

Bomb Threat

All bomb threats should be taken seriously, whether or not deemed valid for Evacuation, and must be reported to local law enforcement agencies.

Decision to Evacuate – Consider the following:

- How specific is the information regarding time, description of the device, its location and other details that may be unique to the school?
- Are there any controversial issues that could impact the school?
- Are there unusual employee situations at the school?
- What is the current history/experience in the local community relative to bomb threats?
- What is the input from local law enforcement agencies?
- What was the general tone and behavior of the caller?

Telephone Threat (See also Bomb Threat Checklist)

- Record every word spoken by the caller
- Keep the caller on the line as long as possible
- Ask where the bomb is located
- Ask when the bomb will detonate
- Note if caller is male or female
- Note the age of the caller
- Note accents or patterns of speech
- Note background noises (music, road noise, motors, etc.)

Mail Threat

- Save all materials (envelope, packaging, labels)
- Avoid touching or moving the materials
- Is the letter or package lopsided or bulky?
- Is the letter or package addressed to a school administrator in handwriting?
- Is the letter or package making any noise?
- Personnel familiar with the school should quickly identify items that appear to be out of place

E-mail Threat

- E-mail threats should be saved and the BOE/Superintendent’s Office notified

General Guidelines

- Do not touch or pick up any suspicious or out of place items; report these to the authorities as soon as possible
- Two-way radios, cell phones and other electronic communication devices should not be used; therefore, “runners” designated by the IC must be used to communicate within the facility

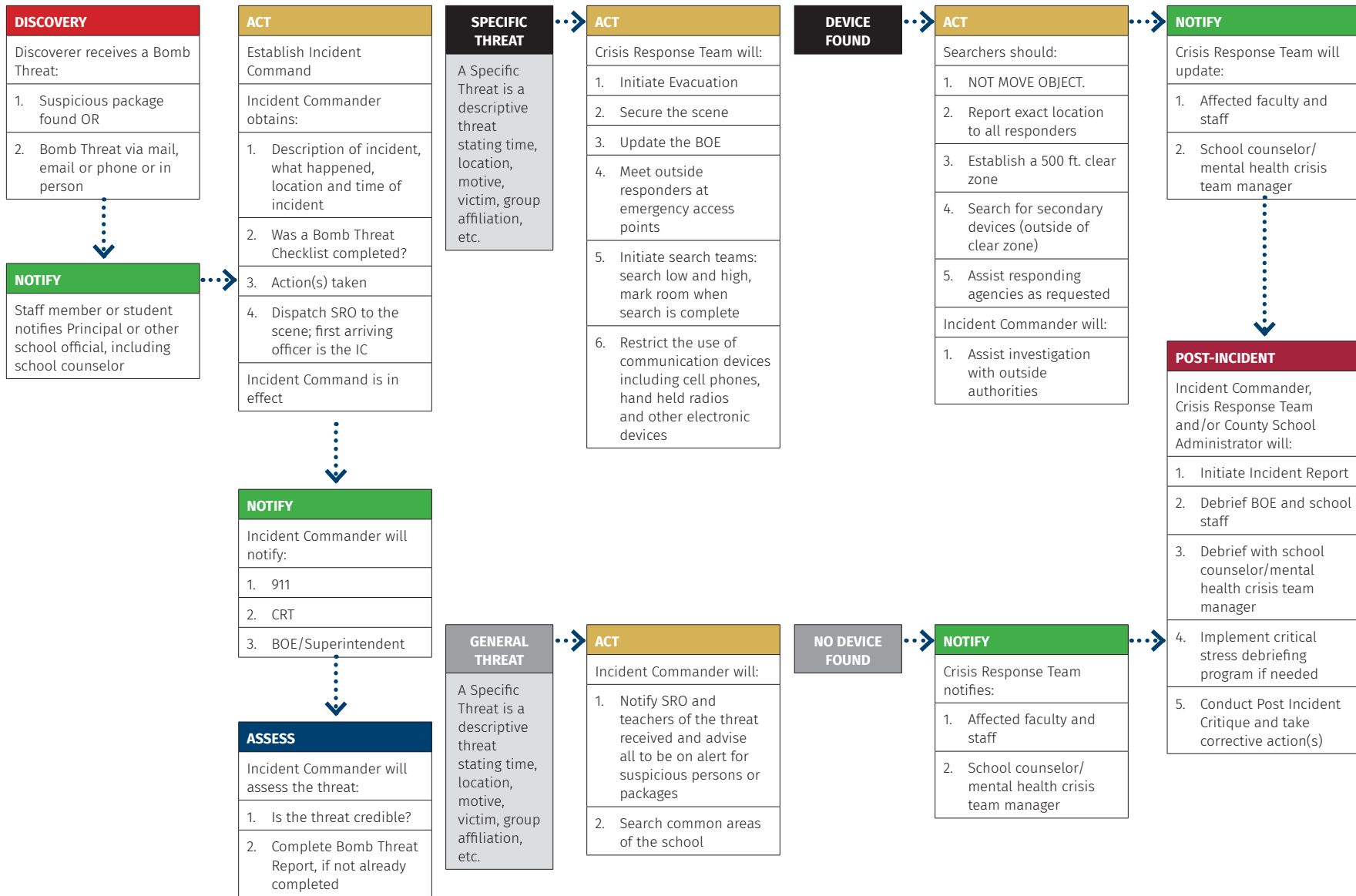
Incident Commander	<ul style="list-style-type: none"> • Notify law enforcement • Determine if the bomb threat is credible • Determine if the school should be Evacuated • Activate and initiate the Evacuation • Effectively communicate the emergency Evacuation message • Ensure that all school occupants reach the assembly area. • Announce the “ALL CLEAR” when it is safe to do so
Head Custodian	<ul style="list-style-type: none"> • Assist in the Evacuation of the school • Assist in the search and rescue if possible • Report to the IC for further instructions • Assist teachers with taking attendance
School Nurse	<ul style="list-style-type: none"> • Assist in the Evacuation of the school • Treat injured evacuees, establish a triage area and track patient care
School Counselor	<ul style="list-style-type: none"> • Follow school protocol to support all students especially those with disabilities and emotionally vulnerable students. • Support affected students/staff to stay calm
School Resource Officer	<ul style="list-style-type: none"> • Assist in the Evacuation of the school • Assist in the search and rescue if possible • Establish and maintain contact with the police agency and other emergency response agencies
Evacuation Coordinator	<ul style="list-style-type: none"> • Direct occupants to the Evacuation assembly area • Assist teachers in taking attendance • Missing occupants should be reported to the IC • Prepare the occupants for Reunification or re-entry into the school
Reunification Coordinator	<ul style="list-style-type: none"> • Assist in the Evacuation of the school • Prepare the Reunification site • Direct the Reunification process or assist with the re-entry into the school if an “ALL CLEAR” is announced

Search Techniques

- Use two person search teams
- Search common areas first
- Search classrooms by entering room and listening for any unusual noises
- First Search: all objects floor to hip height
- Second Search: all objects hip to chin height
- Third Search: all objects chin to ceiling
- Fourth Search: above dropped ceiling, if applicable
- Mark room when search is complete

USE BOMB THREAT CHECKLIST

BOMB THREAT - FLOW CHART



The following is a checklist to be utilized by an operator or person receiving a call which threatens the safety or security of the school. All possible questions should be answered immediately following a phoned in threat.

Caller ID Number (if available) _____

Caller's Name or address (if known) _____

Time call was received _____

Time call was terminated _____

Questions to ask:

1. When is the bomb going to explode? _____
2. Where is the bomb? _____
3. What does the bomb look like? _____
4. What kind of bomb is it? _____
5. What will cause the bomb to explode? _____
6. Did the caller place the bomb on the school property? _____
7. Why was the bomb placed on the property? _____
8. Where is the caller calling from? _____

Description of the caller's voice (check all that apply):

- | | | | | | | | |
|---------------------------------|------------------------------------|-----------------------------------|---------------------------------|--|-----------------------------------|----------------------------------|--|
| <input type="checkbox"/> Calm | <input type="checkbox"/> Disguised | <input type="checkbox"/> Nasal | <input type="checkbox"/> Angry | <input type="checkbox"/> Broken/Cracking | <input type="checkbox"/> Stutter | <input type="checkbox"/> Slow | <input type="checkbox"/> Sincere |
| <input type="checkbox"/> Lisp | <input type="checkbox"/> Rapid | <input type="checkbox"/> Laughing | <input type="checkbox"/> Deep | <input type="checkbox"/> Crying | <input type="checkbox"/> Squeaky | <input type="checkbox"/> Excited | <input type="checkbox"/> Stressed |
| <input type="checkbox"/> Accent | <input type="checkbox"/> Loud | <input type="checkbox"/> Slurred | <input type="checkbox"/> Normal | <input type="checkbox"/> Soft | <input type="checkbox"/> Distinct | <input type="checkbox"/> Raspy | <input type="checkbox"/> Clears Throat |

Description of background noises (check all that apply):

- | | | | | | | |
|--|---------------------------------------|--|------------------------------------|---------------------------------|--|---------------------------------------|
| <input type="checkbox"/> Street noises | <input type="checkbox"/> House noises | <input type="checkbox"/> Factory/Machinery | <input type="checkbox"/> Normal | <input type="checkbox"/> Motor | <input type="checkbox"/> Animal noises | <input type="checkbox"/> Voices |
| <input type="checkbox"/> Clear | <input type="checkbox"/> Office | <input type="checkbox"/> Booth | <input type="checkbox"/> PA System | <input type="checkbox"/> Static | <input type="checkbox"/> Music | <input type="checkbox"/> Other: _____ |

Description of threat language:

- | | | | | | |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped | <input type="checkbox"/> Foul | <input type="checkbox"/> Incoherent | <input type="checkbox"/> Message read by threat maker |
|---|-------------------------------------|--------------------------------|-------------------------------|-------------------------------------|---|

Remarks: _____

