

Anacortes School District 103

E M E R G E N C Y P R O C E D U R E S H A N D B O O K

**Becoming the
Premier Northwest Washington Educator**

**Anacortes School District #103
2200 M Ave
Anacortes WA 98221
(360) 293-1200**

Anacortes School District

EMERGENCY PROCEDURES HANDBOOK

This handbook has been prepared to help you make safe and effective decisions in an emergency situation. These are *general* procedures only and should be “tailored” to fit the given situation. In any emergency, notify the building principal/designee and get assistance as quickly as possible.

STAY CALM – USE COMMON SENSE

SUGGESTIONS AND CHECKLIST FOR PRE-EMERGENCY PLANNING

1. List emergency equipment which might be needed during an incident and note its location. This list would include items such as **fire extinguishers, first aid kit, particle masks, flashlights, stretchers, portable p.a. systems** (bullhorn type), **tape recorders, walkie-talkies, battery operated radio, food and water supplies**, etc.
2. Provide the secretary and day/night custodians with a **list of phone numbers** of persons who might have to be called promptly (**located at the back of this handbook**). This list includes supervisors, police, fire department, ambulance, hospital, and utilities.
3. List the “chain of command” within the school, in order. Identify personnel who have experience or authority to act in the building principal’s absence.
4. Designate a command post. Ordinarily this would be the building principal’s office.
5. Select and designate certain key personnel and assign each of them to certain specific posts and duties, school grounds, buildings, specific areas or rooms, hallways, etc.
6. Follow building crisis plan.
7. Plans of the in-school emergency organization should be reviewed periodically to test workability.
8. a copy of the full emergency plan is located in the principal’s office.
9. An Emergency Kit is located in the principal’s office with

DISTRICT CHAIN OF COMMAND

In an emergency affecting a single school, directions will be given by the building principal/designee. All information and request for aid will be from the school site.

In an emergency involving **two or more schools**, the Superintendent/designee will give direction and/or coordination.

In the absence of district direction, the building principal/designee is authorized to act as needed. Employees may be temporarily reassigned as necessary.

**THE SUPERINTENDENT’S OFFICE IS THE ONLY SOURCE
OF INFORMATION TO THE PRESS**

TABLE OF CONTENTS

TABLE OF CONTENTS	3	SHELTER-IN-PLACE	3
DANGEROUS WEAPONS	3	ACCIDENT/INJURY	3
FIRE.....	3	PHYSICAL ABUSE.....	3
POWER OUTAGE.....	3	RIGHTS OF DIVORCED PARENTS	3
HAZARDOUS MATERIAL SPILL	3	ASSAULT/PHYSICAL VIOLENCE.....	3
COMMUNICATIONS FAILURE	3	MISCELLANEOUS EMERGENCIES	3
VOLCANIC ERUPTION.....	3	BOMB THREAT.....	3
EARTHQUAKE.....	3	BOMB THREAT CHECKLIST.....	3
INCLEMENT WEATHER.....	3	EMERGENCY CONTACT.....	3
LOCKDOWN.....	3		

TABLE OF CONTENTS

DANGEROUS WEAPONS ON SCHOOL PREMISES

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities.

If staff observe any student displaying or concealing a dangerous weapon on the school campus he/she MUST report it IMMEDIATELY to the Principal. If

PROCEDURE:

1. **INITIATE LOCKDOWN**
2. **Call 911**
3. **Secure the situation**
4. **Contact the Building Principal/designee**
5. **Building Principal/designee to contact Superintendent**

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DANGEROUS WEAPONS

FIRE IN OR NEAR SCHOOL BUILDING

1. The alarm is activated by the first person suspecting or discovering a fire. Do not attempt to put out any fire, no matter how small.
2. Evacuate the area **IMMEDIATELY** – move upwind.
3. Maintain control of students a safe distance away from the school and fire-fighting equipment.
4. Notify the building principal/designee.
5. Notify the Superintendent's office, 293-1214 (from a phone outside the area of the fire).
6. Building Principal/designee accounts for students and staff outside building.
7. Building Principal/designee meets fire department and directs them to fire.
8. No re-entry into building until authorized by superintendent / designee.

FIRE

POWER OUTAGES

- The building principal should contact the District Office for anticipated length of the outage and other information. (The District Office will contact necessary agencies.)
- Charge your hand-held radio once a month to ensure it is fully powered.
- Be sure to check your fire alarm and reset the system immediately.
- Turn off all computer equipment. Do not start until power has been fully restored. Unplug equipment.

In case of power outages or other conditions that make early release necessary, children will **NOT** be released until positive contact has been made with parents. (Phone Tree, Radio station notification and PSECS – Public Schools Emergency Communication System – will be activated for parental notification.)

- **The following schools have emergency generators that supply power for emergency lighting, fire alarms and phone connections:**
 1. Island View Elementary
 2. Fidalgo Elementary
 3. Whitney Elementary
 4. Anacortes Middle School
 5. Anacortes High School

POWER OUTAGE

HAZARDOUS MATERIAL SPILLS

THE PRIMARY DANGER IS TOXIC FUMES

CALL 911 FOR IMMEDIATE ASSISTANCE

IF OUTSIDE:

1. Move upwind.
2. Guide students away from spilled material.
3. If spill appears to be off campus, **Initiate Shelter-in-Place**.

(Custodians should monitor fresh air intake to insure fumes are not being drawn into building.)

IF INSIDE AND EVACUATION BECOMES NECESSARY:

1. Evacuate the building using fire drill plan.
2. Proceed to alternate site for your school.
3. Move up wind.
4. Building Principal/designee contact transportation if needed.

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HAZARDOUS MATERIAL SPILL

COMMUNICATIONS FAILURE

Emergency Direct-in-dial phone numbers (for use if District phone system is down).

District Office	293-	Mt. Erie	299-1218
Transportation	293-	Whitney	299-8355
Maintenance	293-	Anacortes Middle School	293-9843
Fidalgo	299-2363	Anacortes High School	293-0744
Island View	293-0396		

A communication failure is caused by an event or disaster that precludes normal on-going communication either for 9-1-1 emergencies, district-wide, locally or globally. The purpose of this guide is to enable people to communicate as quickly as possible with other district personnel to ensure the safety of staff, students and community members at school sites.

1. Each building is equipped with **direct in-dial** line **DID**. Each school has at least one cell phone on site and a radio located in the front office.
2. In case of a communications failure, each building has a direct access phone line located in the office.
3. If telecommunications fail completely, building principal/designee will assign a “runner” from the staff to send information.
4. 9-1-1 check is done as part of your monthly Fire Drill.

COMMUNICATIONS FAILURE

VOLCANIC ERUPTION CAUSING ASH FALL

Advance warning of eruption and ash fall

1. Building principal and superintendent communicate to decide whether to continue on regular school schedule or early dismissal.
2. Alert custodian so heating, cooling, and ventilation can be turned off. Keep electricity on.
3. Instruct staff and students to cover mouths and noses with handkerchiefs or some other article of clothing.
4. Follow district instructions for dismissal of school, if necessary.

If time does not permit dismissal:

1. INITIATE Shelter-in-Place until fallout wanes.
2. Custodian is to shut off heating, cooling and ventilation systems.
3. Follow instructions for covering mouths and noses if this becomes necessary.
4. Advise staff to close windows and shut all doors.
5. Remain with students until danger is past or students are transported home.

VOLCANIC ERUPTION

EARTHQUAKE

DURING THE SHAKING

1. If indoors – **STAY indoors** until the shaking stops. **MOST INJURY/DEATHS OCCUR TRYING TO RUN FROM A SHAKING BUILDING. Stay away from windows and glass.** **Drop** under or next to sturdy furniture **cover** your head and **hold** on to the furniture. If possible, move against an **inside** wall, **without windows**.
2. If outdoors, stay in the open. Move away from buildings, trees and electrical wires or anything that may fall on you.
3. Do not run through or near buildings where debris could fall on you.
4. Do not use candles, matches or any open flame.

AFTER THE SHAKING

1. **Stay on campus.**
2. Check for injuries. Do not attempt to move the seriously injured unless they are in immediate danger of further injury. If evacuating the building, mark on door with a *permanent marker* “ # **injured**”. Leave an adult with the injured if the building is evacuated.
3. Take roll and **account for ALL students**.
4. Building Principal/designee will inform Superintendent’s office of status as soon as possible after shaking stops. **Wait for instructions from building principal/designee.**
5. The Building Principal/designee will determine if the building is to be evacuated. If the building is weakened in any respect, classes one at a time carefully through exits judged safest.
6. Keep students calm and grouped together.
7. Shut off all utilities. Notify Building Principal/designee of **any** potential danger such as electrical, gas, water leak.
8. **Stay out of the building** until the principal/designee indicates it is safe to re-enter.
9. **Be prepared for after-shocks.** They often occur within a short time of the initial shock.

EARTHQUAKE

INCLEMENT WEATHER/EMERGENCIES

Snow or other inclement weather (windstorms, ice storms, etc.)

- If inclement weather conditions occur during the night, an established **district plan** goes into effect to determine if school scheduling will be affected.
- If school operation is affected, district administrators will be called early in the morning using the “phone tree”.
- Television and radio stations will be notified by transportation staff utilizing **KLKI (AM 1340), KBRC (AM 1430), KAPS (AM 660), Puget Sound Emergency Communication System (www.schoolreport.org)**
- If weather conditions worsen during the day, the Superintendent/designee will decide whether to dismiss early. Closures of this type are infrequent.
- In case of wind storms, power outages or other conditions that make early release of children necessary, it is the standard practice of the Anacortes School District that children will NOT be released until positive contact has been made with parents.

Other special conditions on an individual school basis – (school heating plant fails to function properly; loss of power/light to individual school; local flooding or damage to all or part of individual school; natural gas build-up, etc.)

1. School custodian, or whoever discovers problem, notifies the building principal or designee. The administrator notifies the Maintenance Department.
2. The Maintenance Department will examine a particular situation and make contact with utility company, fire department, etc.
3. Superintendent/designee will make decision whether to open or close. Building principal informs staff/students of accommodations or arrangements.
4. Guemes ferry shutdown – students will gather at Island View.

INCLEMENT WEATHER

LOCKDOWN PROCEDURE

The purpose of the “lockdown” is to quickly secure all students and staff in a secure location **inside the school building**. Any staff member, based on their judgement of a clear and potential safety danger, may initiate the school’s Lockdown Plan by contacting the building principal/designee. During this procedure, roles and responsibilities for staff and students are clearly defined below.

Lockdown Procedures:

1. An announcement will be made over the intercom and/or visual cue, if any students are on the playground outside activity. The intercom announcement will clearly state the situation. Directions will be provided if the Lockdown is to be other than in the classroom. The announcement will be similar to the following:
“There is an intruder on campus, please initiate lockdown.” A description will be given if known.
2. Once the message is announced, teachers are to **scan** the hall, **scoop** any students close to their classroom, account for all students and lock their classroom door.
3. Teachers will remain with students in designated area until an all clear is given. This will clearly state the danger is past and the lockdown is over.

Roles of Staff in Classroom:

1. **Scan** and **scoop** any children/adults in hallway close to your classroom.
2. Secure the room and make sure all students are accounted for.
3. Close and lock windows, close blinds.
4. E-mail/phone the office as soon as possible with student count – indicate clearly if student(s) are missing and any additional student(s)/adults in your classroom.
5. If there is an obvious danger present, use good judgement to move students away from danger. (e.g. away from windows and doors if there is a safety concern)
6. Stay off the phone. **Limit calls to necessary safety information.**

LOCKDOWN

SHELTER-IN-PLACE

The purpose of a Shelter-in-Place is to protect students and staff by keeping them **inside the school building** while preventing toxic or hazardous chemicals from entering the building. Thus the use of tape around the doors and windows, etc. During this procedure, roles and responsibilities for staff and students are clearly defined below.

Shelter-in-Place Procedures:

- Everyone reports to their assigned classroom as quickly as possible.
- Principal Hang “Shelter-in-Place” sign on the entrance
- Close and lock all classroom doors and windows.
- Students not in the room are to report to the alternate shelter site.
- Tape around doors, windows, and vents, or place wet towels at bottom of door.
- Turn off pilot lights, air conditioners, and exhaust fans.
- Close drapes and stay away from windows.
- Take roll, IMMEDIATELY inform office if are missing or have additional students.
- Do NOT allow ANYONE to leave the classroom.
- Wait for further instructions.
- Do NOT open doors or windows until “all-clear signal/announcement is given.
- Do NOT evacuate the room until told to do so by principal/designee.
- When you evacuate, OPEN all windows and doors to air out the room.

SHELTER-IN-PLACE

ACCIDENTAL INJURY TO STUDENTS/STAFF/VISITORS

The first adult on the scene should take responsibility for seeing that these procedures are followed until the building administrator and/or school nurse are notified and arrive.

For an injured person(s):

First person on the scene:

1. Keep injured person quiet.
2. Check breathing and bleeding. (Direct **someone else** to call 911 immediately for **serious** injury.)
3. Immediately call for assistance from the Building Principal/designee, school nurse or staff member with current first aid card.

Building Principal/Designee will:

1. If appropriate, call 911 for aid car;
2. Phone parent/guardian of student, supervisor and spouse/relative of employee or injured visitor;
3. Ensure all necessary forms complete (Listed below).

FOR DISASTER-RELATED INJURIES AFFECTING MULTIPLE PEOPLE

1. Immediately phone aid car (911) if necessary. Be able to answer the following:
 - number of people injured;
 - Number with minor injuries, who can be tended by first aid on site;
 - Number with serious injuries who will need on-site treatment beyond abilities of first aid trained personnel;
 - Number with serious injuries who will need transportation to hospital;
 - Number of employees on site with current first aid training.
2. Stay at scene and inform help as it arrives as to those needing treatment
3. Assign employees trained in first aid to be available if needed by medical emergency specialists;
4. Report to building principal/designee;
5. Complete “follow-up” steps (below).

FORMS

ALL FORMS AVAILABLE FROM PRINCIPAL OR BUILDING SECRETARY

For STUDENT – *Accident Report Form* (available from building principal);

For EMPLOYEE – Complete *Supervisor’s Report of Accident Form* immediately (**Board Policy #6511**), employee must also obtain and fill out *L&I State Fund Report Form* available at the district office or medical facility where a physician examined him.

For VISITOR – Complete *Risk Management Pool Incident Report* (**Board Policy # 6500**).

ACCIDENT/INJURY

PHYSICAL ABUSE

Sexual Assault – Assault On or Near School Grounds

1. Building principal or designee should accompany victim to safe place at school and remain with victim.
2. Protect evidence of sexual assault
3. Building principal or designee shall notify police (**911**), counselor, and Child Protective Services (428-1445), without delay.
4. Document all facts. (ASD Form # 3421-F – Anacortes School District Policy)
 - **DO NOT DESTROY EVIDENCE OF RAPE**
 - **DO NOT WASH clothes or victim’s body or underwear;**
 - **DO NOT ALLOW victim to wash or wipe body;**
 - **STAY with victim and reassure him/her of safety.**

Sexual Abuse (suspicion of past sexual incidents)

1. Notify building principal immediately;
2. Building principal/designee shall notify **Child Protective Services, 428-1445**, describe evidence. **DO NOT** notify family – it is the responsibility of Child Protective Services to notify appropriate parties.
3. Document all facts. (ASD Form # 3421-F – Anacortes School District Policy)

Suspected Physical Abuse or Significant Neglect

1. Notify building principal immediately.
2. Building principal may notify school nurse and/or counselor.
3. Building principal or designee shall determine whether further action is warranted.
4. Complete ASD Form # 3421-F – Anacortes School District Policy. Forward a copy to DSHS/CPS within 48 hours.

REMEMBER: Failure to report even *suspected* child abuse **within 48 hours** is now a gross misdemeanor. Protect the victim and protect yourself. Call Child Protective Services (428-1445).

PHYSICAL ABUSE

RIGHTS OF DIVORCED/ESTRANGED PARENTS

IF SITUATION IS VOLATILE, CALL 911

Visiting/Release to the Non-Custodial Parent

The student is not permitted to visit or be released to anyone, including the non-custodial parent during school hours, without the approval of the custodial parent/guardian, or an appropriate public authority and/or clear legal documentation. **Parents are encouraged to make sure that legal issues are resolved and non-custodial parents are informed if their access is limited at school.** When in doubt as to custodial rights, school information/enrollment records must be relied upon as the parents/guardians have the burden of furnishing schools with accurate, up-to-date information, including clear administrative or court documents prohibiting a visit/release.

Under board policy (ASD Board Policy #3126), the custodial parent is given the responsibility to authorize visits at school and/or release of the student. If the custodial parent wishes the non-custodial parent to have equal responsibility, the school needs to be so informed. The custodial parent is responsible for providing the school with current information on the *student information card*. When administrative or court action denies access and/or visitation rights to a parent or individual, the custodial parent is expected to notify and provide clear documentation of that denial to the school.

In the absence of directions on the information card, or other documented verbal or written directions permitting a school visit/release, the school should attempt to contact the custodial parent and/or the emergency contact for the child and seek direction for the visit/release.

In the event of a dispute between the custodial and non-custodial parent the steps below will be followed:

1. The building principal or designee shall explain to the non-custodial parent that the custodial parent has denied permission for the visit and/or provided clear legal documentation that denies the non-custodial parent access to the child at school. The individual should be referred to the custodial parent and/or law enforcement to resolve the dispute.
2. The building principal or designee shall allow the non-custodial parent visit/release rights when:
 - a. The custodial parent agrees to the visit/release and/or comes to the school and has the child brought to the office for the visit/release, or;
 - b. The non-custodial parent provides the school with a legal document that clearly indicates to the building principal or designee that the non-custodial parent has the right to visit at school or have the child released. The custodial parent should be advised of the new documentation.
 - c. If the right of the non-custodial parent is not clear, refer the situation to a law enforcement officer to resolve.
3. To facilitate a visit during school hours, request that the child come to the office. Do not send the parent to the classroom. Explain to the child how the visit will be handled, emphasizing that you will return the child to class when the visit is finished. Provide a place for the visit that can be observed by office staff. Escort the child back to class after the visit.

Ref. ASD Board Policy #3126

RIGHTS OF DIVORCED PARENTS

ASSAULT/PHYSICAL VIOLENCE

If serious assault occurs at school or nearby, school personnel should:

1. Render first aid to victim, if needed;
2. Notify building administrator/designee;
3. Building administrator calls 911 (request medical aid, if necessary);
4. Notify parent/guardian or emergency contact person;
5. Primary witnesses must be sequestered to complete all related data in writing on Incident Report;
6. Obtain as much information as possible regarding the assailant and incident (including location of attack, color of assailant's clothing, and witnesses).
7. Notify the Superintendent's office of the incident (293-1214).
8. Remember **confidentiality** of the victim.

If a victim or alleged victim of child abuse or neglect is to be interviewed by CPS (Child Protective Services) or law enforcement officer at school, the following guidelines apply:

1. The CPS caseworker or law enforcement officer must contact the principal/designee and present identification;
2. The CPS caseworker or law enforcement officer will make known to the principal/designee the name of the child to be interviewed;
3. The interview must take place in a private setting. (A non-threatening setting in which the child feels comfortable.);
4. The CPS caseworker or law enforcement officer will conduct the interview;

PROCEDURES FOR REMOVAL OF A CHILD FROM SCHOOL

In the event a law enforcement officer decides to remove the child from school the following procedures are to be followed for the child's protection.

1. **Contact the school principal/designee**
2. The Officer must present appropriate identification to the principal/designee
3. Share appropriate information and facts concerning the alleged abuse
4. Law enforcement officers may remove students from school without a court order. CPS workers must have a court order.
5. **Sign *Protective Custody Statement* before leaving the building with abuse victim. This form is to be provided by the removing agency.**
6. In the event a student is removed from school by law enforcement official or CPS, **the CPS or law enforcement official shall notify the parent.** An effort should be made by school personnel to verify that such notification has been made. Refer the parents or guardian to the agency responsible for the child's removal if questions arise.
7. The principal shall send the signed *Protective Custody Statement* with the *CPS report* to the school nurse. **DO NOT** place the *Protective Custody Statement* in a child's cumulative record.

ASSAULT/PHYSICAL VIOLENCE

MISCELLANEOUS EMERGENCIES

DISCOVERY OF ARSON

1. Notify building principal/designee;
2. Call the police/sheriff (911);
3. Do not clean up the arson area or make repairs until authorized by the building principal/designee;
4. Re-route all personnel around the arson area;
5. Write down the names of anyone having information.

ARSON – IN PROGRESS

1. Assess situation – if action is required, sound fire alarm (for smoke or fire).
2. Write down all available information:
 - Physical description of perpetrator
 - Vehicle description
 - License number of vehicle (if appropriate)
3. Notify building principal/designee.

BURGLARY – IN PROGRESS

1. Do not attempt to apprehend the burglar(s). If possible, do not allow the burglar(s) to become aware that they have been observed.
2. Call the police/sheriff (911).
3. Write down all available information
 - Physical description of perpetrator
 - Vehicle description
 - License number of vehicle (if appropriate)
4. Notify building principal/designee.

VANDALISM – IN PROGRESS

1. If students are involved, attempt to stop or prevent further vandalism. Call 911. **Get help if necessary;**
2. If adults are involved, **do not attempt to apprehend.** Call 911 give location of vandalism;
3. Do not clean up the area or make repairs until authorized by the building principal/designee;
4. Re-route personnel around the vandalized area;
5. Write down the names of anyone having information.

LOST / STOLEN EQUIPMENT OR KEYS

1. Notify the building principal/designee immediately of item(s) missing.
2. Building principal/designee will notify Maintenance Department (if applicable).
3. Prepare a list with the following information:
 - What is missing? Include model #, serial #, etc.
 - When last seen?
 - When item first discovered missing?
 - Who discovered the loss?
4. If **keys** are stolen or lost, list the following additional information:
 - To whom were the keys issued?
 - What rooms or areas did the keys control?
 - What, if anything, identifies the key ring and/or keys?

MISCELLANEOUS EMERGENCIES

BOMB THREAT

NO BOMB THREAT IS TO BE IGNORED!!

Treat every bomb threat as a potential danger to human life. **Check and document every threat.**

PRIOR PLANNING:

1. Be certain school office personnel understand procedures to be followed. Keep ***Bomb Threat Checklist*** (next page) near telephone and ready for use.
2. Middle school and high school students who answer phones **MUST** be trained by office personnel to know what questions to ask; in the event a staff person is not available. (Use ***Bomb Threat Checklist***)

IN THE EVENT OF A THREAT:

1. Don't hang up the telephone. **Try to keep caller on the line and obtain as much information as possible.** Use ***Bomb Threat Checklist*** (see next page).
2. Office personnel advise Building Principal/designee or Superintendent **immediately.**
3. **Building Principal/designee IMMEDIATELY** phone 911.
4. Notify Superintendent. 293-1212
5. Building Principal/designee and law enforcement officers decide whether or not the building should be evacuated.
6. If building is evacuated, use normal fire drill procedures. **Do not announce that the evacuation is due to a bomb threat.** Every precaution should be taken to avoid any panic, which could bring injury to students.
7. Turn over scene to law enforcement/fire department for investigation.

IF A BOMB OR SUSPICIOUS DEVICE IS FOUND:

1. **Do not touch the device in any way.**
2. **Evacuate and seal off the area.**
3. **If outside, Shelter-in-Place as far away from the suspected device as possible or evacuate the grounds.**
4. **Call the police – 911,** indicate that a device has been found.
5. **Wait** for a trained squad to examine and dispose of the device.

BOMB THREAT

DO NOT DISCUSS THE CALL WITH ANY OTHER PERSONNEL
UNTIL YOU HAVE COMPLETED THIS FORM

1. NOTIFY YOUR BUILDING PRINCIPAL;
2. CALL 911 TO REPORT CALL;
3. COMPLETE **BOMB THREAT CHECKLIST**

Obtain as much detail as possible about the bomb and its location – legitimate callers usually wish to avoid injury or death. **Ask for more information to save lives.**

BOMB THREAT INFORMATION SHEET

1. Date _____ Time _____ Location _____

2. Questions to ask the person reporting the threat:

- When is the bomb going to explode?
- Where is it located?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode
- Did you place the bomb?
- Why did you place the bomb?
- What is your address?
- What is your name?

3. Exact wording of the treat (record on paper as soon as possible):

4. Caller's Voice (check applicable boxes):

- | | | | |
|----------------------------------|---------------------------------------|--|---|
| <input type="checkbox"/> Male | <input type="checkbox"/> Female | <input type="checkbox"/> Adult | <input type="checkbox"/> Child |
| <input type="checkbox"/> Calm | <input type="checkbox"/> Slurred | <input type="checkbox"/> Normal | <input type="checkbox"/> Loud |
| <input type="checkbox"/> Angry | <input type="checkbox"/> Nasal | <input type="checkbox"/> Sincere | <input type="checkbox"/> Accent _____ |
| <input type="checkbox"/> Excited | <input type="checkbox"/> Stutter | <input type="checkbox"/> Deep | <input type="checkbox"/> Excited |
| <input type="checkbox"/> Slow | <input type="checkbox"/> High Pitched | <input type="checkbox"/> Ragged | <input type="checkbox"/> Disguised |
| <input type="checkbox"/> Rapid | <input type="checkbox"/> Laughter | <input type="checkbox"/> Clearing Throat | <input type="checkbox"/> Lisp |
| <input type="checkbox"/> Soft | <input type="checkbox"/> Whisper | <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Raspy |
| <input type="checkbox"/> Loud | <input type="checkbox"/> Distinct | <input type="checkbox"/> Familiar | <input type="checkbox"/> Cracking voice |

5. Describe any Background noise:

- | | | | |
|--|---|---|--|
| <input type="checkbox"/> Office machinery | <input type="checkbox"/> PA system | <input type="checkbox"/> Clear | <input type="checkbox"/> Street noises |
| <input type="checkbox"/> Factory machinery | <input type="checkbox"/> Music | <input type="checkbox"/> Static | <input type="checkbox"/> Engine |
| <input type="checkbox"/> Local | <input type="checkbox"/> Long distance | <input type="checkbox"/> Voices | <input type="checkbox"/> Animal noises |
| <input type="checkbox"/> Airplanes | <input type="checkbox"/> Party atmosphere | <input type="checkbox"/> Other impressions: _____ | |

6. Treat Language

- | | |
|---|---|
| <input type="checkbox"/> Well spoken (educated) | <input type="checkbox"/> Message read by threat-maker |
| <input type="checkbox"/> foul language | <input type="checkbox"/> Incoherent |
| <input type="checkbox"/> Irrational | <input type="checkbox"/> Taped |
| <input type="checkbox"/> Other impressions | <input type="checkbox"/> Language spoken |

BOMB THREAT CHECKLIST

EMERGENCY ASSIGNMENTS OF KEY PERSONNEL

<u>Assignment</u>	<u>Person Assigned</u>	<u>Location</u>
Trigger Alarm	_____	_____
Phone Aid Car – 911	_____	_____
Phone Superintendent	_____	_____
Phone Maintenance	_____	_____
Phone Utility Company	_____	_____
Check Building/Equipment Utilities in:	_____	_____
Corridors, entryways	_____	_____
Cafeteria/lunchroom	_____	_____
Boys/girls restrooms	_____	_____
Adult restrooms	_____	_____
Custodial/utility area	_____	_____
Fire hose cabinets	_____	_____
Hall waste containers	_____	_____
Empty classrooms	_____	_____
School shop area	_____	_____
Gym/locker area	_____	_____
Other	_____	_____

Staff holding valid first aid cards in this building:

_____	_____	_____
_____	_____	_____
_____	_____	_____

Staff trained in the use of emergency equipment:

_____	_____	_____
_____	_____	_____
_____	_____	_____

EMERGENCY CONTACT

EMERGENCY PHONE NUMBERS

Rev. 4/17/03

FIRE

ANACORTES FIRE DEPARTMENT 911 Business 293-1925

POLICE

ANACORTES POLICE DEPARTMENT
EMERGENCY 911 Business 293-4684

SKAGIT COUNTY SHERIFF
EMERGENCY 911 Business 336-9450

WASHINGTON STATE PATROL
EMERGENCY 911 Business 757-1175

MEDICAL

ISLAND HOSPITAL
EMERGENCY 911 Business 299-1300

MISCELLANEOUS

AMERICAN RED CROSS
EMERGENCY Pager: 848-2466 Business 293-2911

CHILD PROTECTIVE SERVICES
Crisis Response Service 428-1445 Business 1-800-584-3578

SKAGIT COUNTY ROAD DEPARTMENT Business 755-9531

POISON CONTROL CENTER
EMERGENCY 911 Business 1-800-732-6985

NAVAL AIR STATION – WHIDBEY ISLAND
Emergency Management Department 257-3337

UTILITIES

PUGET SOUND ENERGY 425-455-5120 **VERIZON (repair)** 1-800-483-2000

EMERGENCY DISTRICT NUMBERS

ADMINISTRATIVE OFFICE 293-1200 200
 Superintendent 293-1212 212
 Business/Operations Manager 293-1221 221

ANACORTES HIGH SCHOOL 293-2166 700
 Building Principal 705

ANACORTES MIDDLE SCHOOL 293-1230 230
 Building Principal 351

FIDALGO ELEMENTARY SCHOOL 293-9545 500
 Building Principal 505

MOUNT ERIE ELEMENTARY SCHOOL 293-9541 100
 Building Principal 133

ISLAND VIEW ELEMENTARY SCHOOL 293-3149 600
 Building Principal 626

WHITNEY ELEMENTARY SCHOOL 293-9536 400
 Building Principal 414

LEARNING OPPORTUNITY CENTER 293-1225 225
 Administrator 706

FRESH START 299-1840 840
 Administrator 706

TRANSITION 293-1217 217
 Administrator 216

MAINTENANCE SHOP/CUSTODIANS 293-1228 228
 Supervisor 221

BUS GARAGE/TRANSPORTATION 293-1223 223