



Crisis and Emergency Response Model Plan Checklist

School districts, charter and private schools who already have a Crisis and Emergency Response plan are not required to use the approved model plan (*Readiness and Emergency Management for Schools (REMS) Emergency Operations Plan (EOP) Interactive workbook*) approved by the Nevada State Board of Education in compliance with NRS 392.640 if the EOP meets the definition of a high quality EOP as outlined in the *FEMA Guide For Developing High-Quality School Emergency Operations Plans* www.rems.ed.gov.

School districts, charter and private schools will have to utilize the checklist to certify that the EOP meets these standards. This checklist follows the *FEMA Guide For Developing High-Quality Emergency Operations Plans* and Nevada Revised Statute (NRS 392.604 – NRS 392.656)

The following checklist will follow the 6-Step planning process as outlined below.

6-Step Planning Process



Step 1: Form a Planning or Development Team/Committee

Each development team/committee shall develop one plan to be used by all the public schools in a district or by a charter school for responding to a crisis or an emergency.

Identified school core planning team/development committee which includes the following:

- a) Board of trustees;
- b) Administrator
- c) Licensed teacher
- d) Employee of the school who is an administrator or teacher
- e) A parent or legal guardian
- f) A representative of the state or local organization for emergency management
- g) A school police officer, including a chief of school police if the school has school police officers.
- h) A representative of a state or local organization for emergency management.
- i) The team/committee may also include any other person whom the board of trustees or governing body deems appropriate including a counselor, psychologist, licensed social worker, a student in grade 10 or higher and an attorney or judge who resides or works in the county.

Step 2: Understand the Situation, Identifying Threats and Hazards

The planning/development team/committee must conduct a threat and hazard identification and risk assessment process that collects information about threats and hazards and assigns values to risk for the purposes of deciding which threats or hazards the plan should prioritize and address.

Identified threats and hazards

- a) Conducted types of assessments to identify threats and hazards:
 - 1) Site Assessment;
 - 2) Culture and Climate Assessment;
 - 3) School Threat Assessment; and
 - 4) Capacity Assessment.

Prioritized threats and hazards according to the [Sample Risk Assessment Worksheet](#) chart and indicated the probability, magnitude, warning, duration and risk priority for threats and hazards.

Sample Risk Assessment Worksheet

Hazard	Probability	Magnitude	Warning	Duration	Risk Priority
Fire	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24 + hrs.	4. 12+ hrs. 3. 6-12 hrs. 3. 3-6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Hazmat spill outside school	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24 + hrs.	4. 12+ hrs. 3. 6-12 hrs. 3. 3-6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
Flood	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24 + hrs.	4. 12+ hrs. 3. 6-12 hrs. 3. 3-6 hrs. 1. < 3 hrs.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

Step 3: Determine Goals and Objectives

Once the team/committee has determined which threats and hazards will be addressed in the school EOP, *goals* and *objectives* must be determined. **Goals** are broad, general statements indicating the desired outcome in the threat or hazard. **Objectives** are specific, measurable actions that are necessary to achieve the goals.

Developed at least three goals for addressing each threat or hazard and provided the desired outcome for before, during and after the threat or hazard.

Step 4: Plan Development (Identifying Courses of Action)

Courses of action are criteria for determining how and when each response will be implemented under a variety of circumstances. Subsequently, the planning team develops response protocols and procedures to support these efforts.

Identified courses of action using the following steps:

- a) Depict the scenario
- b) Determined the amount of time available to respond.
- c) Identified decision points including state specific requirements for:
 - 1) Accounting for all persons within a school;
 - 2) 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;
 - 3) Assisting pupils and employees to move safely within and away from the school, including evacuation and securing of a school;
 - 4) Reunification of students and employees;
 - 5) Providing necessary medical assistance;
 - 6) Recovering from a crisis or emergency;

- 7) Lockdown at a school;
- 8) Providing shelter in specific areas of the school; and
- 9) Any threat or hazard identified in the hazard mitigation plan of the county in which the school is located.

d) Developed a course of action

- 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?
- 8) 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, or personal assistance services, or who may experience severe anxiety during traumatic events?

Plan complies with the Americans with Disabilities Act.

Plan address language access for individuals with limited English Proficiency, include students and parents.

Step 5: Planning Preparation, Review, and Approval

The planning team/committee develops a draft of the school EOP using the courses of action developed in Step 4. The team reviews the plans, obtains approval, and shares the plan with community partners.

EOP is formatted in a way that makes it easy for users to find the information they need and includes a **Basic Plan, Functional Annexes and Threat-and-Hazard-Specific Annexes**. EOP is formatted so that each function, threat, and hazard will have at least three goals, with one or more objectives for each goal and a course of action for each objective.

- ❖ Title (the function, threat, or hazard)
- ❖ Goal(s)
- ❖ Objective(s)
- ❖ Courses of Action (Describe the courses of action you developed in Step 4 in the sequence in which they will occur.)

Plan has been reviewed for compliance to assure it is adequate, feasible, acceptable, complete, and complies with applicable laws.

Plan has been approved by appropriate leadership and the plan has been shared with community partners, including:

- a) Board of Trustees of the school district or the governing body of the charter school.
- b) The local public safety agency in the county in which the school district or charter school is located.
- c) The Division of Emergency Management of the Department of Public Safety.
- d) A local agency included in the plan.
- e) An employee of the school included in the plan.

Step 6: Plan Implementation and Maintenance

The plan has been implemented and stakeholders have been trained on the plan and their roles. Key training components include:

- a) Held at least one meeting a year to educate all parties on the plan.
- b) Visited evacuation sites including reunification area, media areas, and where triage areas would be located.
- c) Posted key information throughout the building.
- d) Trained staff on the skills necessary to fulfill their roles, including training in responding to a crisis or emergency evacuation drills and securing schools.

Exercised the plan to include:

- a) Tabletop exercises
- b) Drills
- c) Functional exercises
- d) Full-scale exercisers

Reviewed, revised and updated the EOP at least once each year.

Posted a Notice of Completion at of each review and update at each school.

Provided a Notice of Completion of the plan to the Nevada Department of Education annually.

Signature of District Official or Chief School Officer

School District or School name

Date