching your area and await further instructions
- 6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return your equipment to the toolkit bunker.

Medical Team

MEDICAL TEAM LEADER: Usha Baxter, after search and rescue duties

TEAM MEMBERS: Chatsworth Nurse

ASSEMBLY LOCATION: Football Field

START-UP ACTIONS

- 1) Report to your assembly location and obtain your supplies.
- 2) Set-up treatment area and triage area.
- 3) Leader assigns treatment, triage, and documentation groups
- 4) Team leader gets an update from the incident commander and then informs team of expected injuries.

ONGOING OPERATIONAL DUTIES

- 1) As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need - red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.
- 2) Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations chief of any deaths or any injuries requiring immediate outside care.
- 3) The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.
- 4) The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.
- 5) Keep triage and treatment areas as clean as possible throughout the emergency. Deceased individuals need to be removed to the morgue area. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.
- 6) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies. Medical paperwork goes to the planning chief.

Recommended First Aid Supplies

- 4 x 4" compress (1,000 per 500 students)
- 8 x 10" compress (150 per 500 students)
- Kerlix bandaging (1 per student)
- Ace wrap, 2" (12 per campus)
- Ace wrap, 4" (12 per campus)
- Triangular bandage (24 per campus)
- Cardboard splints (24 each: small, medium, large)
- Steri-strips or butterfly bandages (50 per campus)
- Aqua-Blox water (number of students and staff x .016 = needed number of cases)
- Neosporin (144 squeeze packs per campus)
- Hydrogen peroxide (10 pints per campus)
- Bleach (1 small bottle per campus)
- Plastic basket or wire basket stretchers or backboards (1.5 per 100 students)
- Paramedic scissors (4 per campus)
- Tweezers (3 per campus)
- Triage tags (50 per 500 students)
- Latex gloves (100 per 500 students)
- Oval eye patch (50 per campus)
- Tape, 1" cloth (50 rolls per campus)
- Tape, 2" cloth (24 rolls per campus)
- Dust masks (25 per 100 students)
- Disposable blanket (10 per 100 students)
- First Aid books (2 standard and 2 advanced per campus)
- Space blankets (1 per student/staff member)

Student Care Team

STUDENT CARE TEAM LEADER: Stephanie Riley

TEAM MEMBERS: Stephanie Riley

ASSEMBLY LOCATION: Football Field

START-UP ACTIONS

- 1) Obtain your supplies and escort classes to the student care area.
- 2) Assist in the taking of attendance to ensure that all students are present. Report any missing students to the command center.
- 3) Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.

ONGOING OPERATIONAL DUTIES

- 1) Team leader will make arrangements with logistics to provide food, water, shelter, and toilet facilities if necessary. Members of other teams may be called upon to assist.
- 2) Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader via radio.
- 3) Support the student release process by sending students to the release center when the proper paperwork is presented by a runner.
- 4) Plan and conduct activities for the students to ease their concerns and pass the time.
- 5) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.

Student Release Team

STUDENT RELEASE TEAM LEADER: Magaly Vasquez

REQUEST TEAM: Magaly Vasquez

RELEASE TEAM: Mayra Monroy, Addy Guzman

ASSEMBLY LOCATION: Football Field, relocating to student release area when necessary

START-UP ACTIONS

- 1) Report to your assembly area and obtain your supplies.
- 2) Set up the request gate and the release gate in two areas.

ONGOING OPERATIONAL DUTIES

- 1) Verify the identification of adults who present a completed student release form and verify that the adult is on the student's emergency release card. If everything is correct, give the form to a runner and instruct the adult to proceed to the release gate.
- 2) Runner shows the student release form to the student care leader. Leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate.
- 3) If the student is not with the student care team, runner proceeds to the medical team. If the student is able to be moved, the medical team leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release gate personnel, who inform the requesting adult.
- 4) If the student is not with the medical team, runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release gate personnel, who inform the requesting adult. In the event a student is missing or deceased, the requesting adult should be offered support and understanding by the release gate personnel and referred to a crisis counselor if one is available.
- 5) Runner walks with student(s) to release gate and presents student release form(s) to personnel at the release gate.
- 6) Before students are released, the release gate personnel verify identification of the requesting adults, match students to their requesting adults, and ask requesting adults to sign their student release form.
- 7) Remain on duty until released by the operations chief.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies. All paperwork goes to the planning chief.

Nutrition Team

NUTRITION LEADER: Mayra Monroy

TEAM MEMBERS: Mayra Monroy, Magaly Vasquez

ASSEMBLY LOCATION: Football field

START-UP ACTIONS

- 1) Report to your assembly location.
- 2) Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.
- 3) Set up of the feeding area in the location designated by the incident commander.
- 4) Obtain your food, water, and supplies and take these items to feeding area.

ONGOING OPERATIONAL DUTIES

- 1) Distribute food and water when directed to do so by the logistics chief.
- 2) Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.
- 3) Assist in keeping the feeding area clear of debris and trash.
- 4) Remain on duty until released by the incident commander.

CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.

Emergency Responses

STEP ONE: IDENTIFY THE TYPE OF EMERGENCY

The first response to an emergency is to determine the type of emergency that has occurred. Procedures for 18 different types of emergencies are listed on page .

STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- **Drop, cover, and hold on:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

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- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the site's outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.

Types of Emergencies & Specific Procedures

EARTHQUAKE

Classroom: If a disaster occurs during class time, teachers will accompany their students to the pre-designated place on the football field and will remain with their teacher at the place on the football field until released at the end of the drill.

Passing period, lunch, or any other unorganized activity: Teacher and students are to move immediately (when safe) to their assigned advisory.

During emergency drills for this event, every person on campus must participate. Participation is a mandated safety requirement - NO EXCEPTIONS.

Procedures:

1. An emergency signal will sound - 1 long bell
2. All teachers will direct their students to DROP, COVER, and HOLD ON
3. Once shaking has stopped, classes are to evacuate to the Football Field as indicated on the Evacuation Route Map. Teachers are to bring their emergency clipboard and lock their rooms if they are clear.
4. Teachers will accompany their students to the pre-designated place on the Football Field and will remain with their teacher at the place on the football field until released.
5. Teachers will take attendance and send, with a reliable student, the Emergency Attendance Form (#8) to the Incident Commander at the 50 yard line.
6. Teachers are required to keep students with them. In case of actual emergency, students will be summoned to the reunion gate based on the room they were assigned to during the period the school was in when the emergency occurred.

LOCKDOWN

The lockdown procedure is a necessary and effective way to ensure the safety of students and staff when an emergency incident takes place on or near campus.

The following information is meant to assist staff in preparing for a lockdown:

1. Lockdowns are generally initiated by law enforcement personnel due to police activity around, or possibly on campus.
2. Immediate notification to all staff members of the need to initiate the lockdown procedure is essential. Notification will be made via all call and the code work "lockdown," as well as being sent to VIP staff through Groupme. An administration team member will then check doors in Z Bungalows to ensure the lockdown procedure has been followed. The following are alternate means: continuous long bell, bullhorn announcement made by administrators.
3. Students/Staff responsibilities:
 - a. Inside the classroom

- i. Lock doors
 - ii. Close blinds and cover door window if applicable
 - iii. Move students away from windows
 - iv. Remain in classroom until emergency is over
 - v. Students seated on floor as close to wall and away from window as possible
 - vi. Teachers take roll and identify any students that does not belong in their class
 - vii. No student allowed to be out of the classroom
 - viii. Do not turn on radios or television
 - ix. Maintain a “crisis bucket” in the classroom
 - x. Don’t go after students that run out, but instead report to main office via telephone or Groupme text.
 - b. Outside the classroom
 - i. Proceed to closest classroom
 - ii. Remain inside the room until emergency is over
4. When the perimeter of the school has been secured, no one should be moving around campus except those with campus security duty, to be determined by incident commander.

Most lockdowns last an hour or less, but some have dragged on for up to six hours. All classrooms have been outfitted with emergency water supplies and a “crisis bucket” that includes the ability to use as a toilet if necessary.

SHELTER IN PLACE

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants or outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building air-conditioning systems. During Shelter-in-place, no one should be exposed to the outside air. The difference between Shelter-In-Place and Lockdown is that Shelter-In-Place involves shut down of air conditioning and/or heating system.

The following information is designed to assist staff for preparing for shelter-in-place.

1. Immediate notification to all staff members of the need to initiate the shelter-in-place procedure is essential. Notification will be made via “all call” on the PA system. VIP will also notify staff via groupme and/or bullhorn if necessary. Other alternate means include continuous long bell, wall phone call, message delivered to classroom via administration team member.
2. Student/staff responsibilities:
 - a. Inside the classroom
 - i. Keep the doors and windows closed and locked
 - ii. Close blinds
 - iii. Secure all entrances
 - iv. Do not open doors to allow people to enter or exit. If school personnel of law enforcement must enter the room, they will have keys.
 - v. Move students away from windows

- vi. Remain in classroom until emergency is over
 - vii. Teachers take roll and identify any student that does not belong in their classroom
 - viii. No student is allowed to be out of the room
 - ix. Do not turn on radios or television
 - x. Don't go after students who run out
- b. Outside the classroom
- i. Proceed to closest room or school building
 - ii. Remain inside the room until emergency is over
3. When the perimeter of the school has been secured, no one should be moving around campus except those with campus security duty.

EVERYDAY CLASSROOM EMERGENCIES

For any emergencies, call the main office at #497, Chatsworth nurse will then be notified at #3411. Always call main office before care is given.

Choking

If conscious:

- If the victim is coughing or making noise at all, lean the victim forward and give five back blows with the heel of your hand
- If the victim is making absolutely no noise at all give abdominal thrusts until object is dislodged or victim goes unconscious

If unconscious:

- Start CPR - 30 compressions to two breaths

Heat Exhaustion / Dehydration

- Call main office
- Give water to victim from emergency water supplies

Seizures

- Get the victim on the ground
- Move all furniture away from the victim
- DO NOT give anything by mouth, or hold the victim down.
- Call the main office
- Seizures can range from blank stare that is often mistaken for day dreaming, to uncontrolled muscular contractions called convulsions.

Diabetes

- Call the main office
- It is a good idea to keep candy or some kind of sugar on hand in your room in case someone needs it.
- Look for some sort of identification that would indicate the victim is a diabetic. Check School Pathways' student profile for medical information / alerts.

ACTIVE SHOOTER / GUNFIRE

An active shooter on campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

Procedures:

1. Upon first identification of an active shooter, personnel should immediately notify the main office and/or Principal, who becomes the incident commander.
2. The Incident Commander, in collaboration with Chatsworth, will initiate a lockdown, the recommended appropriate immediate response action.
3. The school Incident Commander will call 911 and School Police via radio, and provide the exact location and nature of the incident. The school Incident Commander should designate a person to remain on the phone line with police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. The school Incident Commander activates the Incident Command ICS Team.

The following two steps refer to those taken by Chatsworth's EOP team as they are responsible for entire campus. During this time, VIP's Incident Commander will be coordinating with Dr. Guy and Chatsworth's EOP team via radio and providing assistance as needed.

The Planning and Intelligence Team Leader will:

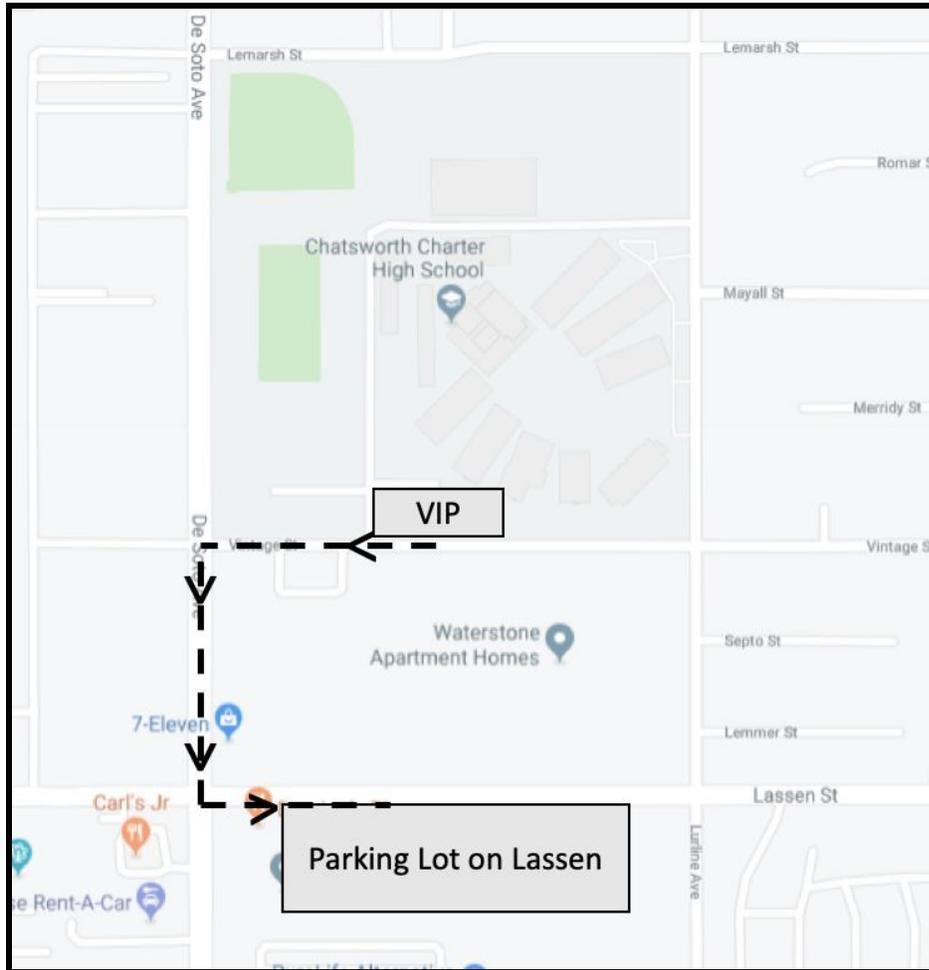
1. Notify the LD Administrator of Operations and/or Operations Coordinator and request assistance.
2. Prepare a message for parents to be sent on Blackboard Connect (LAUSD) and Parent Square (VIP).
3. Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means to keep all classroom informed.

The Operations Team Leader will:

1. Ensure the perimeter gates are secured and all staff, students, and visitors are safely secured behind locked doors.
2. Begin the process of accounting for all students and staff.
3. Staff should take steps to calm and control students with regular PA announcements (and Groupme at VIP) and if safe to do so, attempt to maintain separation between students and the perpetrator.
4. If there is an active shooter on campus defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if it does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

The School Incident Commander (VIP) will:

1. Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established offsite relocation point is the preferred destination, if the route is safe. For VIP, the established offsite relocation point is marked below:



2. Inform LASPD over radio and LASPD Watch Commander (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander and campus police updated with information about any staff and students who do not arrive at the designated relocation point.
3. Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.

EVACUATION ROUTES

