



Florence 1
Schools

Students first

Classroom
Emergency Procedure
Quick Reference
Guide

2023-2024

INTRODUCTION

Our first priority is the preservation of life and safety followed by the protection of property. Because each incident is unique, the use of common sense and good judgment is imperative in every situation.

This District-Wide Classroom Emergency Procedures Quick Reference Guide has been reviewed and adopted by the district administration and the procedures described herein have been developed in consultation with emergency response agencies of Florence County and reflect best practices and subject matter expertise.

This guide is intended to supplement the schools' emergency plans and one has been issued to every teacher and classroom in the district. These guide books consist of bullet-point summaries that are intended to serve as a quick reference checklist for initial, individual responses to emergencies.

In the event of an emergency or extraordinary incident, Law Enforcement and Emergency Response Personnel shall assume command for the duration of the event. Florence 1 Schools personnel shall follow the instruction of first responders and District leadership. In any event timely action and appropriate notifications are the most important steps to ensuring a successful outcome. Should you be present or involved in the onset of an emergency situation the following steps should be implemented in conjunction with the appropriate procedures outlined in this guide:

1. Take immediate action to secure your classroom/school building and ensure the safety and accountability of any students under your responsibility.
2. Notify 911 dispatch or school administrators accordingly. Every member of the campus community must feel empowered to make an alert notification as needed. Every citizen has the right and responsibility to notify emergency first responders in the event of a true emergency.
3. Notify Florence 1 Schools District Office of Security & School Safety (when/if it is safe to do so) of the situation.

Additionally, Florence 1 Schools has adopted a proactive profile of preparedness and prevention to ensure School Safety & Security. This requires a comprehensive community approach where everyone is a responsible stakeholder. This also means that the way we conduct our routine day to day activities may become less convenient than before. But if rigorously adhered to our daily safety and security practices will go a long way toward the prevention of an emergency incident.

Emergency Notifications & Instructions

Florence 1 Schools utilizes the Lynx Emergency Notification System to provide emergency notifications and instructions to classroom and school campuses in the event of an emergency situation. The Lynx system employs multiple methods of alarm notifications; PA announcement, pop up instructions on computer screens, e-mail & text messages to responders and siren/strobe light combinations. It is important to be aware of the different types of notifications and your proper required response to specific situations.

Missing, Abducted or Runaway Child

Procedures for staff to follow:

- Alert the office immediately if you believe a student is missing or has run away. Advise of any problems that are known to you regarding the child (e.g. medical issues, developmentally delayed, etc.)
- Write down the description of the student, what he/she is wearing, where he/she was last seen and where he/she might have gone.
- Stay with your students – administration will look for the missing student.

If the student is missing during dismissal:

- If the child is missing at dismissal or from the bus, ensure the transportation dispatcher is contacted to put out a notice to all buses.
 - Ask the child's friends if they know who the student is with or where they may have gone.
- If the student is abducted:

- If an abduction was witnessed, provide a description of the abductor and vehicle to the Principal/designee (physical description, name, car make and model, etc.).
- Notify the Principal/designee of any custody issues with the child, if known.

DSS Reporting

- Refer to the Florence 1 Schools DSS Mandated Reporter Flowchart for guidance.
- Contact DSS directly. Notify Principal or designated Administrator.
- After DSS has been contacted, notify the Office of Security & Safety for notification/documentation purposes, date/time/details will be documented.
- Office of Security & Safety will notify SRO supervisors

Severe cases

- If you believe that the abuse/neglect is severe enough you do **NOT** need to contact DSS.
- Notify Office of Security & Safety for notification/documentation purposes, date/time/details will be documented
- The Office of Security & Safety will notify law enforcement.
- Law enforcement will come out and assess the situation and they will contact DSS.

Injury or Medical Emergency

In the event of an injury:

- REMAIN CALM, assess the situation and contact school nurse/administration.
- If a student is bleeding use universal precautions (gloves).
- Call 911/EMS if the injury is severe and notify the principal.
- Stay with the injured student until additional help arrives.
- Front office staff should notify the student's parent, guardian or emergency contact.
- DO NOT move a severely injured or ill student unless absolutely necessary for immediate safety. If moving is necessary, support the neck and back as much as possible, taking care not to twist or bend the neck or back.

If the student is choking: assist the student by keeping him/her from falling. Allow the student to try and clear the obstruction by him/herself. If the student is unable to cough or speak or stops coughing, perform the Heimlich maneuver.

Suicide Threat or Attempt

Suicide Threat

If a student expresses suicidal thoughts via verbal/written means, or on a Chromebook, including GoGuardian Altered content:

- Immediately call the main office to notify the Principal/designee, School Based Therapist and Nurse. Do not wait until the end of the day to notify the appropriate staff.
- Evacuate students from the area.
- NEVER LEAVE THE STUDENT ALONE OR SEND THEM TO THE NEXT CLASS.
- Do not try to handle the situation alone, seek immediate assistance from another teacher or staff member.
- Listen and observe – Of vital importance to a person in an emotional crisis is to have someone available who will listen and hear what he or she is saying. Avoid false reassurance that “everything will be okay” and never demean suicidal expressions. **Do not be judgmental.**
- Be supportive – communicate your concern for the person. Keep your own emotional response under control.
- Be sensitive to the relative seriousness of the person’s thoughts and feelings. Inquire directly about thoughts of suicide. If we do not respond to the person’s suicidal thoughts, they may interpret our reaction as not caring. When a person speaks out clear-cut, self-destructive plans, the situation is very serious. Take any suicidal threat seriously, even if it is expressed in a calm voice.
- Trust your own judgement. If you believe someone is in danger of suicide, get them help. All students expressing suicidal ideation are escalated to **Tier 3/SBT for evaluation**. Afterward, discuss & follow any safety planning steps with the SBT.

Suicide Attempt

- Immediately call the main office to notify the Principal/designee to call 911, the nurse, and SBT/Counselor.
- If a weapon was used, initiate lockdown or evacuation procedures in the area.
- Stay with the student until help arrives.
- If a weapon was used, DO NOT ATTEMPT TO DISARM the individual.
- Clear witnesses out of the area and provide counseling support as soon as possible.
- After proper evaluation and the student is cleared to return to school, work with the SBT to ensure that you understand any needed safety plans.

Severe Weather

Each school is equipped with a NOAA weather radio that will alert the office staff in the event of a local weather related emergency. Administrators will issue instructions accordingly.

Tornado/Thunderstorm WATCH – Conditions are favorable for the formation of severe weather conditions in the area. Continue most normal activities but monitor the situation closely.

- Be prepared to respond if weather conditions worsen.

Tornado/Severe Thunderstorm WARNING – A tornado or destructive conditions have been seen and/or reported in the area – take cover immediately.

- Immediately move to your sheltering area taking classroom go-kits.
- Close blinds or drapes and stay away from windows, mirrors, glass and unsecured objects such as filing cabinets.
- Have students sit on the floor along interior walls of designated sheltering areas, as far away from any windows as possible. Calmly demonstrate the **“Duck and Cover”** procedure to students, especially those of elementary school age. Tell students they are to remain in the position until they hear the message, “All Clear”. Have students ready to assume the **“Duck and Cover”** position following your commands.
- If high winds or tornadoes strike the building, shout ***“Duck and Cover”** and assume the position yourself. Remain in the position until you hear the “All Clear” announced.
- Assess the situation with respect to injuries or building damage and if conditions are safe send a staff member or student to the Principal/designee to report the situation. If trained to do so, render first aid to those who are injured until medical help arrives.
- Take attendance and account for all students in your class.
- Unless there is an imminent hazard in the area, keep children from leaving the area until emergency crews arrive. If the building is significantly damaged, several hazards such as exposed electrical wire, sharp or falling debris, etc. may be present.
- Do not dismiss students unless directed by the Principal/designee.

Lightning – Remember, if you hear thunder, you can be struck by lightning. If thunder or lightning can be heard or seen, stop ALL outside activity immediately and seek safe shelter in any building or structure normally used by people.

***“Duck and Cover”** – Students should assume this position in the event of a tornado. Students should be sitting/kneeling FACING the wall, with his/her hands over the back of his/her head and neck, tucked into a ball.



Fire or Explosion

Florence 1 Schools Office of Security & School Safety has consulted with Law Enforcement and other Subject Matter Experts regarding the training and practice of emergency procedures relating to fires, explosions or other incidents that require evacuation.

It has been determined that Florence 1 Schools will no longer conduct an *unannounced* fire drill. The drills may still be conducted spontaneously, without prior notice. But, administrators will announce drills and actual fire evacuations, (if at all possible) via Lynx over the school's PA system.

The procedures indicated below are revised to include this new guidance.

- If you discover a fire, activate the nearest fire alarm and notify the principal's office immediately.
- If you hear a fire alarm, quickly check the immediate area outside of your classroom or office to confirm that it is safe to evacuate. If there is no fire or other threat in the area, have students line up and exit the classroom. Close all windows and doors if safe to do so. Do not lock doors.
- Evacuate the building according to the fire evacuation plan posted in each room. *The Teacher shall always be at the front of the line leading the students to the closest exit.* Be prepared to seek out alternate exits and routes if obstructed by fire or debris. **NEVER** attempt to skirt around the edge of a fire to reach an exit.
- A pre-designated person should check adjacent rest rooms, vacant classrooms and/or storage areas.
- Evacuate at least 500 feet away from the building. Do not gather near buses or cars. Face away from the building.
- Teachers should carry their grade book and take roll. Notify administration of any unaccounted for students. The yellow, red and green cards should be held up to show accountability.
- Wait for the ALL CLEAR signal prior to reentering the building.
- Students should never be the last people to reenter the building after a fire drill has concluded. The Teacher shall lead the class back to the building. At the point of reentering, allow the class to enter the doorway in an orderly manner, and then follow up at the end of the line once their last student has entered. Then the next teacher can take their place and so on until every student is back inside.
- A final sweep and perimeter check shall be conducted once all of the students have reentered the building; SERT members, SRO, staff or campus safety personnel at the high schools can conduct these.
- Ensure that all exterior doors are secured and that there are no stragglers left behind attempting to leave the school during the confusion of the drill. These same people should be utilized during the drill to ensure an orderly flow of students and teachers out of the building to the rally points during the evacuation.
- If an explosion is suspected, pull the fire alarm immediately. Report the explosion to the administration.
- Follow the fire evacuation plan of your school.

Loitering Stranger on Campus

Procedure for staff to follow if a stranger is observed on campus:

- Determine the nature of their visit and accompany them to the main office for sign in.
- Never attempt to physically remove a stranger from campus.
- Make sure school entrances are kept locked to ensure visitors use the main entrance.

Gun or Weapon on Campus

Suspicion of a Weapon on Campus:

- A designated administrator or police officer should bring the student to the office.
- The student's books, backpacks, purses or other personal items should be brought to the office as well.
- At least two adults should be present at the meeting with the student.
- If a weapon is found, contact the superintendent and law enforcement if not already present.

Threatening with a Weapon:

- Remain calm and talk to the person in a calming voice. Maintain visual contact with the person and weapon.
- If the person is in a classroom, have other students leave the classroom if safe to do so. Immediately evacuate the area of concern if possible.
- Send for administration as soon as possible.
- DO NOT attempt to disarm the person unless he/she expresses a willingness to relinquish possession of the weapon.

HEIGHTENED SECURITY - External Threat

Heightened Security should be used when there is an indicator or threat of violence that is outside the school (e.g., criminal on the loose near the school, nearby crime in progress). Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult. The decision to initiate rests with the Principal/designee at the site affected or law enforcement. *The Lynx system will make a PA announcement and display a pop up message on computer screens. There will be NO alarm siren or strobe light.*

Teachers/Staff

- If students are outside, initiate **REVERSE EVACUATION** and bring them inside.
- Close/lock all interior and exterior doors, windows, blinds and curtains.
- Cancel all outside activities until notified by the Principal/designee.
- Class can be conducted as normal. Restrict hallway access
- Keep students calm, they are not be unattended at any time.
- Report missing students to the main office.
- No unauthorized persons will be allowed in the building
- Report suspicious or concerning activities.
- Remain with students until all clear is given by the Principal/designee.

LOCKDOWN– Active Threat

A lockdown should be used if there is a human threat on campuses (e.g., intruder, hostage situation). There should be **NO** movement in hallways or around school, except by law enforcement. The decision to initiate a lockdown rests with the Principal/designee at the site affected or law enforcement. However, any member of the campus community should be empowered to raise the alarm in response to an intruder or other active threat. *The Lynx system will make a PA announcement and display a pop up message on computer screens. THERE WILL BE A DISTINCT ALARM SIREN AND FLASHING BLUE STROBE LIGHT.*

Teachers/Staff

- Utilize AlerT protocol, (see below).
- Keep students away from the threat by initiating evade or lockdown. Get any students and/or visitors in the area to your room where they are not visible.
- Cover window in the door (if possible).
- Close/lock all interior and exterior doors and windows.
- Keep all blinds and curtains on exterior windows open.
- Turn off room lights if safe to do so and all sounds should be eliminated as much as possible
- Cell phones should be put on silent and remain quiet.
- **DO NOT OPEN THE DOOR FOR ANYONE**
- Remain hidden if the fire alarm or class change bells ring. Stay inside the room until unlocked by law enforcement or administration.

An active shooter is an individual actively engaged in killing or attempting to kill in a populated area.

- Victims are selected at random.
- Event is unpredictable and evolves quickly.
- Knowing what to do can save lives.

When an Active Shooter is in your vicinity, you must be prepared both mentally and physically to deal with the situation.

1 RUN

- Have an escape route and plan in mind.
- Leave your belongings behind.
- Evacuate regardless of whether others agree to follow.
- Help others escape, if possible.
- Do not attempt to move the wounded.
- Prevent others from entering an area where the active shooter may be.
- Keep your hands visible.
- Call 911 when you are safe.

2 HIDE

- Hide in an area out of the shooter's view.
- Lock the door or block entry to your hiding place.
- Silence your cell phone (including vibrate mode) and remain quiet.

3 FIGHT

- Fight as a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with as much physical aggression as possible.
- Improvise weapons or throw items at the active shooter.
- Commit to your actions...your life depends on it.

The first officers to arrive on scene will not stop to help the injured. Expect rescue teams to follow initial officers. These rescue teams will treat and remove the injured. Once you have reached a safe location, you likely will be held in that area by law enforcement until the situation is under control and all witnesses have been identified and questioned. Do not leave the area until law enforcement authorities have instructed you to do so.

When law enforcement arrives:

- Remain calm and follow instructions.
- Drop items in your hands. (e.g., bags, jackets)
- Raise hands and spread fingers.
- Keep hands visible at all times.
- Avoid quick movements toward officers, such as holding on to them for safety.
- Avoid pointing, screaming or yelling.
- Do not ask questions when evacuating.

Information to provide to 911 operators:

- Location of the active shooter.
- Number of shooters.
- Physical description of shooters.
- Number and type of weapons shooter has.
- Number of potential victims at location.

GENERAL EMERGENCY Response Guidelines

Decision Making in an Emergency

No emergency plan can account for every scenario and you may be required to make decisions. Use the Observe-Orient-Decide-Act cycle to help guide your decision making process.



You are empowered to modify plans to save lives.*

+ Stop the Bleeding

A person can die from blood loss within five minutes. Your actions to stop the bleeding can save lives!

Call 9-1-1 as needed.

Locate and expose the source of the bleeding and apply firm pressure with your hands.

With a bandage or clothing, apply firm pressure to the exposed source of bleeding.

If the injury is on an arm or leg, and the bleeding doesn't stop, apply a tourniquet above the injury.

We have added another means of triggering and receiving emergency alerts (Lockdown, Severe Weather, Fire etc.) by the way of the Lynx Alerts App.



Lynx Alerts

➡ Evacuation* (fire, fire alarm, suspicious package, etc.)

Teachers:

- Gather and account for students.
- Lead students to a safe location.
- Increase awareness.

Students:

- Bring your phone but leave stuff behind.
- Form a line and LISTEN to the teacher.



Active Threat* (active shooter-type attacks)

Teachers:



Alert is your first notification of danger. It is recognizing the signs of danger and receiving information about the danger from others.



Lockdown: If Evacuation is not a safe option, barricade entry points. Prepare to Evacuate or Counter if needed.



Inform: Communicate real time information on shooter location. Use clear and direct language using any communication means possible.



Counter: This is a personal choice which creates noise, movement, distance and distraction to reduce the shooter's ability to shoot accurately.



Evacuate: When safe to do so, run from danger using non-traditional exits if necessary. Rally points should be predetermined.

Students:

- Follow instructions and assist teachers.
- Avoid intruder.



Heightened Security* (potential danger)

Teachers:

- Gather and account for students.
- Secure classroom and restrict hallway access.
- Increase awareness and review Active Threat Plan.

Students:

- Return to building (as directed).
- Follow instructions and assist teachers.



Shelter In Place* (i.e. tornado, chemical leak near school)

Teachers:

- Gather and account for students.
- Lead students to a safe location.
- Increase awareness.

Students:

- Bring your phone but leave stuff behind.
- Form a line and LISTEN to the teacher.

Evacuation/Reunification

Evacuation – Classroom/Building

Evacuation of a classroom or area is issued by the teacher, supervising adult, Principal/designee, or first responders. The purpose is to move students away from potentially threatening situations that do not require full building evacuation.

Evacuation of a building is used to move students and staff out of the building by a pre-designated route (if usable) to avoid a potentially threatening situation that involves the entire building.

Evacuation of the building may be issued by the Principal/designee or first responders.

Evacuation Procedures

- Remain calm and stay with your students, keeping them in a group.
- Notify the main office of the situation and confirm with them the appropriate evacuation assembly point.
- The Teacher shall always be at the front of the line leading the students to the closest exit. Be prepared to seek out alternate exits and routes if obstructed by fire or debris. NEVER attempt to skirt around the edge of a fire to reach an exit.
- Direct students to go immediately, in a calm and orderly manner, to the agreed-upon evacuation assembly point.
- Remember to take your class roster with you.
- Consider special needs occupants that may need assistance evacuating.

- If your primary route is blocked or unusable, use your secondary exit route.
- DO NOT take personal items with you.
- Close doors behind you while exiting. Walk, do not run.
- DO NOT go into the restrooms.
- Once you are at the assembly point, take attendance of all students and immediately report any missing student to the team member in charge of accountability.
- Remain at the designated evacuation assembly point until directed by the Principal/designee or an “All Clear” had been announced.

Reunification

Reunification is the process of reuniting students with their parents/guardians or another emergency contact. Teachers should stay with their class until the Principal/designee requests assistance somewhere else or your class is completely reunited.

Reunification Procedures.

- Have parents/guardians check-in at the parent relocation area.
- Parent/guardian request student(s) to be released have to show ID and sign name.
- Staff checks ID and lists the student(s) being picked up.
- Parent/guardian proceeds to reunification area, runner brings student to parent/guardian.
- Staff at the reunification area verifies ID.
- Students are released and class roster is marked.

Shelter-In-Place/Earthquake

Shelter-In-Place should be used to protect school occupants from some chemical, biological or radiological releases and other natural and man-made threats that could create a hazardous air environment.

Shelter-In-Place

- Close all windows and turn off heating and air systems, if possible and necessary.
- Immediately move to your designated shelter area or other area as identified by the Principal/designee.
- Cancel all outside activities.
- Take attendance and notify the team member in charge of accountability of any missing/injured students.
- Do not leave the shelter area unless directed by the Principal/designee.
- Stay away from all doors and windows.

Earthquake

- Have students “Duck, Cover & Hold” (duck down to their floor, take cover under their desks, and hold on to a desk leg) until the shaking stops.

*If there is **NO** imminent threat to your room:*

- Keep students in the room and wait for further instructions from the Principal/designee

*If there **IS** imminent danger to your classroom:*

- Evacuate your students to another area within the school or outside to an open area away from buildings and power lines if it is unsafe to stay in the building.
- Take attendance of all students and immediately report any missing student to the team member in charge of accountability.
- Be prepared for aftershocks.

Verbal/Physical Altercation

If there is a threat of a fight or physical altercation

- Stay calm.
- Assess the level of threat **DO NOT PUT YOURSELF AT RISK** if you think an altercation could occur.
- Try to de-escalate the situation
 - Listen to the person.
 - Empathize with the person and be respectful – don't shame, blame or judge.
 - Use a clear, calm, strong voice.
 - Keep body language non-threatening.
 - Do not use words that threaten or intimidate.
- If you are unable to de-escalate the situation, call for assistance immediately.

If an altercation occurs

- If an altercation is taking place **DO NOT PUT YOURSELF AT RISK**
- Report the altercation to the main office immediately.
- Try to call for assistance from a nearby staff member or adult.
- After the altercation has occurred, if safe to do so, move the victim to a private office/area. Ensure the victim is in a safe place and assist in making them comfortable.
- Do not leave the victim alone.
- Be prepared to give as much of the following information as possible to the Principal/designee, school security, and/or law enforcement:
 - Your name and location.
 - What happened?
 - Victim's name and age.
 - Location of victim.
 - Description of the assailant.
 - Location of the assailant or direction of their escape.
- If the victim requires medical attention, contact the school nurse for assistance.
- Remain calm and reassure students that all possible actions are being taken to care for the injured person and to protect others.

Dealing with a difficult individual

- Be aware of our surroundings.
- Try to get the person to calm down and remember that "cooler heads prevail".
- Call for assistance if needed.
- Do not aggravate the individual by threatening or demeaning them.
- Time and distance are important – the more distance you have, the more time you will be able to prepare yourself.

Bomb Threats/Suspicious Package

Telephone Threat

- Remain calm.
- Do not hang up, keep the caller on the line as long as possible and listen carefully.
- Note the time of the call.
- Ask the caller the questions: *Refer to the bomb threat checklist.
- Notify 911 Dispatch
- Notify the main office/District Security & School Safety

Suspicious Package

- Remain calm.
- Do not touch or approach a bomb or suspicious device.
- Do not use your portable radio or cell phone within 100 yards of the suspicious package.
- Notify the main office immediately.
- Do not attempt to move or open the package.
- Keep everyone from handling it or going near it.
- Evacuate the students out of the immediate area.
- Write down everything you remember about the letter or parcel.
- Save all packing materials.

Written or Email Threat

- Save email or letter (Do not handle letters, put it in a bag or folder).
- Report it to the main office immediately.

Notification of a Bomb Threat

- Follow evacuation procedures or directions from the main office (refer to evacuation page).
- Conduct a search of your area for any suspicious packages or unidentified backpacks.
- Never touch any package that is suspicious.
- If you see something suspicious notify the main office.
- Avoid running and other movement since this can detonate certain devices.
- When evacuating, take your student roster and account for all students once you have reached the designated area. Immediately notify the team member in charge of accountability of missing students.

Hazardous Material Spills

Spill Occurs Inside the Building

- Notify the main office immediately of the situation.
- Do not try to clean up the spill unless you are trained and have the proper equipment to perform the clean-up.
- Attempt to provide ventilation to the affected area by opening the windows, if safe to do so and time permits.
- Implement evacuation procedures, as necessary, to ensure that students are not exposed to danger.
- Direct the students to go immediately, in a calm and orderly manner, to the evacuation assembly point.
- If possible, control access to the affected area by closing doors.
- Take your student roster with you and account for all students once you have reached the assembly point. Immediately notify the team member in charge of accountability of any missing students.
- Contact School Nurse to check people involved for adverse medical symptoms (shortness of breath, fainting, etc.).
- Remain at the assembly point until directed by the Principal/designee.

Spill Occurs Outside the Building

- Notify the main office of the situation.
- Stay in place. Do not leave the school building.
- Secure all exterior windows and doors to prevent the vapors from entering.
- Implement the appropriate emergency procedures (e.g. reverse evacuation, shelter-in-place) to ensure that students are not exposed to danger.
- Use your student roster and account for all students. Immediately notify the team member in charge of accountability of any missing students.
- Check people involved for adverse medical symptoms (shortness of breath, fainting, etc.) and request immediate medical attention, if necessary.
- Remain in the sheltering area until directed by the Principal/designee.

BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER
HUNG UP:

PHONE NUMBER WHERE
CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long Distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud	Other Information:	
<input type="checkbox"/> Nasal	_____	
<input type="checkbox"/> Normal	_____	
<input type="checkbox"/> Ragged	_____	
<input type="checkbox"/> Rapid	_____	
<input type="checkbox"/> Raspy	_____	
<input type="checkbox"/> Slow	_____	
<input type="checkbox"/> Slurred	_____	
<input type="checkbox"/> Soft	_____	
<input type="checkbox"/> Stutter	_____	

NOTES

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