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**School Safety Assessment Guide**

## SCHOOL SAFETY ASSESSMENT GUIDE

School District \_\_\_\_\_ School Superintendent \_\_\_\_\_  
School Name & Address \_\_\_\_\_  
Principal(s) \_\_\_\_\_  
Teaching Staff (#) \_\_\_\_\_ Support Staff (#) \_\_\_\_\_ Custodial Staff (#) \_\_\_\_\_  
Number of Students: \_\_\_\_\_

### I. Crisis Response Plan

\_\_\_\_\_ 1. Does the school have a Crisis Response Plan?

\_\_\_\_\_ a. Does it incorporate responses to the following areas?

1. Fire
2. Tornado
3. Hurricane
4. Bomb Threat/Explosion
5. Intruder
6. Earthquake
7. Threats unique to the school such as HAZMAT spills, train derailment, et al.
8. Gang threat

\_\_\_\_\_ 2. Does the response plan include a protocol for primary staff responsibilities?

\_\_\_\_\_ 3. Does the school have a crisis response team?

- \_\_\_\_\_ a. Training level  
\_\_\_\_\_ b. Drills

\_\_\_\_\_ 4. Has the school coordinated emergency response procedures and protocols with:

- \_\_\_\_\_ a. Police/Sheriff's Office  
\_\_\_\_\_ b. County/City Emergency Management  
\_\_\_\_\_ c. Medical Services  
\_\_\_\_\_ d. Media Agencies  
\_\_\_\_\_ e. Utilities  
\_\_\_\_\_ f. Parents  
\_\_\_\_\_ g. Transportation

\_\_\_\_\_ 5. Are staff and students trained in the Crisis Response Plan?

\_\_\_\_\_ 6. Evacuation Policies and Procedures (Crisis Response Plan)

\_\_\_\_\_ a. How often are fire and tornado drills conducted?

- b. Are there marshalling areas for students to be counted?
- c. Is the bomb evacuation area at least 1000 feet from the school?
- d. How does the administrator account for all students (missing students)?
- f. Triage Stations
- g. Emergency Transportation Plans
- h. Emergency Evacuation Kits

## **II. Policies and Procedures (MDE School Safety Manual)**

- 1. Are parents and students informed of disciplinary policies and procedures in accordance with Section 37-11-53 of the Mississippi State Code?
- 2. Does the school have policies and procedures addressing the following areas:
  - a. Code of Conduct
  - b. Student Discipline
  - c. Dress Codes
  - d. Electronic Equipment (cell-phones, pagers etc.)
  - e. Gangs
  - f. Sexual Harassment
  - g. Gun Free Schools Act of 1994
- 3. Does the school have a discipline plan in accordance with MSC 37-11-53?
- 4. Does the school maintain statistical data regarding student discipline?
- 5. Does the school maintain information on incidents reported in accordance with 37-9-14 and 37-11-29?
  - a. Are all crimes reported?
    - 1. Law Enforcement Agency
    - 2. Youth Court
    - 3. MDE
- 6. Are there policies for playground utilization?
- 7. Are there adequate procedures for visitor control?
  - a. Are procedures in place to challenge unidentified visitors?
  - b. Are visitors required to sign in and issued badges?
  - c. Are badges recovered?
  - d. Are visitor parking spaces prominently marked and in close proximity to the main office?
  - e. Are directional signs designating the office area posted?
- 8. Search Policy

- a. Is there a policy for searching students?
  - b. Is there a policy for searching vehicles?
  - c. Is there a policy for searching lockers and personal effects?
  - d. Are signs posted advising visitors that visitors and packages may be searched on entrance/egress to the building?
9. Does the school have a restraint or use of force policy for staff and enforcement personnel?
10. Is there an Internet policy and computer crime policy in place?

### III. Facility Assessment

1. Clinic or Nurses Station

- a. Are first-aid supplies available?
  - b. Is a Physicians Desk Reference available?
  - c. What is the procedure for administering medication?
- 
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2. Shops/Vocational Areas

- a. Are equipment/tools protected with covers/guards, i.e. blades, fan belts, etc.?
- b. Are gloves and safety glasses in use?
- c. Are power exhaust vents through wall or roof present?
- d. Are aisles/storage bins kept neatly and uncluttered?

3. Laboratories

- a. Are chemicals labeled and secured?
- b. Is there an eye wash station?
- c. Are any out-of-date chemicals present?

4. Kitchen

- a. Are there temperature charts on freezer doors?
- b. Is food covered & stored on shelves or pallets in freezers/coolers?
- c. Are kitchen range, duct and hood free from grease or dust build-up?
- d. Is an automatic fire suppression system provided to protect the cooking surface, hood and duct?
- e. Is this system inspected bi-annually and tagged?
- f. Is there at least one portable fire extinguisher with a 40B rating?
- g. Are there floor drains at sink areas?
- h. Are food and cleaning supplies stored separately?
- i. Is the *Health Department Certificate of Compliance* current & displayed?

- \_\_\_\_\_ 5. Does the school have an operational fire alarm, burglar alarm and emergency lighting system?
- \_\_\_\_\_ 6. Signage
- \_\_\_\_\_ a. Are there signs instructing visitors to go to the office?
  - \_\_\_\_\_ b. Are there directions to the office area?
  - \_\_\_\_\_ c. Are there signs designating that weapons, tobacco and drugs are prohibited on campus?
  - \_\_\_\_\_ d. Are there signs indicating the school name?
- \_\_\_\_\_ 7. Is the campus fenced?
- \_\_\_\_\_ 8. Ingress/Egress Doors (minimum width of 36 inches)
- \_\_\_\_\_ a. Do ingress/egress doors have functional panic hardware and open outward?
  - \_\_\_\_\_ b. Does the school control ingress points around the campus?
  - \_\_\_\_\_ c. Are any ingress/egress doors chained and/or padlocked?
  - \_\_\_\_\_ d. *Are there at least two means of egress available from every floor?*
  - \_\_\_\_\_ e. *Are ramps provided for the physically handicapped?*
  - \_\_\_\_\_ f. Do main entry doors contain see-through safety glass?
- \_\_\_\_\_ 9. Classrooms
- \_\_\_\_\_ a. Do classrooms have doors that lock?
  - \_\_\_\_\_ b. Are the door locks thumb-throw type?
  - \_\_\_\_\_ c. Is the lock height easily accessible to students?
  - \_\_\_\_\_ d. Are classroom doors at least 36 inches wide?
  - \_\_\_\_\_ e. Do classrooms have evacuation routes posted?
  - \_\_\_\_\_ f. Do classrooms have a sprinkler system?
  - \_\_\_\_\_ g. *Does each classroom have at least one operable window for emergency rescue or ventilation?*
- \_\_\_\_\_ 10. Communications
- \_\_\_\_\_ a. Does the school have an unlisted telephone number?
  - \_\_\_\_\_ b. Does the school have cell phones and two-way radios?
  - \_\_\_\_\_ c. Does the school have two-way intercoms between the main office and teaching stations?
- \_\_\_\_\_ 11. Utilities
- \_\_\_\_\_ a. Are utility cutoffs located for:
    - \_\_\_\_\_ (1) Electricity
    - \_\_\_\_\_ (2) Gas
    - \_\_\_\_\_ (3) Water
  - \_\_\_\_\_ b. Are utility cutoffs indicated on building blueprints or drawings?

- c. Are cutoffs secured and locked?
- d. Are gas/LP fired heaters/boilers properly vented to the outside?
- e. Are boilers/hot water heaters tagged with current license?

12. Walkways

- a. Are sidewalks in good repair?
- b. Are they compliant with ADA?
- c. Are additional sidewalks needed?
- d. Are there designated pathways?
- e. Are sidewalks 4 – 6 feet wide?

13. Traffic

- a. Are proper street signs in place?
- b. Is traffic through school property controlled?
- c. Is neighborhood traffic controlled by a crossing guard?
- d. Are approaches to the school manned with signs designating a school zone?
- e. Are bus and car entrances clearly designated?
- f. Are street crossing areas marked on the pavement?
- g. Are there separations in parking areas for students, parents and visitors and employees?
- h. Are there provisions for one-way traffic?

14. Lighting

- a. Is interior lighting adequate?
- b. Is exterior and outdoor lighting adequate?
- c. Are exit signs located at each exit?
- d. Are exit signs lighted and with battery backup?
- e. Are all accessible outdoor lenses protected by unbreakable/vandal-proof material?
- f. Are repairs and replacements of inoperable lamps made immediately?
- g. Are auditoriums and gymnasiums provided with emergency lighting?

15. Heating/AC/Ventilation System

- a. Are HVAC units inspected annually?
- b. Are HVAC rooms clean and secure?
- c. Are outside HVAC units fenced and locked?
- d. Is wall-mounted power source (disconnect box) locked?
- e. Are shrubs trimmed to allow circulation around compressors?

16. Stairs

- a. Do stairs have handrails?
- b. Are stairs a minimum of six feet wide and leading directly to a major

exit on the ground floor?

- c. Are stair treads in good condition?
- d. *Is there a plan for handicapped egress from second floor?*
- e. Are stairs of wood construction?

17. Grounds

- a. Are shrubs trimmed to allow for adequate visibility of the school?
- b. Are the grounds free of trash and debris?
- c. Is the grass mowed?
- d. Are parking lots clean and swept?
- e. *Is handicapped parking easily accessible and adequate with markings visible?*

18. Interior

- a. Does flooring contain asbestos?
- b. *Does the school have an asbestos management plan on file?*
- c. *Has the school complied with the AHERA three-year re-inspection?*
- d. *Is the number of fire extinguishers adequate for the building?*
- e. *Are extinguishers properly located and mounted?*
- f. *Do all extinguishers have a current inspection tag?*
- g. Is safety glass present where student traffic is heavy?
- h. Are all electrical outlets within six feet of a water source equipped with a Ground Fault Interceptor (GFI) switch?

19. Playgrounds

- a. Are all playgrounds fenced?
- b. Is the playground surface shock absorbent?
- c. Is playground equipment properly installed, adequately spaced and free of sharp edges?
- d. Does the playground comply with the Handbook for Public Playground Safety published by the U.S. Consumer Product Safety Commission?
- e. Is all outdoor seating, i.e., bleachers, inspected annually?

20. Mechanical/Electrical/Custodial/Storage Areas

- a. Is storage orderly and not within two feet of ceiling?
- b. Is storage separated from heaters and heat-producing devices?
- c. Is there ventilation in the storage area?
- d. Are lawnmowers and gasoline for mowers properly stored?
- e. Is flammable liquid stored in safety cans in approved storage rooms or cabinets?
- f. Are custodial/storage areas kept locked?
- g. Are all areas kept locked and adequate lighting provided?

\_\_\_\_\_ **21. Exterior**

- \_\_\_\_\_ **a. Is the roof in good condition?**
- \_\_\_\_\_ **b. Are there any rotting soffit or fascia boards?**
- \_\_\_\_\_ **c. Are any roof leaks reported?**
- \_\_\_\_\_ **d. Are there any cracks in the building denoting foundation problems?**

\_\_\_\_\_ **22. Gymnasiums and Auditoriums**

- \_\_\_\_\_ **a. Are locations of exits announced over the public address system before the start of any event?**
- \_\_\_\_\_ **b. Are at least two exits provided and clearly marked by illuminated signs?**
- \_\_\_\_\_ **c. Is a 2A-10BC fire extinguisher provided for each 3,000 square feet of floor space and placed in a position no farther than 75 feet from any area?**

**IV. Physical Security**

\_\_\_\_\_ **1. What type of position does the district use for physical security?**

- a. School Resource Officer**
- b. Campus Enforcement Officer**
- c. School Safety Officer**

\_\_\_\_\_ **2. What is the training level for these personnel?** \_\_\_\_\_

\_\_\_\_\_ **3. District or Local Law Enforcement Agency Employed?**

\_\_\_\_\_ **4. Is the campus security entity operating in accordance with generally accepted standards of security/law enforcement practice?**

- \_\_\_\_\_ **a. Reporting**
- \_\_\_\_\_ **b. Investigations**

- \_\_\_\_\_ **(1) Criminal**
- \_\_\_\_\_ **(2) Administrative**

- \_\_\_\_\_ **c. Training**
- \_\_\_\_\_ **d. Equipment**
- \_\_\_\_\_ **e. Deployment (Does the district properly use the officers?)**
- \_\_\_\_\_ **f. Crime Prevention/Drug Mitigation Operations**

\_\_\_\_\_ **5. What type of Key Control System is utilized?**

**V. Programs for Student Compliance**

\_\_\_\_\_ **1. Does the district have any specific programs that generate compliance by students?**

\_\_\_\_\_ 2. Does the district have any programs that generate positive citizenship principles?

\_\_\_\_\_ 3. Does the district afford special education students a privileged status regarding compliance with criminal laws?

**VI. Community Observations**

\_\_\_\_\_ 1. Law Enforcement

\_\_\_\_\_ 2. Youth Court

\_\_\_\_\_ 3. Emergency Services

\_\_\_\_\_ 4. Gangs operational in the community.

\_\_\_\_\_ 5. Do gangs pose a threat to the school district?

**VII. Emergency Management**

\_\_\_\_\_ 1. Where is the Emergency Operations Center (EOC) for the school located? \_\_\_\_\_

\_\_\_\_\_ (a) Adequate phones?

\_\_\_\_\_ (b) Additional communication equipment?

\_\_\_\_\_ (c) Status boards (flip charts/chalk board, etc.)

\_\_\_\_\_ 2. Who mans the EOC?

\_\_\_\_\_ (a) Maintenance personnel

\_\_\_\_\_ (b) School Resource Officer

\_\_\_\_\_ (c) School Administrator

\_\_\_\_\_ (d) Attendance Officer

\_\_\_\_\_ (e) Nurse

\_\_\_\_\_ (f) Pupil Transportation Director

\_\_\_\_\_ (g) Counselor

\_\_\_\_\_ (h) Other Personnel as circumstances warrant

**VIII. Collateral Observations**

**IX. Impression**

## **Appendix II**

# **Survey Instruments**

### Teacher School Safety Survey

This survey asks about your views on safety and crime on your campus. Do not write your name on this survey. The answers you give will be kept private. Items 1, 2, and 3 are optional. Circle only one answer for each question, unless you are given other instructions.

1. Sex: Male Female
2. Race/Ethnicity: White, non-Hispanic African-American, non-Hispanic  
Hispanic Native American or Alaskan Native  
Asian or Pacific Islander Other

3. What is the grade level or level of courses that you teach? (Circle all that apply.)

Pre-K 1 2 3 4 5 6  
K 7 8 9 10 11 12

4. How safe do you feel at school?

very safe safe unsafe

5. (a) Are there particular places at school where you don't feel safe? If there are, where are they?

5. (b) Are there certain times of day when these places are unsafe?

before school during class during lunch after school entire school day  
other:

6. This school year, have you had something stolen from your desk, locker, or other place at school?

never one to two times three to four times more than four times

7. This school year, has someone taken money or things directly from you by using force, weapons or threat at school?

never one to two times three to four times more than four times

8. This school year, has your personal property been damaged while on school property or at school-sponsored events?

never one to two times three to four times more than four times

9. This school year, has someone physically threatened, attacked, or hurt you at school?

never            one to two times            three to four times            more than four times

10. This school year, have you been verbally abused at school?

never            one to two times            three to four times            more than four times

11. (a) This school year, has someone made sexual advances or attempted to sexually assault you at school?

never            one to two times            three to four times            more than four times

11. (b) This school year, has someone sexually assaulted you at school?

never            one to two times            three to four times            more than four times

12. (a) Is there a process in place for students to report alleged physical, psychological, or sexual abuse?

yes            no

12. (b) Does the campus follow up on reports of alleged abuse?

yes            no

13. Do gangs cause trouble at your school?

yes            sometimes            no            don't know            no gangs at my school

14. (a) Have you ever seen a student carrying a weapon at school?

yes            no

14. (b) If yes, please specify what kind of weapon you saw:

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15. During this school year, how many fights have you witnessed at your school?

none            one to two            three to four            more than four

16. In your opinion, how serious are the following problems at school?

	don't know	no problem	small problem	serious problem
a. Vandalism-including graffiti	0	1	2	3
b. Gangs	0	1	2	3
c. Alcohol use	0	1	2	3
d. Tobacco use	0	1	2	3
e. Drug use	0	1	2	3
f. Drug selling	0	1	2	3
g. Carrying weapons	0	1	2	3
h. Racial conflict	0	1	2	3
i. Other				

17. In your opinion, what are the three major safety or crime problems at school right now?

- a.
- b.
- c.

**Thank you for answering these questions:**



- 13. I feel comfortable telling teachers or administrators about drugs at schools. SA A D SD DK
- 14. I feel it is my responsibility to tell teachers or administrators about drugs at school when I learn about them. SA A D SD DK
- 15. I feel it is my responsibility to tell teachers or administrators about weapons at school. SA A D SD DK
- 16. Teachers show respect to students. SA A D SD DK
- 17. Teachers show that they care about students. SA A D SD DK
- 18. Students show respect to teachers. SA A D SD DK
- 19. Are there particular places at school where you feel unsafe?  Yes  No

If yes, write them below and check the times of the day when these places seem unsafe.

Place on Campus	Before School	During Class	During Lunch	After School	All Day	Other
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

Please complete the following to reflect your experience at your school or on the school bus this school year.

- 20. I have had things stolen from my:
 

_____ Desk	Never	1-2 times	3-4 times	5+ times
_____ Locker	Never	1-2 times	3-4 times	5+ times
_____ Other _____	Never	1-2 times	3-4 times	5+ times
- 21. I have had money or things taken from me by force. Never 1-2 times 3-4 times 5+ times
- 22. I have had money or things taken from me by use of a weapon. Never 1-2 times 3-4 times 5+ times
- 23. I have been physically threatened. Never 1-2 times 3-4 times 5+ times
- 24. I have been physically attacked. Never 1-2 times 3-4 times 5+ times
- 25. I have been physically injured. Never 1-2 times 3-4 times 5+ times
- 26. I have had unwelcome sexual advances made to me. Never 1-2 times 3-4 times 5+ times

27. I have had attempts at sexual assault on me.	Never	1-2 times	3-4 times	5+ times
28. I have been sexually assaulted.	Never	1-2 times	3-4 times	5+ times
29. I have witnessed fights at school.	Never	1-2 times	3-4 times	5+ times
30. I have witnessed fights on the school bus.	Never	1-2 times	3-4 times	5+ times
31. I have seen students carrying a weapon at school.	Never	1-2 times	3-4 times	5+ times
32. I have seen students carrying a weapon on the school bus.	Never	1-2 times	3-4 times	5+ times

*Thank you for answering these questions*

**Appendix III**

**Crisis Response Procedures**

## **CRISIS RESPONSE PROCEDURES**

### **GENERAL DESCRIPTION**

The Emergency Evacuation Kit (EEK) is a key component to the Crisis Response Plan that is part of the overall School Safety Plan. As you know, the School Safety Plan consists of:

1. Policies and procedures the district has to facilitate a safe daily operation environment.
2. Those programs the school has that generate compliant behavior in the student population.
3. The crisis response plan the school has that establishes specific protocols for dealing with various crisis situations.

It contains those items that a teacher or administrator would need to have should the need arise to evacuate the school building for any reasons. It includes those items that will facilitate control and accountability of the students entrusted to our care as well as items needed to coordinate with senior administrators and emergency response entities.

### **THE SCHOOL PRINCIPAL**

The school principal should have an EEK that contains those items needed by an administrator in dealing with a crisis. These would include:

1. Crisis Response Plan
2. Student List (With photos if possible)
3. Radios or cellular phone (If available)
4. Phone Book and emergency numbers
5. Bullhorn or megaphone
6. Arm bands or ID badges

The administrator will initially be concerned with emergency notifications and coordination of subordinate activities as well as accountability of all students.

### **THE SCHOOL SECRETARY**

1. Class lists and student phone numbers
2. Parent sign out sheets
3. Student release sheets (high school only)
4. Name tags or ID bracelets for students
5. Phone book
6. Magic markers
7. Poster Boards
8. Current day attendance list
9. Visitor List

10. Parent emergency contact numbers
11. Phone book and emergency contact numbers
12. Daily absentee list

The school secretary will be establishing the school incident command center as a central coordination point for support of the crisis or disaster until received by a higher authority.

#### **ASSISTANT PRINCIPAL OR DESIGNEE**

1. Crisis Response Plan
2. Building schematics and diagrams
3. Utility schematics with cut off valves marked
4. Extra keys
5. Flashlights
6. Area maps with evacuation routes and staging areas marked.

This individual will be carrying out the orders of the principal and doing collateral coordination with teachers and support staff regarding the crisis. They will also function as the “deputy commander” of the incident scene until relieved by competent authority.

#### **TEACHER**

1. Crisis Response Plan
2. Attendance roster or grade book

Teachers are primarily responsible for student control, evacuation, and accountability of students as well as implementing the instruction of higher authority.

#### **NURSE OR DESIGNEE**

1. Emergency aid bags and first aid supplies
2. Blankets
3. Medications
4. Student medication list
5. PDR
6. Crisis Response Plan
7. Casualty tags

The nurse or designee will establish a triage station to diagnose and stabilize casualties and prepare them for evacuation.

## **BUILDING MAINTENANCE**

1. Crisis Response Plan
2. Critical Tools
3. Building schematics

The maintenance person will be available for consultation with emergency response personnel.

## **INTEGRATION OF COMMUNITY EMERGENCY RESPONSE IN SCHOOL CRISIS**

### **GENERAL**

It is recognized that crisis situations that affect the local school will also affect the local community. This is because the school is such an integral part of the community. Most community personnel have children in the local school, the community will respond to the needs of the school, and the school will also in turn, respond to the needs of the community during such times as hurricanes or tornadoes.

It is critical, during a school incident, to integrate all elements of the community into one unified command system to provide a consistency of effort and prevent duplication of services in a critical, confusing situation. Each of the primary responders has critical mission that complements the other elements. The primary responders to a school crisis are:

1. Law Enforcement
  - A. Municipal
  - B. County
  - C. Mississippi Highway Safety Patrol
2. Fire Services
  - A. Local
  - B. Community/County
3. Emergency Services
  - A. Ambulance
    1. Private
    2. Volunteer
  - B. Hospitals/clinics
    1. Local
    2. Regional
4. County/City Emergency Operations
5. School District Assets

## **INCIDENT COMMAND**

In general, which entity assumes overall supervision of the incident scene will be incumbent on what type of incident is presented. In accordance with generally accepted school safety procedure, the lead supervision should be as follows:

1. Fire: Fire Services
2. Tornado: County/city Emergency Operations Coordinator
3. Hurricane: County/city Emergency Operations Coordinator
4. Bomb Threat/  
Explosion: Law Enforcement/  
Fire Department
5. Intruder: School Personnel (Unless s/he is non compliant or dangerous)
6. Earthquake: County/city Emergency Operations Coordinator
7. Hazardous  
Materials: County/city Emergency Operations  
Coordinator

## **SCHOOL PERSONNEL GENERAL RESPONSIBILITIES**

The superintendent is generally responsible for student body management, transportation, accountability, and parental notification. During an incident, they will be hard pressed dealing with these operations as well as assisting and collaborating with other responders.

## **LAW ENFORCEMENT GENERAL RESPONSIBILITIES**

Generally, law enforcement entities will be responsible for the following areas:

1. Establishing a perimeter around the incident scene.
2. Protection of a crime/incident scene and personnel.
3. Facilitating the movement of personnel, vehicles and equipment.
4. Criminal Investigation.

## **FIRE SERVICES GENERAL RESPONSIBILITIES**

1. Control and extinguishing of conflagrations.
2. Investigation and mitigation of hazardous material spills.
3. Search and Rescue.
4. Structural integrity assessment.
5. Facilitating the movement of personnel, vehicles and equipment.
6. Arson Investigation.

## **EMERGENCY SERVICES GENERAL RESPONSIBILITIES**

1. Triage and site casualty operations.
2. Emergency Evacuation.
3. Hospital Services.

**Appendix IIIA**

**Bomb Threat Procedures**

## **Bomb Threat Procedures**

1. Upon receipt of the threat, complete the attached bomb threat checklist. A copy should be available under each phone in the building.
2. Assess the information in the threat to obtain a credibility rating. Generally, the more specific the information, the higher the level of credibility.
  - A. **Level I:** A specific, articulated threat with date, time, type of device, etc. There is a high probability of the caller or subject carrying out the threat.
  - B. **Level II:** While the caller is vague, they have more specific information as to which facility, time, etc. There is a moderate or 50/50 chance the caller has the capability of carrying out the threat.
  - C. **Level III:** Vague, non-specific threats that are general in nature. There is a low probability of the subject carrying out the threat.
3. Pursuant to Section 97-37-21 of the Mississippi State Code, the false report of placing an explosive device is a felony as is any bomb threat. In accordance with this statute, the primary responding agency for a bomb threat is the local law enforcement agency that should assume command of the incident scene.
4. Generally, for Level II threats, the school should be evacuated to at least 500 feet and a search should be made for devices in accordance with ATF P 7550.2. This search should be performed by law enforcement, emergency services personnel, school administrators and faculty who have been trained in accordance with this manual. A level III evacuation is at the discretion of the responding law enforcement agency.
5. Once the school has been cleared, the threat level may be reduced to Level III and students brought back into the building.
6. For a Level I threat, ATF should be immediately notified and the state emergency ordnance disposal team from Camp Shelby dispatched.

**These are broad, non-conclusive recommendations. Full threat assessment and response training for law enforcement and school personnel is available from the Mississippi Department of Education, Division of School Safety.**

# SHOOTER/ARMED PERSON INSIDE SCHOOL

## Call 911

Secretary or Classroom Teacher calls from Office or LMC. Reports there is an armed intruder/shooter in the area of room \_\_\_\_\_. It happened \_\_\_\_\_ minutes ago and there are \_\_\_\_\_ injuries. (May be asked to stay on line.)

## Secure Area

Instructor, closest staff immediately moves students away from area of the threat to safe rooms and notifies other rooms in the area of the danger. Secretary notifies district office.

## Make Emergency Procedure Decision

Principal or Building Crisis Team determine action or procedure. Lockdown or Evacuation. If expedient, may also consult District Superintendent or District Crisis Team.

## Emergency Procedure Announcement

“There is an armed intruder/shooter in room/area of \_\_\_\_\_. LOCK DOWN.  
OR just announce ..LOCK DOWN”.

At some point-possibly when emergency government arrives-May Evacuate the building.

Notified by Emergency Government, announcement, or messenger to evacuate through specified exit and route.

Lockdown or Evacuate Building as directed in announcement Teachers and staff bring students into rooms, & Lockdown OR Teachers and staff lead students to Evacuation rally points \_\_\_\_ & \_\_\_\_\_. Office updates 911 on situation and status.

Supervise & account for students allowing no one to leave room or area.

## School and Emergency Management Establish Command Post (IC)

School, police, fire, emergency management move to Command Post. Review situation and begin to mitigate emergency.

## Recovery:

If lockdown search all inaccessible areas students/staff may have hidden- Ex Walk in coolers, inner rooms, crawl spaces, boiler rooms, etc. Return to normal classrooms if “All Clear”, or facilitate transport home.

## Restoration:

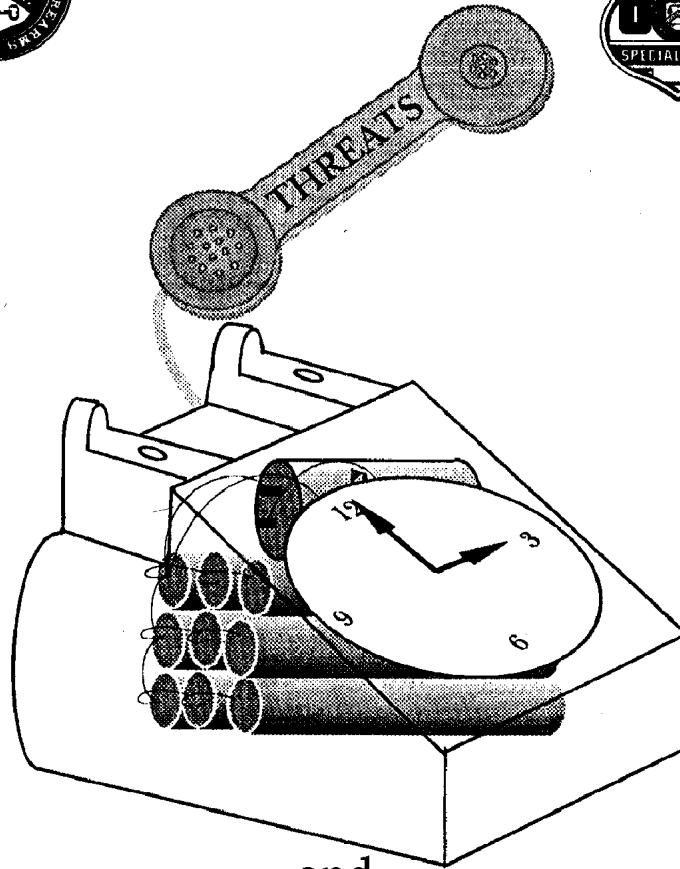
Administration directs restoration through appropriate personnel: Crisis Buildings & Grounds, School Board, School Attorneys, Business Office, Emphasis on helping students and staff recover. Repair and restore building to original condition.

\* Available from RMP if needed: *Chemical Plumes, Infiltrations, Ex filtrations, Impact areas, Toxicology Reports. Floor Plans, Maps, Building Pictures, School Information.*

All available via fax or secure web site.  
www.rmpilc.com  
1-877-767-7799



# BOMB



and

# Physical Security Planning

DEPARTMENT of the TREASURY

Bureau of Alcohol, Tobacco and Firearms

ATF P 7550.2 (7/87)

## **Foreword**

Bombing and the threat of being bombed are harsh realities in today's world. The public is becoming more aware of those incidents of violence that are perpetrated by vicious, nefarious segments of our society through the illegal use of explosives. Law enforcement agencies are charged with providing protection for life and property, but law enforcement alone cannot be held responsible. Every citizen must do his or her part to ensure a safe environment. This pamphlet is designed to help both the public and private sectors prepare for the potential threat of explosives-related violence. While the ideas set forth herein are applicable in most cases, they are intended only as a guide. The information provided is compiled from a wide range of sources, including the actual experiences of special agents of the Bureau of Alcohol, Tobacco and Firearms (ATF). If there is one point that cannot be overemphasized, it is the value of being prepared. Do not allow a bomb incident to catch you by surprise. By developing a bomb incident plan and considering possible bomb incidents in your physical security plan, you can reduce the potential for personal injury and property damage. In making this pamphlet available to you, we hope to help you better prepare to deal with bomb threats and the illegal use of explosives.

## **Bombs**

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Most bombs are homemade and are limited in their design only by the imagination of, and resources available to, the bomber. Remember, when searching for a bomb, suspect anything that looks unusual. Let the trained bomb technician determine what is or is not a bomb.

## **Bomb Threats**

Bomb threats are delivered in a variety of ways. The majority of threats are called in to the target. Occasionally these calls are through a third party. Sometimes a threat is communicated in writing or by a recording.

Two logical explanations for reporting a bomb threat are:

1. The caller has definite knowledge or believes that an explosive or incendiary bomb has been or will be placed and he/she wants to minimize personal injury or property damage. The caller may be the person who placed the device or someone who has become aware of such information.
2. The caller wants to create an atmosphere of anxiety and panic which will, in turn, result in a disruption of the normal activities at the facility where the device is purportedly placed.

Whatever the reason for the report, there will certainly be a reaction to it. Through proper planning, the wide variety of potentially uncontrollable reactions can be greatly reduced.

## **Why Prepare?**

If you accept the two aforementioned explanations for reporting that a bomb is about to go off, you can better prepare to foil the bomber or threat maker.

Through proper preparation, you can reduce the accessibility of your business or building and identify those areas that can be "hardened" against the potential bomber. This will limit the amount of time lost

to searching, if you determine a search is necessary. If a bomb incident occurs, proper planning will instill confidence in the leadership, reinforce the notion that those in charge do care, and reduce the potential for personal injury and property loss.

Proper planning can also reduce the threat of panic, the most contagious of all human emotions. Panic is sudden, excessive, unreasoning, infectious terror. Once a state of panic has been reached, the potential for injury and property damage is greatly increased. In the context of a bomb threat, panic is the ultimate achievement of the caller.

Be prepared! There is no excuse for not taking every step necessary to meet the threat.

## **How to Prepare**

In preparing to cope with a bomb incident, it is necessary to develop two separate but interdependent plans, namely a physical security plan and a bomb incident plan.

Physical security provides for the protection of property, personnel, facilities, and material against unauthorized entry, trespass, damage, sabotage, or other illegal or criminal acts. The physical security plan deals with prevention and control of access to the building. In most instances, some form of physical security may be already in existence, although not necessarily intended to prevent a bomb attack.

The bomb incident plan provides detailed procedures to be implemented when a bombing attack is executed or threatened. In planning for the bomb incident, a definite chain of command or line of authority must be established. Only by using an established organization and procedures can the bomb incident be handled with the least risk to all concerned. A clearly defined line of authority will instill confidence and avoid panic.

Establishing a chain of command is easy if there is a simple office structure, one business, one building. However, if a complex situation exists, a multi-occupant building for example, a representative

from each occupant entity should attend the planning conference. A leader should be appointed and a clear line of succession delineated. This chain of command should be printed and circulated to all concerned parties.

In planning, you should designate a command center to be located in the switchboard room or other focal point of telephone or radio communications. The management personnel assigned to operate the center should have the authority to decide whatever action should be taken during the threat. Only those with assigned duties should be permitted in the center. Make some provision for alternates in the event someone is absent when a threat is received. Obtain an updated blueprint or floor plan of your building and maintain it in the command center .

Contact the police department, fire department, or local government agencies to determine if any assistance is available to you for developing your physical security plan or bomb incident plan. If possible, have police and/or fire department representatives and members of your staff inspect the building for areas where explosives are likely to be concealed. (Make a checklist of these areas for inclusion in command center materials.) Determine whether there is a bomb disposal unit available, how to contact the unit, and under what conditions it is activated. In developing your bomb incident plan, you must also ascertain whether the bomb disposal unit, in addition to disarming and removing the explosives, will assist in searching the building in the event of a threat.

Training is essential to deal properly with a bomb threat incident. Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat is received. Be absolutely certain that all personnel assigned to the command center are aware of their duties. The positive aspects of planning will be lost if the leadership is not apparent. It is also very important to organize and train an evacuation unit which will be responsive to the command center and has a clear understanding of the importance of its role.

We have suggested that the command center be located near the switchboard or focal point of communications. It is critical that lines of communication be established between the command center and the search or evacuation teams. The center must have the flexibility to keep up with the search

team progress. In a large facility, if the teams go beyond the communications network, the command center must have the mobility to maintain contact and track search or evacuation efforts.

## **Security Against Bomb Incidents**

We mentioned earlier that, in dealing with bomb incidents or potential bomb incidents, two interrelated plans must be developed, the bomb incident plan and the physical security plan. Heretofore, we have primarily addressed the bomb incident plan. Now, before continuing with that plan, we will discuss security measures as they apply to "hardening" against the bomb attack.

Most commercial structures and individual residences already have some security in place, planned or unplanned, realized or not. Locks on windows and doors, outside lights, etc., are all designed and installed to contribute toward the security of a facility and the protection of its occupants. In considering measures to increase security for your building or office, it is highly recommended that you contact your local police department for guidance regarding a specific plan for your facility. There is no single security plan that is adaptable to all situations. The following recommendations are offered because they may contribute to reducing your vulnerability to bomb attacks.

The exterior configuration of a building or facility is very important. Unfortunately, in most instances, the architect has given little or no consideration to security, particularly toward thwarting or discouraging a bomb attack. However, by the addition of fencing and lighting, and by controlling access, the vulnerability of a facility to a bomb attack can be reduced significantly.

Bombs being delivered by car or left in a car are a grave reality. Parking should be restricted, if possible, to 300 feet from your building or any building in a complex. If restricted parking is not feasible, properly identified employee vehicles should be parked closest to your facility and visitor vehicles parked at a distance.

Heavy shrubs and vines should be kept close to the ground to reduce their potential to conceal criminals or bombs. Window boxes and planters are perfect receptacles for the bomber. Unless there is an

absolute requirement for such ornamentation, window boxes and planters are better removed. If they must remain, a security patrol should be employed to check them regularly.

A highly visible security patrol can be a significant deterrent. Even if this "patrol" is only one security guard/night guard, he/she is optimally utilized outside the building. If an interior guard is utilized, consider the installation of closed-circuit television cameras that cover exterior building perimeters.

Have an adequate burglar alarm system installed by a reputable company that can service and properly maintain the equipment. Post signs indicating that such a system is in place.

Entrance/exit doors with hinges and hinge pins on the inside to prevent removal should be installed. Solid wood or sheet metal faced doors provide extra integrity that a hollow-core wooden door cannot provide. A steel door frame that properly fits the door is as important as the construction of the door.

The ideal security situation is a building with no windows. However, bars, grates, heavy mesh screens, or steel shutters over windows offer good protection from otherwise unwanted entry. It is important that the openings in the protective coverings are not too large. Otherwise, a bomb may be introduced into the building while the bomber remains outside. Floor vents, transoms, and skylights should also be covered. Please note that fire safety considerations preclude the use of certain window coverings. Municipal ordinances should be researched and safety considered before any of these renovations are undertaken.

Controls should be established for positively identifying personnel who are authorized access to critical areas and for denying access to unauthorized personnel. These controls should extend to the inspection of all packages and materials being taken into critical areas.

Security and maintenance personnel should be alert for people who act in a suspicious manner, as well as objects, items, or parcels which look out of place or suspicious. Surveillance should be established to include potential hiding places (e.g., stairwells, rest rooms, and any vacant office space) for unwanted individuals.

Doors or access ways to such areas as boiler rooms, mail rooms, computer areas, switchboards, and elevator control rooms should remain locked when not in use.

It is important to establish a procedure for the accountability of keys. If keys cannot be accounted for, locks should be changed.

Good housekeeping is also vital. Trash or dumpster areas should remain free of debris. A bomb or device can easily be concealed in the trash. Combustible materials should be properly disposed of, or protected if further use is anticipated.

Install detection devices at all entrances and closed-circuit television in those areas previously identified as likely places where a bomb may be placed. This, coupled with the posting of signs indicating such measures are in place, is a good deterrent.

We in A TF recognize the necessity for businesses to maintain good public relations. Corporate responsibility, however, also encompasses the safety and protection of the public. The threatened use of explosives necessitates that in the interest of safety and security, some inconvenience may have to be imposed on visitors to public buildings. The public is becoming more accustomed to routine security checks and will readily accept these minor inconveniences.

Perhaps entrances and exits can be modified with a minimal expenditure to channel all visitors through someone at a reception desk. Individuals entering the building would be required to sign a register indicating the name and room number of the person whom they wish to visit. Employees at these reception desks could contact the person to be visited and advise him/her that a visitor, by name, is in the lobby. The person to be visited may decide to come to the lobby to ascertain that the purpose of the visit is valid. A system for signing out when the individual departs could be integrated into this procedure.

Such a procedure may result in complaints from the public. If the reception desk clerk explains to the visitor that these procedures were implemented in his/her best interest and safety, the complaints would be reduced. The placement of a sign at the reception desk informing visitors of the need for safety is another option.

## **Responding to Bomb Threats**

Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat call is received.

It is always desirable that more than one person listen in on the call. To do this, a covert signaling system should be implemented, perhaps by using a coded buzzer signal to a second reception point. A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or deaths. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb's location, components, or method of initiation.

The bomb threat caller is the best source of information about the bomb.

When a bomb threat is called in:

- Keep the caller on the line as long as possible. Ask him/her to repeat the message. Record every word spoken by the person .
- If the caller does not indicate the location of the bomb or the time of possible detonation, ask him/her for this information.
- Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, and any other noise which may give a clue as to the location of the caller.
- Listen closely to the voice (male, female), voice quality (calm, excited), accents, and speech impediments. Immediately after the caller hangs up, report the threat to the person designated by management to receive such information.
- Report the information immediately to the police department, fire department, ATF, FBI, and other appropriate agencies. The sequence of notification should be established in the bomb incident plan.
- Remain available, as law enforcement personnel will want to interview you.

When a written threat is received, save all materials, including any envelope or container. Once the message is recognized as a bomb threat, further unnecessary handling should be avoided. Every possible effort must be made to retain evidence such as fingerprints, handwriting or typewriting, paper, and postal marks. These will prove essential in tracing the threat and identifying the writer .

While written messages are usually associated with generalized threats and extortion attempts, a written warning of a specific device may occasionally be received. It should never be ignored.

### **Decision Time**

The most serious of all decisions to be made by management in the event of a bomb threat is whether to evacuate the building. In many cases, this decision may have already been made during the development of the bomb incident plan. Management may pronounce a *carte blanche* policy that, in the event of a bomb threat, total evacuation will be effective immediately. This decision circumvents the calculated risk and demonstrates a deep concern for the safety of personnel in the building. However, such a decision can result in costly loss of time.

Essentially, there are three alternatives when faced with a bomb threat:

1. Ignore the threat.
2. Evacuate immediately.
3. Search and evacuate if warranted.

Ignoring the threat completely can result in some problems. While a statistical argument can be made that very few bomb threats are real, it cannot be overlooked that bombs have been located in connection with threats. If employees learn that bomb threats have been received and ignored, it could result in morale problems and have a long-term adverse effect on your business. Also, there is the possibility that if the bomb threat caller feels that he/she is being ignored, he/she may go beyond the threat and actually plant a bomb.

Evacuating immediately on every bomb threat is an alternative that on face value appears to be the preferred approach. However, the negative factors inherent in this approach must be considered. The obvious result of immediate evacuation is the disruptive effect on your business. If the bomb threat caller knows that your policy is to evacuate each time a call is made, he/she can continually call and force your business to a standstill. An employee, knowing that the policy is to evacuate immediately, may make a threat in order to get out of work. A student may use a bomb threat to avoid a class or miss a test. Also, a bomber wishing to cause personal injuries could place a bomb near an exit normally used to evacuate and then call in the threat.

Initiating a search after a threat is received and evacuating a building after a suspicious package or device is found is the third, and perhaps most desired, approach. It is certainly not as disruptive as an immediate evacuation and will satisfy the requirement to do something when a threat is received. If a device is found, the evacuation can be accomplished expeditiously while at the same time avoiding the potential danger areas of the bomb.

## **Evacuation**

An evacuation unit consisting of management personnel should be organized and trained. The organization and training of this unit should be coordinated with the development of the bomb incident plan, as well as with all tenants of a building.

The evacuation unit should be trained in how to evacuate the building during a bomb threat. You should consider priority of evacuation, e.g., evacuation by floor level. Evacuate the floor levels above and below the danger area in order to remove those persons from danger as quickly as possible. Training in this type of evacuation is usually available from police, fire or other units within the community.

You may also train the evacuation unit in search techniques, or you may prefer a separate search unit. Volunteer personnel should be solicited for this function. Assignment of search wardens, team leaders, etc., can be employed. To be proficient in

searching the building, search personnel must be thoroughly familiar with all hallways, rest rooms, false ceiling areas, and every location in the building where an explosive or incendiary device may be concealed. When police officers or firefighters arrive at the building, the contents and the floor plan will be unfamiliar to them if they have not previously reconnoitered the facility. Thus, it is extremely important that the evacuation or search unit be

thoroughly trained and familiar with the floor plan of the building and immediate outside areas. When a room or particular area is searched, it should be marked or sealed with a piece of tape and reported to the supervisor of that area.

The evacuation or search unit should be trained only in evacuation and search techniques and not in the techniques of neutralizing, removing or otherwise having contact with the device. If a device is located, it should not be disturbed. However, its location should be well marked and a route back to the device noted.

## **Search Teams**

It is advisable to use more than one individual to search any area or room, no matter how small. Searches can be conducted by supervisory personnel, area occupants or trained explosive search teams. There are advantages and disadvantages to each method of staffing the search teams.

Using supervisory personnel to search is a rapid approach and causes little disturbance. There will be little loss of employee working time, but a morale problem may develop if it is discovered that a bomb threat has been received and workers were left unaware. Using a supervisor to search will usually not be as thorough because of his/her unfamiliarity with many areas and his/her desire to get on with business.

Using area occupants to search their own areas is the best method for a rapid search. The occupants' concern for their own safety will contribute toward a more thorough search. Furthermore, the personnel conducting the search are familiar with what does or does not belong in a particular area.

Using occupants to search will result in a shorter loss of worktime than if all were evacuated prior to search by trained teams. Using the occupants to search can have a positive effect on morale, given

a good training program to develop confidence. Of course, this would require the training of an entire work force, and ideally the performance of several practical training exercises. One drawback of this search method is the increased danger to unevacuated workers.

The search conducted by a trained team is the best for safety, morale and thoroughness, though it does take the most time. Using a trained team will result in a significant loss of production time. It is a slow operation that requires comprehensive training and practice.

The decision as to who should conduct searches lies with management, and should be considered and incorporated into the bomb incident plan.

## **Search Technique**

The following room search technique is based on the use of a two-person searching team. There are many minor variations possible in searching a room. The following contains only the basic techniques.

When the two-person search team enters the room to be searched, they should first move to various parts of the room and stand quietly with their eyes closed and listen for a clockwork device. Frequently, a clockwork mechanism can be quickly detected without use of special equipment. Even if no clockwork mechanism is detected, the team is now aware of the background noise level within the room itself.

Background noise or transferred sound is always disturbing during a building search. If a ticking sound is heard but cannot be located, one might become unnerved. The ticking sound may come from an unbalanced air-conditioner fan several floors away or from a dripping sink down the hall. Sound will transfer through air-conditioning ducts, along water pipes, and through walls. One of the most difficult buildings to search is one that has steam or hot water heat. This type of building will constantly thump, crack, chatter, and tick due to the movement of the steam or hot water through the pipes and the expansion and contraction of the pipes. Background noise may also include outside traffic sounds, rain, and wind.

The individual in charge of the room searching team should look around the room and determine how the room is to be divided for searching and to what height the first searching sweep should extend. The first searching sweep will cover all items resting on the floor up to the selected height.

You should divide the room into two virtually equal parts. This equal division should be based on the number and type of objects in the room to be searched and not on the size of the room. An imaginary line is then drawn between two objects in the room; e.g., the edge of the window on the north wall to the floor lamp on the south wall.

### **First Room-Searching Sweep**

Look at the furniture or objects in the room and determine the average height of the majority of items resting on the floor. In an average room, this height usually includes table or desk tops and chair backs. The first searching height usually covers the items in the room up to hip height.

After the room has been divided and a searching height has been selected, both individuals go to one end of the room division line and start from a back-to-back position. This is the starting point, and the same point will be used on each successive searching sweep. Each person now starts searching his/her way around the room, working toward the other person, checking all items resting on the floor around the wall area of the room. When the two individuals meet, they will have completed a "wall sweep." They should then work together and check all items in the middle of the room up to the selected hip height, including the floor under the rugs. This first searching sweep should also include those items which may be mounted on or in the walls, such as air-conditioning ducts, baseboard heaters, and built-in wall cupboards, if these fixtures are below hip height.

The first searching sweep usually consumes the most time and effort. During all the searching sweeps, use the electronic or medical stethoscope on walls, furniture items, and floors.

### **Second Room-Searching**

## **Sweep**

The individual in charge again looks at the furniture or objects in the room and determines the height of the second searching sweep. This height is usually from the hip to the chin or top of the head. The two persons return to the starting point and repeat the searching technique at the second selected searching height. This sweep usually covers pictures hanging on the walls, built-in bookcases, and tall table lamps.

### **Third Room-Searching Sweep**

When the second searching sweep is completed, the person in charge again determines the next searching height, usually from the chin or the top of the head up to the ceiling. The third sweep is then made. This sweep usually covers high mounted air-conditioning ducts and hanging light fixtures.

### **Fourth Room-Searching Sweep**

If the room has a false or suspended ceiling, the fourth sweep involves investigation of this area. Check flush or ceiling-mounted light fixtures, air-conditioning or ventilation ducts, sound or speaker systems, electrical wiring, and structural framemembers.

Have a sign or marker indicating "Search Completed" conspicuously posted in the area. Place a piece of colored Scotch tape across the door and door jamb approximately 2 feet above floor level if the use of signs is not practical.

The room searching technique can be expanded. The same basic technique can be applied to search any enclosed area. Encourage the use of common sense or logic in searching. If a guest speaker at a convention has been threatened, common sense would indicate searching the speakers platform and microphones first, but always return to the searching technique. Do not rely on random or spot checking of only logical target areas. The bomber may not be a logical person.

In conclusion, the following steps should be taken in order to search a room:

1. Divide the area and select a search height. 2. Start from the bottom and work up. 3. Start back-to-back and work toward each other .
4. Go around the walls and proceed toward the center of the room.

## **Suspicious Object Located**

It is imperative that personnel involved in a search be instructed that their only mission is to search for and report suspicious objects. Under no circumstances should anyone move, jar or touch a suspicious object or anything attached to it. The removal or disarming of a bomb must be left to the professionals in explosive ordnance disposal. When a suspicious object is discovered, the following procedures are recommended:

1. Report the location and an accurate description of the object to the appropriate warden. This information should be relayed immediately to the command center, which will notify the police and fire departments, and rescue squad. These officers should be met and escorted to the scene.
2. If absolutely necessary, place sandbags or mattresses, never metal shields, around the suspicious object. Do not attempt to cover the object.
3. Identify the danger area, and block it off with a clear zone of at least 300 feet, including floors below and above the object.
4. Check to see that all doors and windows are open to minimize primary damage from blast and secondary damage from fragmentation.
5. Evacuate the building.
6. Do not permit re-entry into the building until the device has been removed/disarmed, and the building declared safe for re-entry.

## **Handling of the News Media**

It is of paramount importance that all inquiries from the news media be directed to one individual appointed a spokesperson. All other persons should be instructed not to discuss the situation with outsiders, especially the news media.

The purpose of this provision is to furnish the news media with accurate information and to see that additional bomb threat calls are not precipitated by irresponsible statements from uninformed sources.

## **Summary**

This pamphlet serves only as a guide and is not intended to be anything more. The ultimate determination of how to handle a bomb threat must be made by the individual responsible for the threatened facility.

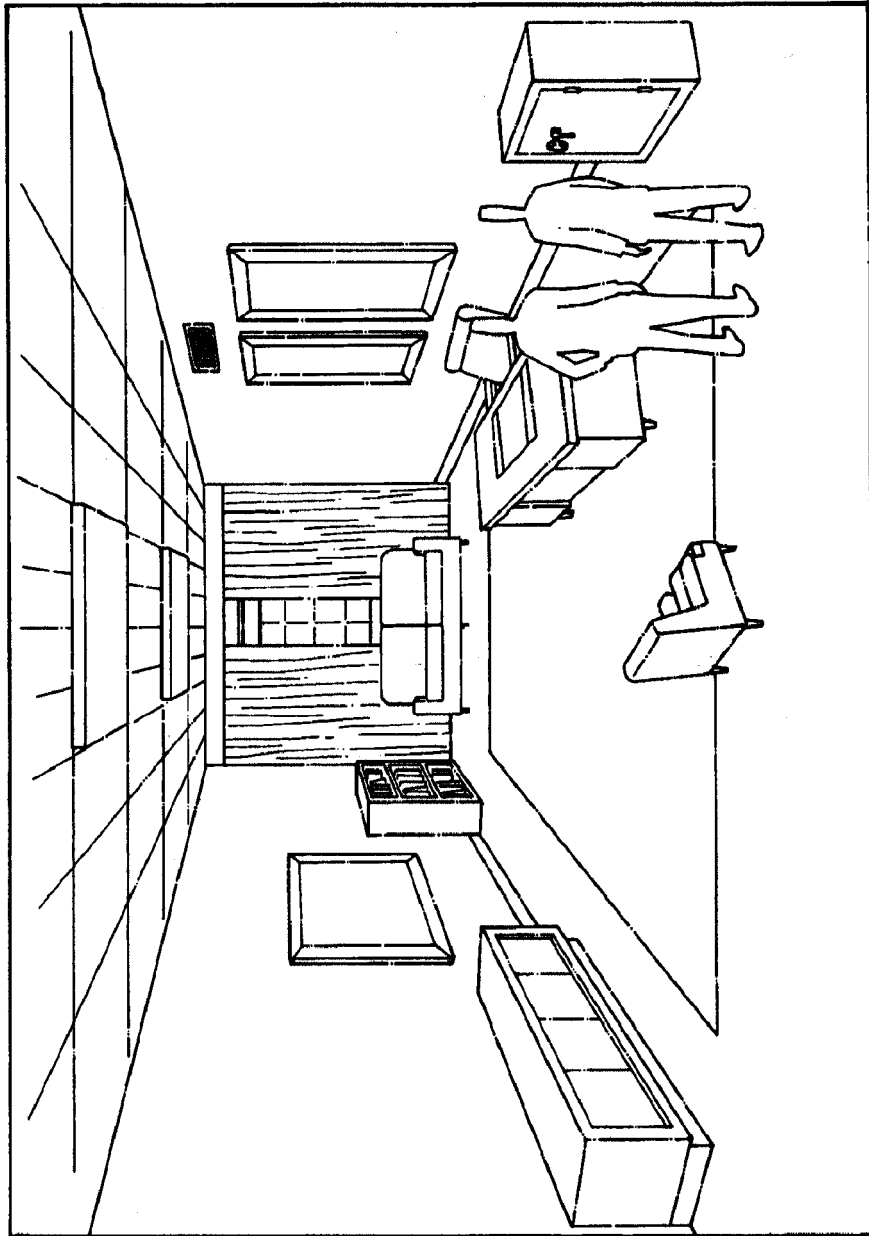
Develop a bomb incident plan. Draw upon any expertise that is available to you from police departments, government agencies, and security specialists. Don't leave anything to chance. Be prepared!

## **Bomb Incident Plan**

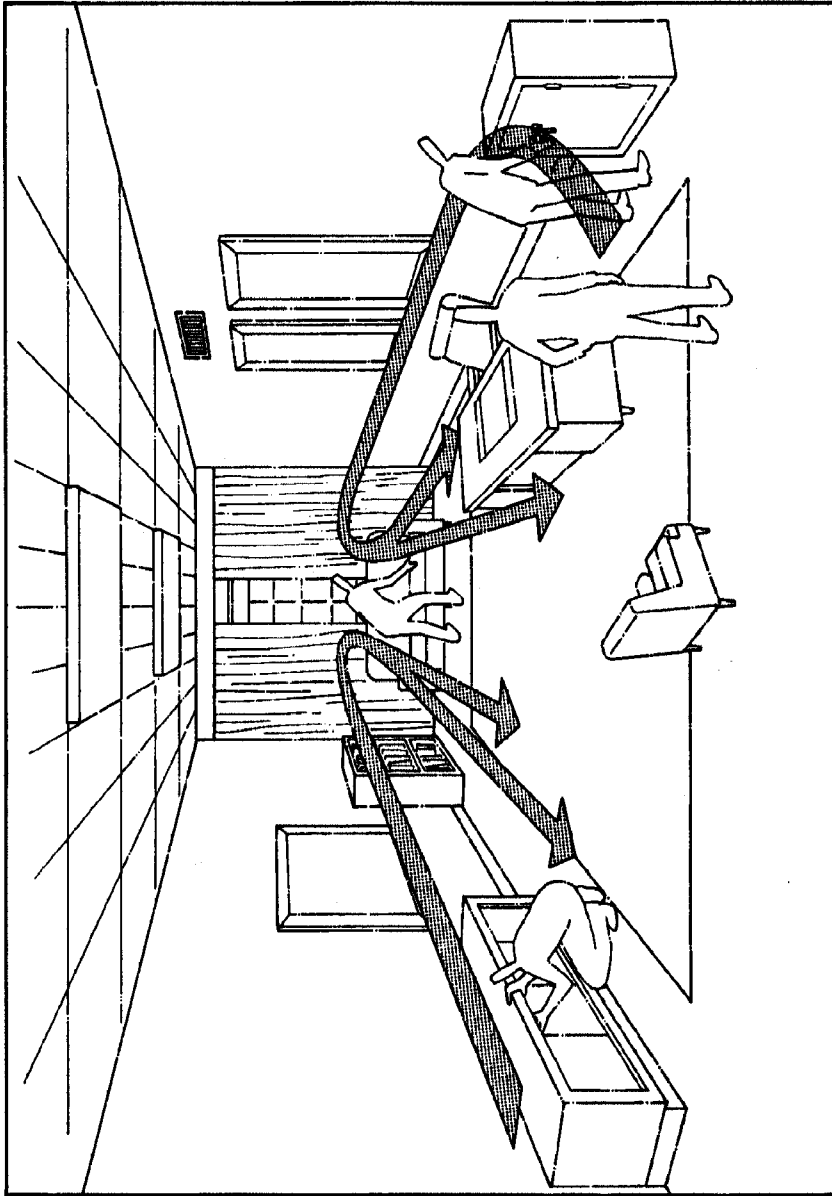
1. Designate a chain of command.
2. Establish a command center.
3. Decide what primary and alternate communications will be used.
4. Establish clearly how and by whom a bomb threat will be evaluated.
5. Decide what procedures will be followed when a bomb threat is received or device discovered.
6. Determine to what extent the available bomb squad will assist and at what point the squad will respond.
7. Provide an evacuation plan with enough flexibility to avoid a suspected danger area.
8. Designate search teams.
9. Designate areas to be searched.
10. Establish techniques to be utilized during search.
11. Establish a procedure to report and track progress of the search and a method to lead qualified bomb technicians to a suspicious package.
12. Have a contingency plan available if a bomb should go off.
13. Establish a simple-to-follow procedure for the person receiving the bomb threat.
14. Review your physical security plan in conjunction with the development of your bomb incident plan.

## **Command Center**

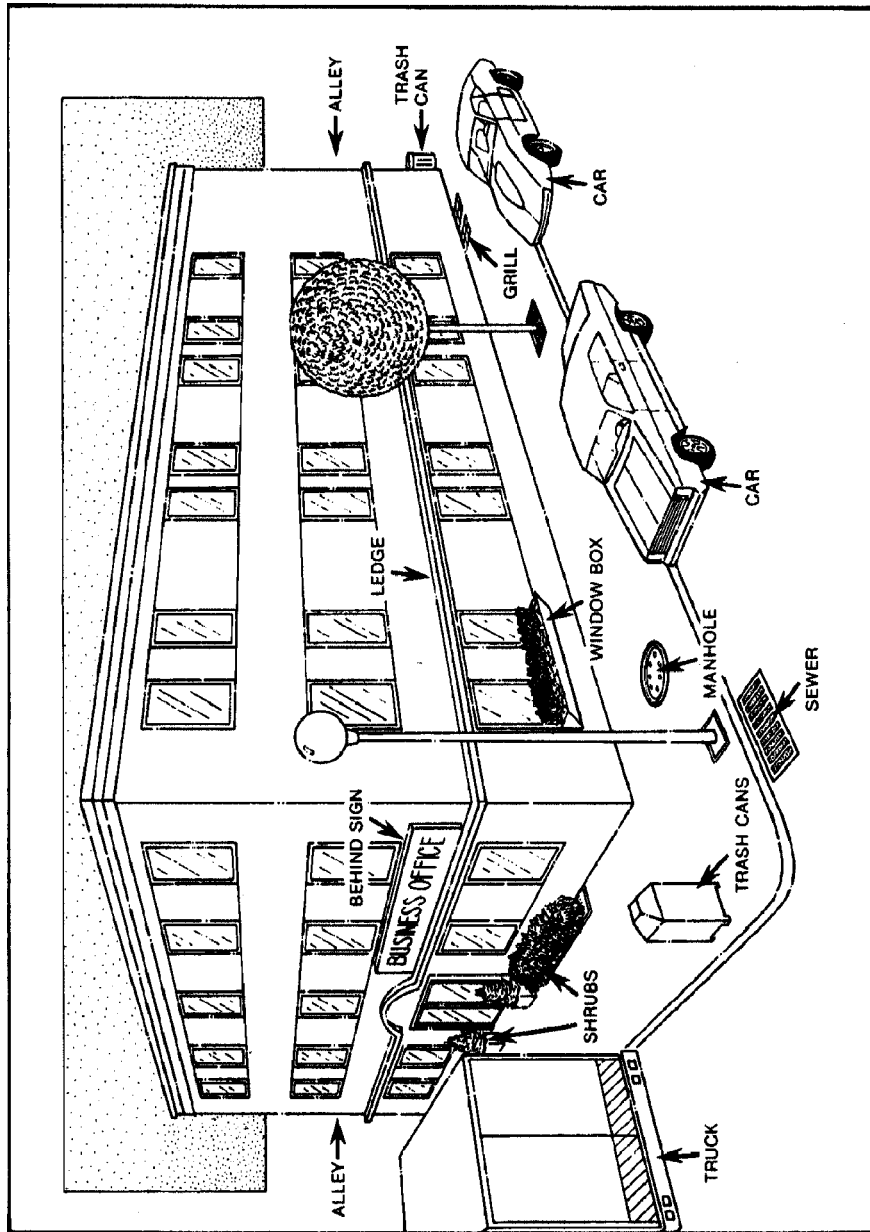
1. Designate a primary location and an alternate location.
2. Assign personnel and designate decision making authority.
3. Establish a method for tracking search teams.
4. Maintain a list of likely target areas.
5. Maintain a blueprint of floor diagrams in the center.
6. Establish primary and secondary methods of communication. (Caution-the use of twoway radios during a search can cause premature detonation of an electric blasting cap.)
7. Formulate a plan for establishing a command center if a threat is received after normal work hours.
8. Maintain a roster of all necessary telephone numbers.



ROOM SEARCH-STOP, LISTEN



**SEARCH ROOM BY HEIGHT & ASSIGNED AREA,  
OVERLAP FOR BETTER COVERAGE**



SEARCH OUTSIDE AREAS

# ATF BOMB THREAT CHECKLIST

Exact time of call \_\_\_\_\_

Exact words of caller  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## QUESTIONS TO ASK

1. When is bomb going to explode? \_\_\_\_\_
2. Where is the bomb? \_\_\_\_\_
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. Where are you calling from? \_\_\_\_\_
9. What is your address? \_\_\_\_\_
10. What is your name? \_\_\_\_\_

## CALLER'S VOICE (circle)

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

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

Were there any background noises? \_\_\_\_\_

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

Person receiving call: \_\_\_\_\_

Telephone number call received at: \_\_\_\_\_

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

Report call immediately to: \_\_\_\_\_  
(Refer to bomb incident plan)

**Emergency Evacuation Kit  
and  
Family Reunification Crisis Kit**

## **EMERGENCY EVACUATION KIT CHECKLIST**

**The following items are recommended in case of an emergency.**

Emergency – Crisis Management Plan  
Class Lists – Student Phone Numbers (pictures if available)  
Parent/Student sign-out sheets  
Videos of the School Layout  
Faculty Lists – Phone Numbers  
Name Tags – Black  
Building Maps with cut off valve locations  
Rubber Gloves  
Two-way Communication radios  
Phone Book  
Magic Markers Pens/Pencils Poster  
Boards Bullhorn or megaphone  
Current Days Attendance List Student  
Emergency Phone Numbers Extra  
Keys  
Class Role  
First Aid Packet Flashlight  
Foam Blanket Duct Tape  
Visitor Page Canvas  
Cooler Bag Sign-out  
Parent Pick-up Student  
Medication  
Building Plans & Evacuation Route  
First-aid Supplies  
Yellow Jackets for Crisis Command Team  
Photos of students/staff (school yearbooks may have this)

**BUILDING CRISIS KIT**

Suggest storing these items in a large plastic garbage can or barrel.

Laminated poster board size signs to be placed at individual check-in stations at the site of the crisis or at the crisis command center.

SUGGESTED SIGNS

SIGN	COLOR	LOGO
Counselor’s Check-In	Light Blue	Heart
Parent Check-In	Green	Picture of family
Information/Media Check-In	Orange with designated media spokesperson(s) and Information	? (Question mark)
Law Enforcement Check-In	Director Wearing orange vests Dark Blue	Badge
Minister’s Check-In	Purple	White Cross
Technical Support/Food Services Check-In	Yellow	Picture of phone Food/drink picture
Medical Services Check-In	White	Red Cross

Supply of blank white poster board. At least fourteen yard sticks and duct tape to attach signs to tables.

Color coded name tags and sign-in sheets for service personnel areas listed above: Suggest 50 for counselors and 50 for ministers; 20 for medical; 10 for parents; 10 for food services; no need for law enforcement or other technical support.

(Optional) Name tags and sign-in sheet for each person should be numbered so they can be cross referenced and tags can be taken back up so that unauthorized personnel do not keep tags.

Notebooks, pens, magic markers (Sharpies), large supply of yellow legal pads, medium size flip chart(s).  
Preprinted referral pads given to each counselor and minister.

- Name of Counselor/Minister
- Name of person to be referred for follow-up
- Concerns
- Date

Fanny packs, two carpenter’s aprons, Kleenex, walkie talkies with extra batteries. Ankle bands or wrist bans (such as used in a hospital) to identify victims.

**Sample Job Descriptions**  
**School Resource Officer (SRO)**  
**and**  
**School Safety Officer (SSO)**  
**and**  
**Campus Enforcement Officer**

## **School Resource Officer**

### **CHARACTERISTICS OF WORK**

This is professional law enforcement work involving the safeguarding of school property against burglary, vandalism, trespassing, and other hazardous criminal or unauthorized activities as well as the maintenance of order and discipline among school students and staff. Duties include the teaching of classes in the area of expertise as well as first level counseling of students and intervening with uncooperative students. Work may be performed under the direction of an administrative superior. This officer may be employed by a municipal/county law enforcement agency or local school district.

### **EXAMPLES OF WORK**

Assists and provides guidance to principal and staff in the maintenance of a safe school environment.

Patrols and monitors all areas of the facility on a consistent basis to prevent theft, vandalism, and illegal entry as well as unauthorized vehicles and illegal parking.

Interrogates and detains unauthorized personnel.

Provides the faculty with technical assistance regarding school safety planning, crisis training, occupational safety, and overall school security to include personnel, information, and facility.

Enforces state codes, ordinances, regulations, policies, and procedures on school property.

Conducts criminal investigations, and collects information, intelligence, evidence regarding criminal violations on campus, presents investigative results to the local district attorney and assists in prosecution. Is primarily responsible for all criminal investigations on campus.

Files criminal charges for crimes committed on campus.

Writes reports and provides documentation of activities.

Maintains good rapport and liaison with faculty, law enforcement, judiciary, and community service agencies.

Designs and conducts classes related to crime prevention, drug education, law, ethics, and other related areas.

Provides counseling and referral services within areas of expertise.

Other duties as specified.

## **ESSENTIAL FUNCTIONS**

1. Patrols school property to prevent crime.
2. Conducts training in area of expertise.
3. Conducts criminal investigation.
4. Provides counseling and referral in area of expertise.

## **MINIMUM REQUIREMENTS**

Physical Requirements: These physical requirements are not exhaustive and additional job related physical requirements might be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements.

Moderate Work: May frequently force equivalent to lifting up to approximately 25 pounds and occasionally exert force equivalents to lifting up to approximately 50 pounds.

Vision: Clarity of vision at 20 inches or less and less than 20 feet as well as more than 20 feet. Includes the ability to judge distances and spatial relationships.

Motor coordination: While performing the duties of this job, the incumbent is regularly required to use hands to finger, handle or feel objects, tools and controls, reach with hands and arms as well as stand, and walk. Incumbent must also sit.

Speaking/hearing: Ability to give and receive information through listening and speaking skills.

## **EXPERIENCE AND EDUCATION**

Three years of law enforcement or security experience of which three years must have been as a certified police officer.

Possession of a current State of Mississippi Law Enforcement Police Officer Certificate.

High School Diploma.

At least 23 years of age.

Consent to a rigorous background investigation and psychological testing. OR

Two years of law enforcement or security experience of which one year must have been as a sworn law enforcement officer.

Possession of a current State of Mississippi Law Enforcement Police Officer Certificate or agree to attend such course within two years of appointment.

Associate from an accredited community college.

At least 23 years of age.

Consent to a rigorous background investigation and psychological testing.

AND

Complete a 40-hour School Resource Officer Basic Course as approved by the Mississippi Department of Education.

## **School Safety Officer**

### **CHARACTERISTICS OF WORK**

This work involves responsibility for patrolling, and working along with other education personnel and students to provide a safe and secure school environment. The work involves enforcing district, and individual school regulations, policies, and procedures. Officers receive general instructions from a superior administrative official regarding adherence to administrative policies and regulations and are directly responsible for maintaining safety and security in the assigned school.

### **EXAMPLES OF WORK**

Examples of work performed in this classification include, but are not limited to, the following:

Patrols and monitors all areas of the facility on a consistent basis to prevent theft, vandalism, and illegal entry as well as unauthorized vehicles and illegal parking.

Conducts limited administrative investigations under the supervision of an administrative superior and collects information, intelligence, evidence regarding administrative violations on campus, presents investigative results to the local law enforcement agency.

Designs and conducts staff training related to school safety policies and procedures only.

Enforces district, and individual school regulations, policies, and procedures as they apply; gives directions and information.

Investigates reports of disturbances or suspicious circumstances.

Recommends appropriate disciplinary measures in order to maintain a safe and secure school environment.

Maintains records and makes reports as required. Performs

related or similar duties as required or assigned.

### **ESSENTIAL FUNCTIONS**

These essential functions include, but are not limited to, the following:

1. Works with and or supervises students, staff, and administrators.
2. Assists in conducting investigations.
3. Performs general security duties.

## **PHYSICAL REQUIREMENTS**

**Heavy Work:** May frequently exert force equivalent to lifting up to approximately 50 lbs. and/or occasionally exert force equivalent to lifting up to approximately 100 lbs.

**Vision:** Requires the ability to perceive the nature of objects by eye. Near acuity must have clarity of vision at 20" or less. Midrange vision clarity from 20" to 20'. Distance acuity should be clarity of vision at 20' or more. Ability must also include the ability to observe an area up, down, left or right while eyes are on a fixed point.

**Speaking/hearing:** The ability to give and receive information with no accommodation or assistance.

**Motor Coordination Skills:** While performing the duties of this job, the incumbent is required to walk, stoop, kneel, crouch, or bend without assistance. The incumbent is frequently required to stand, sit, use hands and fingers, handle or feel objects, tools, or controls and reach with hands or arms as well as climb and balance.

## **EXPERIENCE/EDUCATIONAL REQUIREMENTS**

### **GENERAL:**

The incumbent should be a minimum of 23 years of age and possess a valid Mississippi Operators Permit as well as have no record of conviction for any felony or misdemeanor other than traffic citation.

### **EDUCATION:**

Graduation from a standard four year high school of equivalent (GED).

AND

### **EXPERIENCE:**

Three years experience related to above describe duties in the law enforcement, security, or military areas.

AND

Complete a 40-hour School Safety Officer Basic Course as approved by the Mississippi Department of Education.

## **Campus Enforcement Officer**

### **CHARACTERISTICS OF WORK**

This work involves responsibility for patrolling, and working along with other education personnel and students to provide a safe and secure school environment. The work involves enforcing state statutes, district, and individual school regulations, policies, and procedures. Officers receive general instructions from a superior administrative official regarding adherence to administrative policies and regulations and are directly responsible for maintaining safety and security in the assigned school.

### **EXAMPLES OF WORK**

Examples of work performed in this classification include, but are not limited to, the following:

Patrols and monitors all areas of the facility on a consistent basis to prevent theft, vandalism, and illegal entry as well as unauthorized vehicles and illegal parking.

Conducts limited criminal investigations under the supervision of a municipal or county law enforcement agency, and collects information, intelligence, evidence regarding criminal violations on campus, presents investigative results to the local law enforcement agency.

Conducts staff training related school safety policies and procedures.

Enforces state statutes, district, and individual school regulations, policies, and procedures as they apply; gives directions and information.

Investigates reports of disturbances or suspicious circumstances.

Recommends appropriate disciplinary measures in order to maintain a safe and secure school environment.

Maintains records and makes reports as required. Performs

related or similar duties as required or assigned.

### **ESSENTIAL FUNCTIONS**

These essential functions include, but are not limited to, the following:

4. Works with and or supervises students, staff, and administrators.
5. Assists in conducting investigations.
6. Performs general security duties.

**PHYSICAL REQUIREMENTS**

Heavy Work: May frequently exert force equivalent to lifting up to approximately 50 lbs. and/or occasionally exert force equivalent to lifting up to approximately 100 lbs.

Vision: Requires the ability to perceive the nature of objects by eye. Near acuity must have clarity of vision at 20” or less. Midrange vision clarity from 20” to 20’. Distance acuity should be clarity of vision at 20’ or more. Ability must also include the ability to observe an area up, down, left or right while eyes are on a fixed point.

Speaking/hearing: The ability to give and receive information with no accommodation or assistance.

Motor Coordination Skills: While performing the duties of this job, the incumbent is required to walk, stoop, kneel, crouch, or bend without assistance. The incumbent is frequently required to stand, sit, use hands and fingers, handle or feel objects, tools, or controls and reach with hands or arms as well as climb and balance.

**EXPERIENCE/EDUCATIONAL REQUIREMENTS**

GENERAL:

None

EDUCATION:

None

AND

EXPERIENCE:

None

AND

Completion of a Mississippi Board of Law Enforcement Standards and Training approved Reserve Police Officer Basic Course.

**Appendix VI**

**Sample Student Restraint Policy**

## **SAMPLE POLICY**

### **MEMO**

**To: All Staff**

**From: William Bruce**

**Date: 4/4/1998**

**Subject: Student Restraint Policy**

**Re:** Section 37-9-69; Section 37-11-57 of the Mississippi State Code of 1972, annotated.

In accordance with referenced legislation, is recognized that instructional and other staff may be called upon to intercede in situations wherein students may be displaying physically violent behavior or non-compliant behavior. District policy positively prohibits the use of excessive force, or cruel and unusual punishment regarding student management. Staff may, however, use restraint techniques to control and restrain a student when they have a reasonable belief that:

1. The student is a danger to himself.
2. The student is a danger to others
3. To prevent the destruction of property.
4. If the student refuses to move from one location to another after being so ordered.

Any use of restraint will be in preceded by the following verbal intervention:

1. Ask for assistance from other staff.
2. Ask the student to comply.
3. Advise the student they will be restrained if behavior does not cease.
4. Order the student to desist in the behavior.
5. Restrain the student

This continuum is not meant to prevent immediate restraint if so warranted. Under all circumstances, without exception, the student is to be restrained at the location the behavior occurs. Students will not be sequestered for restraint application. Restraint is to be applied only until compliance is met and the student is no longer a danger or is compliant. Under absolutely no circumstances will restraint techniques be used as punishment.

If the student is non compliant with verbal intervention, the staff member should, if physically possible apply any of the restraint techniques that have been taught by the district. Staff is cautioned to use common sense and sound judgment in responding to student altercations. For example, a 5'2" teacher cannot be expected to restrain a 6', 200-pound football player.

Acceptable restraint techniques include:

1. Passive Restraint System (MDE System)
2. Pressure Point Control Techniques.
3. Any generally accepted law enforcement restraint techniques.
4. MANDT
5. CPI

Site supervisors will ensure that restraint reports are completed and immediately forwarded to the superintendent and include the following information:

1. Previous history of disciplinary action.
2. Events precipitating (who, what, how, when, where, why) the use of restraint to include statement of reasonable belief. Include verbatim statements of student.
3. Exact type of restraint methods and holds utilized.
4. Level of resistance displayed by student during restraint to include language and behavior.
5. Subsequent action after control was achieved.

On 4/4/98, at 11:50 AM, I was attempting to teach class when Bart Simpson became unruly and was asked to sit down and be quiet. Bart then started calling me a (expletive) and pushed his desk over. At that time, I summoned assistance from the office and approached Bart from the front asking him to sit down and be quiet. Bart responded with various obscene epithets and I told him he would be restrained if he did not behave. I then told Bart if he did not sit down I would restrain him. Bart responded by saying if I touched him his parents would sue my (expletive). At this time, I approached Bart from the front and executed the Passive Restraint System level I hold on his right arm and chin. Bart attempted to resist so I then executed the level II hold to his right arm and moved him to a face down position on the floor. At this time, Principal Skinner arrived and assumed control of the situation and asked Bart if he would accompany him (Skinner) to the office quietly or would he need to be further restrained.

**Attorney General Opinion**

**No. 97-0739**

Office of the Attorney General  
State of Mississippi

Opinion No. 97-0739  
November 21, 1997

Re: Reports to Educational Institutes of Unlawful Acts

Joel Anderton  
Municipal Court Clerk 317  
S. Magnolia Street Laurel,  
Mississippi 39440

Dear Mr. Anderton:

Attorney General Mike Moore has received your letter of request and has assigned it to me for research and reply. Your letter states:

Please regard this as a request for clarification on Section 37-11-29 (2).

Question # 1: Do the words “any crime” in paragraph (2) refer to all crimes or just the felonies listed in paragraph (6) of this section?

Question # 2: Are all crimes, or at least the ones covered under paragraph (6) “unlawful activity”, to be reported to the city school system, or, as the title of this section infers, only the crimes which occur on school property or at school activities be made a report of to the school system?

**In response, Mississippi Code Annotated Section 37-11-29 states:**

(1) Any principal, teacher or other school employee who has knowledge of any unlawful activity which occurred on educational property or during a school related activity or which may have occurred shall report such activity to the superintendent of the school district or his designee who shall notify the appropriate law enforcement officials as required by this section. In the event of an emergency or if the superintendent or his designee is unavailable, any principal may make a report required under this subsection.

(2) Whenever any person who shall be an enrolled student in any school or educational institution in this state supported in whole or in part by public funds, or who shall be an enrolled student in any private school or educational institution, is arrested for, and lawfully charged with, the commission of any crime and convicted upon the charge for which he was arrested, or convicted of any crime charged against him after his arrest and before trial, the office or law enforcement department of which the arresting officer is a member, and the justice court judge and any circuit judge or court before whom such student is tried upon said charge or charges, shall make or cause to be made a report thereof to

the superintendent or the president or chancellor, as the case may be, of the school district or other educational institution in which such student is enrolled.

If the charge upon which such student was arrested, or any other charges preferred against him are dismissed or nol prossed, or if upon trial he is either convicted or acquitted of such charge or charges, same shall be reported to said respective superintendent or president, or chancellor, as the case may be. A copy of said report shall be sent to the Secretary of the Board of Trustees of State Institutions of Higher Learning of the State of Mississippi, at Jackson, Mississippi.

Said report shall be made within one (1) week after the arrest of such student and within one (1) week after any charge placed against him is dismissed or nol prossed, and within one (1) week after he shall have pled guilty, been convicted, or have been acquitted by trial upon any charge placed against him. This section shall not apply to ordinary traffic violations involving a penalty of less than Fifty Dollars (\$50.00) and costs.

(3) When the superintendent or his designee has a reasonable belief that an act has occurred on educational property or during a school related activity involving any of the offenses set forth in subsection (6) of this section, the superintendent or his designee shall immediately report the act to the appropriate local law enforcement agency. For purposes of this subsection, "school property" shall include any public school building, bus, public school campus, grounds, recreational area or athletic field in the charge of the superintendent. The State Board of Education shall prescribe a form for making reports required under this subsection. Any superintendent or his designee who fails to make a report required by this section shall be subject to the penalties provided in Section 37-11-15.

(4) The law enforcement authority shall immediately dispatch an officer to the educational institution and with probable cause the officer is authorized to make an arrest if necessary as provided in Section 99-3-7.

(5) Any superintendent, principal, teacher or other school personnel participating in the making of a required report pursuant to this section or participating in any judicial proceeding resulting therefrom shall be presumed to be acting in good faith. Any person reporting in good faith shall be immune from any civil liability that might otherwise be incurred or imposed.

(6) For purposes of this section, "unlawful activity" means any of the following:

- (a) Possession or use of a deadly weapon, as defined in Section 97-37-1;
- (b) Possession, sale or use of any controlled substance;
- (c) Aggravated assault, as defined in Section 97-3-7;
- (d) Simple assault, as defined in Section 97-3-7, upon any school employee;
- (e) Rape, as defined under Mississippi law;

- (f) Sexual battery, as defined under Mississippi law;
- (g) Murder, as defined under Mississippi law;
- (h) Kidnapping, as defined under Mississippi law; or
- (I) Fondling, touching, handling, etc., a child for lustful purposes, as defined in Section 97-5-23.

In response, it is the opinion of this office that all crimes, not just the ones enumerated in subsection 37-11-29(6), should be reported to the school system regardless of whether such crime was committed on or off school property.

If we may be of further service to you, let us know.

Sincerely yours,

Mike Moore  
Attorney General

By: David K. Scott,

Special Assistant Attorney General  
1997 WL 768374

Excerpt from pages 1882-1883