



Crisis and Emergency Response MODEL PLAN Guidance Checklist

Nevada Model Plan Requirements

All Nevada school districts, charter and private schools are required to have an Emergency Operations Plan (EOP). The EOP must meet all the requirements listed in this Model Plan Guidance Checklist.

You can use their current EOP as long as all of the requirements listed in this checklist are included in your schools plan.

School may also utilize the Readiness and Emergency Management for Schools Technical Assistance Center (REMS TA) [Interactive Workbook](#) when developing their school EOP.

All school EOP's must meet all the requirements in the [Federal Guide for Developing High-Quality School Emergency Operations Plans](#) and any additional Nevada requirements contained in [NRS 388.229 - 388.266](#).

In compliance with [NRS 388.253](#), the Nevada Department of Education has reviewed and updated the Model Plan for the management of a crisis or an emergency in 2018.

This Guidance Checklist is a quick reference guide and resource for schools to assist in meeting all federal and state requirements for a high-quality EOP.

The 6-Step planning process

- Step 1:** Form a Collaborative Planning or Development Team/Committee.
- Step 2:** Understand the Situation and Identify Threats and Hazards
- Step 3:** Determine Goals and Objectives
- Step 4:** Plan Development (Identifying Courses of Action)
- Step 5:** Plan Preparation, Review, and Approval
- Step 6:** Implementation and Maintenance

Step 1: Form a Collaborative Planning or Development Team/Committee

Writing a high-quality EOP is a team effort best performed by a collaborative team. The common theme in successful operations is that all included in the team understands and accepts their roles. Nevada Revised Statute (NRS) [388.241](#) requires school districts and schools establish a Development Committee that at minimum includes:

1. At least one member of the board of trustees or of the governing body that established the committee;
2. At least one administrator;
3. At least one licensed teacher;
4. At least one employee of the school who is not a licensed teacher and who is not responsible for the administration of the school;
5. At least one parent or legal guardian of a pupil enrolled in the school district or school;
6. At least one representative of a local law enforcement agency in the county;
7. At least one school police officer, including a chief of school police if the school has school police officers; and
8. At least one representative of a state or local organization for emergency management.
9. Any other person whom the Board of Trustees or governing body deems appropriate, including:
 - a. A school counselor;
 - b. A school psychologist;
 - c. A licensed school social worker; or
 - d. A pupil in grade 10 or higher.

Step 2: Understand the Situation and Identify Threats and Hazards

The Planning Committee/Development Team must conduct a threat and hazard identification and risk assessment process that collects information about threats and hazards and assigns values to risks for the purposes of deciding which threats or hazards the plan should prioritize and address.

To identify specific threats and hazards, you must conduct the following assessments:

1. Site assessments;
2. Cultural and climate assessments;
3. School threat assessments; and
4. Capacity assessments

Prioritize threats and hazards according to the **Sample Risk Assessment Worksheet** Chart in the [Federal Guide for Developing High-Quality School Emergency Operations Plans](#). After conducting the above assessments to identify specific threats and hazards, you must determine:

1. The probability or frequency the occurrence;
2. The magnitude (extent of expected damage);
3. Time available to warn staff, students and visitors;
4. Duration (how long the hazard or threat will be occurring); and
5. The cascading effects of the threat or hazard;

Each threat or hazard must be addressed and rated in your EOP (see Table 2, pg. 12 in the [Federal Guide for Developing High-Quality School Emergency Operations Plans](#)).

Step 3: Determine Goals and Objectives

Once you have determined your threats and hazards, goals and objectives must be determined.

1. **Goals** are general statements that indicate the desired outcome in response to the threat or hazard and should contain at least three goals for addressing each threat or hazard. These goals should

indicate the desired outcome before, during and after the threat or hazard.

2. **Objectives** are specific, measurable actions that are necessary to achieve the goals. Often you will need to identify multiple objectives in support of a single goal.
3. **Functions** are the activities that support goals and objectives. A function can apply to more than one threat or hazard. After identifying a function, there should be three goals for the desired outcome.

Step 4: Plan Development (Identifying Courses of Action)

Courses of action address the what, who, when, where, why and how for each threat and hazard. Then the course of action determines whether it is feasible and whether stakeholders can implement the course of action.

1. Depict the scenario by creating a potential scenario based on the threats and hazards.
2. Determine the amount of time available to respond. This will vary based on the type of threat or hazard.
3. Identify decisions points including state specific requirements for:
 - a. Suicide;
 - b. Coordinating the resources of local, state and federal agencies, officers and employees;
 - c. Accounting for all persons within a school;
 - d. Assisting all persons to communication with each other, including persons located outside the school such as relatives of students and employees, news media and local agencies that would respond to a crisis;
 - e. Assisting pupils and employees to move safely within and away from the school, including evacuation and securing of a school;
 - f. Reunification of students and employees;

- g. Providing necessary medical assistance;
- h. Recovering from a crisis or emergency;
- i. Carrying out a lockdown at a school;
- j. Providing shelter in specific areas of a school;
- k. Any threat or hazard identified in the hazard mitigation plan of the county in which the school is located;
- l. A plan for providing counseling and mental health services to students and staff after a crisis, emergency or suicide;
[NRS 388.253](#)
- m. Plan complies with the [American with Disabilities Act](#) Technical Assistance for Emergency Preparedness & Response and includes students, staff and parents with appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities; and
- n. Plan complies with the [US Department of Justice title VI of the Civil Rights Act of 1964](#) that requires effective communication with individuals with limited English proficiency (LEP), including students and parents.

Develop courses of action to achieve the goals and objectives

1. What is the action?
2. Who is responsible for the action?
3. When does the action take place?
4. How long does the action take and how much time is actually available?
5. What has to happen before?
6. What happens after?
7. What resources are needed to perform the action?

How will this action affect specific populations, such as individuals with disabilities and others with access and functional needs who may require medication, wayfinding, evacuation assistance, personal assistance services, or may be experiencing severe anxiety during traumatic events?

Select Courses of Action

After identifying courses of action, compare course of action against the goals and objectives. Select the preferred course of action to move forward in the planning process.

Outcome

Goals, objectives, and courses of action for threats and hazards will go into the “**Threat-and Hazard-Specific Annexes**” and those for courses of action functions will be contained in the “**Functional Annexes**” section of the EOP.

Step 5: Plan Preparation, Review, and Approval.

Develop a draft EOP and have the team review the plan, obtain official approval (usually the school board), share the plan with community partners and others as required in [NRS 388.245](#).

1. **Format the Plan:** Your EOP should be easy for users to find the information they need and is compatible with local and state plans.
2. The **Basic Plan** that provides an overview of the school’s approach to emergency operations.
3. The **Functional Annexes** details on the goals, objectives, and courses of action of functions (e.g., evacuation, communications, and recovery) that apply across multiple threats or hazards.
4. The **Threat-and-Hazard-Specific Annexes** specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., active shooter, earthquake, or flood).
5. **Write the Plan.** As the planning team works through the draft, necessary tables, charts, and other supporting information are added. The plan is then circulated to obtain comments of stakeholders that would have responsibility for implementing the plan.

6. **Review the Plan.** Plan should be reviewed to assure compliance with applicable laws and for its usefulness in practice.

- a. Is the plan is **adequate** as it identifies and addresses critical courses of action effectively; the plan accomplishes the assigned functions; and the plan's assumptions are valid and reasonable?
- b. Is the plan **feasible** and accomplishes the assigned function and critical task by using available resources within the time contemplated by the plan?
- c. Is the plan **acceptable** and meets the requirements driven by a threat or hazard, meets cost and time limitations, and is consistent with the law?
- d. Is the plan **complete** and **complies** with federal and state requirements?

7. **Approve and Share the Plan:** Once the plan has been finalized, it must be presented to the appropriate school leadership for approval. Once approved, the plan should be shared with community partners who have a role in the plan. You must also submit your plan to:

- a. The Board of Trustees or Governing Body of a private or charter school;
- b. Local public safety agency in the county to which the school is located;
- c. The Nevada Division of Emergency Management at ndemplanning@dps.state.nv.us;
- d. The local organization for emergency management;
- e. Any local agency included in the plan; and
- f. Any employee included in the plan.
[NRS 388.245](#)

Step 6: Implementation and Maintenance

Everyone involved in the plan knows their roles and responsibilities before, during and after an emergency.

1. **Train Stakeholders** on the Plan and their roles. Key training components include:
 - a. **Hold a meeting** at least once each year to educate all parties on the plan.
 - b. **Visit evacuation sites** so you know where they are located. Know where the reunification areas, media areas, and triage areas will be located.
 - c. Give involved parties any relevant literature on the plan, policies, and procedures. Quick reference guides can also be helpful in an emergency.
 - d. **Post key information throughout the building** so that students and staff are familiar with and have easy access to information such as evacuation routes and shelter-in-place procedures.
 - e. **Familiarize students, staff and community partners** by bringing in law enforcement, fire officials, and EMS personnel that have a role in your plan and have them talk to students and staff.
 - f. **Train staff on the skills necessary to fulfill their roles** so they know their assigned roles, the plan and positions of supporting the Incident Command System (ICS) that will require special skills.
 - g. **Exercise the plan** that will identify gaps and weakness in the plan. You must provide training each year on responding to a crisis or emergency for each employee of a school, including drills for evacuating and securing schools [NRS 388.245](#). Exercises include:
 - Tabletop exercises;
 - Drills;
 - Functional exercises; and
 - Full-scale exercisers.

- h. Conducted drills at least once each month during the school year to instruct pupils on procedures on lockdown, fire or other emergencies. No more than three drills include instruction in chemical explosion, related emergencies and natural disasters. One half of the drills must include instruction for lockdowns and requires the chief of the Fire Department or State Fire Marshall to approve escape routes and other information related to drills. [NRS 388.245](#)
- i. **Review, revise, and maintain the plan:** You must review the plan annually in accordance with [NRS 388.245](#).
- j. Additional Requirements
 - Posted a Notice of Completion at each school and provided a copy to the Nevada Department of Education, dhollander@doe.nv.gov. [NRS 388.245](#).
 - School EOPs are confidential by [NRS 388.259](#).
 - Nevada Open Meeting Law is not applicable to the developmental committee by [NRS 388.261](#).