

Dietrich School District No. 314

8300P

NONINSTRUCTIONAL OPERATIONS

Emergency & Disaster Preparedness

Dietrich School District has developed procedures for dealing with existing and potential student and school crisis. These procedures are found in the following Crisis Response Manual, which is reviewed annually by administration.

Crisis Response Manual

A guide for Dietrich School District
Dietrich, ID 83324

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General Information

The Dietrich School District Crisis Response Plan

- Is designed to provide staff with clear, easy-to-read instructions for dealing with all types of crises
- Incorporates valuable crisis control advice from local Police and Fire personnel
- Should be accessible in school offices to anyone who needs it

Objectives of this Crisis Response Plan include

- Minimizing injuries and loss of life
- Providing maximum use of staff and facilities to care for crisis victims
- Protecting school property
- Encouraging each building to establish procedures and identify staff to assist and counsel students in crisis situations

This manual is designed as a “skeleton” to be developed and updated annually or as needs arise. The following should be reviewed and updated annually before the start of the school year.

- Building Crisis Team Assignments
- After hours phone tree
- Site Map and evacuation sites
- Special Skills list (First Aid, CPR and Languages)
- Who’s in Charge Sheet

In addition, administrators are responsible to accomplish the following:

- Hold a staff meeting(s) during the first month of school to explain the Crisis Response Plan and assign staff duties
- Teach all students the crisis response techniques outlined in the plan so they know exactly what to do during a crisis
- Conduct drills on a consistent basis to insure staff and students are prepared to fulfill their role in a crisis. Drills should be logged by office staff
 - Safety Drill with evacuation - monthly
 - Lock Down Drill – each semester
 - Site Evacuation Drill – annually, but within the first quarter of school
- Communicate with parents
 - Include Crisis Planning information in Parent Handbook
 - Annual letter to parents to
 - Inform parents of evacuation site and procedures
 - Remind parents of their partnership in safe schools
 - Collect Emergency Dismissal Permission Forms (See Appendix B)
 - Permission to develop Emergency Student Phone Trees

Emergency Phone Numbers

EMERGENCY	911
Lincoln County Disaster Coordinator	410-1738
Health and Welfare Child Protection	324-8838
Twin Falls Hospital	737-2000
Jerome Hospital	324-4301
Idaho Power	1-800-488-6150
Intermountain Gas	1-800-548-8771
National Guard	934-5492
Poison Control Center	1-800-860-0620
Police – Idaho State	324-6000
Police – Shoshone	886-2036
Sheriff – Lincoln County	886-2250
South-Central District Health	324-8862
Suicide Prevention Hotline	1-800-784-2433
Water – Dietrich City	544-2102
Superintendent-home	969-9808
Cell	539-9244
Principal-Home	358-1482
Cell	539-9381
Maintenance	539-5061
Custodial	320-5277
Secretary- Home	544-7598
Cell	316-2158
Sgt. Scott Denning	731-7873
Sgt. Andy McClure	731-4035
Deputy Jason Farr	731-9549

Crisis and Safety Responsibilities

- ❑ Locate evacuation site
 - Contact responsible person at evacuation site and seek approval for use of facility in case of emergency
 - Secure key to evacuation site if possible
 - Notify parents at the beginning of each year of evacuation site.
- ❑ Develop Flip Chart for every classroom (Refer to Appendix A)
 - Using the outline of the 4 basic scenarios in the appendix, create and post emergency flip charts in every classroom.
 - Include the following
 - Class roll
 - Medical needs of students in the classroom (take precautions to insure confidentiality)
 - Evacuation route
 - Staff cell phone number list
 - List of assigned roles of Building Crisis Team
 - Emergency phone tree for staff and students in the classroom
 - Labels with student names
 - Pens/Markers
- ❑ Create ADMINISRATOR Crisis Kit and place in School Office. This kit should contain the following:
 - Responsibility checklist for Crisis Team
 - Crisis Manual
 - Bullhorn
 - Keys to all doors in the building
 - Blueprint of the school including
 - Exits
 - Turn off valves
 - Classrooms and evacuation routes
 - Markers, notebooks, pens and duct tape
 - First Aid Kit
 - Hand radios or cellular phones
 - Master student roster
 - Home, work and emergency contacts
 - List of students with custody issues
 - List of students currently on meds
 - Other pertinent medical information
 - Staff Roster with special skills listed (CPR, languages, etc.) See Appendix B
- ❑ Create Crisis Teams within the building

- 4-5 people with a variety of skills (See CRT Team Roles and Responsibilities)
- Practice scenarios on a regular basis
- Assign specific roles to team members
- Determine First Aid and other skills of staff
- Have Bomb threat phone questionnaire in place under each phone that receives outside calls. (Refer to Appendix B)
- Determine role taking procedure for evacuation
- Prepare Early Dismissal Procedures
 - Notify parents of plan
 - Arrange at the beginning of the year an alternate plan for each child (See Appendix B)
- Practice
 - Evacuation drills monthly
 - Lock downs - one per semester
 - Evacuations annually
- Maintain emergency contact list for all building employees
 - Staff After Hour Phone Tree
- Create and maintain Staff Phone tree
- Student pick Up Policy
 - Aligned with District Rules and Regulations
- A plan in place for on going training
 - Certified staff
 - Classified staff
 - Substitutes
- Update plan and procedures annually in August

Who's in Charge When the Administrator(s) are Away?

The Principal of a school is responsible for the students and staff in the building. Whenever the Principal is absent from the building, a certified staff member must be designated to be responsible to make decisions during any crisis that may occur.

A list of people who may be designated for this responsibility should be posted in the office, staff lounge and in other appropriate locations.

In the absence of the Principal, these people are designated to be responsible to make decisions during any crisis that may occur.

Name	Location
Superintendent Ben Hardcastle	Office (down stairs)
Principal Stefanie Shaw	Principal Office (upstairs)
Tracy Perron (Secondary Teacher)	Room 203
Jerry Heimerdinger (Elementary Teacher)	Room 288
Vivian Sorensen (Office Secretary)	Office (down stairs)

Give anyone who is designated as an authority a copy of the Crisis Manual or make sure they know where it is located. These people need to be familiar with the manual and how to use it.

Please fax to Lincoln County Sheriffs Office 886-2851

Copies to be filed at School Office

Building Crisis Response Teams

Team members are to be in place prior to crisis. They are to be aware of and trained in their responsibilities, coordination and supervision of all Crisis Response efforts.

- **Team Leader/ Crisis Commander** (Administrator) Phone(s) Superintendent- 539-9244
Principal: 539-9381
 1. Coordinates overall crisis response efforts, will remain as Team Leader, will pass the Crisis Commander role over to School Resource Officer/Lincoln County Sheriff's Office as they arrive on the scene and request the position.
 2. Direct sub-teams and staff members as needed. (resources, information and/or assessment)
 3. Direct all sweepers and direct student movement as needed with Police and/or Fire Department help.
 4. Coordinate all auxiliary support services through team members and notify the Crisis Commander (Highest Rating Police Officer) of needs, concerns and results of actions as they occur.

- **First-Aid Coordinator and Facilitator** (trained staff/QRS)
 1. Coordinate the set up of first-aid station and first-aid team, lay out supplies for access as needed.
 2. Triage victims; sort out by injury, those who can be helped by level of training and supplies available.
 3. Notify Team Leader of major and moderate injuries that require further help.
 4. Log all injuries and treatments in the first-aid log.
 5. Coordinate medical needs with Police and/or Fire Department, emergency medical personnel and Team Leader
 6. Facilitate and document evacuation of the injured.

- **Damage Assessment Team** (custodian, maintenance and other staff)
 1. Meet with Team Leader and Crisis Commander on shut down of utilities and assessing damage to school and grounds. (water, electricity, sewage, gas and phones)
 2. Facilitate emergency supplies to assembly areas as needed.
 3. Document all damage and nature of damage. Notify Team Leader and Crisis Commander as needed.
 4. Report to Team Leader for any needed assignments.

- **Administrative/Communication Team** (administrators and secretaries for internal and external communication)
 1. Document and update all activities to Team Leader and Crisis Commander.
 2. Communicate proper location for media personnel.
 3. Communicate with parents and community as needed.
 4. Update staff and workers as information becomes available and as needed.
 5. Follow up on student movement and support as needed.
 6. Facilitate phone tree as needed.
 7. Communicate with District Office spokesperson as needed.
 8. Communicate with Bus Company and dispatch as needed.

The Role of School Administrators, Teachers, and Staff

1. Immediate Response

At the onset of a situation, the following things need to happen as close together as possible.

Responding personnel will have to use individual judgment as to what they can and should do first, keeping in mind that their primary role is taking care of children at risk.

- a. Get students out of harms way.
- b. Contact the appropriate school authority (Building Administrator or Principal) or someone on the Crisis Management Team to handle the situation. Teachers should make decisions of lockdown or evacuation on their own only in life threatening situations, as specified in the school Crisis Management Plan.
- c. Define the problem. Assess whether anyone is injured and the severity of injuries. Take appropriate measures. Crisis Team Leader will determine whether lockdown or evacuation is necessary.
- d. Building Administrator will call 911 or have someone call 911 in immediate life-threatening situations.
- e. In the event a teacher cannot call or leave the classroom, send students for help only if absolutely necessary and if it does not put them in more danger than they would be by evacuating or remaining with their class.
- f. Crisis Team Leader, District Office Personnel and police officials will determine the appropriate level of involvement of the Crisis. Plans need to be in place to relinquish control when the School Resource Officer or incident commander from the local authorities has arrived on the scene.
- g. If appropriate, have appointed staff begin the calling/phone tree
- h. Remain with students until notified by appropriate personnel on what actions to take. Teachers and staff who are not with children should serve in designated roles and/or take assigned action.
- i. Periodically update students and staff and keep the District Office informed of the Crisis.
- j. Prepare an informational letter to be sent home with students to inform parents what occurred and what action(s) were taken.

2. Implementing the Crisis Management Plan

Depending on the nature of the emergency, either law enforcement or the fire department will be in charge of the incident.

- a. Secure all areas for student and staff safety until the police arrive.
- b. Be aware that the site may be a potential crime scene. Avoid unnecessary tampering with or disturbing evidence. To the extent possible, leave all objects exactly as they are in order to protect evidence for law enforcement investigations. Discourage others from disturbing potential evidence.
- c. Communicate to emergency responders where the school staff command post is located.
- d. Direct families arriving on-site to pre-designated locations where they can receive information.
- e. Do not dismiss students to unknown care.
- f. In the case of a lockdown, have a sign-out sheet to monitor which students have been picked up by their parents/guardians. In the case of evacuation, have a location where parents/guardians go to sign-out their children. Upon an evacuation the students will be bused to the LDS Church. **Never speculate. Be sure to understand the circumstances surrounding the situation before saying anything about it, and to the extent practicable, before taking action. Follow all rules about repeating or giving out information.**

- g. As appropriate, keep students informed about what is happening. Ensure that the same information is communicated to all students. If at all possible, update students in individual classrooms, not in a large group setting.
- h. As soon as possible, take a head count to determine which students, staff and teachers are accounted for and which ones are not.
- i. To the extent possible, shield students from disturbing scenes. However, do not disturb crime scene evidence.

The Role of Students

Students should understand and follow all plans applicable to the given crisis situation. Students should not panic. In addition, they should be taught the following:

1. In the absence of adult direction, decide where it is safest to be and remain there.
2. If a violent situation occurs, notify the first available adult.
3. Share all relevant information with law enforcement, teachers, and school staff.
4. During and after the crisis, to the extent that it is safe, keep with you what is on your person, do not pick anything up, and do not go back for anything until after receiving permission.
5. Assist teachers and staff in quickly assessing who is accounted for and who is not.
6. If able, provide assistance to injured persons.
7. Calm and reassure fellow students.
8. Follow school, law enforcement, or other emergency response personnel directions about where to go or remain.
9. Do not speculate or perpetuate rumors to others.
10. Do not retaliate or take unnecessary chances.
11. Protect relevant evidence from contamination.
12. Before leaving with a parent/guardians make sure the student sign out on sheet (High/Middle School)

Crisis Assessment and Information Sheet

Brief description of crisis:

Actions completed:

Who is aware of the crisis?

Assessment of damage or harm:

To people:

Number of people involved:

How many not yet accounted for:

Injuries:

Evacuation necessary? Yes No

To buildings:

Describe damage:

Further damage potential:

Other facilities at risk:

Forecast: What do you predict will happen in the next two hours?

News Media:

Are media on site? Yes No

Which media?

How many?

Check the resources you need:

Crisis Manager

Medical

Construction

Media Relations

Food Service

Insurance/claims

Other

Social/Guidance counselor

Safety

Communications

Transportation

Clerical

Legal

Your name: _____ Time: _____ Phone Number: _____

- Lockdown Scenarios
- Fighting
- Hostage
- Intruder
- Shooting
- Weapons

Lockdown Procedures

Teachers:

- Lock door (scan hallway and direct all students into nearest room)
- Advise students of current situation, if appropriate.
- Keep students away from doors and windows.
- Update attendance. Take note of missing or extra students.
- Keep phone and intercom clear until contacted (by office or authorized personnel)
- Wait for further instructions.
- Drop, cover, and hold.
- Keep blinds open. Students should be in a protected position. Either on the floor near the wall furthest from the door OR behind or under desks.
- If students are outside or on the playground, they need to wait for instructions from an adult and evacuate or gather in an area away from the building.

Office:

- Initiate lock down procedures with intercom announcement, or designated runners.
- Notify the Police.
- Routinely check each area or classroom for missing or extra students. Account for missing students.
- Complete the Crisis Assessment and Information Sheet.

Fighting

If a fight occurs where **weapons** are present or where the situation could become threatening to other students, initiate the following procedures.

- Call police
 - Who and how many are involved
 - Specific location of occurrence
 - Number of wounded
 - Weapons involved
 - Any background information
- Initiate lockdown procedures
- Try to isolate the threat.
- Gather witnesses in a secure area. Do not allow them to discuss the incident. Hold until the police can interview.

After crisis is over...

- Complete the Crisis Assessment and Information Sheet
- Prepare a written memo for staff and parents
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Hostage Situation

Teacher:

- Obey the suspect's commands. Don't argue or fight.
- Try to calm the suspect and listen to the complaints or demands.
- Keep students calm and don't allow them to agitate the suspect.
- If possible, send a runner to the school office to report the situation. Report should include
 - Number, identification and description of assailant(s).
 - Location of assailant(s).
 - Type of weapon
 - Injuries
 - Demands of suspect
 - Any relevant background information
- If it is not possible to notify the school office, stay where you are, be calm and wait for help.
- Encourage suspect to release everyone.
- Establish rapport with suspect. Find out his/her first name and talk to him/her using his/her first name in your conversation.

Administration:

- Initiate Lockdown Procedures
- Call police
- Complete the Crisis Assessment and Information Sheet.

After crisis is over...

- Complete the Crisis Assessment and Information Sheet.
- Prepare a written memo for staff and parents
- Crisis report/evaluation form
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Intruder

- Initiate Lock down procedures
- Call Police 911
- Determine the whereabouts of the intruder and if he/she is armed.
- Isolate the area.

If intruder is armed

- Wait for assistance from police
- Collect information
 - Last known location
 - Number, description, name
 - Type of weapon

After crisis is over...

- Complete the Crisis Assessment and Information Sheet
- Prepare a written memo for staff and parents.
- Crisis Report/Evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Shooting

- Initiate Lock down procedures
- Call Police 911
- Administer first aid to wounded if safe to do so.
- Wait for the police and Incident Commander to arrive.

After crisis is over...

- Complete the Crisis Assessment and Information Sheet and fax it to the district office.
- Prepare a written memo for staff and parents
- Crisis report/evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Weapons

If a student is suspected of having a weapon on campus, initiate the following procedures.

Teacher:

- Do not contact the student. **Wait** for an administrator or police.
- Do not try to retrieve the weapon
- Do not restrain or discipline the student
- If the student is in class and the weapon is concealed, the staff member should quietly send a sealed note to the office using a messenger or call the office.
Include as much information as possible
 - Name of student
 - Exact location of weapon
 - Type of weapon
 - Room number
 - Number of students in class
 - Demeanor of students
 - Any other useful information

Administration:

- Call police
- Allow schedule as normal
- Initiate lockdown only when student becomes a threat
- If student draws weapon, see Hostage Situation

After the crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors
 - Debrief

Evacuation Scenarios

- ▣ Air Contamination
- ▣ Explosion or Fallen Aircraft
- ▣ Fire/Explosion
- ▣ Gas Leak
- ▣ Hazardous Materials

Evacuation Procedures

- Fire Alarm or announcement by Administrator/Police Officer
- Remain Calm
- Take grade book and Crisis Folder
- Exit by designated route
- ASSIST THE HANDICAPPED IN EXITING THE BUILDING! DO NOT USE THE ELEVATORS IN CASE OF FIRE AND/OR POTENTIAL POWER LOSS.
- Close doors and windows. Do NOT lock doors.
- Leave lights on in areas
- Take Attendance
- Report missing or additional students
- Wait for further instructions.

School Specific Evacuation Site/Directions:

- Evacuation Site: Northwest Corner of football field for Secondary ,Elementary:
Northeast Corner of football field
- Procedures for site evacuation: By buses

Controlled Evacuations

Controlled evacuations or partial evacuations may become necessary when only part of the building needs to be evacuated or when areas need to be secured before evacuation occurs.

- Initiate controlled evacuation through Police/Fire or School Staff.
- Take attendance and report missing children
- Wait for further instructions

Air Contamination

If an odor of unknown origin or gas smell is noticed inside the building, the following steps should be taken

- Use 911 if it is an emergency.
- If the building is to be evacuated, areas closest to the odor should be evacuated first.
- Staff Members should keep doors closed, unless advised not to by the fire department.
- If the odor is believed to be gas, avoid using electrical switches.
- If the contamination results from cleaning materials or pesticides in the building, refer to the Fire Department.

Explosion or Fallen Aircraft Procedure

In the event a mishap occurs such as an explosion or a downed aircraft (crash) near the school building, take the following action:

- Immediately take cover under tables, desks, and other objects which will give protection against falling glass or debris.
- After the effects of the explosion and/or fire have subsided, notify the District Office. Give your name and describe the location and nature of the emergency.
- If necessary, or when directed to do so, activate the building alarm.
- When the building evacuation alarm is sounded or when told to leave by District or building officials, walk quickly to the nearest marked exit and ask others to do the same.
- ASSIST THE HANDICAPPED IN EXITING THE BUILDING! DO NOT USE ELEVATORS IN CASE OF FIRE. DO NOT PANIC OR CREATE PANIC IN OTHERS.
- Once outside, move to a clear area that is at least five hundred (500) feet away from the affected building. Keep streets and walkways clear for emergency vehicles and crew. Know your assembly points.
- If requested, assist emergency crews as necessary.
- Do not return to an evacuated building unless told to do so by a District or building official.

Fire/Explosion

- ❑ Initiate evacuation through the fire alarm.
- ❑ Call 911
- ❑ Check the building to ensure that everyone has evacuated
 - Teachers
 - Take grade book and Crisis Folder
 - Exit by designated route
 - Take Attendance
 - Report missing or additional students.
 - Wait for further instruction

Gas Leaks

The odor of natural gas may indicate a leak in the building, which may cause an explosion. Natural gas is mixed with Mercapton to give it odor. The gas goes up and the odor goes down.

- Call 911 to summon the Fire department.
- Emergency crews and or school officials will make decision for an evacuation.
- Notify the gas company.

Hazardous Materials

A toxic spill is something that is accidentally spilled as part of the manufacturing process or in transportation, and which may be hazardous and require precautions, including evacuation.

- ❑ Call 911
- ❑ The main threat is toxic fumes.
 - If you are inside and the spill is outside...
 - Close all windows and doors. Seal gaps under the doorways and windows with wet towels/jackets and duck tape if available.
 - Close as many internal doors as possible
 - Turn off ventilation systems
 - Take shallow breaths through a cloth or towel
 - If you are outside and the spill is outside...
 - Move upstream or uphill. Move crosswind, never up or downwind.
 - Don't touch or step in spilled material
 - If you are inside and the spill is inside...
 - Initiate evacuation procedures
 - Instruct children to breath shallow or into their coat sleeves or shirt sleeves.

Types of Hazardous Materials

Corrosives

Corrosives are substances that cause visible destruction or permanent changes of the skin tissue on contact. They are especially dangerous to the eyes and respiratory tract.

- Wash your eyes for 15-20 minutes if they are affected. Eyelids must be open. Use eyewash station if available, otherwise use drinking fountains or bottled eye wash solution located in the nurse's station.
- Do not rub the injured area.

Flammables

Liquids with a flashpoint below 100 degrees Fahrenheit and gases that burn readily are considered flammable.

- Initiate evacuation procedures
- Turn off main electricity and gas.

Toxins

Toxins are poisonous substances

- Wash hands and any area of the skin exposed to the toxin
- Discard contaminated clothing or objects
- Contact physician.

Reactives

Reactives are substances that can undergo a chemical or other change that may result in an explosion, burning, corrosive or toxic conditions.

- Close all doors
- Evacuate the danger area
- Follow decontamination instructions from local fire or health authorities

With each exposure to hazardous material, contact the district office and complete the Crisis Assessment and Information Sheet and fax it to the district office.

Severe Weather Scenarios

- ▣ Earthquake
- ▣ Lightning
- ▣ Snowstorms
- ▣ Tornadoes

DO NOT LEAVE THE BUILDING OR INITIATE A BUILDING EVACUATION DURING THESE CIRCUMSTANCES. WHEN SEVERE WEATHER STRIKES, POWER MAY BE DISRUPTED CAUSING ALARMS TO SOUND. IF FIRE IS NOT IMMEDIATELY PRESENT AND A CLEAR EXIT IS MAINTAINED, EVERYONE SHOULD REMAIN UNTIL SEVERE WEATHER PASSES.

Earthquake

If you are inside:

- Stay inside. Move away from windows, shelves, heavy objects and furniture that may fall.
- Take cover under a table or desk, in a corner or in a strong doorway. DROP, COVER and HOLD.
- In hallways or stairways: DROP, COVER and HOLD
 - Move to an interior wall
 - Kneel with your back to the wall
 - Place your head close to knees
 - Cover the sides of your head with elbows
 - Clasp your hands firmly behind your neck.
- In media center:
 - Move away from bookshelves
 - DROP, COVER and HOLD as outlined above.
- In laboratories:
 - Extinguish all burners
 - Stay clear of hazardous materials that may spill
 - DROP, COVER and HOLD as outlined above.

If you are outside:

- Move to an open area away from buildings, trees and power lines
- Lie down or crouch low to the ground
- Cover the sides of your head with elbows

After the earthquake:

- Determine if evacuation is necessary because of gas leaks or building damage.

Lightning

- Remain inside the building
- If students are outside, bring them into the building as quickly as possible.
- Avoid using telephones except in emergency.

If you are outside and there is no time to reach a safe building or automobile...

- Avoid standing under natural lightning rods such as tall trees and poles
- Avoid hilltops, open fields and areas with water
- Move away from motorcycles, scooters, bicycles and metal playground equipment.
- Drop to your knees and bend forward and put your hands on your knees.
- Do NOT lie flat on the ground.

Snowstorm

Definitions:

TRAVELER'S ADVISORY is issued when ice and snow are expected to hinder travel.

WINTER STORM WATCH indicates that severe weather is possible.

WINTER STORM WARNING indicates heavy snow, sleet or freezing rain is expected.

BLIZZARD WARNING indicates heavy snow and winds in excess of 35 miles per hour are expected.

Emergency Weather School Closure Procedures

The decision to close schools should be made as early as possible, preferably the night before. The decision to close schools will be made by the Superintendent and/or the Principal.

Tornado/Extremely High Wind

Definitions:

TORNADO WATCH indicates that conditions are favorable for a tornado or severe weather.

TORNADO WARNING indicates that a tornado has been sighted in the area.

If outside:

- If there is time, students should seek shelter inside their classrooms.
(See below)
- If unable to enter the building, lie flat in the nearest ditch, ravine or low area.
- Do not run.

If inside:

- Move away from all windows, doors and outside walls.
- Protect your head from falling objects or flying debris.
- Interior hallways on the lowest floors are the safest.
- DUCK, COVER and HOLD.

Death Scenarios

- Homicide
- Natural Causes
- Suicide

Homicide

- Do not disrupt the crime scene
- Call 911
- Treat any injuries as needed before Police arrive
- As Police are in transit, relay as much information as possible:
 - Is suspect still on-campus?
 - Where did he/she go?
 - Specific location of occurrence.
 - Number of wounded.
 - Type and location of weapon.
 - Any background knowledge of suspect.
- Secure crime scene with tape, signs and staff member "guards".
- Wait for Police clarifications and instructions.
- Utilize Counselor.
- If safe, evacuate students from the area.
- Gather witnesses in one room but do not allow them to talk with each other (to protect investigation).

Natural Causes

Notification of Student's and/or Staff Member's Death

- The principal should verify the report immediately to make sure it is correct.
- The principal should alert the teachers of any brothers and sisters of the deceased.
- Contact counselor

Staff Activity

- A staff meeting should be called as soon as possible to discuss procedures and to coordinate activities.
- Have classroom or homeroom teachers break the news to their students and encourage the students to talk about it. Do Not use the public address system for this purpose.
- The teachers should tell their students that counselors are available, and they may talk with them individually or in groups.
- After announcing the student's death, the teachers should be especially watchful for students who seem to be unusually affected, and who should be singled out for special counseling.
- If students become physically ill on hearing the news, they should receive prompt attention. Notify medical or counseling staff.
- Write a brief announcement to be sent home to parents, notifying them of the student death and, if possible, providing a listing of school activities related to the event.
- Make sure that the secretary and office aides are fully briefed so that they can provide prompt and accurate information to telephone callers, saving valuable time for the administration.
- Have list of substitutes available to take charge of classroom.

Counseling

- Arrange to have counselor(s) available to talk to individual students and groups as soon as possible after the announcement, and also on the day of the funeral.
- When talking to students, the counselor(s) should ask if they know of other students who might need help. The students should be encouraged to seek out these classmates and bring them in for group counseling.
- Allow students to have lunch in their classrooms with counselors.
- Consider the needs of teachers who may require counseling. Someone, perhaps the principal, should be available to listen if they want to express their feelings.

The Funeral

- If the funeral takes place during the school day, decide which staff members will attend and arrange for substitutes or other staff members to fill in for them.
- If children are to attend the funeral during the school day, assist in arranging for parents to take them to the funeral and bring them back afterward. Students should not be permitted to go home while school is in session, except with special permission.

After the Funeral

- Collect the student's personal effects, including books, papers, art work, and articles of clothing. Place them neatly in a suitable container, such as a storage box or large envelopes. The principal may wish to remove material that might upset family members.
- If there is a formal investigation of the death, make the student's school records and personal effects available to the investigator.
- About a week after the funeral, call the parents and ask when it would be convenient for you to return the student's personal effects. Do not require the parent's to come to the school.
- If rumors persist concerning the student's death, deal with them as directly as possible. Have the teachers instruct their students on the importance of checking facts and on the harm that rumors can cause.
- Arrange with the central office for appropriate disposition of the student's cumulative folder, permanent record card, and other data. Establish a procedure for handling memorial requests, such as plaques, paintings, or tree plantings. Do not encourage suicide by giving memorial to suicide.

Suicide

If a suicide occurs in school

- Call 9-911 medical services. Have as much information ready for Police as possible.
- Evacuate the room, leaving crime scene as is.
- Gather affected students in one room for care.
- Gather witnesses in another room for Police questioning. Do not allow them to leave until Police arrive. Assign staff to stay with them.
- Notify the District Office. This office will notify the following:
 - District Superintendent – this person is the only source of school district information released to the media.
 - Administrator Principal

Emergency Intervention with a suicidal Student:

- Show concern but avoid being consumed by the student's emotional distortions.
- Listen with genuine interest. Ask the student questions in a calm, straightforward manner.
- Accept and encourage appropriate expressions of grief or anger.
- Help the student clarify the issues that are bothering him/her.
- Don't leave the student. Accompany him or her to the school counselor, psychologist or principal.
- Notify the principal and the student's parent or guardian.
- Document actions taken.

Other Scenarios

- Accidents
- Allergic Reactions, Poisoning, and Contagious Disease
- Blood Borne Pathogen
- Bomb Threat
- Chemical and Biological Agents
- Kidnapping
- Utility Failure
- Vandalism
- Broken Water Main

Accidents

If an injury or accident occurs near campus or on campus, or if a student or staff member is injured on campus:

- Call 911 if medical assistance is necessary
- Administer first aid until emergency officials arrive.
- If student or staff member is involved, call the parents, spouse or other individual named on the injurer's

After the crisis is over...

- If an employee was injured on campus, fill out a Workman's compensation form. If it was a near miss, type out an incident report for records.

Allergic Reactions, Poisoning and Communicable Disease

Allergic Reactions (Multiple Students)

- Administer First Aid (school staff or QRU members)
- Call the South central District Health Department
- Evacuate the affected area of the building

Food Poisoning (Multiple Students)

- Administer First Aid
- Notify Poison Control Center
- Notify Nutrition Services

Communicable Disease (Multiple Students)

- Call the South central District Health Department
- If several children come down with flu like symptoms, call Intermountain Gas Company. Check for carbon dioxide.

Blood Borne Pathogen

Protective Equipment

NSD provides personal protective equipment to the employees in areas where there is risk of exposure to blood and potentially infectious body fluids. Equipment such as gloves, mouthpieces for resuscitation.

Employees working in the following areas are considered at risk for exposure: janitorial staff, staff in severe/profound and extended resource rooms, health office assistants, school nurses, PE teachers, coaches and administrators. In a crisis situation, all persons could be at risk for exposure.

NSD's infection control procedure requires employees to wash hands frequently. Hand washing is recommended after toilet, before eating, and immediately after touching potentially contaminated surfaces.

Contaminated sharp objects are not sheared, broken bent or recapped. They are deposited in the safety disposal containers provided in the school nurse's office. The sharp containers meet OSHA standards. They are puncture resistant, lead proof, labeled or color-coded and easily accessible.

Gloves, including hypoallergenic gloves, are available in work areas. Gloves should be worn whenever there is potential contact with blood or contaminated fluids.

Housekeeping

Housekeeping uses approved decontamination methods for cleaning up blood/body fluids. All potentially hazardous waste should be double bagged for disposal.

Laundry

All soiled laundry is transported in leak proof bags. Anyone handling soiled laundry should wear gloves. This includes the following areas: athletics, resource rooms, food service, nurse's office, and janitorial areas.

Training

New employees should be informed about Infection Control, Universal Precautions, and Blood borne Pathogen Exposure Control during initial orientation.

Bomb Threat

The administration must evaluate the seriousness of the threat. If time permits, the administration and the police will determine the seriousness of the threat.

- Notify Police
- Turn off all radios, cell phones and walkie talkies.

Evacuation and search:

- Initiate EVACUATION PROCEDURE
- Students and staff do not take personal belongings such as back packs, purses, coats, etc.
- If time permits, staff should conduct visual (DON'T touch, move or open anything!) search before evacuating the areas in which they are familiar.
 - If suspicious object is found
 - DON' T TOUCH OR MOVE IT!
 - Notify Building Administrator or Principal.
 - If no suspicious object is found, notify administration

If threat is received by phone

- Use Bomb Threat report form to collect information
- AFTER THE CALL, IMMEDIATELY DIAL *69. IF THE CALLER'S NUMBER IS AVAILABLE, YOU WILL NEED TO NOTE THE NUMBER AND REPORT IT TO THE BUILDING PRINCIPAL.

If threat is written

- Save all materials including envelope and container
- Avoid unnecessary handling of the paper

After crisis is over...

- Prepare a written memo for staff and parents
- Crisis report/evaluation.
- Hold staff meeting
 - Confirm facts of situation
 - Dispel rumors

Chemical and Biological Agents

The following procedures have been developed in the event of a threat of any chemical or biological agent.

- Never open any letter or package until you have inspected it thoroughly. Possible warning signs include:
 - Letters or packages with no return address or fictitious return address
 - Improper spelling of addresses, names, titles or locations
 - Unexpected envelopes from foreign countries
 - Postmark showing different location than return address
 - Distorted handwriting or cut and paste lettering
 - Unprofessionally wrapped packages or excessive use of tape, strings, etc.
 - Letters with out of state or out of country postmarks
 - Letters or packages that are discolored, oily or have unusual odor or ticking sound
 - Protruding wires or aluminum foil
 - Rigid, uneven, irregular or lopsided packages

- If you are suspicious of a letter or package or of contamination,
 - Do not shake or empty the contents of any suspicious envelope or package.
 - Cover package or place it in a sealed plastic bag
 - Leave the room and close the door or secure the area. Do not allow anyone to enter.
 - Ensure that all people who have touched the letter wash their hands with soap and water to prevent spreading any powder to the face.
 - List all people who were in the room or area when the suspicious letter was identified. Do not allow anyone to leave the premises until authorities release them.
 - Turn off Heating/Air/Ventilation system
- Call Police/Fire Department

Kidnapping

Kidnapping is when a child is removed from school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

- Check school records to determine if there may be a legal custody issue.
- Contact the teacher and seek information.
- Search the building.
- Call parents.
- Notify Police if child is still not found.

Note: If abduction is witnessed by staff, call 911 immediately.

Utility Failure

- Advise staff and students of the current situation if possible.
- Report failure to appropriate utility company.
- Conduct class as usual until directed otherwise.
- Keep students in class and do not issue passes.
- Rooms with no outside sources of light may need to be relocated to other areas to continue class.
- In case of electrical failure, instruct staff to turn off as much electrical equipment as possible, especially computers.
- If early dismissal appears to be necessary, contact the District Office before initiating the process.

Vandalism

- Photograph any willful and malicious destruction of school property (e.g., graffiti, broken windows, etc.)
- For minor damage, simply note the time, date, and type of damage for your records.
- For serious acts of vandalism (e.g., hate crimes or gang-related activity), report them to the Lincoln County Sheriff's Office.
- Clean up and repair the damage as soon as possible to avoid encouraging future acts of vandalism.
- Aggressively prosecute all vandals to convey that you will not tolerate this type of offense.
- Collect restitution by having the offender pay money or provide labor to clean and/or repair the damage.

Broken Water Main

In the event of a broken water main in the building, or on the grounds:

- The water main shall be turned off.
- Notify the Superintendent and Principal.
- Water in the building shall be removed immediately to prevent damage to floors and floor coverings.
- The Principal shall notify the local water department to coordinate any activities necessary to correct the emergency.

Early Dismissal Procedures

- ❑ Advise staff and students of current situation
- ❑ Initiate calling parents phone and notifying the parents.
- ❑ Utilize District Superintendent to coordinate radio and/or announcements
- ❑ Hold students until
 - A parent or legal guardian picks them up and signs them out at school. Verbal permission is received from the parent to allow the student to walk home or leave with a relative, neighbor or friend of the family over the age of eighteen (18).
- ❑ Keep records of how and with whom students are dismissed from school.
- ❑ Students with parents unable to be contacted will be directed to the gym to remain under supervision of school staff until the end of school.

Unless there is imminent danger, students will remain at school in the custody of school officials. Students will not be sent home until the school staff has reasonable assurance that someone is home to provide supervision or that alternate care has been arranged with **authorized** relatives, neighbors or friends of the family over the age of eighteen (18). School will remain open indefinitely until arrangements have been made for every student.

If the school needs to be evacuated, follow these steps after evacuation is complete and students are assembled at evacuation site.

Communications

Staff members should refer reporters to the District Superintendent. Explain that this person will handle all the information for the news media. If you are designated to be a spokesman, the following checklist offers some brief guidelines.

A Checklist for Communicating with the Media in a Crisis

1. Be prepared. Be honest. Be Brief. Stress concern for student safety.
2. Be accessible. Stick to the facts.
3. Keep cool. Don't become defensive; don't lose your temper or argue.
4. Develop a written statement to be read and handed out.
5. Stress positive actions taken by the school.
6. Do not make statements about responsibility until all the facts are known.
7. Pause and collect your thoughts before you respond to reporters' questions.
8. The interview is not over until the reporter leaves. Always be careful about what you say in the presence of a reporter before or after an interview—the microphone may still be on.
9. Don't respond to negative questions by repeating words that inflame the situation. *"Yes, it is a real tragedy...."*
10. Be alert to statements that begin:
 - *Isn't it true that....?*
 - *Aren't you really saying....?*
 - *How do you respond to....?*
 - *Are you aware that....?*
11. Avoid "what-if" questions. You can't predict the future
12. Do not say, *"No comment."* Instead, try, *"I will have to check into the matter. What is your deadline? And I will get back to you."*
13. There is no such thing as "off the record." While many reporters will honor this, you cannot assume that all reporters will.
14. Understand all the facts, especially technical ones.
15. If you update news media handouts during the day, be sure the time of release is at the top of the page.
16. Know what is being done to help staff and students cope with the situation (for example, the crisis team is in action.)
17. After the incident, announce any changes made as a result of it.

Samples

Initial Announcement of Crisis Event

(Source: Association of California School Administrators)

To:

From:

"We have just been advised of a tragedy involving a member(s) of our school. I am sad to announce that _____ has died/has been in a serious accident. As soon as we have more information, we will pass it on to you. People will be available in the building to help those of you who need extra support in dealing with this situation. Your teachers will advise you of the location and times available for this support.

"As soon as we know the family's/families' wishes regarding we will share that information with you. We ask that all students remain in their classrooms and adhere to their regular schedules."

Samples

Announcements

Student Death from Accident or Illness of Which Students May Be Aware

As many of you are aware, we were sorry to hear that _____, a student in the 11th grade of our school, died on from injuries in a car crash. The funeral arrangements have not been completed. As soon as we learn the funeral plans, we will announce them.

Those of you who want to discuss your feelings about _____'s death should obtain a pass from your teacher to go to the library. This help will be available throughout the school day. Let us have a moment of silence ... Thank you for your cooperation today.

Samples

Letters to Parents

Unexpected student death--elementary

(adapted from letter developed by Chesapeake Public Schools)

Dear Parents:

Yesterday, we learned that one of our first graders _____, died while in the hospital. _____ had his tonsils removed over the past weekend. Complications set in after his parents took him home and he was taken back to the hospital where he died yesterday afternoon.

Today, at school, each teacher read a short message about - to his/her class. We discussed what happened and how _____ died. We also stressed that many people have their tonsils out every day and have no problems with it. Our guidance counselor and our school psychologist were available throughout the day to talk with any student who may have had a particularly difficult time dealing with the news.

Any death is difficult for children to understand. _____'s death is particularly difficult due to his young age and its unexpectedness. The fact that _____ died while at the hospital and the fact that it was related to having his tonsils out may also be frightening for children, especially those who may need to have their own tonsils out in the future.

We recommend that you take some time to discuss _____'s death with your child. We suggest allowing your child to talk about how he/she feels and any fears or concerns he/she may have as a result of hearing this news. We are enclosing a list of suggestions to help you talk with your child about _____'s death and/or the death of any loved one.

If you feel that your child would benefit from talking with our guidance counselor or our school psychologist, please call us at the school and share your concerns.

The faculty, staff and students extend our heartfelt sympathies to the family and to all their friends. We at the school will miss _____ very much. He was our friend and we loved him.

Sincerely,

PRINCIPAL of School

Samples

Letters to Parents

Bus Accident

(adapted from letters developed by Chesapeake and Hanover County Public Schools)

Dear Parents,

This morning, prior to school, there was an accident involving a school bus and an automobile. There were no injuries to the passengers of the car. The children on Bus # ____ witnessed the aftermath of the accident, but were not involved in it.

The children from the bus involved in the accident were taken to the library by the guidance counselors and administration. The children were asked if they were injured in any way and their parents were then contacted. Your child (because he/she witnessed the accident) may show delayed reaction to the accident. Please be alert over the next several days to symptoms of delayed reactions, including:

- a desire to be alone or unusually quiet
- loss of appetite
- problems with sleeping, nightmares
- difficulty with concentration
- crying
- angry outbursts, short temper
- headaches, upset stomach
- depressed, sad

Your child may also exhibit some physical complaints. The school will be offering support services for students needing help dealing with the accident. We will also provide counseling services to parents in helping their children to cope. Please don't hesitate to call if you have any questions or concerns. (Give school phone number.)

Sincerely,

PRINCIPAL of School

Sample

Student Sudden Death

Date

Dear Students and Parents:

On Friday, John Doe, a fifth grade student at (School) was in a terrible accident. Apparently, John was hit by a car that was speeding and had crossed over the median strip to the wrong side of the road. John died instantly.

John's death is a tragic, emotional loss for the entire School family. I am sure al of us will make every effort to comfort and support John's family as they attempt to deal with this traumatic loss. There are no adequate words to express our sense of grief and sympathy for the family.

Because John's death is felt so deeply by so many, on Monday and thereafter as needed, we will bring in our crisis team to discuss this accident and loss with students and faculty.

We encourage each of you to discuss this loss with your child.

John's family, friends, and the school are suffering deeply. Please join us in supporting John's family.

Sincerely,

PRINCIPAL of School

Sample

Incident at School Re: Anthrax Hoax

Dear Parents and Guardians:

This letter is to inform you of an incident that occurred on our campus today. I want to make sure you have accurate information and dispel any rumors you may have heard about the incident.

We received a suspicious piece of mail containing a powdery substance that law enforcement and medical officials have determined to be harmless (or describe what it is). After receiving the (letter or package), we immediately alerted the police and a hazardous material response team came to our school to investigate (or describe the series of events that took place). The following precautions were taken:

- The (letter or package) and immediate area were quarantined. Staff and students in adjacent rooms were evacuated to other parts of the building. All who came in contact with the suspicious substance washed their hands with soap and water.
- Based on consultation with law enforcement and public health officials, a decision was made that there was no need for further decontamination of persons or the office area due to the harmless nature of the substance.
- (Add additional precautions taken or change those listed to steps taken).

The health and safety of our students and staff is our top priority. Should we find that a deliberate hoax has been perpetrated against our school, we will ask law enforcement and the courts to prosecute anyone, adult or student, to the fullest extent possible under the law.

We ask your support in the following ways:

- Talk frequently with your children about what they are hearing and seeing on the news, at school or in the neighborhood.
- Discuss with them the seriousness of playing a prank, teasing or spreading rumors.
- Encourage them to report any suspicious activity to a trusted adult at school, or to you.
- You may call your school administration directly or call the district's Silent Witness hotline at (your district's number).

If you have any further questions, please feel free to call my office. Thank you for your support and assistance in keeping our campus safe for everyone.

Sincerely,

PRINCIPAL

Source: NSPRA

Sample

Thank You Letter

Dear Faculty and Staff Members:

We would like to thank you for your support during the recent crisis at our school. Your professionalism and dedication were evident as we all worked to quiet and soothe scared students and allay their fears while still tending to instructional responsibilities.

We know that this has been an extremely difficult time for you as well as the students. Without your courage and concern, our school could not possibly have come through this crisis as well as we did.

Thank you once again. Your expertise and commitment have enabled all of us to work together as a team and overcome this tragic situation.

Sincerely,

PRINCIPAL

APPENDIX A

- Classroom Crisis Flip Chart Information
- Masters for Classroom Crisis Flip Chart

Classroom Crisis Information

The Crisis Folder should also include:

- Class roll
- Staff Cell Phones
- Pen and Marker
- Medical Information on Students (Steps to insure confidentiality should be taken)

EMERGENCY PROCEDURES FLIP CHART

Dietrich School District

IN AN EMERGENCY WHEN YOU HEAR IT. DO IT.

LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

TEACHER

Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



LOCKOUT! SECURE THE PERIMETER.

STUDENTS

Return inside
Business as usual

TEACHER

Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS

Bring your phone
Leave your stuff behind
Follow instructions

TEACHER

Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER

Lead safety strategy
Take attendance



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APPENDIX B

- Staff Emergency Skills Questionnaire
- Student Emergency Release Form
- Designation of Staff Assignments in Crisis
- Authorization to Release Children in an Emergency
- Bomb Threat Report Form

STAFF EMERGENCY SKILLS QUESTIONNAIRE

To be completed and compiled at the beginning of each school year.

STAFF EMERGENCY SKILLS QUESTIONNAIRE

Name _____

Do you have training in any of the following? Please check all that apply.

- EMT
- CPR
- First Aid
- Athletic Training
- CNA, Nurse Training
- Nurse
- Languages- if so, what languages: _____
 - Speak it
 - Read it
 - Write it

Authorization to Release Children in an Emergency

Our school has developed an emergency business plan in case of any disaster which might occur. This is done in compliance with the district policy. The emergency plan is devoted to the welfare and safety of your child during school hours. The plan is available for inspection in the school office.

We are requesting your assistance at this time:

Should there be an emergency, such as a major fire, explosion, etc., your child may be required to remain in the care of the school until it is deemed safe by an Emergency Services authority that the child can be released. At that point, children may be released only to properly authorized parents and/or designees. Therefore, please list as many names, (with local telephone numbers and addresses) as possible, of those persons to whom you would allow your child's release in the event of an emergency. Be sure to notify those persons listed that you have authorized their supervision in case of emergency.

In the event that you should be unable to come to school, it is essential that others be designated to care for your child. No child will be released to the care of unauthorized persons.

We appreciate your cooperation in this important matter.

Child: _____ **Teacher:** _____ **School Year:** _____

Please release my child to any of the persons listed below:

Name	Phone	Address	Relationship
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Parent/Guardian: _____ **Date:** _____
Signature

Home Phone: _____ **Work Phone:** _____
Other Phone: _____

Bomb Threat Report

Caller's Voice

- Calm Excited
 Slow Angry
 Soft Rapid
 Crying Loud
 Slurred Laughing
 Distinct Deep Voice
 Nasal High Voice
 Stutter Raspy
 Lisp Clears throat
 Disguised Accent
 Familiar
 Cracking Voice
 Deep Breathing

If voice is familiar, who did it sound like? _____

Threat Language

- Incoherent Taped
 Foul Well Spoken
 Irrational Well Educated
 Message read by threat maker

Exact Wording of the Threat

After the caller hangs up, push and release the receiver button and push *57, this will connect you with Qwest and they will be able to tell you the origin of the call.

Background Sounds

- Office House Noises
 Children Phone Booth
 Voices Motor

- Adults Street noises
 Music PA System
 Static Clear
 Animals Factory
 Machinery Long Distance
 Local call Other

Questions to Ask

1. When is the bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What your name?

Sex of the Caller: M or F

Ethnicity: _____

Age: _____

Length of Call: _____

Time of Call: _____

Number/Line at which call is received: _____

Date of call: _____