

Students are our best pro-active defense for preventing bomb threats, shootings, or other major people-caused disasters in a school system. More than 80 percent of a student body are law-abiding students who are proud of their schools. As staff members it is our responsibility to secure the confidence of these students and encourage them to report to their teachers, guidance counselor, principal, pastor, or parents if they hear anyone threatening violence to the school or to fellow class mates.

If a student or other person is considering placing a bomb in a school, bringing a weapon to school, or causing any type of harm to the school or to students, that person frequently will boastfully tell 'friends' of his or her intent. Many times copycat disasters will be planned after a similar event has occurred elsewhere and which has received wide publicity. School personnel should be especially alert for rumors or boastful comments after such occurrences.

A second pro-active approach should be to keep all doors locked that will not create safety problems if it would become necessary to evacuate the building in an emergency. Supply room doors should be kept locked when not in use. This will reduce the areas a bomb might be place and thereby reduce time it might take to search these storage areas. Except for main entrances, outside entrance doors should be equipped with panic bars that will facilitate exiting from the building but they should be keyed and kept locked, thereby preventing ready access from the outside.

Custodial personnel should frequently check outside doors to see that a rock or stick has not been placed in a normally locked door which would allow a student to enter 'without going around the building' to use the main entrance.

Step I.

If possible, one person should be assigned to take the majority of all incoming calls. This individual should be a person who can remain calm while taking a bomb threat call.

Data has shown that bomb threat calls that come late in a school day are more often prank calls. The theory behind this is, some may feel if students miss only a small portion of a day they may not have to make up the time missed.

The following BOMB THREAT CHECKLIST should be kept near all telephones that can take incoming calls:

BOMB THREAT CHECKLIST

- I. When is the bomb going to explode?
 - II. Where is the bomb right now?
 - III. What does the bomb look like?
 - IV. Is there one bomb or multiple bombs?
 - V. What will cause the bomb to explode?
 - VI. Did you place the bomb?
 - VII. Why?
 - VIII. What is your name?
 - IX. What is your address?
- Comments or other remarks: _____
- _____
- _____

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Telephone number which received the call: _____

Time and date call was received: _____

CALLER'S VOICE CHARACTERISTICS

Calm _____	Soft _____	Stutter _____
Excited _____	Laughter _____	Rasp _____
Rapid _____	Normal _____	Nasal _____
Angry _____	Loud _____	Lisp _____
Slow _____	Crying _____	Deep _____
Distinct _____	Slurred _____	Ragged _____
Deep Breathing _____	Disguised _____	Familiar _____
Whispered _____	Cracking Voice _____	Accent _____

AR-3530, Con't.

Clearing Throat ____ Other _____

BACKGROUND SOUNDS

Street Noises _____	Long Distance ____	Static _____
Voices _____	Motor _____	House Noises _____
Animal Noises _____	Booth _____	Local _____
PA System _____	Crockery _____	Office Machinery ____
Music _____	Clear _____	Other _____

BOMB THREAT LANGUAGE

Well Spoken _____	Taped _____
Foul _____	Incoherent _____
Message Read _____	Irrational _____

Other Remarks: _____

Person Receiving Phone Call: _____

Position: _____ Date Check List Completed: _____

Step II:

The superintendent of schools, or his or her designee, should be notified as soon as possible when the school district receives a bomb threat notice. A bomb threat notice may come from a telephone call, a report from another person, a written note or letter, or E-mail.

It is important for the person receiving the notice of the bomb threat to get as much information as possible about the bomb and the person making the threat. Is it inside or outside the building? If the bomb is inside it will not have the potential for being as large and as destructive as it could be if it is outside the building. If the bomb is in a backpack within a building, it will normally not cause damage in more than one or two rooms away.

Upon being notified of a bomb threat, the superintendent of schools should have a prearranged plan for notifying all employees

of the bomb threat. The preferred way would be by predetermined runners. It is recommended that these runners use a coded message. Only the staff members will know the meaning and students will not become unduly alarmed. Depending upon the frequency which a school system receives bomb threats, the coded message should be changed. If the use of runners would be impractical, the school intercom system might be used. However, there is the possibility that a bomb could be connected to the intercom and the use of the intercom would trigger the bomb. Following are some factors which may determine whether to use the intercom:

- I. What is contained in the report that a bomb exists? The report could contain information on where the bomb is located, inside or outside the building.
- II. What time of day was the report received? If the report comes late in the day, after the intercom has been used for that day, it would be less likely that a bomb would be attached to the intercom system.

Upon receipt of a bomb threat, all classroom teachers should have their students be seated and immediate take roll to determine who is or who is absent from the classroom. If students are not present, where are they? Have they been absent all day?

The people who know school areas the best are the staff members who have been assigned to specific areas or classrooms. Teachers should immediately survey their areas for any unlikely or unidentified objects or containers. Custodial personnel should be responsible for checking hallways, unlocked storage areas and the outside of the building for unidentified objects or vehicles parked in an unauthorized place or in an uncharacteristic manner. Do not move unidentifiable objects.

Items to look for are gym bags or back packs without names. Packages that may be unmarked or may appear oily or soiled. If a package is found that could be suspicious, check for return address, an atypical school address, or a foreign return address. Check for objects that do not appear to be in the proper place. Check for the smell of oil, gunpowder, or nitrogen fertilizer. This is where a school's pro-active steps will pay off.

If students normally move from one room to another based upon a bell, any student movement should be discontinued until Step II is completed.

Staff members should report their findings. Classroom teachers can post their findings by placing a note on the outside of their classrooms. Custodial personnel can report directly to the superintendent or principal.

At this point, a decision should be made if the building should be evacuated. The following are points of importance:

- I. Have unidentified objects been found inside the building which require further investigation.
- II. Are there questionable areas in the school building which students should not pass?
- III. Does the outside of the building appear safe? Can students be moved outside without fear of larger, more dangerous bombs or possible exposure to snipers?

STEP III.

If the building is to be evacuated there should be pre-assigned 'safe areas'. If the building is to be evacuated either an unidentifiable object has been found or a more detailed search of the building is warranted.

If the building is to be evacuated for further search there must be alternate sites assigned to continue holding classes or students should be sent home. A detailed search of the school building and school grounds will be time consuming. If students are to be released from school custody school officials must determine if there will be parents at home or if students would go to a predetermined alternate place where there would be adult supervision.

These 'safe areas' should be open areas, which are not surrounded by clumps of shrubs or trees. Upon reaching these 'safe areas' each staff member shall take a count of his or her students to determine if all students left the building and have arrived at the 'safe area'. The location of these pre-designated 'safe areas' should be changed so students do not go to the same area each time the building is evacuated.

Further search of the school building and premises should be done by two-person teams. These teams should include one school person (a custodian, teacher or administrator) and a fireman or other individual. A staff member is recommended to assist in identifying objects which would be common to a school situation.

AR-3530, Con't.

As many of these teams should be formed as possible. The more teams formed the more rapid the search.

A two-person team would enter a room or other designated area. The room should be divided into sectors: Sector I would be the floor, Sector II would be the floor to shoulder height, Sector III would be shoulder high to the ceiling, and Sector IV would be the ceiling. The two-person team would move around together, thereby double checking each area and moving around each room four times. Upon completing a room, the area should be marked to indicate it has been checked. For example, duct tape or masking tape could be placed on the door or entry area.

Areas such as athletic fields, stadium, storage facilities, buses and bus barns must also be checked.

Upon completing a search, the groups involved should meet to review the process and this administrative regulation. Any suggested amendments should be presented to the superintendent of schools who will review them with the board of education.

References: Bomb and Physical Security, Department of the Treasury.
Bomb Threat Management, Department of the Treasury.