

# Odyssey Charter School Emergency Response Plan

## INTRODUCTION

### What is an Emergency?

A duly proclaimed existence of conditions of disaster or extreme peril to the safety of persons or property caused by air pollution, fire, flood or floodwater, storm, epidemic, riot, earthquake, intruder or other causes. This may be beyond the control of the services, personnel, equipment and facilities of the site and or school and require the combined efforts of the State or other political subdivisions. School facilities must be prepared to respond to an emergency or traumatic event in an organized and timely manner so that students and staff can continue to function effectively without additional trauma or the development of additional emergencies.

School emergencies can be small and easily managed, or they can be large and difficult to manage. Every school emergency must be managed in a way that ensures the safety of everyone involved. In order to provide a safe and secure teaching and learning environment, personnel must plan for the management of emergency events that cannot be predicted or prevented. This plan is designed to help you do that.

### Purpose:

- A. To effectively handle an emergency, a comprehensive Emergency Operations Site Plan must be developed and an Emergency Response Team must be organized before an emergency occurs. Odyssey's Emergency Operations Plan must be organized and all staff members trained in order to effectively prepare for maximum safety, efficiency and communication in the event of an emergency.
- B. The Incident Command System (ICS) will be used to manage all emergencies that occur within the school. ICS will be used to perform non-emergency tasks to promote familiarity with the system. All school personnel will be trained in ICS.
- C. Students and parents must also understand that contingency preparation and procedures are necessary and are conducted for their safety and well-being.
- D. Planning, preparation, and training will help staff personnel learn the proper course of action in an emergency. This plan will provide step-by-step guidelines to help deal with emergencies that may occur. This plan cannot foresee all possible circumstances of an emergency. Staff must be prepared to evaluate all the circumstances and make sound judgments based on the situation.
- E. A committee will be established consisting of local law enforcement, fire/EMS, emergency management, and site personnel to develop the Emergency Operations Plan. The committee should consist of site staff from the following disciplines at a minimum:

Administrator (Principal), Maintenance/Custodian, Teachers, Office staff, & School Counselor

- F. This plan shall be reviewed annually by the above committee and updated to maintain up to date procedures.
- G. Drills will be conducted periodically to test the effectiveness of the plan. A debriefing shall be conducted after each drill to receive feedback from all participants on the effectiveness of the plan.

# **BASIC PLAN**

## **A. SITUATION AND ASSUMPTIONS**

### **1. Situation**

- a. The school is located at **738 E QUALITY DRIVE**. The site consists of one building. There is an Average Daily Membership of 400 students and 56 staff members.
- b. The principal has the primary responsibility for developing and implementing the site Emergency Operations Plan. The principal has the responsibility of executing the policies developed by the Odyssey and Board of Trustees.
- c. Site personnel and/or local fire and law enforcement agencies handle most emergencies on site.

### **2. Assumptions**

- a. During an emergency, centralized direction and control is the most effective approach to management of emergency operations.
- b. In case of an emergency that is beyond the capabilities of the site to handle, site personnel will coordinate with local emergency response agencies. This may include having a member or members act as liaison with responding agencies.

## **B. COMMUNICATIONS**

### **1. Emergency Communications**

When an emergency condition exists, the Incident commander (principal) will notify the necessary personnel to respond to their area of assignment. The methods of communication listed below will be used. Notifications will be given in plain language. Code words shall not be used.

- a. Intercom
- b. Radio
- c. Telephone
- d. Runners

### **2. Media Relations**

School principal will be prepared to deal with the media prior to the arrival of the Chief Administrative Officer. A separate staging location will be pre-identified for media briefings.

### 3. SITE ASSIGNMENTS AND STAGING AREAS

<b>On Site Locations and Staging Areas</b>		
	<b>Primary</b>	<b>Alternate</b>
On Site Command Post	Main Office	Across Quality Drive
Student Care	Main Office	Liahona Academy
First Aid	Main Office	Liahona Academy
Student Request	Main Office	Liahona Academy
Student Release	Main Office	Liahona Academy
Media Staging	Across Quality Drive	Summit High School
Law Enforcement Staging	Front Lawn	Built Bar
Fire Staging	Front Lawn	Built Bar
Public Works Staging	Front Lawn	Built Bar
Utilities Staging	Front Lawn	Built Bar
Student Relocation Center	Back Lawn	Liahona Academy

## **EVACUATION CHECKLIST**

### **1. Evacuation**

- Incident Commander (IC) issues evacuation procedures.
- IC determine if students and staff should be evacuated outside of building or to Liahona Academy.
- Incident Commander notifies relocation center.
- Direct students and staff to follow evacuation drill procedures and route. Follow alternate route if normal route is too dangerous.
- Close all windows.
- Turn off lights, electrical equipment, gas, water faucets, air conditioning and heating system.
- Place evacuation sign in window.
- Lock doors.

### **2. Teachers:**

Direct students to follow normal evacuation drill procedures unless IC alters route.

- Take classroom roster and emergency kit.
- Close classroom doors and turn out lights.
- When outside building, account for all students. Inform principal or Incident Commander immediately of missing student(s).
- If students are evacuated, stay with class. Take roll again when you arrive at the relocation center.

### **3. Relocation Centers**

List primary and secondary student relocation centers:

Primary Relocation Center: Back Lawn    Secondary Relocation Center: Liahona Academy

## **LOCKDOWN/SHELTER-IN-PLACE**

Lock-down procedures may be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside school building.

- Incident Commander (IC) will issue lock-down order by announcing a warning over PA system, sending a messenger to each classroom or other alternate method.
- Direct all students, staff and visitors into classrooms.
- Lock classroom doors.
- Cover windows of classrooms.
- Move all persons away from windows and doors.
- Have all persons get down on the floor.
- Allow no one outside of classrooms until the Incident Commander gives the all-clear signal.

## **REVERSE EVACUATION**

Reverse Evacuation/Shelter-in-place provides refuge for students, staff and public within school buildings during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency. Be prepared to go into lockdown once inside.

- Identify safe areas in each school building.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in the safe area.
- Office personnel must contact each teacher/classroom for a headcount.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

## ASSAULT/FIGHTS

- Ensure the safety of students and staff first.
- Call 911, if necessary.
- Notify CPR/first aid certified persons in school building of medical emergencies.
- Notify Incident Commander. Incident Commander assembles Crisis Team Members.
- Seal off area where assault took place.
- Defuse situation, if possible.
- Incident Commander notifies police if weapon was used, victim has physical injury causing substantial pain or impairment of physical condition, or assault involved sexual contact (intentional touching of anus, breast, buttocks or genitalia of another person in a sexual manner without consent. This includes touching of those areas covered by clothing).
- Incident Commander notifies Chief Administrative Officer and parents of students involved in assault.
- Document all activities. Ask victim(s)/witness(es) for their account of incident.
- Assess counseling needs of victim(s) or witness(es). Implement post-crisis procedures.

## **BOMB THREAT**

### **Upon receiving a message that a bomb has been planted in school:**

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this.
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*69 to trace call.
- Notify Incident Commander or designee.
- Incident Commander orders evacuation of all persons inside school building(s).
- Incident Commander notifies police (call 911) and Chief Administrative Officer. Incident Commander or Chief Administrative Officer must report incident to police.

### **Evacuation procedures:**

- Incident Commander warns students and staff. Do not mention "Bomb Threat". Use standard fire drill procedures.
- Direct students to take their belongings.
- Students and staff must be evacuated to a safe distance outside of school building(s). After consulting with Chief Administrative Officer, Incident Commander may move students to **Liahona Academy** if weather is inclement or building is damaged.
- Teachers take roll after being evacuated.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

## **FIRE**

### **In the event a fire or smoke from a fire has been detected:**

- Activate fire alarm.
- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police (call 911) and Chief Administrative Officer. Incident Commander or Chief Administrative Officer must report incident to Fire Marshal.
- Teachers take roll after being evacuated.
- After consulting with Chief Administrative Officer, Incident Commander may move students to Liahona Academy if weather is inclement or building is damaged.
- No one may re-enter building(s) until entire building(s) is declared safe by fire or police personnel.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

## **GAS LEAK**

### **If gas odor has been detected in the building:**

- Evacuate students and staff to a safe distance outside of building.
- Follow normal fire drill route. Follow alternate route if normal route is too dangerous.
- Teachers take class roster.
- Incident Commander notifies police and fire (call 911) and Chief Administrative Officer.
- Teachers take roll after being evacuated.
- After consulting with Chief Administrative Officer, Incident Commander may move students to **LIAHONA ACADEMY** if weather is inclement or building is damaged.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

### **If gas odor has been detected outside the building:**

- Incident Commander notifies police and fire department (call 911) and. Incident Commander or Chief Administrative Officer must report incident to Fire Marshal.
- Incident Commander determines whether to shelter in place or evacuate. Fire personnel will assist with decision.
- After consulting with Chief Administrative Officer, Incident Commander may move students to **LIAHONA ACADEMY**, if weather is inclement or building is damaged.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

## **EARTHQUAKE**

### **When an earthquake strikes:**

- Assume the preferred defensive position: kneeling under a desk or table, while holding tightly to its legs.
- If it is not possible to respond in the preferred manner, an appropriate defensive position may be up against a wall or in a doorway, squatting and covering one's head.
- If possible, stay away from windows.
- Remain in these positions until you are reasonably certain the quaking has stopped or until further instructions have been given from the school office.
- Evacuate the school building when it has been deemed safe and appropriate as predetermined evacuation procedures.
- Once outside, stay clear of building, trees, poles, and power lines.
- Assemble in predetermined areas and account for all students.
- Remain in assembly areas until situation is assessed and further directions are given
- Incident Commander notifies police and fire (call 911) and Chief Administrative Officer.
- After consulting with Chief Administrative Officer, Incident Commander may move students to **LIAHONA ACADEMY**, if weather is inclement or building is damaged.
- No one may re-enter building(s) until fire or police personnel declare entire building(s) safe.
- Incident Commander notifies students and staff of termination of emergency. Resume normal operations.

## GENERAL EMERGENCY

- Notify 911 (if necessary) and the Incident Commander. Incident Commander notifies Chief Administrative Officer.
- Notify CPR/first aid certified persons in school building of medical emergencies, if necessary. Names of CPR/first aid certified persons are listed in Crisis Team Members section.
- Seal off high-risk area.
- Take charge of area until incident is contained or relieved.
- Assemble Crisis Team.
- Preserve evidence. Keep detailed notes of incident.
- Refer media to **Principal** or **Chief Administrative Officer**

## **HAZARDOUS MATERIALS EVENT**

### **Incident occurred in school:**

- Call 911.
- Notify Incident Commander.
- Incident Commander notifies Chief Administrative Officer.
- Seal off area of leak/spill.
- Take charge of area until fire personnel contain incident.
- Fire officer in charge will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

### **Incident occurred near school property:**

- Fire or police will notify Principal.
- Fire officer in charge of scene will recommend shelter or evacuation actions.
- Follow procedures for sheltering or evacuation.
- Notify parents if students are evacuated.
- Resume normal operations after consulting with fire officials.

## INTRUDER/HOSTAGE

### Intruder- An unauthorized person who enters school property:

- Notify Principal (IC).
- Ask another staff person to accompany you before approaching guest/intruder.
- Politely greet guest/intruder and identify yourself.
- Ask guest/intruder the purpose of his/her visit.
- Inform guest/intruder that all visitors must register at the main office.
- If intruder's purpose is not legitimate, ask him/her to leave. Accompany intruder to exit.

If intruder refuses to leave:

- Warn intruder of consequences for staying on school property.
- Notify principal and school resource officer if intruder still refuses to leave. Give SRO full description of intruder. **(Keep intruder unaware of call for help if possible)**
- Walk away from intruder if he/she indicates a potential for violence. Be aware of intruder's actions at this time (where he/she is located in school, whether he/she is carrying a weapon or package, etc).
- Maintain visual contact with intruder from a safe distance.
- School principal (IC) notifies Chief Administrative Officer and may issue lock-down procedures (see Lock-Down Procedures section).

### Hostage:

- If hostage taker is unaware of your presence, do not intervene.
- Call 911 immediately. Give dispatcher details of situation; ask for assistance from hostage negotiation team.
- Seal off area near hostage scene.
- Notify principal (IC).
- Principal notifies Chief Administrative Officer.
- Give control of scene to police and hostage negotiation team.
- Keep detailed notes of events.

### If taken hostage:

- Follow instructions of hostage taker.
- Try not to panic. Calm students if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

## MEDIA

### **All staff must refer media to site or school spokesperson.**

**ODYSSEY CHARTER SCHOOL and Law Enforcement assume responsibility for issuing public statements during an emergency.**

- Chief Administrative Officer serves as school spokesperson unless he/she designates a spokesperson. If spokesperson is unavailable, an alternate assumes responsibilities.

School spokesperson	Board Chair
Alternate School spokesperson	Director

- School Public Information person acts as contact for emergency responders and assists school spokesperson with coordinating media communications. If Public Information person is unavailable, an alternate assumes responsibilities.

School Public Information person _____	_____
	Director                      Room #137
Alternate Public Information person _____	_____
	Assistant Director              Room #118

#### **During an emergency, adhere to the following procedures:**

- Incident Commander relays all factual information to Chief Administrative Officer.
- Chief Administrative Officer may ask school Public Information designee to prepare a written statement to media.
- Establish a media information center away from school.
- Update media regularly. **Do not say “No comment”.**
- Do not argue with media.
- Maintain log of all telephone inquiries. Use scripted response to inquiries.

#### **Media statement**

- Create a general statement before an incident occurs. Adapt statement during crisis.
- Emphasize safety of students and staff first.
- Briefly describe school’s plan for responding to emergency.
- Issue brief statement consisting only of the facts.
- Respect privacy of victim(s) and family of victim(s). **Do not release names to media.**
- Refrain from exaggerating or sensationalizing crisis.**

## **SERIOUS INJURY/DEATH**

If incident occurred in school:

Child Mental Health or other mental health workers

- Call 911.
- Notify CPR/first aid certified persons in school building of medical emergencies
- If possible, isolate affected student/staff member.
- Notify Incident Commander.
- Incident Commander notifies Chief Administrative Officer.
- Activate school crisis team. Designate staff person to accompany injured/ill person to hospital.
- Incident Commander notifies parent(s) or guardian(s) of affected student.
- Direct witness(es) to school psychologist/counselor. Contact parents if students are sent to psychologist/counselor.
- Determine method of notifying students, staff and parents.
- Refer media to the Director

If incident occurred outside of school:

- Activate school crisis team.
- Notify staff before normal operating hours.
- Determine method of notifying students and parents. Announce availability of counseling services for those who need assistance.  
Refer media to the Director

### **Post-crisis intervention:**

- Meet with school counselor and school principal to determine level of intervention for staff and students.
- Contact other schools counselors in the area to ask for assistance with the counseling and debriefing of students and staff.
- Designate rooms as private counseling areas.
- Escort affected students, siblings, close friends, and other “highly stressed” students to counselors.
- Debrief all students and staff.
- Assess stress level of all students and staff.
- Recommend professional counseling services to overly stressed students and staff.
- Follow-up with students and staff who received counseling.
- Designate staff person(s) to attend funeral.
- Allow for changes in normal routines or test schedules to address injury or death.

## **SHELTERING PROCEDURES**

**Sheltering provides refuge for students, staff and public within school building during an emergency. Shelters are located in areas that maximize the safety of inhabitants. Safe areas may change depending on the emergency.**

- Identify safe areas in each school building.
- Incident Commander warns students and staff to assemble in safe areas. Bring all persons inside building(s).
- Teachers take class roster.
- Close all exterior doors and windows.
- Turn off any ventilation leading outdoors.
- Seal doors, windows, and vents with plastic sheets and duct tape.
- Cover up food not in containers or put it in the refrigerator.
- If advised, cover mouth and nose with handkerchief, cloth, paper towels or tissues.
- Teachers should account for all students after arriving in safe area.
- All persons must remain in safe areas until notified by Incident Commander or emergency responders.

## **STAFF RESPONSIBILITIES**

### **Incident Commander or designee:**

- Verify information.
- Identify Command Post
- Call 911 (if necessary).
- Seal off high-risk area.
- Convene crisis team and implement crisis response procedures.
- Notify Chief Administrative Officer.
- Notify students and staff (depending on emergency; students may be notified by teachers).
- Evacuate students and staff if necessary.
- Refer media to school spokesperson (or designee).
- Notify community agencies (if necessary).
- Implement post-crisis procedures.
- Keep detailed notes of crisis event.

### **Teachers:**

- Verify information.
- Lock classroom doors, unless evacuation orders are issued.
- Warn students, if advised.
- Account for all students.
- Stay with students during an evacuation. Take class roster.
- Refer media to school spokesperson (or designee).
- Keep detailed notes of crisis event.

## STUDENT UNREST

- Notify police, if necessary.
- Ensure the safety of students and staff first.
- Contain unrest. Seal off area of disturbance.
- Notify Incident Commander.
- Incident Commander notifies Chief Administrative officer.
- Warn staff. Incident Commander may issue lock-down (see Lock-Down Procedures section).
- Shut off bells.
- Move students involved in disturbance to an isolated area.
- Meet with student representatives to address issues.
- Document incidents with cassette recorder or take detailed notes.

### ***Teachers:***

- Keep students calm.*
- Lock classroom doors.*
- Do not allow students to leave the classroom until you receive an all-clear signal from Incident Commander.*
- Make a list of students that are absent from classroom. Document all incidents.

## SUICIDE

### **Suicide Attempt in School:**

- Verify information.
- Call 911.  
Notify school counselor, Incident Commander (school principal) and
- Incident Commander notifies parent(s) or guardian(s) if suicidal person is student. Incident Commander may schedule meeting with parents and school counselor to determine course of action.
- Calm suicidal person.
- Try to isolate suicidal person from other students.
- Ask suicidal person to sign a “no suicide contract”.
- Stay with person until counselor or parent arrives. **Do not leave suicidal person alone.**
- Determine method of notifying staff, students, and parents. Hold daily staff debriefings before and after normal operating hours as needed.**
- Activate school crisis team to implement post-crisis intervention. Determine level of intervention.

### **Suicidal Death/Serious Injury:**

- Verify information.
- Activate school crisis team.
- Incident Commander notifies Chief Administrative Officer.
- Notify staff in advance of next school day following suicide or attempted suicide.
- Determine method of notifying students and parents. Do not mention “suicide” or details about death in notification. Do not hold memorials or make death appear heroic. Protect privacy of family.
- Implement post-crisis intervention.

### ***Post-crisis Intervention:***

Meet with school counselor and school principal to determine level of intervention for staff and students.

- Contract Bear River Mental Health and/or other school counselors in the area to aid in debrief students and staff
- Designate rooms as private counseling areas.
- Escort siblings, close friends, and other “highly stressed” students to counselors.
- Assess stress level of staff. Recommend counseling to overly stressed staff.
- Refer media to (Principal), or (CAO). **Do not let media question students or staff.**
- Follow-up with students and staff who received counseling. Resume normal routines as soon as possible.

# TERRORIST EVENT

Weapons of mass destruction likely to be employed by terrorists fall into four basic categories: Nuclear, Biological, Chemical, and Conventional. The below outlined procedures will protect students and staff should such attacks occur.

## **Nuclear:**

Defense against nuclear weapons depends primarily on distance from the point of detonation. If time permits:

- Move students and staff to specifically identified basement or lower-level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the **duck, cover, and hold** position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities

## **Biological:**

Defense against biological attacks is difficult. Awareness of an attack is usually not possible for days or weeks. The first signs may emerge as personnel notice a higher than usual incidence of various symptoms. Should an attack be discovered while in progress the school should:

- Reverse-evacuate all people into school buildings.
- Shelter in place. (**Do not use basements or low-lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management, or military authorities.

## **Chemical:**

- Reverse-evacuate all people into school buildings.
- Shelter in place. (**Do not use basements or low-lying areas**)
- Close all doors and windows.
- Shut down the HVAC system. (Limit airflow from outside)
- Seal doors, windows, and vents with plastic and duct tape.
- Be prepared to treat students and staff who experience a reaction to the chemical agent.
- The decision to evacuate should be made after consulting with public safety, emergency management, or military authorities.

## **Conventional:**

The danger from the blast effect of conventional explosive devices is similar to nuclear devices with a higher rate of survivability. If responding to the threat of a imminent blast nearby:

- Move students and staff to specifically identified basement or lower-level rooms. Interior hallways may be used as an alternate.
- Close all doors leading into hallways to minimize flying glass.
- All people assume the *duck, cover, and hold* position on the ground.
- Shut down all utility systems to the building. (Gas and electricity are the priorities)
- Shelter in place to protect from fall out if attack is far enough away.
- Keep students and staff inside buildings. Allow parents to pick up their children at their own discretion once cleared to do so by public safety, emergency management or military authorities

### **If the school is the target:**

- Evacuate to predesignated off site location(s)

## WEAPONS

- Call police if a weapon is suspected to be in school.
- Ask another staff member or school resource officer (SRO) to join you in questioning suspected student or staff member.
- Accompany suspect to private office to wait for police.
- Conduct search with police or SRO.
- Have SRO or police Inform suspect of his/her rights and why you are conducting search.
- Keep detailed notes of all events and why search was conducted.
- Notify parent(s) or guardian(s) if suspect is a student. Explain why search was conducted and results of the search.
- If suspect threatens you with a weapon, do not try to disarm them. Back away with your arms up. Remain calm.

## WEATHER

### ***Severe Weather Watch has been issued in an area near school***

- Monitor Emergency Alert Stations or NOAA Weather Stations (National Weather Service, Weather Channel).
- Bring all persons inside building(s).
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks and in hallways away from windows and large rooms.
- Review “drop, cover and hold” procedures with students.

### ***Severe Weather Warning has been issued in an area near school or severe weather has been spotted near school***

- Shut off gas.
- Move students and staff to safe areas.
- Remind teachers to take class rosters.
- Ensure that students are in “drop, cover and hold” positions.
- Account for all students.
- Remain in safe area until warning expires or until emergency personnel have issued an all-clear signal.

# BOMB THREAT CHECKLIST

**Description Detail Report**

**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 is your name?

Exact wording of the threat: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Sex of Caller: \_\_\_\_\_ Race: \_\_\_\_\_

Length of call: \_\_\_\_\_ Age: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Number at which call was received: \_\_\_\_\_

**Notes:**

**Callers Voice - Circle as applicable:**

- |            |                   |
|------------|-------------------|
| • Calm     | • Nasal           |
| • Angry    | • Stutter         |
| • Excited  | • Lisp            |
| • Slow     | • Raspy           |
| • Rapid    | • Deep            |
| • Soft     | • Ragged          |
| • Loud     | • Clearing Throat |
| • Laughter | • Deep Breathing  |
| • Crying   | • Cracked Voice   |
| • Normal   | • Disguised       |
| • Distinct | • Accent          |
| • Slurred  | • Familiar        |

If voice is familiar, whom did it sound like?  
 \_\_\_\_\_

**Background Sounds:**

- |                 |                     |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices            |
| • Clear         | • PA System         |
| • Static        | • Local Call        |
| • Music         | • Long Distance     |
| • House Noises  | • Phone Booth       |
| • Motor         | • Office Machinery  |
| • Other _____   |                     |

**Threat Language:**

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Public Information Release**

Check ( ) as appropriate: School \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

\_\_\_\_\_ has just experienced a(n) \_\_\_\_\_

- The (students/employees) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services [(are here) or (are on the way) or (are not available to us)].
- Police [(are here) or (are on the way) or (are not available to us)].
- Fire Dept. /paramedics [(are here) or (are on the way) or (are not available to us)].
- \_\_\_\_\_ [(are here) or (are on the way) or (are not available to us)].
- Communication center(s) for parents (is/are) being set up at \_\_\_\_\_  
to answer questions about individual students.
- Communication center(s) for families (is/are) being set up at \_\_\_\_\_  
to answer questions about individual employees.
- Injuries have been reported at \_\_\_\_\_ and are being treated at the site by  
(staff/professional medical responders). (#) \_\_\_\_\_ reported injured.
- Students have been taken to a safe area, \_\_\_\_\_, and are with [(classroom  
teachers/staff) or ( \_\_\_\_\_)].
- (#) Students have been taken to the local emergency room for treatment of serious injury.  
Parents of injured students should go to the emergency room at \_\_\_\_\_
- (#) Confirmed deaths have been reported at \_\_\_\_\_  
Names cannot be released until families have been notified.
- Structural damage has been reported at the following sites:

Release restrictions \_\_\_\_\_ No \_\_\_\_\_ Yes  
If yes, what?

Released to the public as Public Information Release # \_\_\_\_\_  
Date/Time: \_\_\_\_\_

**Student Release Form  
(To be taken by Runner)**

**Please Print**

Student's Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

Requested By \_\_\_\_\_

\*\*\*\*\*  
\*\*

**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*  
\*\*

**Student's Status  
To be filled in by teacher**

Sent with Runner \_\_\_\_\_ Absent \_\_\_\_\_ First Aid \_\_\_\_\_ Missing \_\_\_\_\_

\*\*\*\*\*  
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**To be filled in by Request Gate staff**

Proof of I.D. \_\_\_\_\_ Name on Emergency Card \_\_\_\_\_  
(yes) (no)

\*\*\*\*\*  
\*\*\*

**To be filled in by Requester  
At Release Gate**

Requester Signature \_\_\_\_\_

Destination: \_\_\_\_\_

Date: \_\_\_\_\_

Time: \_\_\_\_\_

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**Notes:**