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# 2020 Crisis and Emergency Response MODEL PLAN Guidance Checklist

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## Nevada Model Plan Requirements

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

Schools can use an existing EOP as long as all of the requirements listed in this checklist are included in the plan.

Schools 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.

This Guidance Checklist is a quick reference guide and resource to assist Schools 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 individuals understand and accept their role(s).

Nevada Revised Statute (NRS) [388.241\(2\)](#) requires school districts and schools establish a Development Committee that includes:

- (a) At least one member of the board of trustees or of the governing body that established the committee;
- (b) At least one administrator of a school in the school district or of the charter school;
- (c) At least one licensed teacher of a school in the school district or of the charter school;
- (d) At least one employee of the school in the school district or of the charter school who is not a licensed teacher and who is not responsible for the administration of the school;
- (e) At least one parent or legal guardian of a pupil who is enrolled in a school in the school district or in the charter school;
- (f) At least one representative of a local law enforcement agency in the county in which the school district or charter school is located;
- (g) At least one school police officer, including, without limitation, a chief of school police of the school district if the school has school police officers;
- (h) At least one representative of a state or local organization for emergency management: and
- (i) At least one mental health professional, including, without limitation:
  - (1) A counselor of a school in the school district or of the charter school;
  - (2) A psychologist of a school in the school district or of the charter school;
  - (3) A licensed school social worker of a school in the school district or of the charter school.

NRS 388.241(3) states:

The membership of a development committee may also include any other person whom the board of trustees or the governing body deems appropriate, including, without limitation:

- (a) A pupil in grade 10 or higher of a school in the school district or a pupil in grade 10 or higher of the charter school, if the school in the school district or the charter school includes grade 10 or higher; and
- (b) An attorney or a judge who resides or works in the county in which the school district or charter school is located.

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

5. The cascading effects of the occurrence;

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 for response 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 and 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. The course of action determines whether the response is feasible and whether stakeholders can implement the course of action.

Recommended Process for Plan Development:

1. Create 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 decision 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 communicate 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 security of a School;
- f. Reunification of students and employees;
- g. Providing necessary medical assistance;
- h. Recovering from a crisis or emergency;
- i. Establishing the lockdown of 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. A plan compliant with the [American with Disabilities Act](#) Technical Assistance for Emergency Preparedness & Response, which includes students, staff, and parents with appropriate auxiliary aids and services to ensure effective communication with individuals with disabilities; and
- n. A plan compliant 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 the action?
6. What happens after the action?
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 should** provide an overview of the school’s approach to emergency operations.
3. The **Functional Annexes should** detail 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 should** specify 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 should be 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. Does the plan **adequately** identify and addresses critical courses of action? Does the plan accomplish the assigned functions? Does the plan have valid and reasonable assumptions?
  - b. Is the plan **feasible? Does the plan** accomplish the assigned functions and critical tasks by using available resources within the time contemplated by the plan?
  - c. Is the plan **acceptable? Does the plan meet** the requirements driven by a threat or hazard? Does the plan meet the cost and time limitations? Is the plan 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, [NRS 388.245\(3\)](#) requires submittal of the annually updated plan to the Nevada Division of Emergency Management by **July 1** ([ndemplanning@dps.state.nv.us](mailto:ndemplanning@dps.state.nv.us)).



**The plan must also be shared with community partners who have a role in the plan, including:**

- 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 local organization for emergency management;
- d. Any local agency included in the plan; and any employee included in the plan.

## **Step 6: Implementation and Maintenance**

It is critical that 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\(4\)\(h\)](#). Exercises include:
- Tabletop exercises;
  - Drills;
  - Functional exercises; and
  - Full-scale exercisers.
- h. **Conduct drills at least once each month** during the school year to instruct pupils on procedures related to 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\(3\)](#).
- j. Additional Requirements
- Posted a Notice of Completion at each school and provide a copy to the Nevada Department of Education, [jfiedler@doe.nv.gov](mailto:jfiedler@doe.nv.gov) [NRS 388.245\(4\)\(a\)](#).
  - School EOPs are confidential by [NRS 388.259](#).
  - Nevada Open Meeting Law is not applicable to the developmental committee by [NRS 388.261](#).