



Emergency Operations Plan Guidance Checklist

Federal and 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. This Guidance Checklist addresses Federal requirements of a Model Plan. It also includes specific state requirements to be utilized as a quick reference guide and resource for schools to assist in meeting all federal and state requirements for a high-quality 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 Nevada Revised Statute (NRS) [388.229-388.266](#) for public and charter schools and [NRS 394.168-394.1699](#) for private schools.

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

In compliance with [NRS 388.253](#), the Nevada Department of Education has reviewed and updated this Emergency Operations Plan Guidance Checklist for the management of a crisis or emergency in 2021 to include new legislation enacted per [SB 36 \(2021\)](#).

The 6-Step planning process

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| Step 1: | Form a collaborative Emergency Operations Plan Development Committee. |
| Step 2: | Understand the Situation and Identify Threats and All 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 Emergency Operations Plan Development 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. [NRS 388.241](#) requires school districts and schools establish an EOP Development Committee that must include:

- 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 the school district or in the charter school and who is not an employee of the school district or 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 if the school has school police officers;
- H. At least one representative of a state or local organization for emergency management.
- I. At least one representative of the county or district board of health in the county in which the school district or charter school is located, designated by the county or district board of health; and
- J. At least one mental health professional in the school district or of the charter school including, without limitation:
 - 1) A school counselor,
 - 2) A school psychologist,
 - 3) A licensed school social worker.

The membership of an emergency operations plan 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 a school in the school district or the charter school includes grade 10 or higher; and (b) An attorney or 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 All Hazards

The Emergency Operations Plan Development Committee must conduct a threat and all hazard identification and risk assessment process that collects information about threats and hazards. The Emergency Operations Plan Development Committee must assign 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. **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.

1. **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.
2. **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 [NRS 388.253](#):

In accordance to [NRS 388.253](#), the Plan is created for the management of:

- a. Suicide;
- b. A crisis or emergency ([NRS 388.233](#)) that involves a public school or a private school and that requires immediate action;
- c. All other hazards;
- d. A plan for providing counseling and mental health services to students and staff after a crisis, emergency or suicide;
- e. 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
- f. 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.

The plan must include, but not limited to, a procedure for:

- 1) Coordinating the resources of local, state and federal agencies, officers and employees;
- 2) Accounting for all persons within a school;
- 3) 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;

- 4) Assisting pupils and employees to move safely within and away from the school, including evacuation and securing of a school;
- 5) Reunification of students and employees;
- 6) Providing necessary medical assistance;
- 7) Recovering from a crisis or emergency;
- 8) Carrying out a lockdown ([NRS 388.2343](#)) at a school;
- 9) Providing shelter in specific areas of a school;
- 10) Identifying the assessment tool which assists in responding to a threat against the school;
- 11) Providing disaster behavioral health related to a crisis, emergency or suicide;
- 12) Providing specific information relating to managing a crisis or emergency that is a result of incident involving;
 - a. Hazardous material
 - b. Mass casualties
 - c. Active shooter
 - d. Fire, explosion or another similar situation
 - e. An outbreak of a disease including an epidemic
 - f. Any threat or hazard identified in the hazard mitigation plan of the county in which the school is located.
- 13) Providing pupils and staff at a school who have experienced a crisis or emergency access to counseling and other resources to assist in recovering from the crisis or emergency;
 - a. Responding to a suicide or attempted suicide to mitigate the effects of the suicide or attempted suicide on pupils and staff at the school, including, without limitation, by making counseling and other appropriate resources to assist in recovering from the suicide or attempted suicide available to pupils and staff;

- b. Outreach to persons and organizations located in the community in which a school that has had a suicide by a pupil, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to the suicide;
- c. Addressing the needs of pupils at a school that has experienced a crisis, emergency or suicide who are at a high risk of suicide;
- d. Responding to a pupil who is determined to be a person in mental health crisis.

Refer to [NRS 388.253](#) for a more detailed list of the above requirements

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 All 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 all hazards.
4. The **Threat-and-All 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, diseases outbreak, 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 **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 local organization for emergency management;
- d. Any local agency included in the plan; and
- e. Any employee included in the plan.
- f. By July 1st, all Emergency Operations Plans should be uploaded to [The Nevada Division of Emergency Management portal](#).
- g. Notice of Completion (NOC) is also due to the Nevada Department of Education. This submission of the NOC is to be sent to LHutchinson@doe.nv.us

Step 6: Implementation and Maintenance

Every school must review the Plan and ensure everyone involved in the plan knows their roles and responsibilities before, during and after an emergency.

1. **Conduct School EOP Committee review.** In addition to the EOP Development Committee process (NRS 388.241 - 388.245), each individual school site must convene a School EOP Committee for annual review of the plan in accordance with NRS 388.247 and 388.249 including completing and posting of a Notice of Completion for the School Committee process. Once School EOP Process is complete, the implementation, training, drills and maintenance of the Plan can start at the school level.
2. **Implement EOP at school level. Key components for consideration include:**
 - a. **Meet and train with school-based incident management team** on the Plan and their roles.
 - 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 annually 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. **Conduct 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 392.450](#), [NRS 394.170](#).
- i. **Review, revise, and maintain the plan:** You must review the plan annually in accordance with [NRS 388.245](#).

Additional Requirements/Information

- **Upload EOP to Nevada DEP By July 1st:** all Emergency Operations Plans should be uploaded to [The Nevada Division of Emergency Management portal](#).
- **Post** a Notice of Completion on each school's website per [NRS 388.245](#).
- **Send Notice of Completion (NOC)** to the Nevada Department of Education. This submission of the NOC is to be sent to LHutchinson@doe.nv.us
- **School EOPs are confidential by** [NRS 388.259](#).
- **Nevada's Open Meeting Law is not applicable to the developmental committee by** [NRS 388.261](#).