

# Al Tahoe Education Center

## CRISIS RESPONSE PLAN 2023-24

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### **TO REPORT A POSSIBLE CRISIS**

All possible crises must be reported immediately in person or by phone to the Principal. From an off-campus phone dial (530)543-2310. For emergency services, dial 911.

<b>Name</b>	<b>Title</b>	<b>Phone Number</b>
Kelly Martin	Principal	(530) 543-2310 x1101
Jason Miller	Custodian	(530) 721-2545 cell
Diana D'Angelo	Principal's Secretary	(530) 543-2310 x1100

## Table of Contents

EMERGENCY PHONE NUMBERS .....	3
CRITICAL INCIDENT RESPONSE TEAM (CIRT) .....	4
CIRT INCIDENT CHECKLIST .....	5
CIRT RESPONSIBILITIES .....	5
CIRT: PROCEDURE.....	6
CRISIS RESPONSE PROCEDURES .....	8
PROCEDURE FOR AIR QUALITY ALERT .....	10
PROCEDURE FOR CHEMICAL SPILL NEAR CAMPUS: Shelter in Place.....	10
PROCEDURE FOR CHEMICAL SPILL ON CAMPUS OR STRANGE ODOR: Evacuate .....	10
PROCEDURE FOR DRIVE-BY SHOOTING: Shelter-in-Place.....	10
PROCEDURE FOR HOSTAGE CRISIS: Active Shooter.....	11
PROCEDURE FOR POWER, WATER OR GAS OUTAGE.....	12
PROCEDURE FOR AGGRESSIVE, VIOLENT, AND OUT-OF-CONTROL STUDENTS: Shelter-in-Place.....	12
PROCEDURE FOR STRONG WINDS OR TORNADO: Duck and Cover .....	13
PROCEDURE FOR SUICIDE ATTEMPT ON CAMPUS AND POST-SUICIDE ACTION .....	13
SUICIDAL THREATS, “DO’s AND DON’TS” .....	14
PROCEDURE FOR SUSPICIOUS PACKAGE .....	14
PROCEDURE FOR BOMB THREAT.....	15
BOMB THREAT CHECKLIST .....	18
PROCEDURE FOR DUCK AND COVER/EARTHQUAKE .....	20
PROCEDURE FOR FIRE/EVACUATION .....	21
PROCEDURE FOR ACTIVE SHOOTER .....	23
PROCEDURE FOR SHELTER-IN-PLACE.....	24
PROCEDURE FOR DANGEROUS ANIMAL ON CAMPUS .....	25
FIRST AID RESPONDERS .....	26
Student Accountability Report .....	27
Student ID cards .....	33
Annual Update Checklist .....	35

Note: the Annual Update Checklist is found on pg. **Error! Bookmark not defined.**

### **State of California Government Code Chapter 8, Division IV, Title I:**

The State of California Government Code states that all public employees become emergency service workers in the event of a declared emergency. All school district employees will be required to work in this capacity if a disaster occurs and a state of emergency is declared.

## **EMERGENCY PHONE NUMBERS**

In the event of an emergency where first responders are necessary,  
**call 911**  
and proceed with the corresponding procedure.

If assistance is needed from police, sheriff, fire, or other,  
**call (530)542-6100**  
(police and fire dispatcher, non-emergency line)

## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

	<b>Name</b>	<b>Title</b>	<b>Phone Number</b>
Communications Lead	Kelly Martin	Principal	(530) 543-2310 X1101
Incident Commander	Kelly Martin assisted by Diana D'Angelo	Principal / Principal's Secretary	(530) 543-2310 X1101 / X1100
Liaison between SCHOOL and Police	Diana D'Angelo	Principal's Secretary	(530) 543-2310 X1101
First Aid and Triage	Connie Alcamo	Nurse	(530) 541-6404 X1792
Accountability Team	Jason Miller	Custodian	(530) 721-2545
Security Team	Jason Miller	Custodian	(530) 721-2545
School Resource Officer (SRO)	Officer Jason Nixon	School Resource Office	(530) 541-6404 ext 1774
After Care	TBD		
Student Care (teachers)	Kelly Martin assisted by Diana D'Angelo	Principal / Principal's Secretary	(530) 543-2310 X1101 / X1100
Logistics (supplies and equipment)	Diana D'Angelo	Principal's Secretary	(530) 543-2310 X1101
Public Information Officer (PIO)	Teresa Schow	Executive Assistant to the Superintendent	(530) 541-2850 X1025
LTUSD Superintendent	Dr. Todd Cutler	LTUSD Superintendent	(530) 541-2850 X1025
LTUSD Associate Superintendent/CBOO	Andrea Salazar	LTUSD Associate Superintendent/CBOO	(505)331-4502 cell
Risk Management Coordinator	Sean Colt	Risk Management Coordinator	
Transportation	Coral Lathrop	Supervisor	(530) 541-2850 X1061

## CIRT INCIDENT CHECKLIST

### CIRT (Critical Incident Response Team)

If an incident occurs the following items must be addressed:

- Location of incident is identified
- Incident Commander is identified
- Law Enforcement, Fire, and/or EMS are called if necessary
- Command Post is designated
- District Superintendent (Dr. Cutler) and Risk Management Coordinator (Pat Harnett) notified of situation
- Incident Commander designates someone to notify other school districts in the area of the incident
- Incident Commander identifies and initiates Communications Secretary to make notifications via website, Parent Square, and staff via
- Any proposed information released to media/public/LTUSD staff and parents regarding an incident where safety agencies are involved in a response should be done in coordination with fire and/or law enforcement Public Information Officer

### CIRT RESPONSIBILITIES

CIRT responsibilities apply for critical incidents that occur to students or staff members such as, but not limited to, significant injury, death, life threatening injury, natural disaster, or lockdown of school facilities. Incidents are not limited to those listed in the table of contents.

The **Principal** or designee will assume the role of Incident Commander (IC) and coordinate disaster services until responsibilities are assumed by Police or other Officials. The Principal will be in charge at the site and will be in contact with the LTUSD District Office. The Principal will be responsible for rumor control and the dispensing of accurate information.

The **Principal's Secretary** or designee will be the Communications Secretary and in charge of announcing emergencies via intercom, contacting Critical Incident Response Team (CIRT), and assisting the Principal (IC). He/she will be responsible for updating staff via email or other means of communication, and updating the District Office (in the Principal's absence).

The **Surveillance Assistant or designee** will monitor all site surveillance cameras, immediately call police department after sighting a threat to school safety, ensure access to surveillance cameras, report to the Principal regarding development on surveillance footage

The **School Nurse** will respond to the incident and assess medical needs when safe to do so. If multiple victims, triage will be coordinated with local EMS.

**Accountability Team Members** will assist in student accountability reporting, via Google form and phoning classrooms. Any abnormal/critical information will be relayed to the Principal (IC). In the event of a secondary or entire campus evacuation, team members will aid in the reunification process.

The **Psychologist** will coordinate counseling services for students, parents, and staff as needed.

The **Teachers** will secure students and classrooms, account for students, and assist the Principal (IC).

The **Custodians** will attend to building and grounds emergency procedures as they relate to securing buildings and utility precautions. They will continue to update the Principal (IC) on the status of the facility and respond accordingly as

needed throughout the event. Through radio contact (except in bomb threat), custodians will keep the Principal (IC) advised of developments about the campus.

The **Food Services Supervisor** will secure kitchen facilities and arrange for provision of food services in crisis, as needed.

The **Director of Transportation** will assist with determination and execution of evacuation and other crisis transportation in coordination with SRO.

If requested, **all other Staff and Teachers on preparation period** are to report to the main office. A labor pool will be created to organize and distribute support staff throughout the campus to aid in the reunification process as needed.

## **CIRT: PROCEDURE**

The purpose of the CIRT is to assess and coordinate the response to crisis campus situations and events, which require intervention in order to assist the community and its members to return to a more homeostatic state of functioning. These events may include: student threats, death or significant trauma, problematic student situations involving medical or psychological concerns, and campus emergency situations that directly affect the well-being of students.

1. Crisis is defined as a traumatic event, which has a serious and negative impact on the lives of one or more students or staff members. When a crisis/emergency is reported, the Principal or designee will notify the Superintendent and:
  - a. Instruct the person reporting the crisis to the Principal not to repeat it elsewhere. Explain the school's need to verify the information. Any announcement of the event will come from administration via email, PA announcement, Parent Square, text, phone call, or posting to the site website.
  - b. Tell the office staff NOT to repeat or give out any information outside school until specifically instructed to do so. Have staff respond to all inquiries by saying, **"I'm sorry, I don't know all of the facts; may I direct you to the District Office?"**
2. Convening the CIRT Crisis Team
  - a. In the event of a crisis the Principal may:
    - i. Convene the team immediately.
    - ii. Confer with the SRO to determine if they should convene the team.
  - b. If the event occurs in the evening or during the weekend, the Principal or designee will contact the Principal Secretary who will then call all team members at home to meet before school the next day.
3. Action Plan Guidelines
  - a. Determine the degree of support needed and contact any necessary additional support services.
    - i. If support personnel from other agencies are needed, these requests should be coordinated through the Principal's secretary
    - ii. Delegate responsibility to additional staff members as needed
  - b. Determine what facts and information are to be shared with faculty and students.
    - i. Faculty and staff will be notified by email, hand written instructions, or other available means of appropriate communication
    - ii. Consider school rumor control. Have written statements for teachers to share.

- iii. Recommend teachers read the statement to their class if warranted
- iv. Have time in classes for teacher-led discussion and student questions if possible
- v. Depending on the crisis, it may be advisable to have counselor support available
- vi. For natural disaster consider assembly
- vii. Never have an assembly for suicide

- c. Determine what information will be shared with the media and in what format. The responsibility of communicating with media representatives will generally be the Superintendent, PIO, or Principal. Written format is recommended.

#### 4. Psychological Intervention

- a. Identify high-risk students. Initiate referral process, including procedures for self-referral.
  - i. Provide referral forms to staff
  - ii. Maintain student referral list, where students can sign up for counseling
  - iii. Designate where list will be maintained and how to publicize where students can sign up
  - iv. Contact parents of high-risk students and determine if family intervention is needed
  - v. Have counseling permission ready for students under the age of 12. ( Appendix I)
- b. Determine how to physically contain or monitor students during the crisis. For example, in most cases students should be monitored in a classroom situation or given an alternative setting where they may go to discuss their concerns.

#### 5. Initiate Student, Staff and Parent Contacts/Appropriate Interventions. Interventions may include:

- a. Individual counseling
- b. Group counseling
- c. Referral to an outside agency for more intensive counseling or intervention
- d. Classroom activities, presentations
- e. Assemblies
- f. Parent meetings
- g. Staff meetings
- h. Forming a committee or group of students to gather information or to respond to the crisis. This can help them do something constructive with their grief and anger.

**The Crisis Intervention Team should meet daily following the crisis to review the process, review the status of referred students, prioritize needs, plan follow-up actions, and provide support to team members.**

#### 6. Further Consideration

- a. All staff in-service on the crisis response format
- b. Annual training for crisis team members

# **CRISIS RESPONSE PROCEDURES**

for



# Al Tahoe Education Center

## **PROCEDURE FOR AIR QUALITY ALERT**

During declared air pollution episodes, restriction of physical activities will be implemented accordingly:

1. Transmission of information to schools regarding air pollution episodes will be as follows:
  - a. Notification from Air Pollution Control District that an air pollution episode is predicted or has been declared shall be received by the Superintendent or designee who shall then notify the schools in the district.
2. Special instructions to administrators/Principals are as follows:
  - a. The Administrator/Principal or designee shall be responsible for alerting site personnel regarding appropriate actions that must be implemented
  - b. Each administrator/Principal shall establish written procedures for modifying programs and notifying staff and/or students of predicted and declared air pollution episodes. Such procedures shall, in the case of declared air pollution episodes, provide verification that all required notification has occurred.
3. Upon receipt of the notification, the Superintendent and Principal shall facilitate action as prescribed.

## **PROCEDURE FOR CHEMICAL SPILL NEAR CAMPUS: Shelter in Place**

1. Staff and students will shelter-in-place
2. Staff will notify the office immediately
3. Principal or designee will call 911
4. Principal or designee will notify the Associate Superintendent/CBOO Andrea Salazar (505)331-4502 to have Maintenance shut down recirculating air conditioning system
5. Staff will follow all directions given by emergency personnel
6. Principal or designee will notify the Superintendent at 541-2850 ext. 1025

## **PROCEDURE FOR CHEMICAL SPILL ON CAMPUS OR STRANGE ODOR: Evacuate**

1. Evacuate the area of campus nearest the spill (classroom, wing, etc.). Locate students upwind from the spill. If a full evacuation is necessary, vacate the buildings utilizing fire drill exit routes and procedures.
2. Staff will notify the office immediately
3. Principal or designee will call 911
4. Principal or designee will notify the Associate Superintendent/CBOO Andrea Salazar (505)331-4502 who will have Maintenance shut down recirculating air conditioning system
5. Staff will follow all directions given by emergency personnel
6. Principal or designee will notify the Superintendent at 541-2850 ext. 1025

## **PROCEDURE FOR DRIVE-BY SHOOTING: Shelter-in-Place**

In the event of a drive-by shooting, the immediate concern is the safety of staff and students. The location at the greatest risk is the front entrance area of the school due to accessibility by vehicle. If you suspect that shots may have been fired from a passing vehicle:

1. Staff and students will lie flat on the ground and keep as low as possible.
2. If safe, look at the vehicle in order to identify:
  - Type of car

- License plate number
  - Occupants
  - Weapons
3. Immediately after the vehicle has gone
    - Notify 911
    - Contact Principal or designee
    - Assess injuries, if any
    - Staff and students will move safely and quickly to the nearest shelter (building)
    - Do not allow the seriously injured to move. If they are ambulatory, assist them to a shelter
    - Immediately notify the main office of the situation and report the extent of injuries
    - Stay with the injured until emergency services arrive
    - If media arrive, direct them to the Principal and/or media room, if established
    - Assist the police with as much detail as possible
    - Administration will alert nearby schools of the incident if the potential exists for them to be affected
  4. Principal or designee will notify the Superintendent at (530) 541-2850 ext. 1025

REMEMBER - Students will model their emotional reaction after yours. STAY CALM!!!

### **PROCEDURE FOR FALLEN AIRCRAFT: Duck and Cover**

In the event of a fallen aircraft, staff and students will implement duck and cover procedures. If building(s) or site is evacuated all staff and students shall:

1. Maintain a safe distance from aircraft (for jet, minimum of 400 yards; for military aircraft, use greater caution)
2. Move away and upwind from the airplane, allowing for possible explosion
3. Staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder)
4. Principal or designee will notify the Superintendent at (530) 541-2850 ext. 1025

Site administration will contact emergency services and assess the potential for life-threatening hazards. Immediately evacuate according to site plan if there is an explosion in or near a building. The Principal (IC) or designee should ensure that no one returns to buildings for any reason until such buildings are officially declared safe by the fire department, first responders, District maintenance staff or military personnel.

### **PROCEDURE FOR HOSTAGE CRISIS: Active Shooter**

(Critical Incident Response Team will convene)

It is possible that students and/or staff could be drawn into a hostage crisis. Staff's ability to act appropriately will be critically important to the safety of students and school personnel. Police or other agencies will advise how best to inform staff and students. All staff and students who are on site, but not in imminent danger should still follow procedures:

1. Staff will check the hallway outside their door and quickly bring students into their room
2. Staff will lock their doors and windows
3. Staff will close curtains/blinds
4. Staff will keep students down and away from windows and doors
5. Staff will keep students quiet
6. Staff will complete Google Student Accountability form. Link sent via email
7. Staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder)
8. Staff will watch for updates and keep students quietly informed
9. Staff and students will remain in place until given all clear by identifiable law enforcement officers

Your actions during the crisis will enhance your chances of survival. As a hostage, follow the guidelines below:

1. Obey captor(s) orders and do not become antagonistic
2. Be courteous and polite to the captor(s) and other hostages
3. Do not debate, argue, or discuss political issues with captor(s) or other hostages
4. Talk in a normal voice. Avoid whispering when talking to other hostages and avoid raising your voice when talking to captor(s)
5. Avoid abrupt movements. Keep movement to a minimum and in view.
6. Locate students and yourself away from windows and doors and as far away from captor(s) as possible
7. Answer all questions unless your position may pose a threat to captor(s) or to their ideologies
8. Inform captors of any medical conditions or special disabilities of all hostages
9. Do not discuss possible actions to be taken by other agencies, school district, colleagues, media, or parents
10. STAY CALM!

**TRY TO CONTACT ONE OF THE FOLLOWING, BUT NOT AT THE RISK OF LIVES.  
REMEMBER: TIME AND CALMNESS ARE YOUR GREATEST ALLIES!**

Emergency Dispatch..... 911  
Principal's Secretary Extension..  
Principal Extension.....

### **PROCEDURE FOR POWER, WATER OR GAS OUTAGE**

The loss of power, water, or heat at school sites occurs infrequently. For those occasions, the District has established the following procedures:

1. The Principal or designee will contact Associate Superintendent/CBOO Andrea Salazar (505)331-4502 immediately and explain the situation
2. The maintenance office is to phone Liberty Utilities (electricity), South Tahoe Public Utility District (water, sewer) or Southwest Gas (gas) immediately to report the problem. The maintenance department will respond by sending appropriate personnel to the site (see page 2 for phone numbers).
3. The Principal or designee will contact the District Office when the utility goes out of service and when restored
4. NOTIFY SUPERINTENDENT Dr. Todd Cutler, (530)541-2850 ext 1025
5. Often, schools are able to place calls but cannot receive them; in those instances, schools are asked to relay their current status every 30 minutes if possible by cellular phone
6. The decision to dismiss students and close school must be approved by the Superintendent or designee. This will occur only under extreme circumstances and after communication between the Principal and Superintendent.

### **PROCEDURE FOR AGGRESSIVE, VIOLENT, AND OUT-OF-CONTROL STUDENTS: Shelter-in-Place**

**Definition:** Causing, attempting to cause or threatening to cause physical harm to self or other(s). The range of behaviors that will be considered grounds for serious disciplinary consequences include brandishing a weapon, physical altercation, intimidation that makes one believe physical harm is imminent, or obstructing staff interventions.

1. Staff response to student-to-student assault or threat of assault
  - Contact other staff for assistance. Radio other staff or ask a nearby student to contact other staff and/or administration for assistance.
  - Give loud verbal commands for surrounding students to leave the immediate area. Example, "Everyone go outside now!" For best results it is recommended that student names be used with command. If students do not respond, repeat the command with threat of suspension for those who do not comply. If possible, begin

recording names. Use the "peel the onion" tactic by addressing the students at the outside layer of the circle, then address students in layers moving toward the combatants or potential combatants at the center of the circle.

- Give verbal commands for out of control student(s) to stop. If student(s) fail to respond, repeat the command with threat of suspension.

**STAFF SHOULD NOT PUT THEMSELVES IN A POSITION THAT RISKS PERSONAL SAFETY.** It is considered reasonable if a staff member chooses not to intervene physically and instead calls for help; and, it is also considered reasonable if they intervene physically when they believe that such intervention would keep students or staff from serious injury.

- Once student(s) has regained control, separate those involved from each other and other students. Keep students isolated (completely out of sight of each other) until support staff arrives.
2. Student-to-staff attack or threat of attack.
    - Use action steps described above.
    - In addition, the staff member who was attacked or confronted should be separated from the offending student(s), at least in another room
  3. File a Behavior Emergency Report if emergency intervention is utilized

### **PROCEDURE FOR STRONG WINDS OR TORNADO: Duck and Cover**

The National Weather Service can usually forecast severe windstorms with a high degree of accuracy. If time and conditions permit, students may be asked to go home prior to an emergency. However, if high winds develop during school hours with little or no warning, follow the emergency actions below. If the school receives a short warning of strong winds or a tornado, the following message will be repeated via the campus PA system, "We are experiencing high winds. Proceed to duck and cover immediately. Stay away from glass and lay low. If you are outside, please go inside the nearest building and proceed to duck and cover."

1. Staff and students will not attempt to leave classroom during high wind or tornado
2. Staff and students will get under a nearby desk/table and against a wall that would protect students from flying glass and debris
3. Staff will close windows and blinds
4. If time permits, take in or secure trash cans, tables, etc. which are outside and could be flying objects of debris
5. Avoid gymnasiums, multipurpose rooms, or structures with large roof spans if possible
6. Staff will complete Google Student Accountability form, if operable. Link sent via
7. Staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder).
8. Staff will watch for updates and keep students informed
9. Students are not to be dismissed from school until the Principal has given clearance

### **PROCEDURE FOR SUICIDE ATTEMPT ON CAMPUS AND POST-SUICIDE ACTION**

#### **Call Emergency Ext**

Always take suicide threats seriously and seek help for the student. If a student or other person demonstrates any suicidal tendencies (verbal or other signs), the Principal or designee should be notified immediately. Should a student brandish a weapon, the following actions should be taken:

1. Notify the Principal, School Resource Office (SRO) or other administrative staff
2. If SRO is not present, Principal will notify 911 immediately
3. Parent/guardian will be contacted immediately by an appropriate staff member
4. Isolate the student, if possible, to eliminate risk to others.
5. Stay calm, utilize information provided in Do's and Don'ts Related to Suicide Threats (see below) and await emergency personnel

If a suicide has occurred, it is extremely important that students are allowed to grieve the loss of a peer without glorifying the method of death. Overemphasis of a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one's own life. A suicide in the school community can heighten the likelihood, in the subsequent weeks, of "copycat" suicide attempts and threats among those especially vulnerable to the effects of a suicide. To prevent further tragedies, follow Post-suicide DO's and DON'Ts. Students considered to be especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

## **SUICIDAL THREATS, "DO's AND DON'TS"**

The publications of many organizations and governmental agencies contain advice for people who want to help suicidal student, as summarized below:

**DO LISTEN** to what the student is saying and take her/his suicidal threat seriously. Many times a student may be looking for just that assurance.

**DO OBSERVE** the student's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the student says.

**DO ASK** whether the student is really thinking about suicide. If the answer is "yes", ask how she/he plans to do it and what steps have already been taken. This will convince the student of your attention and let you know how serious the threat is.

**DO GET HELP** by contacting a counselor or administrator. Never attempt to handle a potential suicide by yourself.

**DO STAY** with the student. Take the student to an administrator or counselor and stay with the student for a while. The student has placed trust in you, so you must help transfer that trust to the other person.

**DON'T** leave the student alone for even a minute.

**DON'T** act shocked or be sworn to secrecy.

**DON'T** underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or try to shock or challenge the student ("Go ahead. Do it."). The student may already feel rejected and unnoticed, and you should not add to that burden.

**DON'T** let the student convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the student may appear happy and relaxed. You should, therefore, stay involved until you get help.

## **PROCEDURE FOR SUSPICIOUS PACKAGE**

This is a listing of possible indicators for suspicious packages. Immediately contact the Principal, designee, or SRO to examine any package suspected of being hazardous.

1. Regular postage stamps used instead of meter imprint/strip
2. Excessive postage used
3. Address (and return) written or hand printed rather than labeled or computer printed.
4. Address has incorrect title of recipient or misspelled names or other mistakes
5. Handwritten delivery address with no return address
6. Return address is bogus, and/or is totally unfamiliar to addressee
7. Scotch tape used to help seal envelope
8. Written return address/zip code does not match or correspond to postmark, or postal hand stamp
9. When handled, package or envelope contents might reveal noise like sand inside
10. There is no letter inside the envelope
11. The package may be oddly shaped, smell odd, or be leaking
12. Any additional non-standard statements written or printed on package or envelope

13. Principal or designee will notify the Superintendent at (530) 541-2850 ext. 1025

Note that the presence of one or more of these indicators does not, in and of itself, mean that the object presents a credible threat. A number of factors would contribute to that determination.

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## PROCEDURE FOR BOMB THREAT

All threats directed toward the school must be taken seriously. Notify law enforcement immediately. Selective evacuation or full school evacuation may be necessary. Do not transmit with two-way radio or cell phone during a search as explosives may be detonated by electronic signals. If suspicious objects or packages are found, **DO NOT TOUCH OR MOVE IT!**

1. Administrative action options are determined by the Principal or designee in conjunction with law enforcement.

**Plan A:** No evacuation of classrooms. Preliminary search by designated Bijou team pending further instructions.

**Plan B:** Evacuation of specific areas. Moving all occupants to a designated safety point. Bomb search by professional search team.

**Plan C:** Evacuation of all areas and grounds (clear campus). Bomb search by a professional search team.

2. Action Steps for person receiving call:

a. Keep the caller on the line. Delay the caller with questions:

- What did you say?
- I did not understand you.
- May I have you speak to the Principal?

b. Gather and record information about the call. Ask:

- Where is the bomb?
- What time will it detonate?
- What kind of bomb is it?
- What does the bomb look like?

c. Note and record all information about the call (see Bomb Threat Checklist, page 16).

- Estimate age of caller
- Gender of caller
- Voice quality: accent, peculiar speech mannerisms
- Exact time received
- Background noises: other people, traffic, and music

d. Repeat all information to the site Principal or designee.

3. Administrative Action Steps:

b. School Principal:

- Call 911 to notify law enforcement and fire department
- Notify Superintendent at (530) 541-2850 ext. 1025
- Direct the systematic search of the office complex and the entire school for unusual or out of place items

- Determine if evacuation is in order based on the situation and evidence of possible explosives
- c. Principal's Secretary:
- Check the clock and bell systems for tampering
  - Prepare for possible evacuation
- d. Director of Maintenance, custodial staff or security personnel:
- Search field and other areas to be used for evacuation staging areas.
  - Check mechanical rooms, utility services.
  - Search the classrooms and school grounds as directed by the Principal.

Note: Duplicate Bomb Threat Checklist found on page 16. Place copies of the checklist near the office phone for use during a threat delivered by phone.

#### 4. Types of Organized Searches:

- a. The Overt Search: This is a search of premises by the employees who work in and occupy space in a particular area of the target premises. This search relies on each employee in the building to search his/her own individual work area for a suspicious item that may be a bomb.
- Advantages: The search is completed quickly; there is less of a loss in production time as a result of the search; and, the employee knows what belongs in the respective areas.
  - Disadvantages: A lack of training in conducting efficient thorough bomb searches; a lack of understanding of the dangers involved and precautions to be taken in searching for a bomb. This type search is generally 85% effective.
- b. The Covert Search: This type of search is generally conducted by managerial level personnel without the knowledge or awareness of the other employee personnel in the building.
- Advantages: It is generally the fastest type of search conducted; and no production time is lost nor business interrupted.
  - Disadvantages: It is generally not thorough; supervisors cannot efficiently search space where employees are working without their awareness; it has an adverse effect on personnel morale should the employees discover a search is being conducted without their knowledge; supervisory personnel may also be reluctant to search in areas where custodial or maintenance personnel would search; there are also safety hazards inherent in having untrained supervisory personnel searching for a bomb, where employees are working. This type of search is only 50-60% effective.
- c. The Special Team Search: This type of search is generally 90-100% effective. It not only allows for a thorough and efficient search, but also protects the other employees from dangerous situations that can be encountered when people, not trained in bomb search procedures and in the potential hazards of explosive devices, attempt to perform such a function.
- Advantages: Personal safety of the employees is maintained; a trained group of people will conduct a thorough and efficient search; this special team will be familiar with the areas of the building because it will be made up of supervisory personnel, employees of the workforce, maintenance and security employees, there will always be at least one employee assigned to the team who is familiar with a particular area of the premises to be searched; and the morale of the other employees will not be adversely affected since their representatives will be assigned to this search team and they will be kept aware of what is transpiring.
  - Disadvantages of this type of search are it is more time consuming in that it will be more thorough and more production time may be lost.



5. Evacuation: The search team coordinator will make recommendations to the supervisory level personnel regarding evacuation of the premises.

Resource: FBI Bomb Data Center

# BOMB THREAT CHECKLIST

To be completed by person receiving bomb threat phone call.

School	Staff Member Taking Call	Time	Date
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Keep the caller on the line and listen carefully. Do not interrupt the caller except to ask

What did you say?  
 I did not understand you.  
 May I have you speak to the Principal?

**WHEN** will it go off? \_\_\_\_\_

**WHERE** is it located? \_\_\_\_\_

**WHAT** does it look like? \_\_\_\_\_

Does the caller appear familiar with the building? Yes [ ] No [ ]

Caller's identity: Sex \_\_\_\_\_ Estimated age \_\_\_\_\_

Voice	Characteristics	Speech	
_____ loud	_____ soft	_____ fast	_____ slow
_____ high-pitched	_____ deep	_____ distinct	_____ distorted
_____ raspy	_____ pleasant	_____ stutter	_____ nasal
_____ intoxicated	_____ other	_____ slurred	_____ other

Language Skills	Accent	Demeanor
_____ articulate	_____ local	_____ calm
_____ fair	_____ foreign	_____ rational
_____ poor	_____ regional	_____ deliberate
_____ foul	_____ other	_____ emotional
_____ use of certain words	_____	_____ Righteous angry

Background Noises			
_____ Office machines	_____ Noisy	_____ Street traffic	_____ Voices
_____ Factory machines	_____ Quiet	_____ Train(s)	_____ Music
_____ Animals	_____ Mixed	_____ Airplane(s)	_____ Party atmosphere

Immediately after the phone call:

1. Notify your Principal or site administrator. Talk to no one unless instructed to do so.
2. Record the message in its entirety.



## **PROCEDURE FOR DUCK AND COVER/EARTHQUAKE**

Earthquakes and other natural or man-made disasters give no advance warning. As possible, the following message will be repeated on the PA, **“We are experiencing an earthquake (or other). Proceed to duck and cover immediately. Stay away from glass and lay low near desks. If you are outside, stay away from buildings and power lines.”** Staff will direct student response as follows:

### Inside Building:

1. Staff and students will drop, cover and hold on—take cover under a sturdy desk, table or bench, or against an inside wall, and hold on. If there is no desk or table near you, cover your face and head with your arms and crouch in an inside corner of the building. **DO NOT USE ELEVATORS.**
2. Stay away from glass, windows, outside doors and walls, or anything that could fall, such as lighting fixtures UNTIL shaking stops and it is safe to go outside. Most injuries during earthquakes occur when people are hit by falling objects while entering or leaving buildings.
3. Be aware that electricity may go out or that sprinkler systems or fire alarms may turn on.
4. Staff and students will remain in this position until emergency services determines it is safe to move away from the sheltered position.
5. Staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder)
6. Once evacuated, staff is to follow normal fire drill procedures following termination of event
7. Clearance must be issued by emergency services prior to students and staff reentering classrooms

### Outside Building:

1. Staff and students who are outside will remain outside and are not to enter any building
2. Students and staff are to remain in a cleared area free from any potential falling objects, such as power lines or buildings
3. Under no circumstances should students or staff attempt to return to the building during an earthquake

## **FOLLOW UP SURVEY**

A survey of injuries should be made as soon as possible. Notify the main office of any injuries and if help is needed. List names of students and description of any injuries. Further instructions will be given as soon as possible.

## **INSPECTIONS**

**IF ANY SCHOOL BUILDINGS HAVE SIGNS OF STRUCTURAL DAMAGE (including cracks in windows, walls, floors, or ceilings), DO NOT REENTER SCHOOL BUILDINGS UNTIL THEY HAVE BEEN INSPECTED BY A QUALIFIED PERSON.**

## **PROCEDURE FOR FIRE/EVACUATION**

1. Fire alarms will be followed by an announcement over the PA and phone system with direction to evacuate or stay in place
2. IF YOU ARE INSTRUCTED TO EVACUATE, staff and students are to quickly take jackets and other personal belongings then immediately evacuate the building to their primary evacuation area (muster locations) (see Map Evacuation Routes). If your primary exit path is blocked by fire or smoke, use the next closest exit path.
3. Staff will be the last person out of each room, making certain to have evacuated all students from their classroom prior to proceeding to evacuation area
4. Staff will leave doors and windows unlocked
5. Staff will take their Safety Binder (Crisis Response Binder) containing the following items:
  - Red/Green card
  - Current roster
  - Blaze-orange Student Accountability page
  - Writing utensil
  - Radio if available
4. Staff will use additional specialized procedures or exit routes, if necessary, for Students with Disabilities
5. Once students and staff arrive at primary evacuation area, staff will:
  - Complete blaze-orange Student Accountability page
  - Present Red/Green card: Red = missing or extra students, green = all students accounted
6. The Accountability Team will collect orange accountability pages (see station designations below) and radio red/green status of each class to the Principal's secretary.

### **Accountability Team**

7. Students and staff will return to class after receiving verbal notification by administration or announcement via campus PA system. Do not consider the bell as a signal to return, as it might be a malfunction.

### **Primary Evacuation Area:**

In the event of a fire, staff and students shall use their evacuation routes (see Map Evacuation Routes). After all students are accounted for at their primary evacuation areas (muster locations), circumstances may require staff and students to proceed to a secondary evacuation area.

Note: Special Education Case Carriers will meet with General Education Teachers, Administration, and other pertinent staff members to review and inform IEP accommodations for this drill for students with disabilities. Counselors will follow this procedure for students with 504 plans.

### **Secondary Evacuation Areas:**

The following locations will be used as secondary evacuation areas, as needed.

Note: In the event that only one building or area is evacuated, staff and students in other buildings will shelter-in-place until directed otherwise.

- Option: **South Tahoe Middle School** (gym, MPR)  
2940 Lake Tahoe Blvd, South Lake Tahoe, CA 96150 (530) 541-6404  
Ideally, STHS, Mt. Tallac, Bijou, Sierra House, and Al Tahoe would relocate to STMS but the situation will dictate what action is taken.
- Option: **South Tahoe High School** (Blue Gym, Gold Gym, or Student Union)  
1735 Lake Tahoe Blvd, South Lake Tahoe, CA 96150 (530)541-4111  
Ideally, STMS, Meyers, and Tahoe Valley would relocate to STHS but the situation will dictate what action is taken.

If evacuation to an off-site location is necessary:

1. Incident Commander will notify Public Information Officer of Incident
2. Public Information Officer will call transportation department for immediate bus pick up of all students and staff
3. Public Information Officer will call 911 to send back up emergency services to secondary evacuation location
4. Site Nurse/Emergency Medical response will triage students that need immediate medical attention
5. LTUSD school psychologists and counselors will be informed of the evacuation and prepare for temporary counseling services at that location.

### Reunification Process

1. Notification
  - a. In the event of an off campus evacuation with required student pick-up, the Incident Commander will contact the Public Information Officer who will send out a message to parents via Parent Square. Parents will receive an emergency text, voice call, and email, alerting them of the incident and providing location and instructions for student pick-up.
2. Triage
  - a. Upon arrival at secondary evacuation location, teachers, nurses, and staff will triage students to assess medical needs and work with emergency services to provide care or arrangements for transportation to hospital.
3. Accountability
  - a. Teachers and staff will keep track of all students and their whereabouts on the accountability sheets.
  - b. Teachers will break up students in their class into three groups: **Bussers, Walkers, Pick-ups**. Students that walk or ride the bus will be transported home on a school bus.
  - c. Adults picking up students must show photo identification.
  - d. Teachers will remain with pick up students until they have been signed out by their parent or an authorized adult and will sign out each student to the requesting adult with the assistance of the Accountability Team members.

## PROCEDURE FOR ACTIVE SHOOTER

We rely on staff members to inform us of students and non-students on campus who may pose a threat to our safety. If you observe a potential threat, immediately contact the front office and dial 911. Upon report, the following message will be repeated on the PA, **“Attention all Staff and Students, attention all Staff and Students. There is an active shooter on campus. If you hide, lock doors, windows and close curtains and blinds. Turn lights off and stay away from glass. Teachers please complete your Student Accountability Report.”**

The following procedure is recommended by the U.S. Department of Justice, Federal Bureau of Investigation. Below is an order of operation in an active shooter situation.

### First Option: Run

- Run if it is safe to do so
- Have an escape route and plan in mind: Visualize entire escape route; avoid elevators
- Leave all personal belongings behind
- Evacuate regardless of whether others agree to follow
- Help others escape, if possible. Do not attempt to move the wounded
- Prevent others from entering an area where the active shooter may be
- Keep your hands visible
- Call 911 when you are safe

### Second Option: Hide

- If running is not a safe option, hide in a secure area out of the shooter’s view
- Staff will check the hallway outside their door and quickly bring students into their room
- **Lock the door and barricade the door with heavy furniture**
- Cover windows, turn off lights and silence electronics. Remain silent.
- Staff will complete Google Student Accountability form. Link sent via email
- Staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder)
- Staff will watch for updates and keep students quietly informed. Students ARE allowed to text parents
- Staff and students will remain in place until given all clear by identifiable law enforcement officers

### Fight as a last resort and only when your life is in imminent danger.

- Attempt to incapacitate the shooter
- Act with as much physical aggression as possible
- Improvise weapons or throw items at active shooter: Use any object in your environment (e.g. scissors, fire extinguisher, chairs).
- Commit to your actions - your life depends on it
- Work together with others if possible to fight the shooter

### When law enforcement arrives:

- Remain calm and follow instructions
- Drop items in your hands (i.e. bags, jackets): Raise hands and spread fingers
- Keep hands visible at all times. Avoid quick movements toward officers, such as holding on to them for safety.
- Do not hold your cell phone in your hands. Put it down or away
- Avoid pointing, screaming or yelling. Do not ask questions when evacuating

### Information to provide to 911 operators:

- Location of the active shooter
- Number of shooters
- Physical description of shooters
- Number and type of weapons the shooter has
- Number of potential victims at location

## **PROCEDURE FOR SHELTER-IN-PLACE**

A shelter-in-place procedure could occur due to an animal presence on campus, biohazard incident within the community, or other conditions that necessitates staff and students to remain in a secure facility.

### **1. If you are in a classroom:**

- a. Staff will check the hallway outside their door and quickly bring students into their room
- b. Staff will lock their doors and windows
- c. As requested by administration, staff will complete Google Student Accountability form. Link sent via email
- d. As requested by administration, staff will complete blaze-orange Student Accountability report (hard copy in Safety Binder)
- e. Staff will look for email updates, listen for PA announcements and keep students informed
- f. Staff and students will maintain procedure until released by announcement or administration
- g. As the incident requires, maintenance and/or custodial staff will close off all ventilation within the building

### **2. If you are not in a classroom:**

- a. Staff will go back to their classroom or nearest classroom taking as many students along as reasonable.

**NO ONE IS TO BE IN AN UNLOCKED AREA IN THE HALLS DURING A SHELTER-IN-PLACE PROCEDURE.**



## PROCEDURE FOR DANGEROUS ANIMAL ON CAMPUS

(bear, mountain lion, aggressive dog, rabid animal, etc.)

The following procedures were adapted from the US Fish and Wildlife Service:

1. Staff and students will shelter-in-place
  2. Staff should not put themselves in a position that risks personal safety - if an animal attack is in progress, call 911
  3. For bears: staff will encourage the animal to leave campus under its own power.
    - Stand still, stay calm. Assess how the bear is behaving. If it hasn't noticed you, quietly move away.
    - If a bear is aware of you, talk calmly and face the bear. If the bear does not approach, back away slowly until you are at a safe distance to leave the area.
    - Never run from a bear. Bears can sprint up to 40 mph, and like dogs, will chase animals that run away.
    - If you are approached or charged by a bear, stand your ground. Be aggressive and assert your dominance by standing tall and making noise that will scare the bear away. Banging objects together and shouting loudly works well.
    - In the very rare event you get knocked down by a defensive bear, roll on your stomach and "play dead." The bear will leave when it perceives you are not a threat.
    - If the attack is prolonged or predatory, fight back.
    - If the bear attempts to get away, do not block the bear's escape route! Bears will often climb a tree if frightened and usually won't come down if humans or dogs are present.
1. For Mountain Lions:
    - Do not approach a mountain lion. Most mountain lions will try to avoid confrontation. Give them a way to escape
    - Do not run from a lion. Running may stimulate a mountain lion's instinct to chase. Do not crouch down or bend over.
    - Do all you can to appear larger. Raise your arms. If wearing a jacket, take it off and wave it around. Pick up small children. Wave arms, speak firmly in a loud voice, and throw rocks or other objects. Try to remain standing and face the attacking animal. Fight back if attacked.
  2. For other animals, or if the animal is diseased (i.e. possible rabies) or will not leave campus, contact the following:
    - Bear League 24-hour hotline (530) 525-7297
    - Lake Tahoe Wildlife Care Center (530) 577-2273
    - El Dorado County Animal Services (530) 573-7925
    - Rabies: To report a bite or rabid animal contact El Dorado County Animal Services (above) and El Dorado County Public Health (530) 621-6100

## FIRST AID RESPONDERS

1. This school's designated First Aid responders will provide assistance to those in medical need. Site Administration will identify annually those staff members who have current training in CPR and first aid. In an emergency situation, any staff member may provide assistance, ensuring that there are adequate numbers of people trained in first aid, in addition to the Critical Incident Response Team (CIRT).
2. Any time an employee is involved in a possible blood exposure incident, it shall be reported as a worker's compensation incident to Principal and School Nurse
3. CPR PRECAUTIONS: To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the nurse's office.

FREQUENT HAND WASHING IS THE SINGLE MOST EFFECTIVE MEANS OF PREVENTING THE SPREAD OF INFECTIONS.

### STAFF WITH CURRENT CPR/First Aid Certification

Name	Date of Certificate Expiration	Certification Held
Constance Darling	04/15/2025	
Diane DeLallo	04/20/2025	
Rosa Gutierrez	04/15/2025	
Amy Lindstrom	04/20/2025	
Kalei Walsh	02/12/2024	
Christina Arrellano	04/20/2025	
Carmen Rodriguez	04/15/2025	
Blanca Torres	04/15/2025	
Wendy Vasquez	06/2024	
Abigail Ruiz	04/20/2025	

**Al Tahoe Education Center  
Student Accountability Report**

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Room \_\_\_\_\_ Period/Time of Day \_\_\_\_\_

List of all students ABSENT from my roll:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

List all students OUT OF MY ROOM when alert sounded:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

List all EXTRA students (not on my roster):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

**Other Notes of Interest:**

Example: I witnessed Joe Smith and Sue Jones leaving campus in a blue Honda Accord shortly after break.

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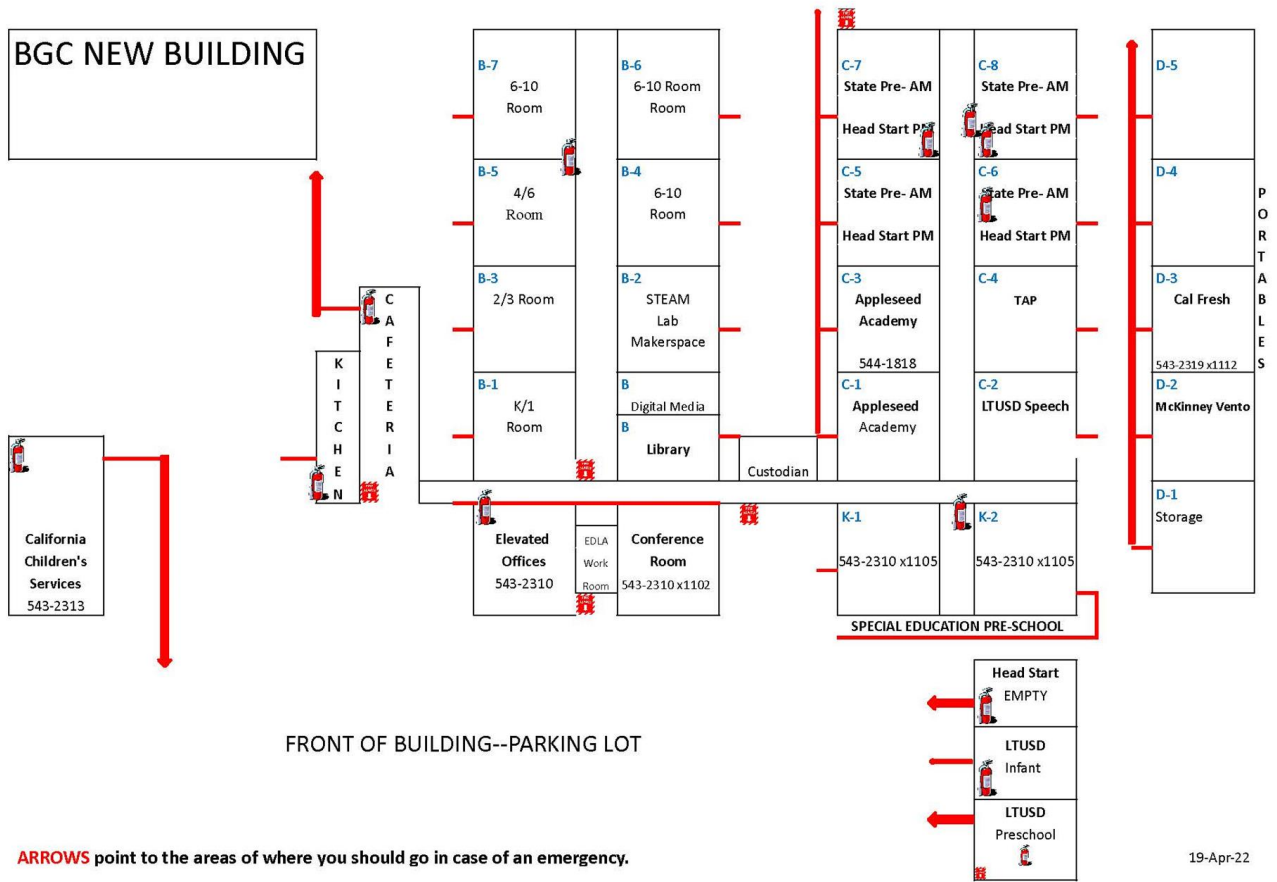
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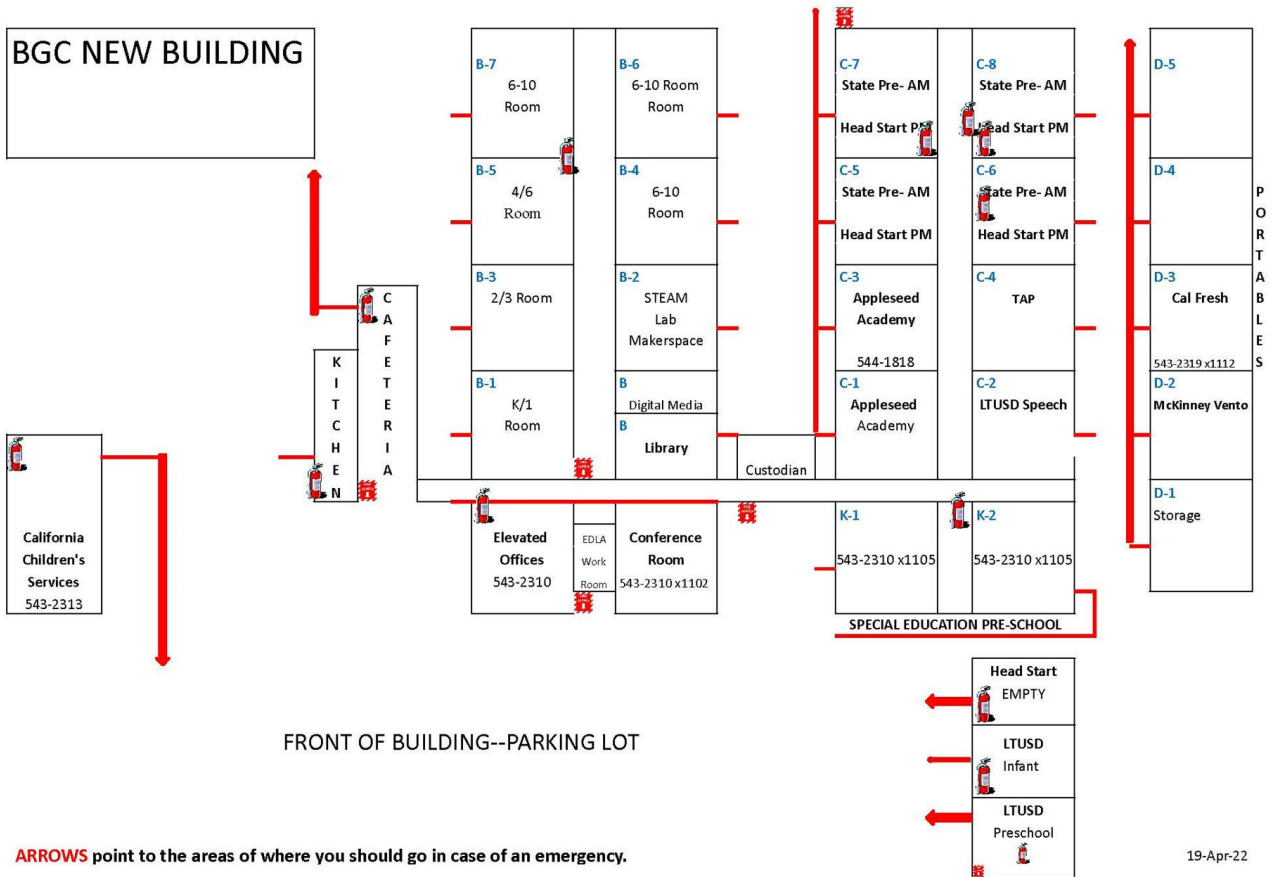
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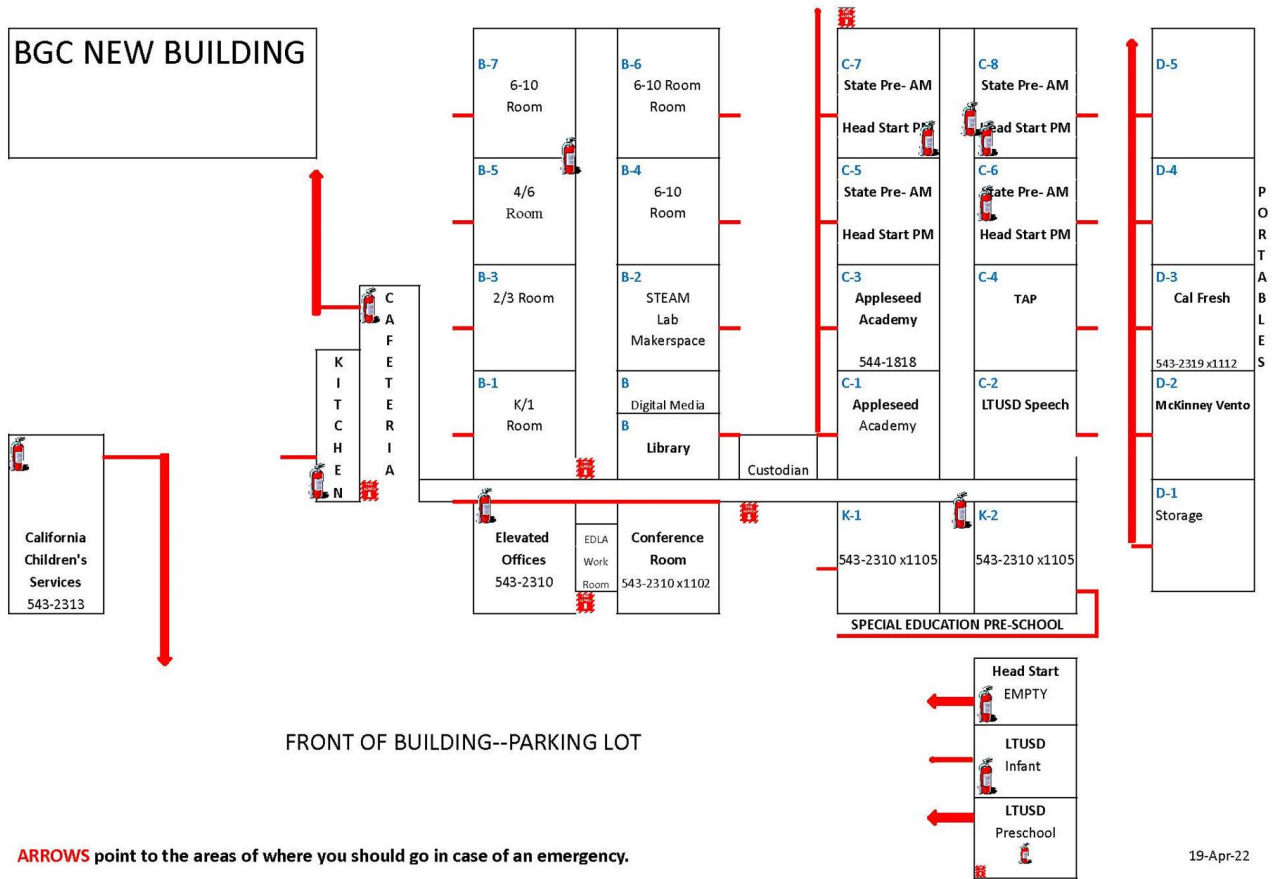
# Map Building Names and Room Numbers



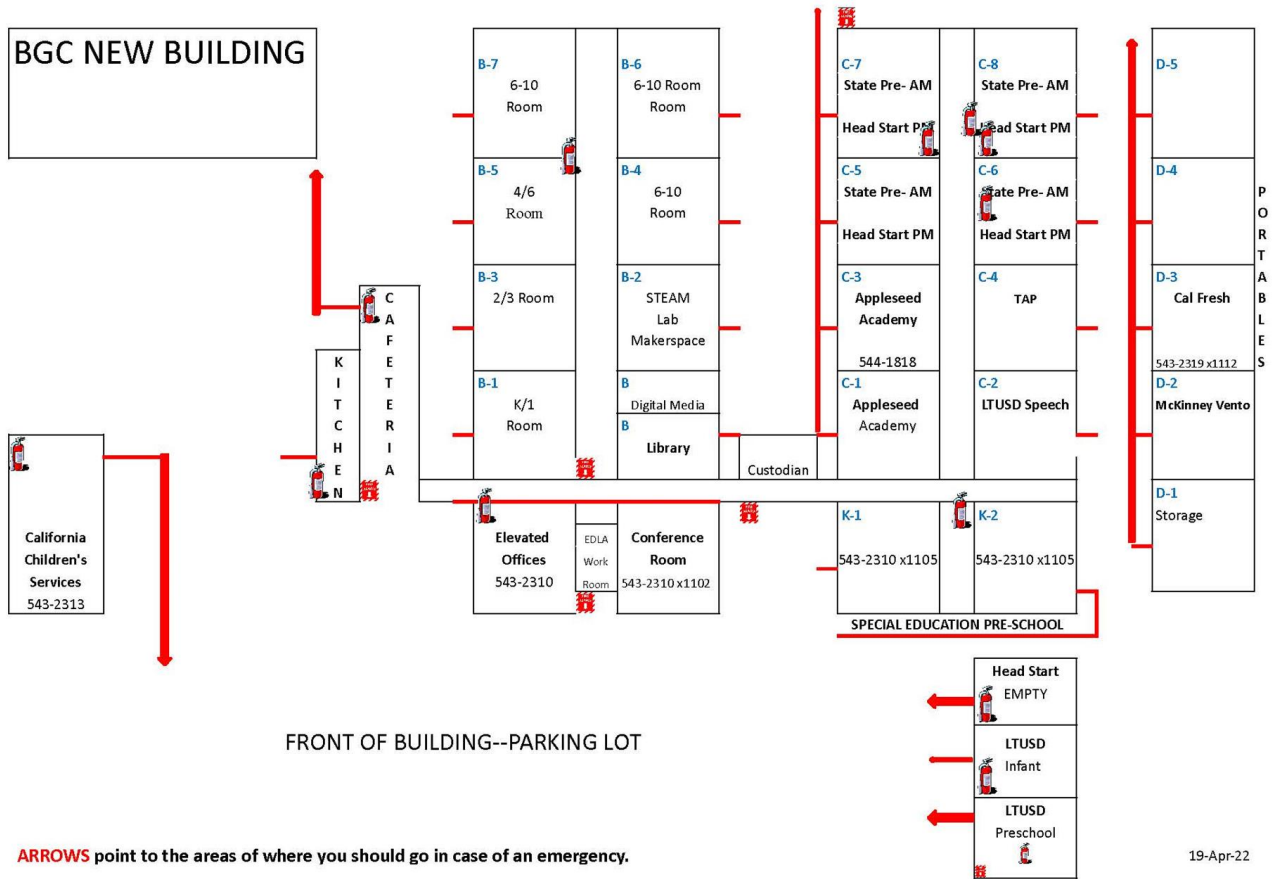
# Map Handicap Access and Elevators



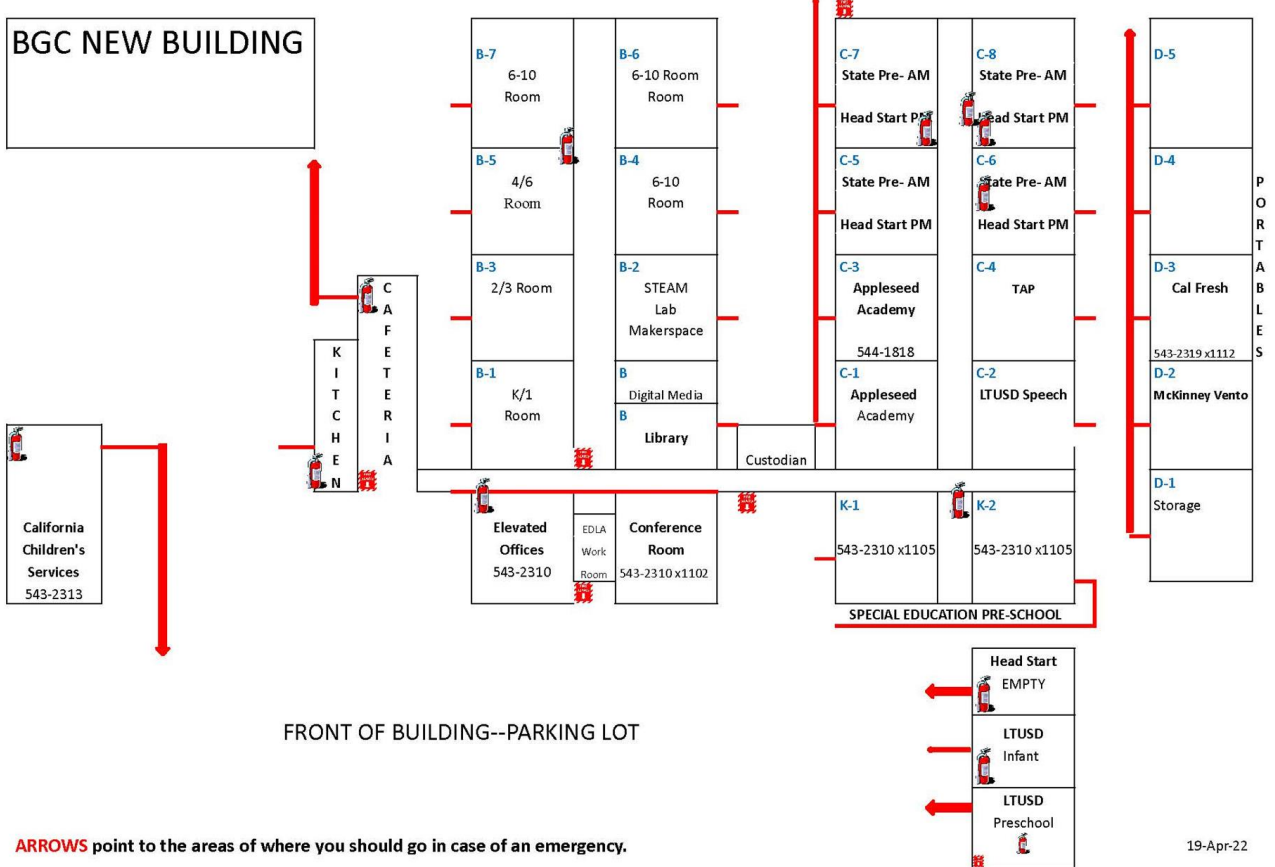
# Map Evacuation Routes



**Map Fire Extinguishers, location of First Aid equipment, AED's, Nurse's Office, and other such resources**



# Map Pull Stations





# Student ID cards with emergency phone numbers

Run the **Student Emergency Card** report in Aeries, print it, and have it ready to go in the case of evacuation



**LAKE TAHOE UNIFIED SCHOOL DISTRICT**

1021 Al Tahoe Blvd.  
South Lake Tahoe, CA 96150  
(530) 541-2850

Dear Parent,

Date:

This year Al Tahoe Education Center is offering many extra support services to our students aimed at creating a warm, safe, positive school environment.

Your child \_\_\_\_\_, has been recommended to participate in counseling, at school. We meet on a weekly basis and as needed. We meet individually or in a group for approximately 20-30 minutes for 6-8 weeks. We discuss school related concerns and work on developing positive feelings about oneself and the school environment in order to improve social skills, positive communication, healthy decision making, and academic learning skills.

Some topics addressed in sessions may include, but are not limited to, the following:

- \*Problem Solving
- \*Feelings and Behavior
- \*Coping Skills
- \*Impulse Control

I would like your permission to involve your child in counseling. Please, sign the line below if you do not have any objections to your child's participation. If you wish to discuss this further, I would welcome the opportunity to discuss it with you in more detail.

**My email:**

\_\_\_\_\_  
Elementary School Counselor

I grant permission for my child to be involved in group/individual counseling.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

## Annual Update Checklist

page	Item
1	School name, phone number, staff names and phone numbers
3	CIRT names and phone numbers
10	link to safety email and extensions
20	accountability team
25	staff with current CPR/First Aid certificate
27-31	maps
32	Student ID cards - emergency numbers and information
33	school name, counselor email link, counselor name