



DAVIDSON ACADEMY OF NEVADA
Jot Travis Building - Bldg. 048

EMERGENCY OPERATIONS PLAN

Updated June 2021



University of Nevada, Reno
Statewide • Worldwide

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I. INTRODUCTION

Knowing what to do if an emergency or crisis occurs helps to minimize chaos, rumors, and the negative impact of the event. Provisions in Nevada Revised Statutes (NRS) establish state law requirements for a public school's response to a crisis, an emergency, or a suicide, and these provisions also require development of an Emergency Operations Plan ("EOP") (NRS §§ 388.229-261).

The purpose of the Davidson Academy ("Academy") EOP is to identify and respond to incidents by outlining the responsibilities and duties of the Academy and its employees. Developing, maintaining, and implementing the EOP empowers employees in an incident to act quickly and knowledgeably. In addition, the EOP educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. The EOP also provides parents and other members of the community with assurances that the Academy has established guidelines and procedures to respond to threats and hazards in an effective way.

Beginning in 2006 the Academy worked in cooperation with school staff and local officials to develop an EOP to guide the Academy's response to a crisis, emergency, or a suicide. The Academy consulted with local social service and public safety officials (including law enforcement and fire safety officials) in the University of Nevada, Reno community. The development of the EOP was guided by a process that identified potential threats and hazards, and then prioritized the threats and hazards that would be addressed in the EOP. The EOP has been reviewed and revised regularly to address emerging threats and hazards.

In June 2020, the EOP was reviewed by the Academy development committee in response to guidance from the Nevada Department of Education ("NDE"), entitled "*Nevada's Path Forward: A Framework for a Safe, Efficient, and Equitable Return to School Buildings.*" The NDE Framework was designed to help schools make community-based decisions regarding the re-opening of school buildings while addressing local challenges.

The EOP addresses the requirements and recommendations contained in state law (NRS § 388.243.2), the Nevada MODEL PLAN Requirements for Crisis and Emergency Response Guidance Checklist ("Nevada MODEL PLAN"), and the Federal Guide for Developing High-Quality School Emergency Operations Plans ("Federal Guide").

On July 1, 2021, the June 2021 Updated EOP was submitted to the Governing Board of the Davidson Academy, the Division of Emergency Management of the Nevada Department of Public Safety, the Washoe County Department of Emergency Management, and the University of Nevada, Reno, Organizational Resiliency Manager, in the Office of the Provost. A Notice of Completion was submitted to the Department of Education, Division of Emergency Management of the Department of Public Safety, and posted on the Academy public website, along with the updated EOP.

II. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Academy EOP development committee is responsible for the overall maintenance and revision of the Academy EOP. The EOP is reviewed and updated annually by the development committee. The Nevada Open Meeting Law is not applicable to the work of the development committee.

The Academy Director has oversight responsibility for coordinating training and implementing the EOP.

The Academy Governing Board is responsible for approving and promulgating the EOP.

Annually by July 1, the EOP including any updates will be submitted to the Nevada Division of Emergency Management (ndemplanning@dps.stat.nv.us). A copy will also be submitted to the Washoe County Department of Emergency Management, and the University of Nevada, Reno, Organizational Resiliency Manager, in the Office of the Provost.

Annually, a “*Notice of Completion: Crisis & Emergency Response Emergency Operation Plan*” form provided by the Nevada Department of Education must be completed to certify that the Academy has completed the requirements for the development of an EOP that includes required provisions, and that the Academy development committee has reviewed and updated EOP. The “*Notice of Completion*” must be posted on the Academy public website, and a copy must be provided to the Nevada Department of Education.

III. ONGOING TRAINING FOR STAFF AND STUDENTS

A. ONGOING STAFF TRAINING

The Academy trains **new employees** with workplace safety policies and procedures, including the EOP.

On an annual basis, a meeting is held to educate all staff members on their roles and responsibilities in implementing the EOP. Additional training sessions may be provided to address fire extinguisher use, First Aid, and CPR. Contact EH & S at 327-5041 for training on these and other topics. Evacuation drills are conducted within first two weeks every semester.

Key staff training components include:

1. Orient new employees to site safety policies by training them in site-specific policies and procedures.
2. Visit evacuation sites so staff know where they are located. Staff must also know where the reunification areas, media areas, and triage areas are located.
3. Provide staff with any relevant material on the plan, policies, and procedures.
4. Post key information throughout the building so that staff and students are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures.
5. Train staff regarding the activation of the EOP during after-hours, Academy-sponsored activities that occur at the school. Train staff regarding the designation of a point-of-contact (“POC”) who has authority to activate procedures, in whole or in part, as needed.
6. Train staff regarding the activation of the EOP during Academy-sponsored activities that occur off-site.
7. Train staff regarding the strategies to be used to enforce discipline, as necessary, to ensure that students comply with directives from staff during the activation of the EOP. The importance of compliance will be enforced during any practice or drill of EOP procedures, and students will be disciplined in accordance with Academy policies if they are noncompliant during any practice or drill.
8. Consider familiarizing students and staff by bringing in law enforcement, fire officials, and EMS personnel that have a role in the EOP and have them talk to students and staff.
9. Conduct job specific training for all staff so they know their assigned roles in implementing the EOP, including any roles that will require special skills. Specific topics to be covered include:
 - a. Fire Safety (using extinguishers) and Evacuation
 - b. Blood Borne Pathogen Program and Exposure Control Plan (MedSchool)
 - c. Threats posed by people problems

- d. Send email to faculty and staff with maps showing emergency kit locations and contents.
- e. Emergency preparedness plans of the site
- f. Communication – working to eliminate the spread of rumors

B. ONGOING STUDENT TRAINING

The Academy conducts drills at least once each month during the school year to instruct students on procedures related to lockdown, fire, or other emergencies. No more than three drills will include instruction in chemical explosion, related emergencies, and natural disasters. One-half of the drills must include instruction for lockdowns. Drills are discussed in more detail in the section entitled REDUCING EXPOSURE TO THREATS AND HAZARDS.

The importance of compliance with staff directives will be emphasized and strictly enforced during any practice or drill of EOP procedures. Students will be trained to understand that they will be disciplined in accordance with Academy policies if they are noncompliant during any practice or drill.

IV. BASIC PLAN OVERVIEW

The purpose of the EOP is to plan for potential emergencies resulting from **threats** or **hazards** that pose a risk of harm to Academy students, staff, or school property.

Threats include human-caused emergencies such as crime and violence. Examples include active shooter incidents and bomb threats. **Hazards** include natural disasters, disease outbreaks, and accidents. Examples include earthquake, viral pandemic, and hazardous materials release. **Functions** are activities, such as an evacuation of the building, that are used to address a variety of hazards and threats.

The EOP begins with a discussion of three technical topics that are related to the Academy's overall response to threats and hazards:

- Organizational Roles and Responsibilities
- Emergency Preparedness
- Reducing Exposure to Threats and Hazards

Second, the EOP describes **goals, objectives, and courses of action** (referred to as procedures) for each of the prioritized threats, hazards, and functions that are prioritized in the EOP. These sections are referred to as **ANNEXES**.

1. **Goals** are general statements that indicate the desired outcome in response to the threat or hazard, including desired outcomes **before, during, and after** the threat or hazard.
2. **Objectives** are specific and measurable actions that are necessary to achieve the goals.
3. **Courses of action** address the what, who, when, where, why, and how for each threat, hazard, and function. Courses of action include criteria for determining how and when each response will be implemented under a variety of situations.

Following are the cross-cutting **functions** that are addressed in the **FUNCTIONAL ANNEXES**:

- Contacting 911
- Communication and Media
- Notification Procedures
- Evacuation, Reverse Evacuation, Lockdown, Shelter-in-Place
- Medical Attention and First Aid
- Psychological Healing Procedures
- Recovery Procedures
- Considerations for Individuals with Disabilities
- Considerations for Individuals with Limited English Proficiency
- Emergency During School-Sponsored Activities

Following are the prioritized **threats** that are addressed in the **THREAT-SPECIFIC ANNEXES**:

- Active Shooter/Armed Assailant
- Angry, Disturbed, Confrontational Visitors
- Out-of-Control Students and Adults
- Violent Behavior (risk of death or serious injury)
- Abusive or Destructive Behavior
- Sexual Offenses
- Gang Activity
- Threats of Violence
- Bomb Threats
- Suspected Drugs/Alcohol/Weapons
- Weapons
- Civil Disturbance, Campus or Student Demonstrations
- Missing Student
- Suicidal Student
- Hostage Situations, Barricaded Captor & Employee Hostage
- Terrorism
- Biological and Chemical Threats

Following are the prioritized **hazards** that are addressed in the **HAZARD-SPECIFIC ANNEXES**:

- Fire
- Explosions
- Earthquake
- Severe Weather (thunderstorms and winter storms)
- Flood
- Blackout Conditions and Utility Failures
- Hazardous Materials Release
- Exposure to Blood-Borne Pathogens and Bodily Fluids
- Pandemic Planning

The EOP concludes with a series of **APPENDICES** referenced in the document, followed by an alphabetical index for quick reference to applicable sections of the EOP.

V. **ORGANIZATIONAL ROLES AND RESPONSIBILITIES**

This section establishes the operational organization that will be relied on to manage threats or hazards and includes a list of the kinds of tasks to be performed by position and group, and an overview of who does what.

The Academy has organized a Crisis Response Team and a Building Safety Committee to assist in the implementation of the EOP. The roles and responsibilities of these groups as well as the individuals within the groups, arranged in a hierarchy, are described below.

Crisis Response Team / Building Safety Committee - Meet at least twice a year. Duties are:

Director - Supervises emergency activities; serves as Emergency and Building Coordinator

1. Oversees emergency planning; designates Crisis Response Team; coordinates training.
2. Monitors developing situations that may impact the Academy.
3. Determines if and when crisis is occurring and uses Decision Tree for evacuation, lockdown or shelter-in-place.
4. If crisis occurs, makes announcement over the PA system telling everyone what to do next.
5. Keeps emergency kit that is easy to carry out when evacuating the building.
6. Maintains communication among all relevant staff. When in safe location, confirms calls to 911, Governing Board President and Vice President (Bob Davidson and Mark Herron) and Director of External Relations.
7. Initiates parent notifications, including Reverse 911 and email.
8. Directs emergency operations until public safety officials arrive; works with officials.
9. Implements emergency procedures controlling access to affected area(s).
10. Works with Director of External Relations to release information to media and others as needed.
11. Provides damage assessment information to Governing Board President and Vice President. In major emergencies, damage assessment information should be forwarded to University of Nevada, Reno Emergency Services.
12. Documents every action taken to provide a record of appropriate crisis plan implementation, any damage for insurance purposes and financial expenditures related to the incident. *Keep all original notes and records - these are legal documents.*

Crisis Response Team - Director (above) serves as leader of crisis team.

1. Implements procedures for emergency preparedness and all stages of emergency plan
2. Provides training, especially for new employees > Conducts regular drills.
3. Establishes approach to identifying, referring and assessing students at risk of suicide or other behavior that would endanger themselves or others.
4. Assists Director in controlling emergency situations.
5. Conducts debriefing at the conclusion of crisis critiquing effectiveness of this plan.
6. Conducts periodic reviews and updates of this plan.
7. Participates in drills by the EH & S, or other emergency officials.

Admissions & Records Coordinator – Supervises all tasks for student accounting and release.

1. Establishes procedures for assessing and reporting status of students in an emergency or any event that results in evacuation or relocation of students. See Appendix A, AUTHORIZATION TO RELEASE CHILDREN IN AN EMERGENCY.
2. Provides instruction and practice to all instructors and staff in this process.

3. Places reporting forms and procedures in classroom emergency kits. Establishes procedures for communicating with instructors.
4. In emergency, receives reports from instructors on condition and location of every student.
5. Assigns persons to investigate reports of any students missing, injured or ill, or otherwise not in compliance with student accounting reports.
6. Implements student release/pick-up procedures.

Instructors - Implement appropriate procedures to protect students, including:

1. Evacuation – Direct and supervise students en route to pre-designated safe areas inside and/or outside the Academy.
2. Student assembly – Maintain order while in student assembly areas.
3. Student accounting – Verify the location and status of every student. Report to the Director or designee on the condition of any student that needs additional assistance.
4. Establish a partner system to pair instructors and classes so that some instructors can assist with other tasks such as first aid, search and rescue, or community relations.
5. Remain with assigned students throughout the duration of the emergency, unless otherwise assigned through a partner system or until every student has been released through the official “student release process.”

Director of External Relations – Assist the Director in all communication activities, including media. All information released through Director to the parents, media and general public.

1. Identify media area away from emergency operations where reporters receive briefings.
2. Have on hand maps, supplies, signs, forms, sample news releases, Academy press kits, etc.
3. Collect, verify and disseminate information to the Director for presentation to the media. Coordinate information with on-site command and the Director prior to release. In cooperation with local public safety officials, may need to establish a Joint Information Center to ensure consistency of messages being distributed. (see *Media* section)
4. Establish regular schedule for news briefings and periodic updates.
5. If needed, provide information in appropriate format for the general public including a format for sensory impaired or non-English speaking persons.

Operations Supervisor - Responsible for emergency communications including exchange of information with Academy administration staff, community emergency responders (fire, police, EMS, emergency services coordinator) and internal communication within the Academy building as well as serving as Alternate Building Coordinator.

1. Establishes procedures for emergency communications with staff and provisions for two-way communications with classrooms and with classes in the courtyard or other sites.
2. In an emergency, establishes and maintains communications with administration.
3. In major emergencies, establishes and maintains communications with County emergency services coordinator.
4. Initiates and maintains incident log.
5. Receives and maintains student release/emergency contact forms.
6. Notifies 911.
7. Reports status of students to administration as needed.
8. Ensures employee training records are maintained for:
 - a. New employee initial orientation training to job related safety policies and procedures.
 - b. Annual training program for all employees.

Others on Site/Volunteers - In emergency, **volunteers** may be needed to assist during an evacuation. Visitors may require assistance in exiting the building with some staff staying at exits to direct others to designated assembly point.

Building Safety Committee - Crisis Response Team members are assigned various roles:

Building Coordinators and Alternates - one each per department in this building

Emergency/Building Crdntr: **Colleen Harsin, Director**

Alternate Bldg Coordinators: **Mike Leslie, Scooby Meredith, Aimee Fredericks**

Pre-event:

1. Identify, recruit and coordinate all Floor Monitors, Sweep Team Members and Roll Takers. Identify all special needs populations working regularly in the building, including individuals with physical disabilities, emotional or mental disabilities, mono-lingual non-English speakers or speakers with limited English proficiency. Maintain up-to-date inventory of these staff members' work locations and specific evacuation needs. See Appendix B, STUDENTS/STAFF/VISITORS WHO REQUIRE SPECIAL ASSISTANCE.
2. Develop a buddy system of at least one able-bodied staff member with each special needs population staff member to ensure assistance to special needs staff members during building evacuations.
3. Coordinate emergency response training and public safety education training for all staff in the building. Training will be delivered by Department of Environmental Health & Safety (EH & S), with appropriate assistance from outside trainers.
4. Notify Floor Monitors, Sweep Teams, Roll Takers and other volunteers at the site of impending evacuations, when known.

During an emergency:

If Academy is evacuated, the Alternate Building Coordinator will take roll call of students outside. All students, staff and visitors will be accounted for utilizing hard copy attendance count for that date along with sign in/out sheets for visitors, students attending courses on the University campus and students leaving early from school.

Floor Monitors/Sweepers – one for each floor, and each building wing, where applicable. A ratio of 1 monitor per 20 employees is considered adequate.

Floor Monitors: **Various Staff as Assigned**

Pre-event:

1. Receive training in site-specific evacuation, and location of emergency equipment and supplies.
2. Have appropriate training in first aid and CPR, and fire extinguisher use.
3. Review the special populations list and buddy list. Assist with creating buddies where needed.
4. Ensure that the Director/Building Coordinator and Alternate are aware of the appropriate evacuation equipment needed for any special needs population members.
5. Periodically check the floor for hazards that would interfere with safe evacuation.

During an emergency:

1. Assist the Director/Building Coordinator with warning occupants of evacuation.
2. Give clear evacuation directions – location of stairwell; do not use elevators; destination/assembly area. Take emergency supplies, if possible.

Floor Sweep Teams – teams of two-to-four appointed for each floor by department and each wing.
Floor Sweepers: **Various Staff as Assigned**

Pre-event

1. Have appropriate training in first aid and CPR, and fire extinguisher use.
2. Have appropriate training in the use of evacuation aids, such as safety chairs (if available).
3. Receive training in site-specific evacuation, and location of emergency equipment/supplies.

During an emergency:

1. Direct flow of occupants through corridors and stairwells.
2. Assist those with special needs, particularly persons with disabilities.
3. If it is safe to remain in the building, systematically check all rooms to ensure that they have been vacated. If it is unsafe, as in a fire, notify the floor monitor of which areas have and have not been searched, and the location of any known trapped or injured persons remaining in the building.

Roll Taker(s) – at least one per department per floor to account for personnel.

Roll Taker(s): **Colleen Harsin, Aimee Fredericks, Zach Simms**

Pre-event:

1. Ensure personnel roster is current, including all employees in the building, and place roster in an easily accessible location for evacuation purposes.
2. Receive training in site-specific evacuation procedures.
3. Know location of emergency assembly point.

During an emergency:

- Take the department employee roster to the assembly point.
- Ensure area personnel are accounted for:
 1. Take roll at the emergency assembly area, carefully noting staff or students on vacation/leave, or that you know were out of the building on other business;
 2. Known visitors to the building at the time of the evacuation;
 3. Any missing staff members, students or visitors;
 4. Solicit information from sweep teams and other staff members regarding the condition and whereabouts of missing staff members, students or visitors.
- Report accountability information to Director/Building Coordinator or Floor Monitor, as appropriate.

A roster of all current employees is updated and distributed annually. See Appendix C, EMPLOYEE ROSTER.

A list of contact information for use in the event of an emergency is updated and distributed annually. See Appendix D, EMERGENCY CONTACT INFORMATION.

VI. EMERGENCY PREPAREDNESS

The Academy *Director or designee* will regularly review the following checklist to ensure that the Academy is prepared to implement all procedures described in the EOP

- ❑ Keep facility maps on hand with utility shutoffs, driveways, parking lots and fencing. Post map of evacuation routes on walls of school. See Appendix E, MAPS FOR EVACUATION AND ASSEMBLY.
- ❑ Designate staging areas for emergency responders, medical personnel, media and student pick-up (student pick-up area far from media area). If necessary, law enforcement will facilitate access of emergency responders and restrict access of well-wishers/the curious.

Evacuation – outside emergency points to be designated:

- Command Post/Primary Assembly Area – Jot Travis Lawn
- Primary student release/pick-up (far from media area) – Shuttle drop-off north campus
- Secondary assembly area – Jot Travis Parking Lot
- First aid – near either primary or secondary assembly areas
- Media area (far from the student pick-up) – Jot Travis Parking Lot, or another location on University campus if parking lot is used as the assembly area

Lockdown, reverse evacuation or shelter-in-place – inside emergency points to be designated:

- Command post – Main Davidson Academy office
- Primary student release/pick-up – Shuttle drop-off north campus
- Primary assembly area with ambulance access, first aid, and psychological first aide in specified rooms – Jan’s Place
- Media – not granted entrance if lockdown/shelter-in-place; Jot Travis parking lot

- ❑ Implement Student Release Procedure to account for students.
 - *Student rosters* – update regularly (at a minimum of twice a year). Distribute updated rosters to all teachers for all classes and store copies in classrooms for substitute teachers. Copies of all rosters should be in crisis response box and with director.
 - *Student emergency cards* – Each school year, make emergency card for each student containing parents/guardians’ contact info; alternate emergency contacts; if student is permitted to leave campus with adult other than parent (NOTE: authorize another set of parents to pick up student and vice versa); pertinent medical information (i.e., allergies, medications, and doctor contact info). Store cards (hard copy and electronically) in office.
 - *Student release forms (who student can leave with)* – store them with crisis response materials. Appendix A, AUTHORIZATION TO RELEASE CHILDREN IN AN EMEGENCY. Create a back-up plan if forms are not available.
 - *Designate student pick-up area, as well as back-up options* – These areas should be predetermined and communicated to families.
 - *Assign roles for staff* – One person takes cards from office to pick-up area, and several staff members must work pick-up area to sign-out students. Assign these roles beforehand.
 - *Create student pick-up procedures* – Parents will want immediate access to their student(s), thus begin student release/pick-up procedures as soon as possible.; emotions will be running high. Create system that considers this, and train staff to expect it. **Do not release students to people not listed on student emergency cards.** Proof of identity may be required; do not release a student to a noncustodial guardian if custody is an issue. A well-intentioned friend may offer to take a child home; however, staff must be certain that

students are only released to appropriate people so families know where they are. Keep families informed, especially in the case of delayed student release.

- Have student rosters and emergency notification/contact cards, and a system-wide student release kit.
 - Director of External Relations and Communications Team – have drafts on-hand of notices that can be emailed to local media outlets letting families know an evacuation has occurred and where to pick-up students.
 - *Arrange transportation* – For students not picked up, arrange for shelter and provisions, if necessary.
- Purchase and maintain necessary equipment.
- Key box – extra sets for building and all locked doors for emergency responders
 - First aid supplies – Emergency medicines (anaphylaxis kits – for severe, sudden allergic reactions)
 - Phones
 - Portable AM/FM radios/batteries
 - Portable emergency drinking water and food for staff and students
 - Flashlights/batteries
 - Paper (notepad) and pen
 - Employee roster – names and phone numbers
 - Student roster – emergency contacts/student release information; Attendance rosters + student photos; special needs data
 - Instructions for the Academy’s Reverse 911 system
 - Emergency plan (this binder) with building maps – Fire alarm and sprinkler system turn-off procedures and Utility shutoff valves; Gas line and utility line layout
 - Map of campus + Maps of surrounding neighborhood; Call Red Cross when emergency happens for evacuation sites/shelters (856-1000)
- Develop procedures for communicating with staff, students, families, and the media.
- If students are evacuated, staff will use cell phones, radios (batteries), PA systems, or runners to get information to the others.
 - Conduct status check of emergency communications mechanisms. Be sure that cell phones are functioning (Rm. 215 and in appropriate offices), Verify the Public Address (PA) system is functioning. Test the fire alarm system.
- Stay in touch with University of Nevada, Reno emergency contacts if plan changes:
- Environmental Health & Safety – Emergency Planning Coordinator, 784-4214
 - Communications/Media – Natalie Savidge, 784-4611
 - Campus Police via Reno Police Dept. Dispatch at 334-COPS (334-2677)
- Determine the Academy has adequate water, food, and related supplies in the event that students and staff would have to be detained at the Academy for an extended period of time beyond normal school hours.
- Assess Academy health and medical preparedness. Make sure that the Academy maintains an adequate number and level of emergency kits and medical supplies.

VII. REDUCING EXPOSURE TO THREATS AND HAZARDS

Reducing Exposure to Threats and Hazards

Fire Prevention - University Fire & Life Safety Division maintains fire extinguishers, fire alarm systems and fire sprinkler systems.

- Know the location of extinguishers and how to use.
- Leave fire doors closed at all times.
- Clear obstructed corridors, aisles and exits. Do not use mechanical/utility rooms for storage.
- Use only grounded electrical plugs. Limit use of extension cords and multiple outlets.
- Do not smoke in building.

Electrical Power - Emergency Prevention

- Identify and prioritize vital power-dependent functions, operations, and equipment.
- Locate emergency power outlets (usually red). Use for priority functions only.
- Determine if there is emergency lighting in your area. Keep flashlights available.
- Do not overload power strips. Extension cords are for temporary use only.
- Keep offsite duplicates of critical data.

Earthquake Preparedness

- Know how and where to take cover during an earthquake.
- Anchor bookcases, cabinets, and files over 42". Do not stack furniture.
- Move tall furniture away from exits. Do not use tall furniture as room dividers.
- Secure computers, equipment, and display cases. Store heavy items at floor level.
- Back-up data and sensitive information; store duplicate off-site.

Drills

State law requires that at least once each month during the school year, students must be instructed about the appropriate procedures to be followed in the event of a lockdown, fire or other emergency. Not more than three of the drills may include instruction in the appropriate procedures to be followed in the event of a chemical explosion, related emergencies and other natural disasters. At least one-half of the drills must include instruction in appropriate procedures to be followed in the event of a lockdown.

An evacuation exercise should be performed at least once annually. It is important to practice the steps of the evacuation procedures and assure a time to refresh the information for all occupants. It will provide an opportunity to identify what alarm systems may not be adequate in notifying occupants. The Director/Building Coordinator will coordinate the effort with the building emergency team, the University Emergency Planning Coordinator, and the Reno Fire Department. A pre-drill meeting will be called with the participating parties.

Building occupants are required by law to evacuate when the fire alarm sounds. The fire alarm is a **horn** and has a **flashing strobe light**. When you hear the alarm or see the strobe light, leave the building. Follow evacuation procedures. If you hear an elevator alarm, usually a **bell**, knock on the door and ask if anyone is in there. Call **Facilities Services at 784-8020** for assistance.

Fire Drills

1. Instructors will escort their classes out of the building using the primary escape route.
2. Emergency routes posted strategically throughout the building.
3. Emergency building sweepers will be assigned specific areas to assist the instructor in leading the class to the appropriate staging area.
4. Instructors must take the class attendance/grade book with them.
5. Classes will leave the building and clear the facility. Students will leave their backpacks.
6. Elevators (if applicable) must not be used.
7. If applicable, handicapped students will need assistance. Individual plans pertaining to handicapped students will be discussed with those staff members who require assistance.
8. If that route is not feasible, then classes must exit via the secondary route. In the event both routes are blocked, then the individual instructors must direct their classes to the next feasible exit and leave the building as quickly and safely as possible.
9. Roll will be taken outside to check for student accountability.
10. Classes will remain outside until a series of bells or other established noises signal a return to the buildings.
11. Instructors will take roll in the classroom to check for accountability.
12. In the case of unscheduled fire drills, personnel in the main office will notify Campus Police and Reno Fire Department.
13. In the event of a fire drill occurring during lunch, students will follow the same procedures - Instructors and guidance counselor(s) will escort students away from buildings and to the designated assembly area; Academy personnel will stay with the students until a series of bells sound to return students to their classes, etc.

VIII. FUNCTIONAL ANNEXES

Functions are activities, such as an evacuation of the building, that are used to address a variety of hazards and threats. Following are the cross-cutting **functions** that are addressed in the **FUNCTIONAL ANNEXES**:

- Contacting 911
- Communication and Media
- Notification Procedures
- Evacuation, Reverse Evacuation, Lockdown, Shelter-in-Place
- Medical Attention and First Aid
- Psychological Healing Procedures
- Recovery Procedures
- Considerations for Individuals with Disabilities
- Considerations for Individuals with Limited English Proficiency
- Emergency During School-Sponsored Activities

GOALS: The Academy has several goals that are addressed in its **FUNCTIONAL ANNEXES**:

1. To provide clear instructions to staff in the event that a call to **911** needs to be made to response to a crisis or emergency.
2. To provide clear and effective internal and external **communication** among the staff, students, parents/guardians, emergency responders, and **media**.
3. To **notify** promptly staff, students, and parents in the event of a crisis or emergency.
4. To protect staff and students from injury or death when there is a threat or hazard in or near the Academy that requires implementation of an **evacuation, reverse evacuation, lockdown, or shelter-in-place** procedure
 - An evacuation occurs when there is a threat in or near the school and it is safer for students to move away from the building rather than remaining.
 - A reverse evacuation occurs when staff and students who are outside the school must be moved as quickly as possible into the school for protection.
 - A lockdown occurs in response to an emergency situation within the school, on school grounds, or immediate surroundings of the school. A lockdown requires that all staff and students seek as much safety from physical assault as possible by using barriers to sight as well as physical barriers.
 - A shelter-in-place is necessary when there has been a chemical, biological, or radiological incident outside but in proximity to the school, and there is not adequate time to evacuate the school to a safe location.
5. To provide **medical attention** and **first aid** to staff and students in the event of physical injury.
6. To provide mental health and other services necessary for psychological healing.
7. To provide procedures for recovery following a crisis or emergency.
8. To provide for effective communication with individuals with disabilities and individuals with limited English proficiency.
9. To plan for emergencies that occur during after-school hours or while staff and students are off campus engaged in school-sponsored activities.

OBJECTIVES: The Academy accomplishes these goals by providing specific procedures (courses of action) to implement each function listed above.

A. CONTACTING 911**911 Procedures:**

All adults in the building are empowered to call 911 without anyone's permission. In the event that 911 needs to be contacted, use these procedures:

Call from a safe location. Stay calm and speak clearly. Be prepared to answer:

- Where is the emergency located? (UNR and Building Name, what floor/room, etc.)
- What is the emergency? (fire, medical, hazardous material, etc.)
- How did it happen?
- When did it happen?
- Who are you? (your name)
- May need to give directions to building.

Gather other information that may be useful for emergency responders (i.e., any injuries). Do not hang up until instructed to do so by the dispatcher. Give a phone number, or safe location, where emergency responders can call or meet you. Wait for responders at that location.

B. COMMUNICATION AND MEDIA

1. COMMUNICATION PROCEDURES:

In a crisis, computers, PA systems, telephones, and even cell phones may not work or may be dangerous to use. Plan for several methods of communication in a crisis. The crisis team should communicate regularly with instructors. A school's most important responsibility, the safety of the students entrusted to the school by their families, cannot be fulfilled during a crisis without timely and accurate information to those caring for students. At a minimum, families need to know that a crisis has occurred and that all possible steps are being taken to see to the safety of their children. Additional details about assembly and shelter procedures may also be provided, as determined by the plan or those managing the crisis. At some point, families will also need to know when and where to pick up students.

Communication often stops after a crisis subsides. However, during the recovery phase, keeping staff and community informed remains critical.

DAY 1 – Immediately Following Notification of Crisis

To **minimize the chaos, rumors, and the impact** of an event upon students, the Academy Director should implement the following procedures when notified of a **near-death or fatal crisis situation** to **VERIFY** the situation and information.

1. Tell the person providing the information not to repeat it elsewhere in the Academy. Explain the Academy's need to **verify** the information and have any announcement of the event come from the designated Academy administrator. If there is concern regarding the likelihood of compliance with this request, it may be useful to keep the reporting person in the office (or have that person come into the office if he or she called the information) until appropriate steps can be taken.
2. Tell office staff members **NOT** to repeat or give out any information within or outside the Academy until specifically instructed to do so. Have them direct all inquiries to the Director until told otherwise.
3. In case of reporting a student's death, **verify** the reported incident by calling the police or coroner. **DO NOT DISTURB THE AFFECTED STUDENT'S FAMILY.**

The timing of the notification of a crisis may alter the order of the initial steps taken. For example, if the Academy is notified in the morning, all procedures should be implemented on that day with emergency faculty meetings scheduled for lunch and after school. If notification is received at night or on the weekend, ask the person providing the information not to spread the information further until the situation is **verified**.

Following Verification – The following actions are listed in a priority order. In actuality, several things will happen simultaneously. **#1-11 should occur before the public ANNOUNCEMENT is made.** Once verification of a crisis has occurred, the administrator and/or Crisis Response Team designee(s) must attend to the following:

1. Notify the Governing Board President and Vice President and the Director of External Relations.

2. Notify support staff, such as counselors, psychologists, and social workers.
3. Convene the Crisis Response Team. Do not unnecessarily alarm others.
4. Assign Crisis Response Team to locate, gather, and inform closest friends of the deceased/injured and provide support. Pull this group together before the general announcement is made. If significant others are absent or out of the building, assure that a knowledgeable, supportive adult gives the news to them. With parent or guardian consent, have these absent students transported to school if practical and appropriate.
5. Prepare formal statement for initial announcement to entire Academy (*see Crisis Templates document*). Include minimum details and note additional information will be forthcoming. Also prepare statements for telephone inquiries.
6. Decide on a time for an emergency staff meeting and notify staff in a manner which does not unnecessarily alarm others. Invite designated outside professionals to join the meeting to help staff members process their own reactions to the situation.
7. Identify students, staff and parents likely to be most affected by the news (e.g., due to their relationship to the deceased/injured, recent or anticipated family losses, personal history with similar crisis, recent confrontations with the affected student). These persons may need additional support.
8. Determine if additional community resources are needed – or are needed to “stand by”- to effectively manage the crisis, and notify them if appropriate.
9. Assign team members in the building to:
 - a. Provide grief support for students in designated building areas. Try to have more than one team member available for this purpose. Have the adults on duty in these areas keep lists of students they see. Make sure the parents/guardians of these students are notified regarding the impact of the event on their children.
 - b. Review and distribute guidelines to help instructors with classroom discussion.
 - c. Stand in for any staff member unable or unwilling to deal with the situation during the announcement and subsequent discussion.
 - d. Coordinate and greet all auxiliary support services staff members and take them to their assigned locations. Provide a sign-in/out sheet for them.
 - e. Assign guidance counselor or other designated staff member to follow a deceased student’s class schedule for the remainder of the day if that will be helpful to instructors in those classes.
10. Hold emergency staff meeting.
 - Review the facts of the crisis and dispel rumors.
 - Help staff members process their responses to the situation.
 - Describe feelings students may experience; suggest how teachers might handle specific situations. Provide guidelines for helping students who are upset.
 - Encourage teachers to allow for expressions of grief, anger, etc., when the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and within the Academy. The structure of routine provides security and comfort.

- Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in cases of suicide).
- Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

11. Station staff/student support members as planned prior to making the announcement.
12. Announce the crisis over the PA system or by delivering a typed statement to every classroom before the end of the period. Include locations of in-building support.
13. Once the announcement is made, assigned staff members will perform the following:
 - Monitor students leaving building without permission. Redirect them to support services. If unable to intercept, notify a family member expressing school’s concerns.
 - Notify parents of students closest to the deceased/injured and ask them to pick up their children at the end of the school day.
 - Collect deceased student’s belonging from his/her locker or other sites at end of day.
 - *Officially withdraw a deceased student from the Academy attendance rolls.*

First Reactions – Numbness, shock, difficulty believing what has occurred or is in the process of occurring. Physical and mental reactions may be very slow or confused. Difficulty in decision making. Uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls.

DAY 2

1. Gather faculty members and update them on any additional information/procedures.
2. In the case of death, provide funeral/visitation information if affected family has given permission.
3. Identify students in need of follow-up support and, in accordance with the Academy’s crisis response plan, assign staff members to monitor the most affected students:
 - a. Coordinate any ongoing counseling support for students on campus;
 - b. Announce ongoing support for students with place, time, and staff facilitator; and
 - c. Notify parents of affected students regarding community resources available to students and their families.

After Resolution – Immediately Following Resolution of the Crisis

1. The demands of responding to a crisis are intense and place the caretakers, regardless of training or previous experience, under a great deal of stress. It is strongly recommended that Crisis Response Team members “debrief,” preferably with a trained Crisis Response Team from another school. For team members, debriefing is an opportunity to express feelings and receive emotional support; for the other team, the debriefing is an opportunity to learn and to become better prepared. Convene the Crisis Response Team for **debriefing** as soon as possible. Discuss successes and problems, and things to do differently next time.
2. Allow staff opportunity to discuss feelings and reactions. Some things that can be helpful for Crisis Response Team members and other Academy staff post-event:
 - Take time to relax and do things you find pleasant. Getting away for a few hours with close friends can be helpful.

- Stick with your regular routine for a while; avoid making changes, even if it appears to be a positive change.
- Get regular exercise or participate in a regular sport; activity soothes anxiety and helps you relax.
- Keep your days as simple as possible; avoid taking on any additional responsibilities or new projects.
- Tap sources of assistance – have students, instructional assistants, or volunteers help grade papers, take care of copying, or help with other time-consuming tasks.
- If symptoms of stress persist beyond a few weeks or are severe, seek professional help.

Ongoing & Post-Traumatic Stress Reactions – grief; anxiety; depression/sadness; fear; guilt; anger; feelings of abandonment; loss of appetite and/or digestive problems including upset stomach, nausea, diarrhea; loss of interest or pleasure in everyday activities; hopelessness; helplessness; desire to get away from everyone, even family and friends; highly emotional; difficulty sleeping or nightmares; irritability; fatigue; headaches; muscle or backaches; difficulty accepting that the crisis had an impact or accepting support; worrying about others; seeing the event repeatedly; confusion and/or slowed thinking, difficulty making decisions, concentrating, naming common objects, calculating and/or problem solving; poor attention span; disorientation (*place and time*); tremors (*lips, hands*); feeling uncoordinated or numb; profuse sweating; chills; chest pain (*go to hospital*); rapid heartbeat; rapid breathing; increased blood pressure.

LONG-TERM – Follow-up and Evaluation

1. Provide list of suggested readings to teachers, parents, and students.
2. Amend crisis response procedures as necessary.
3. Write thank-you notes to those who provided (or are still providing) support during the crisis.
4. Plan how anniversaries of events will be commemorated and be alert to any related events. Often students will experience “anniversary” grief reaction the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis. Holidays, too, often are difficult for students who have experienced loss.
5. Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students, and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:
 - Which classroom-based interventions proved most successful and why?
 - Which assessment and referral strategies were the most successful and why?
 - What were the most positive aspects of staff debriefings and why?
 - Which recovery strategies would you change and why?
 - Do other professionals need to be tapped to help with future crises?
 - What additional training is necessary to enable the school community and the community at large to prepare for future crises?
 - What additional equipment is needed to support recovery efforts?
 - What other planning actions will facilitate future recovery efforts?

2. MEDIA PROCEDURES

The media can be a valuable asset during a crisis. In the event of a catastrophic event, the media may be our only outlet for communicating with families. However, as with all crisis planning, it is important to be proactive, not reactive. If members of the media feel that they are not getting a story, they will seek one out. All information released to the media and public should be funneled through the Director and Director of External Relations. This will maximize the likelihood of presenting consistent and accurate information to the public.

Crisis Communications Team

- Director - official spokesperson
- Director of External Relations - Manage media
- Team - Contact the Governing Board President and Vice President, and University Media Relations informed before the media is contacted – **Natalie Fry, 784-4611**
- Team - Designate media area outside school (Jot Travis Parking Lot if primary assembly area is on Jot Travis Lawn)
- Team - Develop talking points, if appropriate
- Team - Record crisis details, actions taken, external responses, resolution
- Team - Create plan of action for internal and external communications:
 - Develop factual, detailed messages that reflect the status of the crisis, the Academy's response, and, if possible, proactive steps to resolve the situation.
 - Prepare talking points and provide a script for the receptionist receiving incoming calls.
 - Determine if a press release, web and/or voicemail updates are necessary.
 - Assess what resources are necessary to manage the crisis (i.e. cell phone availability, press conference needs, on-location resources – signs, lectern, visuals, etc).

When talking to the media, it is helpful for the Director to introduce herself as the spokesperson and, if there's no information yet, say "We don't have/aren't able to release any information yet but we will keep you updated as soon as we are able. We would really appreciate your cooperation with staying in the media staging area. I will be making all announcements from this area and will keep you informed."

Prepare staff to deal with the media trying to get live coverage pictures and interviews. Media personnel will often try to get on campus and interview staff and students. Make it clear to staff that they should direct media people to the media area and to the Director of External Relations.

Arrange for a joint press conference with emergency responders or choose one media representative to disseminate information to all other media outlets. This will give you some control over the content, flow, and timing of information that is released.

Situational Assessment - The Crisis Communications Team will assess the situation, determine facts, and begin delegation. Questions to help devise appropriate crisis communications response, include, but are not limited to:

1. What is the situation? What will happen next?
2. Who on staff needs to be involved?
3. What immediate steps need to be taken?
4. What is known and who already knows it?
5. Is there potential public interest? Does the issue have traction (will it become anything more than a blip on the evening news)?
6. Who will be affected?

7. What are people feeling – what emotions need to be considered?
8. What information is needed and who beyond organizational staff needs to get it? When will it be available?
9. What should the organization do about it? Proactive vs. reactive? Contact or refer to another organization?
10. What CAN and CAN'T be said? What are the organization's privacy policies?
11. Is legal or PR counsel needed? If PR counsel is needed, will the current team suffice or is a consultant necessary?
12. How will response be communicated? (Could include: newsletter article – low urgency – also good as a follow up to any major situation; one-on-one meetings – higher urgency, specific audience targeted such as legislators; media release – higher urgency, broad public appeal; media conference – high urgency and big issue; etc.)
13. Developing Key Messages – The Crisis Communications Team will develop factual, responsive messages. It will also provide a script for the receptionist and voicemail system. All media and public inquiries should be referred to the Director for comment.
 - a. These messages should be prepared for media inquires, member updates, and proactive phone calls to critical audiences.
 - b. Messages should reflect the organization's overall messages, leadership role, and resource status. They should attempt to reinforce the positive and be action/solution oriented if possible.
 - c. Consider what media know about the situation and what their potential interest is.
 - d. Recognize that unfavorable, inaccurate information, if not corrected, could have future negative consequences requiring additional responses.
 - e. Consider questions that will be asked in order to prepare answers for them – including the questions you hope will not be asked.
 - f. Develop a written statement for the receptionist and the representative greeting members of the media and the general public. Decide if it is appropriate to change the Academy's or particular staff members' voicemail messages.
 - g. Consider need for additional materials such as a fact sheet, backgrounder, web site resources, FAQs, etc.
 - h. If appropriate, consult with other organizations involved to ensure consistent messages and conformity of responses.

A list of contact information for local news media outlets is provided on the following page. On the next page, there is a template for creating a Public Information Release.

Local News Media Outlets

Local News	Phone	Fax	Email
Reno Gazette-Journal www.rgj.com	788-6310	788-6458	Contact Form, call newsroom or email specific reporter: http://static.rgj.com/contact/
KOLO-TV Channel 8 www.kolotv.com	858-8888	858-8877	news@kolotv.com
KTVN-TV Channel 2 www.ktvn.com	858-2222	861-4246	producers@ktvn.com
KRNV-TV Channel 4 www.mynews4.com	785-1210	785-1206	reno-krnv-feedback@sbgvtv.com
KUNR- 88.7FM www.kunr.org	784-1867	327-5386	news@kunr.org
KKOH-780AM www.kkoh.com	789-6700	789-6767	news@kkoh.com

Public Information Release

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(Check off, fill in, and cross off as appropriate.)

_____ has just experienced a(n) _____

 The (students/employees) [(are being) or (have been)] accounted for. No further information is available at this time. Emergency medical services [(are here) or (are on the way) or (are not available to us)]. Police [(are here) or (are on the way) or (are not available to us)]. Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

_____ [(are here) or (are on the way) or (are not available to us)].

 Communication center(s) for parents (is/are) being set up at _____
to answer questions about individual students. Communication center(s) for families (is/are) being set up at _____
to answer questions about individual employees. Injuries have been reported at _____ and are being treated at the site by
(Staff/professional medical responders). (#) _____ reported injured. Students have been taken to a safe area, _____, and are with [(classroom
teachers/staff) or (_____)]. (#) Students have been taken to the local emergency room for treatment of serious injury.
Parents of injured students should go to the emergency room at _____ (#) Confirmed deaths have been reported at _____
Names cannot be released until families have been notified. Structural damage has been reported at the following sites: _____.Release restrictions No Yes If yes, what?

Released to the public as Public Information Release # _____

Date/Time: _____

Approved for Release by: _____

C. NOTIFICATION PROCEDURES**NOTIFICATION PROCEDURES:**

If an emergency or crisis happens when school is not in session, or involves a small number of students, then follow these staff, student and parent notification procedures:

Staff Notification – If school is not in session, initiate Reverse 911 and email broadcast: State the nature of the event. Set staff meeting (usually next morning) at designated time and location. If anyone becomes distraught then notify the Director to advise of the staff member’s distress. Depending on the emergency, the Director will contact the Governing Board President and Vice President, the Director of External Relations, Mike Leslie and Aimee Fredericks. Mike Leslie contacts University Facilities.

Student Notification - After meeting with or contacting staff and when appropriate:

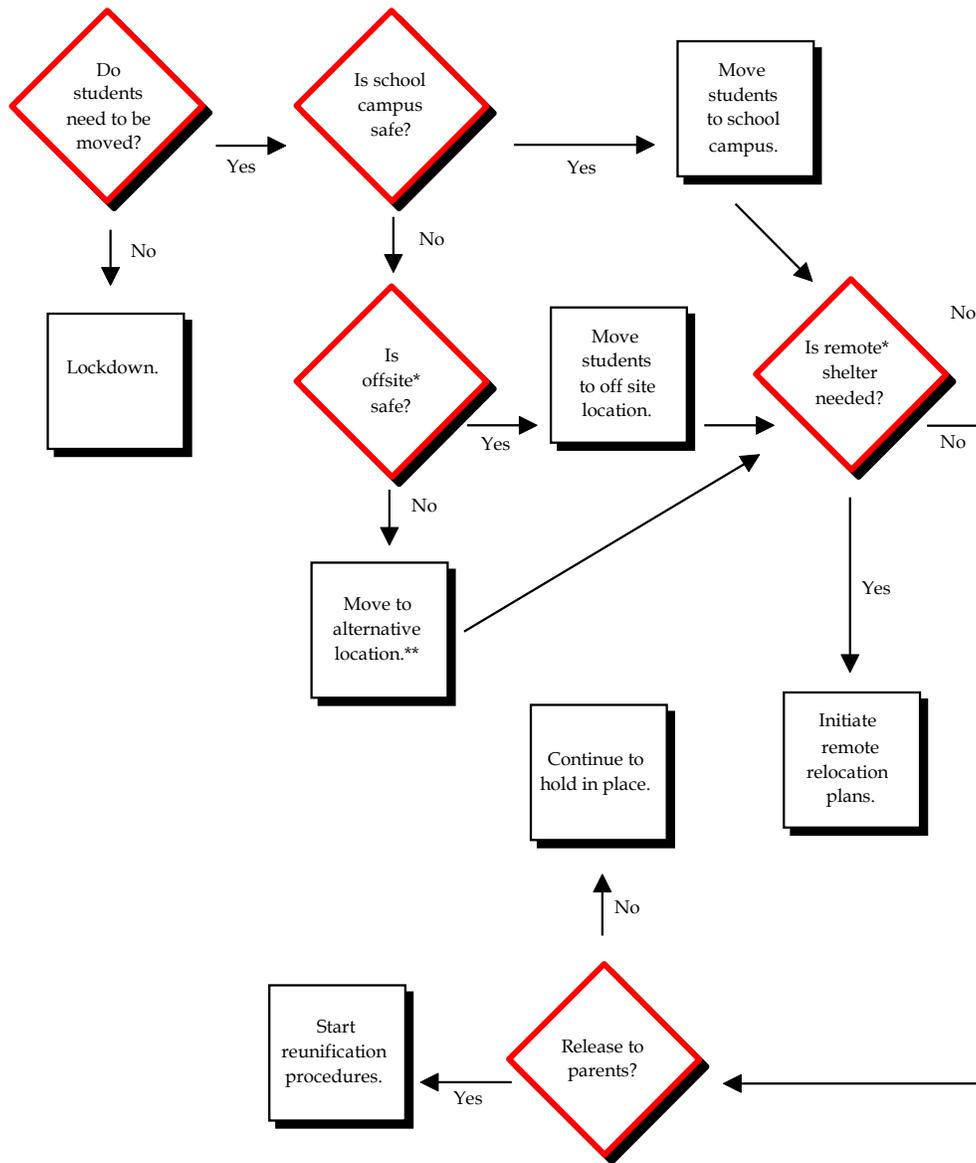
1. The Director will send an email broadcast to the parents and students, and if necessary, a Reverse 911 message along with an announcement over the PA system (prior to the beginning of the first class) to notify the staff and students of the situation. The day will be “business as usual” with a regular bell schedule and normal lunch hours.
2. It is important that METICULOUS ROLL is taken so that staff can call home immediately inquiring as to the whereabouts of absent individuals.
3. Students needing assistance should be sent to the office. At no time should a distraught student be sent to the office alone.
4. Instructors needing assistance should arrange for someone to cover their classes, and report to the office for assistance. If fellow teachers have a concern, then they should call the Director in order to obtain help for the affected teachers/staff members.
5. Debriefing: At the end of the day, staff should assemble in a designated location and time to discuss the day’s events and what procedures to implement for future school days.

Parent Notification - Have several communication channels available to notify families that a crisis has occurred, including notices sent home, emails and phone trees (Reverse 911), so the channel can be tailored to fit a particular crisis. For example, it may be appropriate to send a notice home, while other crises require immediate parental notification.

D. EVACUATION, REVERSE EVACUATION, LOCKDOWN, AND SHELTER-IN-PLACE

The Academy **Director** will assess each situation and determine the appropriate response - evacuation, reverse evacuation, lockdown, or shelter-in-place. Specific procedures are described below.

Decision Tree – Lockdown, Evacuation, or Relocation Decisions



* “Offsite” means off the school campus but in vicinity.

“Remote” means a location further from the school than offsite location.

** Be sure to prepare primary and secondary evacuation routes in advance.

1. **EVACUATION AND REVERSE EVACUATION**

General Evacuation - Evacuation requires all students and staff to leave the building and go to assembly points or Red Cross emergency shelters, i.e. nearby community centers, churches or other schools, and include contingencies for weather such as rain, snow, extreme cold and heat. Reconfirm community emergency locations prior to the beginning of each school year. Include transportation options for disabled students not able to walk to nearby shelters. When evacuating the building:

1. Stay calm. If it is safe to do so, gather personal belongings and prescription medication.
2. Grab crisis kit. Close your office door and window, but ***do not lock them***.
3. Use the nearest safe stairs and proceed to the nearest exit. Do not use the elevator.
4. Proceed to outside Emergency Assembly Point (EAP) - primary location is Jot Travis Lawn or secondary location, only if primary not accessible, Jot Travis Parking Lot - and report to your Roll Taker.
5. ***Instructors*** - Follow students out and stay with students; Have student rosters, paper and pencil in crisis kit; help Roll Taker; Report missing students to Command Center (Jot Travis Lawn).
6. Wait for instructions from emergency responders. Do not re-enter the building or work area until you have been instructed to do so by emergency responders.

Reverse Evacuation - If an incident occurs while students are outside, get them inside quickly. Once staff and students are safely inside, the situation may call for a lockdown.

Building Sweep Assignments & Responsibilities (Updated 1/7/2020):

Always take your rosters and keys with you. **If safe to do so**, be sure to open every door looking for anyone left in the building and announce loudly in every space that the building is being evacuated.

Zach Simms - Exit building to assembly area (Jot Travis Lawn), begin attendance, once attendance complete report attendance to Colleen indicating if all accounted for or who is missing, report anyone unaccounted for to emergency responders

Holly Lorge - Take visitor's log, student sign-in & out sheet, sweep medical office, Admin offices 208, 213, 214, 215, 216 then exit through sliding doors to assembly area, find Rochelle Baxley to assist with attendance.

Aimee Fredericks - Staff restrooms, Admin offices 218, 219, 220, 221, workroom, classroom 225 then exit through the courtyard, assist Rochelle Baxley with attendance

Colleen Harsin - Exit office, sweep rooms 244, 245, 246, catering kitchen and rear stairwell, exit through Tahoe or Overlook café to assembly area.

Rebecca Coleman - Exit office Sweep rooms 233, 234, 236, 238, 239, 241 and student bathrooms, evacuate to assembly area

Mike Leslie - Sweep all areas of Jan's Place including mezzanine, stairs, classrooms 202, 203, 204, 205, 206, evacuate to assembly area

Scooby Meredith - Sweep lobby area, student entrance, elevator, stairwell, exit through main entrance to assembly area

2. **LOCKDOWN**

Lockdown – When outside crisis makes evacuation dangerous OR when a crisis is unfolding inside and movement within the school is dangerous. In cases of an emergency requiring lockdown, the faculty, staff and students will:

1. **Director** - announces lockdown is in effect. Lock all exterior doors. Students and staff stay in classrooms. Windows may need to be covered.
2. One of the front office personnel will be directed to call 911 and notify the police.
3. One of these announcements will be made over the PA system:

- **If Class in Session (no lunches in progress)** - “It is necessary at this time to begin a school-wide lockdown. All students are to remain in class. Students in the hall report immediately back to your room. No one is to leave the classroom until an ‘all clear’ announcement is made. Ignore any fire alarm. If we need to evacuate the building, an announcement will be made.”
- **If Class Change in Progress** - “It is necessary at this time to begin a school lockdown. All students and instructors report immediately to your next class. Instructors, be at/in your classroom. No one is to leave the classroom until an ‘all clear’ announcement is made. Ignore any fire alarm. If we need to evacuate the building, an announcement will be made.”
- **During Lunch** - “It is necessary at this time to begin a school lockdown. Students outside classrooms are to report to the Jan’s Place. Everyone else stay in place. No one is to leave the classroom or designated area until an ‘all clear’ announcement is made.”

Instructors:

1. Cover windows.
2. Tell students there is a school lockdown and gather them in an area of the room away from the door and windows.
3. Students are to stay until an “all clear” announcement is made; members of crisis team may stop by the room with updates.

3. **SHELTER-IN-PLACE**

Shelter-in-Place – When there is no time to evacuate OR when it may be dangerous to leave the building (i.e. <outside> hazardous material spill, an unusual odor or sound, smoke is visible, a vapor cloud, fire or gunfire; <inside> skin or eye irritation, breathing difficulty, gunfire). Instructors may initiate.

Director:

1. Identify safe area in building, preferably with no windows, and relocate students.
2. Announce “Shelter-in-place” on PA system or send runners. Lock all doors except entrance to the Alternate Shelter Site (Jan’s Place) for latecomers. Hang “Shelter-in-Place” sign on outside of main entrance door.
3. Students and staff remain in building with limited movement; windows/doors are sealed.

Instructors:

1. Report with students to the assigned classroom as quickly as possible. Close classroom doors and windows. Stay away from windows.
2. Take roll. Students not in the room are to report to the Alternate Shelter Site (Jan’s Place).
3. Turn off lights.
4. Electricity will be left on. PA systems, radios and classroom telephones may be used for getting information during the event.
5. Do not allow anyone to leave the classroom.
6. Wait for further instruction. Do not open doors or windows until “all clear” is announced. Do not evacuate the room until told to do so.
7. Send parent notification home with students on the day of the event if possible.

4. **SIMULTANEOUS LOCKDOWNS AND EVACUATIONS**

Simultaneous Lockdowns and Evacuations - You may have to have a simultaneous lockdown of one section of the building while evacuating other parts of the Academy, so both lockdowns and evacuations may need to occur at the same time. The Academy **Director** will provide instructions in the event that such a situation occurs.

5. **STAFF AND STUDENT ACCOUNTING PROCEDURE**

In cases of an incident involving evacuation, reverse evacuation, lockdown, or shelter-in-place, staff should adhere to the following procedure to ensure Staff and Student Accounting is completed.

The plan includes procedures for staff located indoors and outdoors. This procedure will occur in conjunction with other procedures. All staff will undergo training and use the Staff and Student Accounting Procedure during all drills and real-world incidents.

When indoors or outdoors, staff should:

- Complete all safety tasks as needed
- Take attendance visually (see) and auditorily (by name) to account for each student on the class roster and obtain a count of the students in your care
- Account for all visitors on campus
- Report accounting using the system established by the Crisis Response Team

E. MEDICAL ATTENTION AND FIRST AID**FOR AN ILLNESS OR INJURY REQUIRING URGENT MEDICAL ATTENTION:**

Call 911. If trained, give appropriate first aid until emergency responders arrive. DO NOT move the victim unless absolutely necessary. Academy personnel will notify the parent and/or guardian.

Specific student medication information, such as insulin, ibuprofen, etc. can be found in PowerSchool.

Blood Borne Pathogen / Bodily Fluids - The following procedures need to be followed in the case of exposure to blood borne pathogen/body fluids:

1. Know the locations of blood borne pathogen kits. (from University Med School)
2. Report incident immediately to the Director, who will call EH & S.
3. Assess situation and respond accordingly. If giving first aid, follow universal precautions.
4. If exposed to blood borne pathogen/body fluids, wash affected area immediately.
5. Notify Director to clean area (if the situation permits).
6. Wear gloves and avoid physical contact with blood or other body fluids.
7. Always wash contaminated areas immediately with bleach water.
8. Dispose of contaminated materials properly.
9. Obtain assistance from a nurse or other medical personnel for follow-up.

Personal Injury of an employee at work – Immediately notify the Academy Director. Employees should report injuries by completing a C-1 form and submitting it to Human Resources. For specific instructions call 775-832-8314 ext. 113 or 800-517-2953.

First Aid - For first aid resulting from minor situations:

1. The administrative staff will be notified if student needs assistance at the site of injury.
2. As required by Academy policy, staff will fill out an incident report and notify parents.

Choking (cannot cough or speak) - Check victim's mouth and clear foreign matter. Use Heimlich maneuver.

Fainting, Unconsciousness, and Shock

- Have victim lie or sit down and rest, elevate feet if still faint.
- Keep victim comfortable, not hot or cold.
- Place victim on side if unconscious.
- Ask or look for emergency medical I.D. bracelets or necklaces.
- Treat other injuries as necessary.

Severe Bleeding and Wounds

- Prevent contact with victim's blood by wearing gloves and/or protective clothing.
- Apply direct pressure on wound. Apply pressure to blood vessel if necessary.
- Use clean cloth or hand. Add more cloth if blood soaks through.
- Elevate body part. Keep pressure on wound until help arrives. Do not use a tourniquet.

Poisoning or Overdose

- Determine what substance is involved and how taken. Stay with victim and assist as necessary.
- If choking, lower head.
- Do not give counteragents or neutralizers. Do not induce vomiting.

Fracture/Sprain - Keep victim still. Keep injured area immobile. Stop any bleeding.

Burns, Thermal and Chemical

- Immerse burned area in cold water.
- Flood chemical burn with cool water for 15 minutes.
- Cover burn with clean dry cloth. Keep victim quiet and comfortable.

Heart Attack

- Help victim to a comfortable position.
- Give resuscitation or CPR as necessary.
- Keep victim comfortable, not hot or cold.
- Ask or look for emergency medical I.D. bracelet or necklace.
- Send someone to obtain the nearest Automatic External Defibrillator. See Appendix F, AUTOMATED EXTERNAL DEFIBRILATOR (AED) LOCATIONS.

Mouth-to-Mouth Resuscitation

- Place unconscious victim on side and remove any foreign matter from mouth with finger.
- Roll victim onto back.
- Tilt victim's head back to open airway.
- Check for breathing. If not detected:
 - Close victim's nostrils with fingers.
 - Inhale and, using a protective barrier, place your mouth lightly over the victim's mouth.
 - Exhale until victim's chest expands.
 - If problem, check victim for airway obstruction.
 - After two breaths, check for pulse on neck (carotid). If none, begin CPR.
 - Repeat every five seconds.
 - Keep trying until help arrives.

F. **PSYCHOLOGICAL HEALING PROCEDURES**

These procedures have been developed to provide an emotional catharsis to students and staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

The following procedures outline steps to be taken by staff and students following a trauma, a serious injury or death, and/or a major incident impacting the community. Additional support will be sought from outside psychologists and mental health experts. On an annual basis, the *Director or designee* will consult with outside providers to determine their availability and to identify provider-specific methods for making the persons and organizations available. See below, **Plan for Providing Counseling and Mental Health Services**.

To implement the recovery/psychological healing procedures:

- All staff will undergo training to learn how to recognize signs of trauma
- Members of the Crisis Response Team will undergo in-depth training to learn how to assist in managing trauma
- Parents will be offered tips on how to recognize signs of trauma

The following procedures will be implemented by staff/faculty when directed by the Academy **Director** or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

- Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the COMMUNICATION procedures above).
- Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.
- Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the Crisis Response Team.
- Designate a place for staff, students, and community members to leave well-wishes, messages, and items

Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.

- Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the governing board's consent.

Plan for Providing Counseling and Mental Health Services

As part of its EOP, the Academy has established a list of professional individuals and organizations in the community that are available to provide counseling and other services to students and staff of the Academy to assist them in recovering from a crisis, emergency or suicide. The list includes contacts for individual-level crises, as well as school- or community-level crises.

Annually, the Academy *Director or designee* takes steps, including direct communication with individuals, to ensure that these individuals and organizations remain available to assist the Academy in the event of a crisis, emergency, or suicide, and to review the steps the Academy must take to obtain this assistance, if necessary.

Following is a list of those persons and organizations:

SafeVoiceNV.org
SafeVoice App
1-833-216-7233

SafeVoice was established by the Nevada Department of Education in 2018 to protect student well-being, prevent violence, and save lives. Students can use the SafeVoice tool to report concerns about their friends or themselves with the option of remaining anonymous. In partnership with the Department of Public Safety, all tips will be received live by communications specialists 24/7/365. Tips are sent on to a team at the student's school and to law enforcement when necessary. Reports may also be made by staff, parents, or others.

Mobile Crisis Response Team
<http://www.knowcrisis.com/>
Division of Child and Family Services
Northern Nevada Child and Adolescent Services
775-688-1670

The Mobile Crisis Response Team provides crisis response and stabilization for children and families in Washoe County. Check website for office hours, 7 days a week.

Reno Behavioral Healthcare Hospital
<https://www.renobebehavioral.com/admissions/inpatient-teen>

The Reno Behavioral Healthcare Hospital provides crisis assessment, intervention, and treatment center. Outpatient and inpatient treatment models available, as well as free and confidential assessments 24/7.

West Hills Behavioral Health Hospital
<https://westhillshospital.net/treatment/child-adolescent-inpatient/>

The West Hills Behavioral Health Hospital provides an acute inpatient care program, as well as free and confidential assessments 24/7.

In the event of tragedy or crisis impacting the school community, the Academy counselors have reached out to the Washoe County School District to ensure access to support from additional mental health professionals as needed. Katherine Loudon, Administrator, School Counseling and Social

Work, has verified crisis response team support is available to the Academy, and she has indicated that contacting Roy Anderson, Emergency Manager, would be appropriate as well.

Katherine Loudon, Administrator
Washoe County School District
School Counseling and Social Work
5450 Riggins Court
Reno, Nevada 89502
775-850-8011 or 775-721-5284
Fax 775-850-8020

Roy Anderson, MBA
Emergency Manager
Washoe County School District
Cell: 702-525-5660
Office: 775-348-0285
Fax: 775-348-0265

G. RECOVERY PROCEDURES

Recovery is a key mission during any crisis or emergency. The recovery procedures outline steps needed to help staff, students, and parents recover psychologically and to repair critical infrastructure and the school building after an incident. Recovery needs to start as quickly as possible, but it may take days, weeks, months, or even years to complete. This procedure will occur in conjunction with other procedures, e.g., COMMUNICATION PROCEDURES and PSYCHOLOGICAL HEALING PROCEDURES.

The Academy *Director* will arrange for ongoing status reports during the recovery activities to: (a) estimate when the educational program can be fully operational; and (b) identify special facility, equipment, personnel or resources needed to facilitate the resumption of classes. Staff will implement the following procedures when directed by the *Director* or when deemed appropriate by the situation.

As soon as possible, after the crisis situation is over, hold a debriefing session among all involved entitles to go over the strengths and weaknesses of how the crisis was handled and determine what can be learned from the situation. Formulate any recommendations and prepare necessary reports to guide revisions to the EOP.

1. Academic Recovery

Because reestablishing the normal routine is important, the Academy *Director* will work with the Governing Board to make the following decisions:

- If the school will close and when it will reopen
- If a temporary location will be used
- How to provide alternate educational programming if the students and staff cannot physically reconvene

2. Physical Recovery

If the building is damaged or was possible damaged, Academy officials will work with University of Nevada, Reno officials to ensure that necessary inspections and repairs occur before the building is reoccupied.

3. Fiscal Recovery

Refer all requests and inquiries for monetary settlement to the Academy *Director*, who will report to the Governing Board.

4. Psychological and Emotional Recovery

See PSYCHOLOGICAL HEALING PROCEDURES and COMMUNICATION PROCEDURES.

H. **CONSIDERATIONS FOR PERSONS WITH DISABILITIES**

Communication Needs

Individuals who have vision, hearing, or speech disabilities (“communication disabilities”) use different ways to communicate. For example, people who are blind may give and receive information audibly rather than in writing, and people who are deaf may give and receive information through writing or sign language rather than through speech.

The communication needs of individuals with communication disabilities must be assessed by working directly with those individuals to ensure effective communication. The key to communicating effectively is to consider the nature, length, complexity, and context of the communication and the person’s normal method(s) of communication.

When an individual has communication barriers, staff members with responsibility to implement EOP procedures should keep several things in mind:

- Communicating with people with mild, moderate and severe communication difficulties will differ greatly; therefore, assessing the language skills of each person helps caregivers use an appropriate level of language.
- Additional time for information exchange may be necessary.
- Many individuals can understand what is being communicated to them easier than they can express themselves. On the contrary, sometimes individuals’ expressive speech gives the impression that they comprehend something better than they actually do; therefore, staff members need to take the time to ensure the individual truly does understand.
- Some people with disabilities may find it difficult to give an accurate picture of how they are feeling and what symptoms they are having (e.g., feeling anxious, tired, hungry, the need to urinate, etc.). Staff members should speak with others who are familiar with the individual as this may assist the staff member in understanding the person being assisted; however, staff members must continue focusing their communication efforts on the individual.
- Some people with intellectual and developmental disabilities are delayed when responding to questions; this delay may be significant.

Specific Procedures

The Academy *Director of Special Services* will consult with each specific student, staff member, and regular visitor who may have communication disabilities that require auxiliary aids and services to determine the aids and services that each individual needs to ensure effective communication during the activation of EOP procedures. When choosing an aid or service, the Academy must give primary consideration to the choice of aid or service requested by the individual who has a communication disability.

For individuals who are blind, have vision loss, or are deaf-blind, the Academy may need to provide a qualified reader; information in large print, Braille, or electronically for use with a computer screen-reading program; or an audio recording of printed information.

For individuals who are deaf, have hearing loss, or are deaf-blind, the Academy may need to provide a qualified notetaker; a qualified sign language interpreter, oral interpreter, cued-speech interpreter, or tactile interpreter; real-time captioning; written materials; or a printed script of an instruction.

For individuals who have speech disabilities, the Academy may need to provide a qualified speech-to-speech transliterator, a communication board, or paper/pencil protocols. Staff members should

always listen attentively and not be afraid or embarrassed to ask the person to repeat a word or phrase they do not understand.

Aids and services may include a wide variety of technologies, including assistive listening systems and devices; open captioning, closed captioning, real-time captioning, and closed caption decoders and devices; and videotext displays.

Examples of aids and services include, but are not limited to, the following:

- Assign a specific staff member with special skills (e.g., sign language interpreter, speech reader) to assist persons before, during and after an incident
- Create a pre-printed message such as “I may need help. I am hearing impaired.” for hearing impaired individuals to display
- Create protocols for and practice communication with a notepad and pen, with simple and concise speech
- Create protocols for and practice communication using augmentative/assistive technology devices

For each student, staff member, or regular visitor who requires auxiliary aids and services to communicate effectively before, during, and after an incident, complete a row on the form shown in Appendix B, STUDENTS/STAFF/VISITORS WHO REQUIRE SPECIAL ASSISTANCE.

Each staff member who is assigned specific responsibility to assist an individual with a communication disability will receive training focused on meeting the needs of that individual when any EOP procedure is activated.

Logistical Needs

The **Building Coordinators and Alternates, Floor Monitors, and Sweep Team members** should be aware of persons with disabilities who work in or regularly visit the facility. Floor monitors must ensure that persons with special needs are evacuated during an emergency or drill. An evacuation procedure should be prearranged between employees with disabilities and the sweep team members who will be assisting them. If there is a staff member, regular visitor, or student with a disability, ask that person how best to assist him/her in the event of an emergency. It is important to have multiple persons be aware of how to assist a person with a known disability.

At time of emergency a person who may, as result of their condition, impede evacuation process or endanger themselves or others by hurrying with the main crowd shall be considered impaired. Examples are persons who are pregnant, have a broken leg, have arthritis, are a stroke survivor with partial paralysis, etc.

Individuals may have an unobservable disability which they may or may not identify before an emergency. Such unobservable disabilities might include arthritis, a cardiac condition, post-traumatic stress disorder, asthma, anxiety disorder, or other condition. These individuals may need additional assistance during an evacuation. After a disaster, anyone may become disabled through injury – physical or psychological.

Service Animals - In considering the needs of persons with impairments, service animals also need to be considered. Service animals, mainly dogs, may display agitated behavior to indicate the owner is in danger, there is further danger, or the animal is confused as to what is happening.

1. Remain calm.
2. Call out to the potential owner (even if not visible). If they respond, ask what help is needed.
3. If owner does not respond back, alert emergency response team of the situation and let them handle the matter.

Psychologically/Cognitively Impaired - Introduce yourself and tell the person the nature of the emergency; please do not startle them.

1. Remain calm and empathetic (try to show respect and not be judgmental).
2. Make sure the message and requests you are giving are clear. Repeat or restate them if necessary.
3. Respect personal space (don't stand too close for comfort).
4. Keep your non-verbal language non-threatening (don't point at them; don't stand directly in front of the person and appear to be blocking his/her avenue of escape.)
5. Permit verbal venting where possible (let the other person blow off steam).
6. Set and enforce reasonable limits (state what you will permit), and offer a choice of alternatives if possible).
7. Avoid over-reacting (strive to remain calm, rational, and professional) and avoid the use of sarcasm or personal remarks.
8. Avoid personal contact (pushing, grabbing, etc.) except when personal safety is at risk.
9. Do not respond to challenges of your authority, competence, intelligence, policy, etc.
10. If need be, get help from other staff members, if possible. If you see that other staff members are confronting difficult patrons, go over and assist.

Visually impaired - Introduce yourself and tell the person the nature of the emergency; please do not startle them by just grabbing their arm; let them take your arm for guidance. This is the preferred method when acting as a "sighted guide". As you walk, tell the person where you are and where obstacles (steps, doors, desks, etc.) are located. When you reach safety, orient the person to the location and ask if further assistance is needed.

Hearing impaired - Because most buildings are equipped with audible-only (no lights flashing) fire alarms, persons with impaired hearing may not perceive an alarm. Two alternative methods of warning are:

1. Turn the light switch on and off to gain attention, then indicate through gestures or in writing what is happening and what to do. Do not use this procedure if you suspect a gas line rupture.
OR
2. If you're not near a light switch and/or it may be a gas line rupture, write a note to tell the person of the situation, the nearest evacuation route and the assembly area. *Sample Script:* "Fire - Go out the rear door to the right and down. NOW. Meet on the front lawn."

Mobility impaired (Persons using crutches, canes or walkers) - In evacuations, these individuals should be treated as if they were injured. Carrying options include using a two-person lock-arm position or having the individual sit on a sturdy chair, preferably a chair with arms, or an evacuation chair, if available.

Conscious Non-ambulatory persons - Most non-ambulatory persons will be able to exit safely without assistance if they are on the ground floor. Direct them to the exits if they don't know where the exits are. Persons on other floors may need assistance to get to emergency exits. There are many considerations when moving a person in a wheelchair: Wheelchairs have moveable parts; some are not designed to withstand the stress of lifting. You may need to remove the chair batteries. Life support equipment may be attached. Lifting a person with minimal ability to move may be dangerous to their well-being and you could also get hurt yourself. The evacuation needs and preferences of non-ambulatory persons vary. Always consult the person as to his or her advice regarding:

- Ways of being removed from the wheelchair and whether there are essential items that must be taken along.
- The number of people necessary for assistance.
- Whether to extend or move extremities when lifting, because of pain, catheter, leg bands, braces, etc.
- Being carried forward or backwards on stairs.
- If assistance will be necessary after evacuation if they are removed from the wheelchair.

The evacuation needs and preferences of non-ambulatory persons vary, along with the number of people necessary for assistance. ***Remember to check the evacuation route for obstructions before assisting the person to the exit.*** *If safer than exiting, get the person to the nearest area of rescue.* Delegate other volunteers to bring the wheelchair. If the wheelchair is left behind, remove it from the stairwell and place it so that it doesn't obstruct egress. Reunite the person with the wheelchair as soon as it is safe to retrieve it. A volunteer should stay with the person until they are restored to the usual level of independent functioning, or until professional medical assistance is present.

Unconscious persons - There are many considerations when moving an unconscious person. If time permits, check for medical ID bracelet or necklace and/or for nearby medical supplies they may have

with them (e.g., diabetes pouch). Best advice: Get professional emergency responders to assist with unconscious persons.

I. CONSIDERATIONS FOR PERSONS WITH LIMITED ENGLISH PROFICIENCY

The communication needs of individuals with limited English proficiency (“LEP”) must be assessed by working directly with individuals who have LEP to ensure effective communication when activating EOP procedures.

The Academy Director or designee will consult with each specific student, staff member, and regular visitor who may have LEP to determine services that each individual needs to ensure effective communication during the activation of EOP procedures. Services may include, but are not limited to, the following:

- Assign a specific staff member with special skills (e.g., language interpreter) to assist persons before, during and after an incident
- Create simple reference materials that describe essential procedures (e.g., lockdown, evacuation) in a written language understood by the individual
- Create protocols for and practice communication with speech and/or written materials

For each student, staff member, or regular visitor with LEP who requires services to communicate effectively before, during, and after an incident, complete a row on the form shown in Appendix B, STUDENTS/STAFF/VISITORS WHO REQUIRE SPECIAL ASSISTANCE.

Each staff member who is assigned specific responsibility to assist an individual with LEP will receive training focused on meeting the needs of that individual when any EOP procedure is activated.

J. EMERGENCY DURING SCHOOL-SPONSORED ACTIVITIES

On-Campus Emergency – After-Hours Activities including Extracurricular Activities – If the school is being used after regular school hours for Academy-sponsored activities, including extracurricular activities, staff providing supervision are authorized to implement the procedures described throughout the EOP. All staff members providing supervision for such activities will be trained on the emergency procedures in the EOP. A point-of-contact (“POC”) for any such activity will be established, and the POC may activate the EOP in whole or in part, as necessary. The POC will be provided the emergency contact/student release information to utilize during an emergency within the school.

Off-Campus Emergency – An off-campus emergency takes place off Academy grounds while students are on an Academy-sponsored activity (e.g., academic competitions, field trip).

1. At least one supervisor is designated as the point-of-contact (“POC”) and must have a cellular phone.
2. The POC has a copy of emergency contact/student release information on all trips off Academy grounds.
3. Assist in identifying students who require first aid.
4. Director – if present, call 911 (if not contacted yet); notifies parents.
5. If necessary for the POC to stay with a sick or injured person, assign alternate.

IX. THREAT-SPECIFIC ANNEXES

Threats include human-caused emergencies such as crime and violence. Examples include active shooter incidents and bomb threats.

Following are the prioritized **threats** that are addressed in the **THREAT-SPECIFIC ANNEXES**:

- Active Shooter/Armed Assailant
- Angry, Disturbed, Confrontational Visitors
- Out-of-Control Students and Adults
- Violent Behavior (risk of death or serious injury)
- Abusive or Destructive Behavior
- Sexual Offenses
- Gang Activity
- Threats of Violence
- Bomb Threats
- Suspected Drugs/Alcohol/Weapons
- Weapons
- Civil Disturbance, Campus or Student Demonstrations
- Missing Student
- Suicidal Student
- Hostage Situations, Barricaded Captor & Employee Hostage
- Terrorism
- Biological and Chemical Threats

GOALS: The goals for each of the procedures (courses of action) described below are to protect staff, students, and school property in the event that individuals are or have engaged in dangerous behavior that threatens the physical and emotional safety of staff and students, or threatens school property.

OBJECTIVES: The Academy accomplishes these goals by providing specific procedures (courses of action) to implement each **threat** listed above. The procedures set forth how the school manages a **threat** before, during, and after the incident.

A. ACTIVE SHOOTER/ARMED ASSAILANT

Staff and students will take these appropriate actions in the event a lockdown and/or response to an active shooter/armed assailant becomes necessary.

Emergency Pull Station:

1. Each classroom is equipped with an “emergency alarm” or panic button located near the main doors in/out of the room.
2. When pulled, a lockdown will be activated. All classroom doors will simultaneously close and lock followed by a 45 second audible and blue strobe to notify emergency responders as to the location of the activated pull station.

Active Assailant, Lockdown/Shelter in Place:

Keeping in the mind the **Run, Hide, Fight** mindset, adult in charge should evaluate the situation and respond according to their best judgment based on location and/or circumstance.

1. If an evacuation is warranted, staff/students should quickly exit the building using the nearest exit and when it is safe to do so, call 911 to report location and receive any special instructions from dispatch and/or emergency responders.
2. Individuals taking shelter in the building should stay hidden and quiet until instructed otherwise via emergency personnel or the **ALL CLEAR** announcement is made and perform tasks below if it safe to do so.

Instructors & Study Hall Supervisors. Do the following if taking shelter:

1. Cover all perimeter windows (close blinds), cover windows in and/or next to classroom doors.
2. Tell students there is a school lockdown and gather them in an area of the room away from doors and windows.
3. If safe to do so - Take attendance making note of any missing students.
4. Everyone should stay hidden and quiet until an **ALL CLEAR** announcement is made and/or emergency responders instruct otherwise.

All other staff— Use your judgment based on **Run, Hide, Fight** options. If sheltering in place, close, lock door and turn off lights.

B. ANGRY, DISTURBED, CONFRONTATIONAL VISITORS

Everyone is asked to be alert to suspicious situations or persons. For situations involving **angry, disturbed, or confrontational people who have entered the building**:

1. Take two other staff members with you. If Director is not present, ask another staff member to notify the Director.
2. Direct intruder/stranger outside of the building, if possible, to talk while another staff member notifies Director and calls Campus Police.
 - a. Remain calm and empathetic; try to show respect and not be judgmental.
 - b. Make sure your message and requests are clear. Repeat or restate them if necessary.
 - c. Respect personal space; don't stand too close for comfort.
 - d. Keep your non-verbal language non-threatening; don't point at them; don't stand directly in front of the person and appear to be blocking his/her avenue of escape.
 - e. Permit verbal venting when possible; let the other person blow off steam.
 - f. Set and enforce reasonable limits - state what you will permit and offer a choice of alternatives.
 - g. Avoid over-reacting; strive to remain calm, rational, and professional; avoid using sarcasm or personal remarks.
 - h. Avoid personal contact - pushing, grabbing, etc. - except when personal safety is at risk.
 - i. Do not respond to challenges of your authority, competence, intelligence, policy, etc.
3. Get help from other staff members, if possible. If you see that other staff members are dealing with difficult people, let someone else in the building know.
4. When dealing with out-of-control students, parents or visitors, use corporal restraint only to the extent needed to protect persons.
5. Do NOT: Threaten if threatened; Threaten with police or legal action; Laugh or joke with the out-of-control student.

C. OUT-OF-CONTROL STUDENTS AND ADULTS

Out-of-Control Students - When trying to diffuse a situation with an out-of-control student:

1. Move other students out of the room or area if possible.
2. If in a classroom, keep a desk or chair between you and the out-of-control student.
3. If outside, try to position yourself between another object and the student such as a picnic table, tree, garbage can, etc.
4. Remain calm and speak in a slow, calm voice.
5. Notify the Director and/or Campus Police immediately. Secure other staff to assist you until a police officer arrives.
6. Law enforcement will attempt to contain the student.
7. Afterwards, complete an incident report ASAP and forward it to the Director.

Out-of-Control Adults (Parents or Visitors) - When trying to diffuse this type of situation:

1. Move the person out of the room or area if possible.
2. If in the classroom, keep a desk or chair between you and the out-of-control person.
3. If outside, try to position another object between you and the upset person such as a picnic table, tree, garbage can, etc.
4. Remain calm and speak in a slow, calm voice.
5. Notify the Director and/or Campus Police immediately. Secure other staff to assist you until a police officer arrives. Law enforcement will attempt to contain the out-of-control individual and assure the safety of others.
6. Afterwards, complete an incident report ASAP and forward it to the Director.

D. VIOLENT BEHAVIOR

Death or Serious Injury by Violence - When dealing with violent death or serious injury:

1. Notify Director and/or 911.
2. Determine injuries and provide first aid as required.
3. Determine whether to evacuate, or to have students stay in class. Maintain calm.
4. Assess the extent and nature of the situation by determining who was involved or committed the act. Identify witnesses and make an immediate record of their names. Secure the area.
5. Director - Notify Governing Board President and Vice President. Notify parents or guardians of the victim(s) and the assailant.
6. If individual is an employee. Complete first report of injury.

Criminal or Violent Behavior - If you are the victim of any on-site violation of the law such as assault, robbery, theft, overt sexual behavior, etc., do not take any unnecessary risks and for acts of violence:

1. Immediately report acts of violence to the Director and/or 911.
2. Keep students in classes and away from crisis area. Close and lock classroom doors and windows.
3. Take Roll – account for students.
4. Director – Call 911/Campus Police, if not already called, and provide this information: nature and location of the incident; description of the person(s) involved; description of the property involved; and, where the person(s) may have gone.

If you witness a criminal act or notice person(s) acting suspiciously, immediately call 911. Assist police when they arrive by supplying them with additional information.

E. ABUSIVE OR DESTRUCTIVE BEHAVIOR

Angry Verbal Abuse - First, try to defuse the person's anger by speaking calmly (not shouting). If possible, ask the person to accompany you and another staff person outside or away from the public area, and ask the person to sit down, as this often helps dissipate anger. Do not be alone with the person. Listen supportively with empathy and understanding. Realize that the person's anger is not necessarily directed towards you. Acknowledge the existence of a problem or misunderstanding, then explain procedures and describe steps that can be taken to solve the problem. If you cannot solve the problem to the person's satisfaction, ask your supervisor to assist. Personal abuse should not be tolerated. If the person's tirade goes beyond criticism of policies and focuses on you, and particularly if the abuse is racist, sexist, or ageist in nature, retreat from the confrontation immediately and get assistance. If the person does not calm down, or if you are alone, call 911 and report a disturbance of the peace.

Destructive Behavior - If the action seems to be accidental, unintentional, or fairly minor (such as writing in pamphlets or a magazine), ask the person to stop. If the action seems deliberate and is seriously destructive (such as writing on or punching walls or windows), call 911. If the person leaves the building, be prepared to give a physical description and write a statement about the incident.

Refusal to follow building/Academy rules - Advise the person of the rule and explain the reasoning behind the rule. If possible, provide the person with alternatives, e.g., places where noise or smoking is allowed – usually outside. If the behavior continues, tell the person they must stop or leave the building. If this doesn't stop the behavior, call 911 and inform the dispatcher that you have a person that is refusing to follow building policy.

Erratic, but Non-Threatening Behavior (e.g., random, senseless movements; erratic or inappropriate actions that are distracting to others) - Approach the person (preferably with another staff member) and ask if the person needs assistance. Explain to the person that their behavior is distracting, disturbing to other people and must be stopped. Be polite but firm. If behavior continues, ask the person to leave. If the person does not leave, call 911 and say that you have a problem person who refuses to leave.

Suspicious Behavior (e.g., person seems out of place, seems to be watching other people and their belongings, or attempts to enter a non-public area.) - With another staff person, ask the person if he/she needs assistance. Try to determine why the person is in the building. You may always ask them to show you some identification. They are not required to, but sometimes they will. All of this lets them know they are being observed. If the person's response seems inappropriate or evasive, call 911 and report a suspicious person. Be ready to give a description. Try to keep an eye on the person to let police know where the person is located when they arrive.

F. SEXUAL OFFENSES

Sexual Offenses – Sexual offenses include indecent exposure, inappropriate sexual advances, sexual assault, etc.) – Call 911 immediately and inform the dispatcher there is a sexual offense in the building. Try to keep track of where the person goes while you are waiting for the police. If a victim has come to make a complaint, try to keep them calm, and ask them to please wait for the police to tell them exactly what happened. Take the victim to a secure area out of the public view. If the victim does not wait for the police, be sure to get a name and phone number so police get a statement later.

Obscene Phone Calls - Use parts of the Bomb Threat Form (*p. 25 in this document and p. 4 in University's Emergency Response Guide*) to record information about the call such as the exact wording, caller's voice, and background noises. Call 911 and inform the dispatcher you received an obscene phone call.

G. GANG ACTIVITY

Gang Activity

Report the following gang-related activities to the Director:

1. In the case of gangs or group violence, be aware of gang identifiers such as clothing, signs, colors, pagers, etc.
2. Report strangers to the Director.
3. Report rumors of violence to the Director.

H. **THREATS OF VIOLENCE**

Threats – If an Academy staff member hears or receives a threat of violence, the staff member is obligated by law to make an immediate report. Threats may be in the nature of, but not limited to, “I’m going to kill you,” “I’m going to bring a gun to school,” “I’m mad enough to blow Mr. (instructor) away,” “I’m going to blow this whole school up,” “I’m going to kill (student).”

1. Immediately document the words or actions. Secure the student or student’s name.
2. Notify the Director both verbally and provide information in writing to the Director.
3. Do not confront the individual yourself other than taking them to the Director.
4. Director:
 - a. Immediately contact parents of the person supposedly bringing a weapon.
 - b. Make a report to juvenile probation if the threat is detailed or the student has a detailed plan or strategy to carry out such a threat.
 - c. Report the incident to the Governing Board President and Vice President.
 - d. If law enforcement comes to talk to the student, follow minor access regulations (having more than one person in the room at all times).
 - e. Suspension of student with counseling follow-up.
 - f. Upon return to school, the Director and counselor(s) to monitor student if applicable.

False statements and harassment - Every school has a zero tolerance in regards to making false or true threats against other students, joking about fights, weapons, etc., or bringing play guns and knives to school. The Academy considers any such incidences severe infractions.

I. **BOMB THREATS**

Bomb Threat - A suspicious-looking envelope, box, package, object, or container in or near the school may be a bomb or explosive material. Do not handle or touch the object. Leave it where it is, move to a safe area and call 911 a good distance away because cell phones can sometimes be used to detonate bombs. Do not operate any power switch.

If you receive a bomb threat (**via telephone**):

- Stay as calm as you can and keep your voice calm.
- Pay close attention to details. Talk with the Caller to obtain as much information as possible (keep caller on the line). Complete **Bomb Threat Form** on the next page.
- Visually check room for suspicious objects. Notify Director.
- *Director* – call 911.

If told by emergency responders to **evacuate**:

- Check your work area for unfamiliar items - police won't know what should or shouldn't be there. Do not touch suspicious items; report them to authorities.
- Take personal belongings when you leave. Leave doors and windows open; do not turn light switches on or off, do not touch lockers, use phones or walkie-talkies, do not close doors drawers or windows.
- Use stairs only; do not use elevators.
- Move well away from the building (away from fire lanes) and follow emergency responders' instructions.
- Instructors: Follow students out and stay with them; Take crisis kit, student rosters, paper, pencil; Take roll; Report missing students to Director via messenger.
- Unattached Students - Report to the EAP (Jot Travis Lawn) or respond to emergency with the University if possible make contact with the Academy.
- Wait for further instruction.

If there is an **explosion**:

- Take cover under sturdy furniture; call 911.
- *Director* - Call 911. After explosion, assess situation and respond accordingly (use fire alarm if necessary).
- *Instructors* - give a drop, hold, and cover command; If directed by emergency responders, evacuate building; direct students to the first feasible exit and the primary assembly area, Jot Travis Lawn, by either the primary or secondary fire drill routes, or a third route if the first two are blocked. Do not lock any doors.
- Use stairs only; do not use elevators. Stay away from windows; Move well away from the site of the hazard to a safe location.
- Render first aid if necessary. Do not re-enter the building until law enforcement allows.



BOMB THREAT FORM (keep by phones)

DATE: _____ **TIME:** _____

Phone#/Ext. Called: _____ **Caller ID# (area code):** _____

Exact Words of the Caller (over for additional space): _____

Instructions/directives made by caller: _____

Questions to Ask BE CALM & COURTEOUS. DO NOT INTERRUPT	OTHER DETAILS; NOT QUESTIONS <u>Do Not Ask</u>
<p>When is the bomb going to explode?</p> <p>Where is the bomb right now?</p> <p>What does it look like?</p> <p>What kind of bomb is it?</p> <p>What will cause it to explode?</p> <p>Is there more than one bomb? If so, how many?</p> <p>Did you place the bomb? If so, why?</p> <p>What is your name?</p> <p>What is your address?</p> <p>Are you calling from a pay phone? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p><i>Time caller hung up:</i></p> <p><i>Report call immediately as an emergency to Director, who will call 911. Alert Director of External Relations/Communications Team.</i></p>	<p style="text-align: center;">CALLER'S VOICE</p> <p> <input type="checkbox"/> Calm <input type="checkbox"/> Nasal <input type="checkbox"/> Crackling Voice <input type="checkbox"/> Angry <input type="checkbox"/> Stutter <input type="checkbox"/> Normal <input type="checkbox"/> Excited <input type="checkbox"/> Lisp <input type="checkbox"/> Distinct <input type="checkbox"/> Slow <input type="checkbox"/> Raspy <input type="checkbox"/> Slurred <input type="checkbox"/> Rapid <input type="checkbox"/> Deep <input type="checkbox"/> Clearing Throat <input type="checkbox"/> Soft <input type="checkbox"/> Ragged <input type="checkbox"/> Accent <input type="checkbox"/> Loud <input type="checkbox"/> Disguised <input type="checkbox"/> Familiar <input type="checkbox"/> Laughter <input type="checkbox"/> Whispered <input type="checkbox"/> Breathing <input type="checkbox"/> Crying </p> <p>If voice is familiar, who did it sound like?</p> <p>Speech pattern, accent or abnormality:</p> <p style="text-align: center;">THREAT LANGUAGE</p> <p> <input type="checkbox"/> Well spoken (educated) <input type="checkbox"/> Foul <input type="checkbox"/> Taped <input type="checkbox"/> Incoherent <input type="checkbox"/> Irrational <input type="checkbox"/> Message read by threat maker </p> <p style="text-align: center;">BACKGROUND SOUNDS</p> <p> <input type="checkbox"/> Street noises <input type="checkbox"/> House Noises <input type="checkbox"/> Office Machinery <input type="checkbox"/> Factory Machinery <input type="checkbox"/> Motor/Vehicles <input type="checkbox"/> Intercom <input type="checkbox"/> Voices <input type="checkbox"/> Clear <input type="checkbox"/> Animal noises <input type="checkbox"/> Static <input type="checkbox"/> Music </p> <p>Sex of caller: <input type="checkbox"/> M <input type="checkbox"/> F</p> <p>Race of Caller:</p> <p>Age of caller:</p> <p>Other characteristics:</p> <p><u>Name of person receiving call:</u></p> <p>Title:</p> <p>Work phone: _____ Home phone: _____</p> <p>Remarks:</p> <p>Date and Time Reported:</p> <p>How Reported:</p>

J. **SUSPECTED DRUGS/ALCOHOL/WEAPONS**

Suspected Drugs/Alcohol/Weapons

1. Report all related rumors to the Director immediately.
2. *Instructors* - send sealed note to Director with: **"IMMEDIATE ATTENTION - URGENT"**
3. Continue to observe student until help arrives. **Use corporal restraint only to the extent needed to protect persons. The teacher must make this judgment.**
4. Return to business as usual after student is removed from class.

K. WEAPONS**Weapons on Campus**

Report all related rumors to the Director immediately. During class time, the Director will make "Lockdown" announcement via PA system.

1. *Instructors* - Move students toward the back of the room, and away from doors and windows.
2. Students in the hallway must report immediately to the Director or available staff member.
3. Director - call 911.
4. Once the police arrive and is briefed, then the officer and Director will go to the room where the suspected student is located. If suspected student with concealed weapon is believed to be in a classroom, then Director will notify the instructor via telephone and advise the instructor to what steps are being taken. Different procedures based on the situation could occur, so instructors would have to be flexible in responding to any decisions made by police.

L. CIVIL DISTURBANCE, CAMPUS OR STUDENT DEMONSTRATIONS

Civil Disturbance/Campus or Student Demonstrations

Most campus and civil demonstrations are peaceful; people not involved should carry on business as usual. Avoid provoking or obstructing demonstrators. Should a disturbance occur, call 911. If a disturbance seems to threaten building occupants, call 911 immediately and:

1. Alert all persons in the area of the situation.
2. Close all doors, windows and blinds.
3. If necessary, cease work operations or evacuate. If evacuation occurs, meet at the EAP (Jot Travis Lawn) and wait for additional instructions and information.

Student Demonstrations and Walkouts

Demonstrations are not always negative, confrontational or dangerous. Although an immediate response is essential, staff should take great care to assess the nature and extent of a disturbance. Never overreact; it often causes situations to escalate. **For the same reason, do not call the police unless it is obvious that the situation is out of control.** Individual staff members, particularly teachers, always know a great deal about individual students. This intelligence should be used to maximum advantage when strategizing and devising responses. As a general rule, Academy personnel will invariably be far better positioned than the police to bring all but the most extreme student protests under control.

1. Notify Director immediately who will contact Governing Board President and Vice President and Director of External Relations.
2. If media outlets arrive, they should remain off Academy grounds and not interview students.
3. If unruly or disruptive behavior on the part of several students is minor, the administrative team, assisted by anyone else whose specific knowledge and judgment may be useful, should attempt to direct students back to their normal school routines.

M. MISSING STUDENT**Missing Student, Possibly Abducted**

If a student is missing notify the Director and be prepared to provide as much information as possible such as name, sex, race, age, grade, physical description, distinguishing marks, etc.

Director:

1. Contact the parent or guardian listed on the student's school records. Ask if they or anyone else in the family knows the current location of the student. Let them know you will be calling the police if no one can find the student in the next 10 to 15 minutes.
2. Call Campus Police.
3. Contact the Governing Board President and Vice President and Director of External Relations.
4. When law enforcement arrives, they will take control and work closely with school officials and relatives. If possible, have a description of the student (e.g., school picture, description of clothing) and suspect, if known, for the law enforcement officials.
5. Identify a team to work on the crisis response while the school maintains its daily routine.
6. Prepare an email to inform staff and parents of facts and actions taken.
7. Arrange counseling for students and staff, if necessary.

N. SUICIDAL STUDENT**Suicidal Student***Faculty/Staff:*

1. Notify Director.
2. Respond with empathetic listening and initial information gathering. Do not give promises of confidentiality.
3. Refer the student to a guidance counselor. (Either walk the student to guidance or contact an administrator or counselor to intervene.)

Guidance Counselor:

1. Explore the situation gathering key information to check for lethality indicators.
2. Contact the student's parent(s).
3. If you believe the student is currently at suicidal risk, keep the student with you until a parent/guardian can pick up the student.
4. Supply the parents with a list of agencies for referral.
5. If the parents refuse to accept/seek help for their child, this can constitute child neglect. Contact the Children & Families Services to intervene: 775-684-4400
6. Document actions taken by school personnel.
7. Work with Director.
8. Follow up:
 - Try to get a commitment from the student to contact you or another adult if feeling suicidal in the future.
 - Make guidance appointments for the student on a continuing basis to monitor how the student is coping.
 - Make further contacts with parents to check on their progress with contacting referral agencies and to make parents aware of what is happening at school.
 - Keep the principal, other administrators, and the student's teachers apprised of the student's situation.

O. HOSTAGE SITUATIONS, BARRICADED CAPTOR & EMPLOYEE HOSTAGE

Hostage Situations/Barricaded Captor

A hostage-taker might be a terrorist, fleeing felon, disgruntled employee (past or present), employee's spouse, drug or alcohol abuser, emotionally disturbed person, trespasser, and on occasion, a parent, student or citizen who is usually angry about some situation and decides to resolve it by taking hostages and making demands. Likewise, the dynamics of a hostage situation vary greatly and no two incidents are the same. Upon notification of a hostage situation:

1. *Director* - Assumes command of the situation in a calm manner until arrival of police.
 - a. **Containment:** Isolate hostage-taker and hostages as it is important that no additional individuals be exposed to hostage-taker. If possible, using the PA system or messenger, notify instructors to move groups away from situation and out of building.
 - b. **Evacuation:** Immediately evacuate building without walking by area with hostage-taker. Proceed to EAP (Jot Travis Lawn or Jot Travis Parking Lot) out of sight of building/windows (line of fire). Take crisis kit, student roster and building plans. Take Roll. No re-entry.
 - c. **Call 911:** Give all available information to dispatcher. Remain on the line with dispatcher until police arrive to ensure that accurate, detailed information is relayed to responding officers and Academy staff can respond to police requests.
2. Police will assume control upon their arrival. Be prepared to wait, as the resolution of hostage situations traditionally takes time. The Crisis Negotiator will contact the hostage-taker and begin the process of negotiating an end to the situation. At this point, the negotiator has the major responsibility to successfully end the situation.
3. *Director/Operations Supervisor* - Maintain contact with the police. ***It is important that the items such as building keys and detailed building plans be made available to the police department.*** Important information such as camera and monitoring locations, hearing and broadcast devices, motion sensors, location of radios, availability of phones, etc. must be conveyed to the police. ***Anecdotal information regarding the cause of the incident, identity of the hostages and hostage-takers, and their location in the building is of great importance.*** The Director and Operations Supervisor who are knowledgeable of the building layout need to describe it using detailed building plans.
4. Call the Governing Board President and Vice President. Keep detailed notes, including times, communications from the person holding the hostage, and information from witnesses. At the conclusion, the Director and those involved will need to talk at length with the police so that all pertinent information can be recorded.
5. **Media:** Director of External Relations will handle all press inquiries and assist Director with dissemination of information to the media, students and parents.

Employee Hostage

Hostages must use sound judgment, good decision making, training and knowledge of Academy and police procedures, remain calm and act in a manner that will preserve lives. Do not inflame an already volatile situation.

1. If possible, get word to the Director or call 911 and remove students from area. Do NOT try to disarm the gunman. Keep calm and follow the gunman's instructions. Direct students to be quiet and sit away from the gunman, windows and exits. Police may be able to hear what is taking place and may enter the room at any time. Follow police instructions if possible.
2. Initially, you may be thrust into negotiating with the hostage-taker(s). Remain calm and request that the situation end by the release of the hostages or the escape of the hostage-takers from the area. At all times, remain neutral regarding the reasons given by the hostage-taker(s) for taking this action. Your concern is the safety and release of the hostages. Responses of the hostage-taker may be irrational or illogical.

P. TERRORISM**Terrorism**

When advised by local, state or federal emergency management or law enforcement officials of a terrorist threat or risk of violence, a terrorism threat level will be announced. Academy staff will take actions consistent with levels announced according to the Terrorism Advisory System.

School Terrorism Advisory System

Risk of Attack	Suggested Action Items
<div style="background-color: red; color: white; padding: 5px; text-align: center;">SEVERE</div>	<ul style="list-style-type: none"> ▪ Follow government instructions (listen to radio/TV) ▪ Activate crisis plan ▪ Restrict school access to essential personnel ▪ Cancel outside activities and field trips ▪ Provide mental health services to anxious students and staff
<div style="background-color: orange; color: white; padding: 5px; text-align: center;">HIGH</div>	<ul style="list-style-type: none"> ▪ Assign staff to monitor entrances at all times ▪ Assess facility security measures ▪ Update parents on preparedness efforts ▪ Update media on preparedness efforts ▪ Address student fears concerning possible terrorist attacks ▪ Place school Crisis Response Teams on standby alert status
<div style="background-color: yellow; color: black; padding: 5px; text-align: center;">ELEVATED</div>	<ul style="list-style-type: none"> ▪ Inspect school buildings and grounds for suspicious activities ▪ Assess increased risk with public safety officials ▪ Review crisis response plans with school staff ▪ Test alternative communication capabilities
<div style="background-color: blue; color: white; padding: 5px; text-align: center;">GUARDED</div>	<ul style="list-style-type: none"> ▪ Review and upgrade security measures ▪ Review emergency communication plan ▪ Inventory, test, and repair communication equipment ▪ Inventory and restock emergency supplies ▪ Conduct crisis training and drills
<div style="background-color: green; color: white; padding: 5px; text-align: center;">LOW</div>	<ul style="list-style-type: none"> ▪ Assess and update crisis plans and procedures ▪ Discuss school crisis plan with emergency responders ▪ Review duties and responsibilities of crisis team members ▪ Provide CPR and first aid training for staff ▪ Conduct 100% visitor ID check

During times of terrorist threats ask school staff to have "heightened awareness" for any suspicious activities, such as: questionable vehicles; suspicious people in and around the building (especially taking photographs or videotaping); packages; and information seeking efforts by phone or by unknown visitors. Staff should maintain a heightened awareness during recess, physical education classes, drop-off and dismissal, and other outside activities. Verify the identity of service personnel and vendors visiting the Academy, including those seeking access to utilities, alarm systems, communications systems, maintenance areas and related locations.

Q. BIOLOGICAL AND CHEMICAL THREATS**Biological and chemical threats (anthrax/mail handling)**

1. Do not allow students to open Academy mail; limit this task to one staff member who opens mail in a room separate from the open, main office areas and allow them to use protective (latex-type) gloves if they wish.
2. Review procedures for handling suspicious items such as envelopes with powder substances that may be found in hallways, stairwells, restrooms and other areas. Hoax incidents may occur, however, all threats should be treated seriously.
3. Establish procedures for quickly shutting down heating, ventilation, and air conditioning (HVAC) systems.
4. Report unusual absence patterns, specifically sudden mass absences due to reported illnesses. Consider having a protocol for Academy officials to notify public health and/or other appropriate public safety personnel as soon as they detect an unusual occurrence.

XII. HAZARD-SPECIFIC ANNEXES

Hazards include natural disasters, disease outbreaks, and accidents. Examples include earthquake, epidemic, and hazardous materials release. Following are the prioritized **hazards** that are addressed in the **HAZARD-SPECIFIC ANNEXES**:

- Fire
- Explosions
- Earthquake
- Severe Weather (thunderstorms and winter storms)
- Flood
- Blackout Conditions (utility failures)
- Hazardous Materials Release
- Exposure to Blood Borne Pathogens and Bodily Fluids
- Pandemic Planning

GOALS: The goals for each of the procedures (courses of action) described below are to protect staff, students, and school property in the event that natural disasters, disease outbreaks, or accidents pose a threat of harm to the safety of staff and students, or school property.

OBJECTIVES: The Academy accomplishes these goals by providing specific procedures (courses of action) to implement each **hazard** listed above. The procedures set forth how the school manages a **hazard** before, during, and after the incident.

A. FIRE

Fire - If clothing catches on fire drop to the floor and roll until you extinguish the flames or if another's clothing is on fire, knock them to the ground and roll that person around until flames are extinguished.

If there is a fire in work area, or building:

1. Engage fire alarm, shout for those around you to evacuate and call 911.
 - If you have been trained to use a portable fire extinguisher and are able to safely extinguish the fire, do so. Be sure to have a safe exit from the area and leave if one extinguisher does not put out the fire.
2. If floor monitors and sweep teams missing, appoint volunteers to fill vacancies.
3. Begin evacuation - touch closed doors and, if hot, do not open. On your way out, warn others nearby. Move away from fire and smoke. Close doors and windows if time permits. Use stairs only; do not use elevators.
4. Proceed to the primary Emergency Assembly Point (EAP), Jot Travis Lawn, or secondary EAP, Jot Travis Parking Lot.
5. *Instructors* - Take classroom emergency packet, student rosters, paper and pencil; Follow students out and stay with them; Take roll or help roll takers; Report missing students to Director ASAP.
6. *Director* - Collect and review check in sheets from roll takers, and insure that all are accounted for; or notify Reno Fire Dept. (RFD) of missing/injured/trapped personnel.
 - Coordinate with RFD and UNR Safety personnel regarding reoccupation of the building, re-entry for personnel to retrieve possessions, and building recovery considerations.
7. Do not re-enter the building or work area until emergency responders allow. Avoid downed power lines and open gas lines. Wait for further instruction from emergency responders. Keep students calm.

B. EXPLOSION

Explosion - An explosion occurring on Academy grounds could be attributed to many factors

1. *Director* - Call 911. Depending on situation and location of explosion, may need to lockdown or pull fire alarm for evacuation.
2. *Instructors* - give a drop, hold, and cover command; direct students to the first feasible exit and the primary assembly area, Jot Travis Lawn, by either the primary or secondary fire drill routes, or a third route if the first two are blocked. Do not lock any doors.
3. Render first aid if necessary. Do not re-enter the building until law enforcement allows.

C. EARTHQUAKE

Earthquake – Stay wherever you are, either indoors or outdoors, until tremors stop unless you smell gas then evacuate immediately.

If **inside** the building:

1. Do not evacuate unless you smell gas (then evacuate immediately). Ask others to stay in the building, but do not force them to stay. Remind them (and yourself) that debris may be falling outside the building, glass may have broken and building supports may be weakened.
2. Duck, Cover, and Hold: Duck under nearest sturdy object (desk, table, etc.) to cover yourself and hold onto it until shaking stops. If you are not near a sturdy object, make yourself as small as possible - cover your head and neck. Instructor calls out “Earthquake! Drop, cover, hold on.” (Under tables, desks, doorways, against inner walls).
3. If you stand in a doorway, brace yourself against the frame, but watch out for a swinging door or other people trying to rush through the doorway.
4. Avoid windows, filing cabinets, bookcases and heavy objects that could fall or shatter.
5. Expect aftershocks.
6. If you are trapped by debris, cry out for help. Check for injuries and give first aid.
7. Do not operate electrical switches or equipment because there may be a gas leak. Check for safety hazards: fire, water sprinklers broken, etc. Do not use telephones except to call 911; keep lines open for emergencies and don’t call home.
8. Begin to evacuate building only when informed that it is safe to do so. Watch out for downed power lines, falling glass and debris when leaving.
9. *Instructors* - Follow students out and stay with them; Take classroom emergency packet, paper and pencil; Take roll; Report missing students by messenger to Director ASAP.
10. Wait for further instruction from emergency responders. Keep students calm.



If **outside:**

1. Move away from trees, signs, buildings, power lines, electrical poles, fire and smoke.
2. Protect your head with your arms from falling bricks, glass, plaster, and other debris.
3. Proceed to the outside EAP (Jot Travis Lawn) and check in with Roll Taker(s). Stay alert for further instructions.

D. SEVERE WEATHER

Severe Weather (Thunderstorms) - Severe weather report terms:

- **WARNING:** imminent danger to life and property to those in path of storm. *Be prepared to move to safe areas and away from windows.*
- **WATCH:** severe thunderstorms possible in the area. Watch the sky and stay tuned to weather updates. *Move out of portable buildings; Find a low area, lie down and cover head.*

When a storm strikes **prior to or during lunch hour**, students will remain inside (Jan's Place). Noon aides have primary responsibility to ensure students are notified and moved into shelter areas. If a storm strikes **during the lunch hour with students outside:**

1. Get students indoors as soon as a storm begins. If **lightning**, stay away from plumbing fixtures, electrical appliances and telephones because these items may be connected to outside pipes and wires that could cause lightning to travel indoors.
2. If instructor and students are outside try to get to a shelter, and stay away from tall trees and buildings that may be struck by lightning, including power poles, power lines, chain link fences and pools of water.

Severe Weather (Winter Storms) - heavy snow, blizzard-like conditions or ice storms

1. Generally follows Washoe County School District and/or the University in regards to delayed or cancelled classes due to inclement weather by delaying and/or moving classes to an online format.
2. If inclement weather is forecast for the next school day, Director will communicate with the Operations Supervisor for sidewalk snow removal and notify faculty/staff by 6 a.m. via email if delayed start, and/or move to online format, or cancellation is warranted , and through Infinite Campus Messenger ~~system~~ system by 7 a.m.
3. Should an unexpected storm occur during the school day that makes travel hazardous, students will be kept at the Academy and maintain a normal school schedule. When a storm strikes prior to or during lunch hour, Director decides on shortened bell schedule.

E. FLOOD

Flood – Be alert for flash floods in the area and report any danger to the Director.

1. Evacuate using nearest safe exit and seek high ground; call 911 for safe place to go.
2. *Instructors* - Follow students out and stay with them; Take crisis kit, student rosters, paper and pencil; Take roll; Report missing students to Director ASAP.
3. Unattached students – report to the EAP (Jot Travis Lawn).
4. Wait for further instruction.

F. **BLACKOUT CONDITIONS – UTILITY FAILURES**

Power Outage - Do **NOT** evacuate, as it may be due to an electrical storm. If emergency lights come on, allow people to find lighted areas under emergency lights or near windows. If emergency lights do not come on, get a flashlight and escort people to a lighted area. Be prepared to provide assistance to disabled persons.



Director/Building Coordinator calls Building and Grounds (**784-8020**) to report power outage. Normally, power will be restored in a short time unless the power outage is block-wide or city wide. Only evacuate if the fire alarm sounds and/or upon notification by the Director/Building Coordinator. If the building is closed, turn off all electrical equipment that normally would be turned off at the end of the working day.

During a power outage and electrical storms, steps may be taken to **protect sensitive electrical equipment, such as computers**. During a simple power outage (no electrical storm), PCs and associated peripherals, such as printers, should be turned off using the switch on the surge protector. If you can't find or reach the surge protector, turn off individual switches on equipment. If there is a severe electrical storm, it is advisable to turn off the surge protector and unplug it from the wall. If you can't reach a surge protector's plug, unplug individual power cords from surge protector after turning surge protector switch off.



PCs should not be turned back on until the power has come back on for 15-20 minutes. Do not turn PCs back on if the power keeps going off and on. When you are ready to use the PCs again, do not turn on surge protector switch (or equipment) until everything is plugged back in.

Elevator Failure - If trapped in an elevator, use emergency telephone. If the elevator does not have an emergency phone, use the emergency alarm (on the control panel) to signal help. If you're not in an elevator, check it by asking if there's anyone inside. If someone is trapped, call **784-8020** Monday through Friday 8 a.m. to 5 p.m. to request elevator service. After hours, holidays and weekends, call 784-8020 and leave a message on voicemail (someone will get your message and send help). If no assistance arrives after a reasonable time (30-40 minutes), then call **Campus Police at 334-2677 or 911** for assistance. Have someone stay in verbal contact with the trapped person to inform them what is being done and to keep them calm.

Plumbing Failure - If flooding occurs due to a plumbing failure:

- Cease using all electrical equipment. If possible, turn them off and carefully unplug. Use plastic sheets to cover computers, books, etc. or move them away from the flooding. Do NOT work in standing water near electrical equipment.
- Call Building and Grounds at 784-8020 and ask for help with turning off the water and cleaning the floors and carpeting. If necessary, evacuate.



Gas Leak - If you smell natural gas inside the building: cease all operations immediately. Do not switch lights on or off; Call Building and Grounds at 784-8020 and evacuate.

Ventilation Problem - If odors come from the ventilation system:

- Immediately notify Building and Grounds at 784-8020 and Environmental, Health & Safety (EH & S) at 327-5040.
- If smoke is present, the sensors in fire alarm system will activate and begin evacuation.
- If there is a chemical odor in the building, notify the Director/Building Coordinator so that windows and doors can be opened or closed or possibly have the ventilation system shut down and implement shelter-in-place procedures.

G. HAZARDOUS MATERIALS RELEASE PROCEDURES

Hazardous Materials Release Procedures – If you detect a chemical odor, ask a co-worker if they smell it too. If so, contact the Director immediately.

During an **internal** hazardous material release **shelter-in-place**:

1. Report material leak to the Director.
2. Avoid contact and remove students from area. Stay upwind from contaminated area.
3. Assess situation and evacuate, or perform a shelter-in-place, depending on your assessment and directions from authorities.
4. **During a shelter-in-place** - get students out of halls and into safe area; move away from windows and doors. Close doors, windows and vents. Turn off fans. Seal around doors and vents. Take roll to determine missing students. Report missing students to Emergency Coordinator and/or Alternates.
5. Students not in the room are to report to alternate shelter site.
6. Authorities will refer to Material Safety Data Sheets for specific actions.
7. Contain spill, if possible.
8. Electricity will be left on. PA systems, radios and televisions may be used.
9. Do not allow anyone to leave classroom.
10. Wait for further instructions from the Director or law enforcement authorities.
11. Do not evacuate the room until told to do so. The Campus Police will direct the Academy staff as to which route to take when leaving campus.

During an **external** hazardous material release:

1. Assess situation and evacuate, or perform a shelter-in-place, depending on your assessment and directions from authorities.
 - a. If evacuation is ordered, move up-wind and uphill from the accident depending on the directions given for secondary route evacuations; render first aid, take roll, evacuate to another part of campus, if necessary.
 - b. It is possible that a chemical spill has occurred outside and odors are entering the building, in which case **do not evacuate** and **initiate a shelter-in-place** closing windows and doors, and shutting air vents. Use reverse evacuation to get everyone inside.
 - c. Operations Supervisor contacts University Facilities to turn off heating/air conditioning and closes vents; allow entrance through one door and keep that room sealed off and locked from the rest of the building.
2. **Director** - call Governing Board President and Vice President.

H. EXPOSURE TO BLOOD BORNE PATHOGENS AND BODILY FLUIDS**Exposure to Blood Borne Pathogens and Body Fluids**

1. Report incident to **Director** immediately.
2. Know locations of blood borne pathogen kits. If giving first aid, follow universal precautions. If exposed to blood/body fluids, wash affected area immediately. Wear gloves and avoid physical contact with blood or other body fluids.
3. Follow DAVIDSON ACADEMY PROTOCOLS FOR CONTAINING BLOOD-BORNE PATHOGENS AND THE HANDLING AND DISPOSAL OF NEEDLES, MEDICAL DEVICES AND OTHER MEDICAL WASTE (see following page).
4. Notify **Director**.
5. Operations Supervisor notifies University Facilities of need for special clean up.



DAVIDSON ACADEMY PROTOCOLS FOR CONTAINING BLOOD-BORNE PATHOGENS AND THE HANDLING AND DISPOSAL OF NEEDLES, MEDICAL DEVICES AND OTHER MEDICAL WASTE

The following protocols need to be followed in the case of exposure to blood-borne pathogen/bodily fluids, use of needles, medical devices, and handling of other medical waste.

1. Know the locations of the blood-borne pathogen kits. Blood-borne pathogen kits are located in the left, upper cabinet in the Aide Room (#210).
2. Report incident immediately to the Director, who will call Environmental Health & Safety (EH&S) at (775)-327-5040.
3. Assess situation and respond accordingly. If giving first aid, follow universal precautions. Universal precautions materials are located in the left, upper cabinet in the Aide Room (#210).
4. Always wear gloves and avoid physical contact with blood or other bodily fluids.
5. If exposed to blood-borne pathogen/bodily fluids, wash affected area immediately.
6. Notify Director to clean area (if the situation permits).
7. Always wash contaminated areas immediately with bleach water.
8. Dispose of contaminated materials properly. A sharps container and biohazard waste bags are located in the left, upper cabinet in the Aide Room (#210). Once the sharps container is full, submit for pick-up from EH&S.
<https://www.unr.edu/ehs/program-areas/waste-management>
9. Submit for pick-up immediately from EH&S for biohazard waste collection.
<https://www.unr.edu/ehs/program-areas/waste-management>
10. Obtain assistance from a nurse or other medical personnel for follow-up.

For more information on the University Safety Manuals & Plans regarding blood-borne pathogens and biohazard waste EH&S visit:

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN:

<https://www.unr.edu/ehs/policies-manuals/bloodborne-pathogens-exposure-control-plan>

OPERATIONAL PLAN FOR MANAGEMENT OF BIOHAZARDOUS WASTE:

<https://www.unr.edu/ehs/policies-manuals/biohazardous-waste-operational-plan>

I. PANDEMIC PLANNING

In the event of a pandemic outbreak, the Academy will coordinate its response with the response of the University of Nevada, Reno. In addition, the Academy will comply with other directives from local, regional, or state officials, including the Office of the Governor and the Nevada Department of Education.

The goals for pandemic planning include the following:

- Minimize the spread of the pandemic organism
- Maintain essential school services
- Maintain continuity of learning for all students
- Minimize social disruption for families and staff
- Minimize economic losses for families and staff
- Coordinate efforts with partners

The Academy's efforts to manage a pandemic outbreak requires the close coordination of a variety of strategies. Each strategy is described below. The level and degree to which these strategies are implemented will vary by the unique circumstances and conditions of each outbreak.

1. Surveillance

The Academy will coordinate its efforts with the University of Nevada, Reno and local, state or national officials and implement directives to detect the incidence of disease and monitor disease progression.

2. Communication

The Academy will coordinate its efforts with the University of Nevada, Reno and local, state or national officials to prepare and distribute to families and students information available from a variety of sources. This will likely include basic communication materials (such as question and answer sheets and fact sheets) on pandemic and general preventative measures. This information may include health brochures about seasonal and pandemic influenza, hygienic practices at home, community health services, etc.

The Academy will establish a communication system to notify parents when students demonstrate respiratory illness and/or other COVID-19 like symptoms. In addition to public and school announcements via local news media, notification concerning school closings will include correspondence from the Academy Director.

3. Infection Control

Although vaccinations serve as the primary preventive strategy, this strategy may be limited during a pandemic due to the number of people affected, time required to develop a vaccine, and the limited supply capabilities. Other strategies as recommended by local, regional, and state officials will be implemented, such as recommending these hygienic practices:

- Wearing a face covering that fully covers one's nose and mouth
- Covering a cough to contain nasal or respiratory secretions
- Using a tissue to contain nasal or respiratory secretions

- Properly disposing of used tissue
- Practicing hand hygiene, including frequent hand-washing
- Avoiding high-traffic areas (social distancing)

The Academy will maintain high levels of cleanliness and sanitation by ensuring that water fountains, bathroom facilities, etc., are disinfected with the appropriate cleaning products daily. Custodial staff may be directed to enact a daily disinfecting procedure during a pandemic event.

The Academy will maintain appropriate supplies and equipment, such as face coverings, tissues and cleaning supplies. Disposable face coverings, tissues, and hand-sanitizer products will be made available for each classroom and student/staff gathering space.

The Academy will identify a room in which to temporarily isolate staff or students who demonstrate flu-like symptoms. Staff and students may be safely placed in this room while awaiting transportation home. The Academy will stock the room with hand and respiratory hygienic products.

4. Continuity of Learning

The Academy will inform parents and students of any state or Academy plans for continuing educational instruction during a pandemic influenza event. For example, in the event that the Academy is closed for an extended period of time due to a pandemic influenza event, instruction will be provided via distance learning platforms.

5. Continuity of Operations

A pandemic may pose significant threats to the human infrastructure responsible for various Academy functions due to widespread absenteeism. The Academy will address these concerns on a case-by-case basis, guided in part by directives from local, state, or national officials, including the Office of the Governor and the Nevada Department of Education.

APPENDIX A
AUTHORIZATION TO RELEASE CHILDREN IN AN EMERGENCY - 2-PAGE SCHOOL FORM



Student's Name: _____
Date of Birth: _____
Physical Address: _____
Home Telephone Number: _____
Student Cell Number: _____

Custodial Parent/Guardian(s) - Name: _____
Physical Address: _____
Home Telephone: _____
Cell Phone: _____
Work Telephone: _____

Custodial Parent/Guardian(s) - Name: _____
Physical Address: _____
Home Telephone: _____
Cell Phone: _____
Work Telephone: _____

Please tell us what number(s) you would like added to the Reverse 911/Call One Now System for school cancellations and other notifications:

In the event I am unable, or the other custodial parent or guardian listed above is unable, to pick up my student(s) from the Academy, I authorize The Davidson Academy of Nevada to release my child to any of the local persons listed below (if possible, please include at least one other Academy family):

First Emergency Contact - Name: _____
Physical Address: _____
Home Telephone: _____
Cell Phone: _____
Work Telephone: _____
Relation to student/family: _____

Second Emergency Contact - Name: _____
Physical Address: _____
Home Telephone: _____
Cell Phone: _____
Work Telephone: _____
Relation to student/family: _____

Third Emergency Contact - Name: _____
Physical Address: _____
Home Telephone: _____
Cell Phone: _____
Work Telephone: _____
Relation to student/family: _____

If you would like to list others, please attach on separate sheet. Please notify those listed that they have been designated as your student's emergency release contact. No child will be released to the care of unauthorized persons, including any other Academy parents not listed by you on this form.

Please indicate how your child will be arriving at school (i.e. parent drop off at shuttle, walking, driving themselves, bicycle): _____

Please indicate how your child will be leaving school: _____

Please let us know if your child will be taking any medications (prescription or otherwise) that they will need to have administered or will be self-administering during the school day. If your child needs to take medication during the school day, parents must provide a written authorization and a Consent and Request form from a physician. Student medications will be stored in the Academy's medical office and administered by Academy administrative staff as indicated by parent and physician. In the event a student needs to carry an Epi-Pen or inhaler, we ask that the student carry one with them and that the school also be provided an Epi-Pen or inhaler to be stored in the Academy's medical office. _____

Please indicate if your child has any allergies: _____

Will they be carrying an Epi-Pen or inhaler? _____

Please indicate any other information that you feel The Davidson Academy staff should be aware of concerning your child: _____

Parent/Guardian Signature: _____

Name	Work Phone/Ext.	Home Phone	Cell Phone
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APPENDIX D
EMERGENCY CONTACT INFORMATION

Building Name: Jot Travis Building (Bldg. 048);
1164 N. Virginia Street, 2nd Floor
775-682-5800 – Academy office/main number

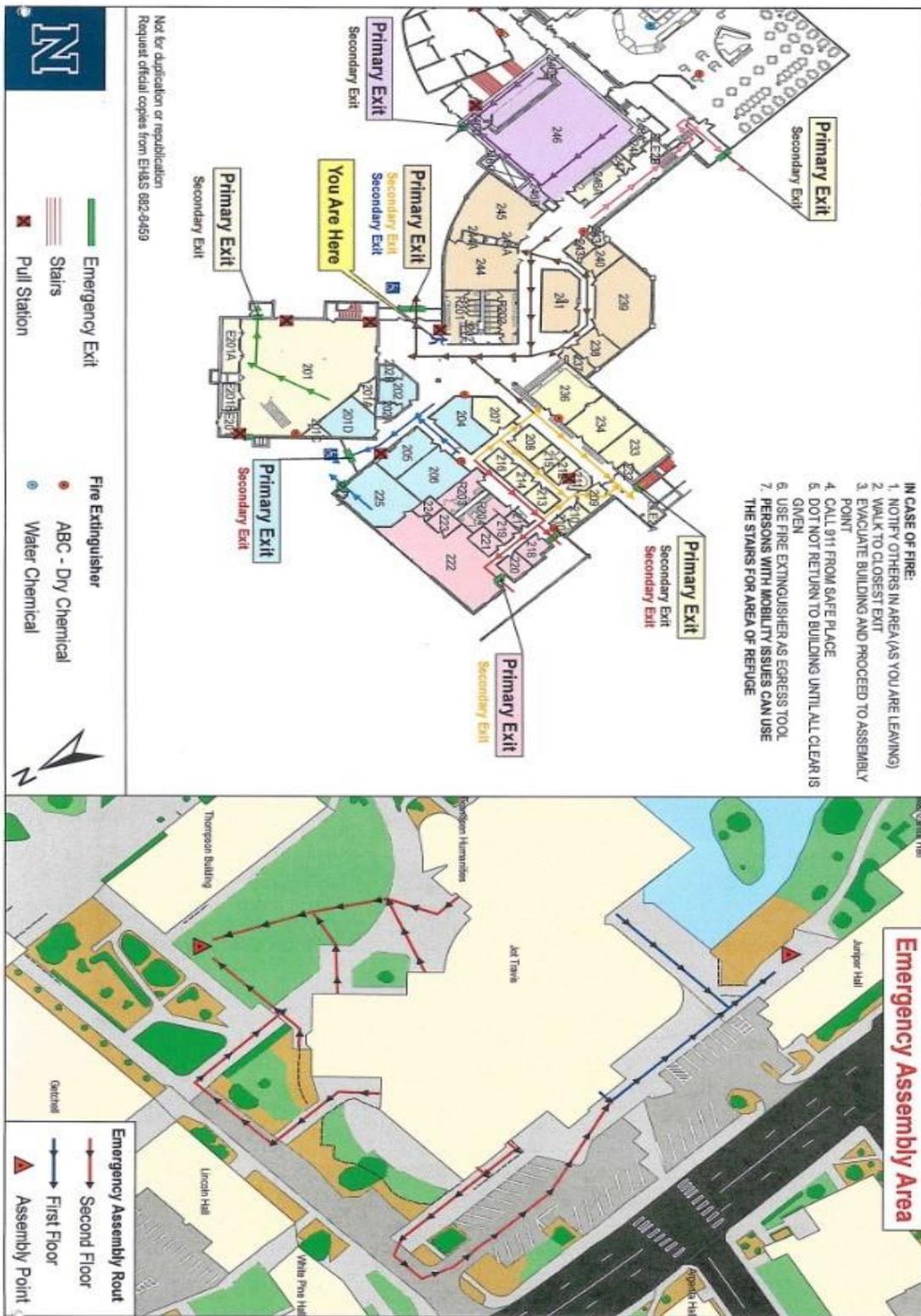
From Davidson Academy: 911

Call 911 to report a crime in progress, a fire, a heart attack, a serious injury, or any situation where there is **IMMEDIATE** danger to life and property.

Agency/Contact Person	Daytime Phone	After Hours
Poison Information Center	800-222-1222	
University Police Dept.	784-4013 (business calls) 334-2677 (non-emergency dispatch)	<u>On Duty Phone:</u> 745-6195
Reno Police Dept.	334-COPS (2677) 334-2121 (non-emergency dispatch)	
Washoe Co. Sheriff	785-4629 (non-emergency dispatch)	
University Parking & Transportation Services	784-4654 784-1535	
University EH & S Emergency Planning Coordinator John Sagebiel, Env. Affairs Mgr.	327-5040 784-4214 784-1139	
Fire, Life & Safety – Howard Hess	784-6397	
University Physical Plant – Building and Grounds	784-8020	
Nevada Road Conditions	511 or 877-687- 6237	
Red Cross – Northern Nevada Chapter	856-1000	Call once emergency happens to find out evacuation center.
Crisis Call Center (UNR)	784-8090 800-992-5757	
Academy Director, Colleen Harsin	682-5800	c-544-0650
Academy G. Board, Mark Herron	832-8314 ext. 102	c-530-8922 h-775-832-9150
Controller, Karin Dixon	775-682-5800 ext. 25823	c- 775-247-4523 h-775-737-9090

Building Coordinator, Mike Leslie	682-5800 ext. 25815	c-412-1914 h-775-355-1777
University Media Relations, Natalie Fry	784-4611	
Renown Medical Center, Ryland/Second St.	770-3000 (urgent care); 770-7210	
St. Mary's Hospital, 235 W. Sixth St.	775-770-3000	Same

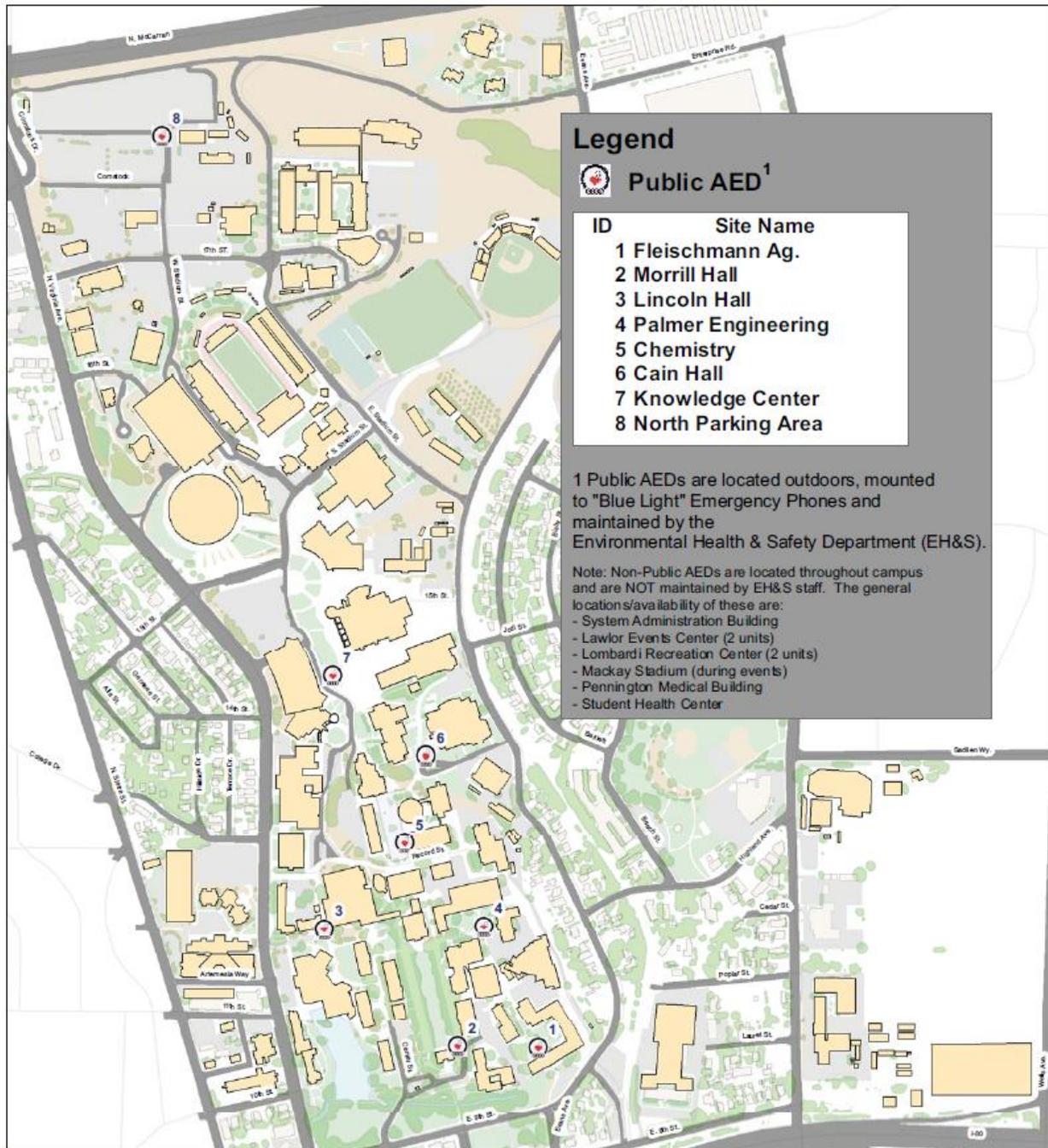
**APPENDIX E
MAPS FOR EVACUATION AND ASSEMBLY**



Davidson Academy
Second Floor

Revised 6/3/2010

APPENDIX F
AUTOMATED EXTERNAL DEFIBRILATOR (AED) LOCATIONS
University of Nevada, Reno



CampusAED_022009.mxd

Questions? Please contact the EH&S Department @ 327-5040



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