Emergency Operation Plan Framework

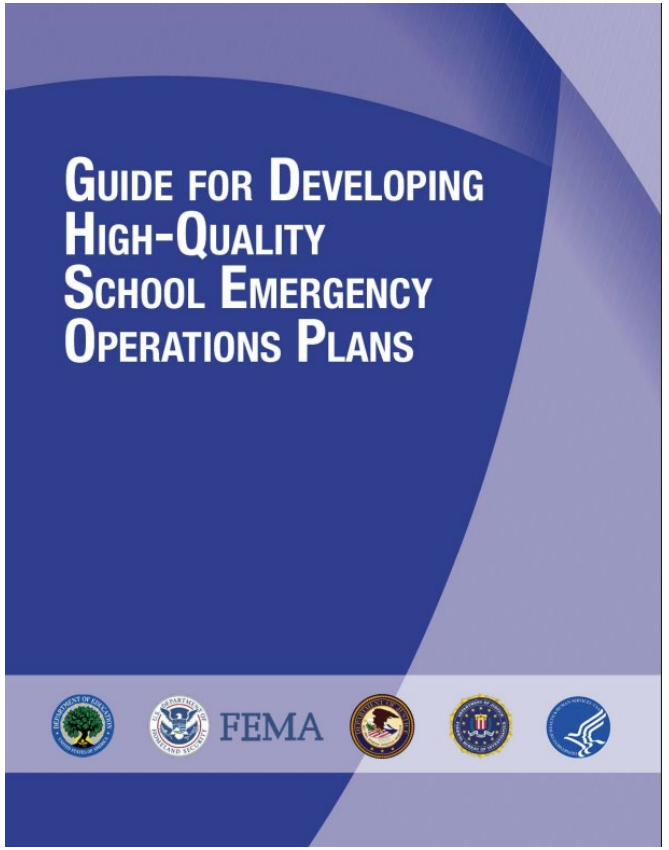
Pursuant to NAC 388 R082-25

NEVADA Department of Education

Readiness and Emergency Management for Schools (REMS) Guide

Objectives

- Understand the purpose of Emergency Operation Plans (EOPS)
- Introduce the REMS framework
- Explain the six-step planning process
- Review district preparedness priorities
- Highlight continuous improvement and compliant efforts
- Brief information on how we use it



R082-25

Regulation Topic/Title	**R082-25 Frameworks for a Model Plan to Respond to Crisis, Suicide, or Emergency**
Summary	• This regulation requires that when developing, reviewing, or updating a model plan for the management of a crisis, emergency, or suicide, the Department must identify nationally recognized best practices, models, or frameworks. If the Department is unable to identify nationally recognized frameworks, the Department is required to develop their own. Once such a framework has been identified or developed, it must be presented to the State Board and posted online.
Background	• The Department has identified the Readiness and Emergency Management for Schools (REMS) Guide for Developing High-Quality School Emergency Operations Plans as the nationally recognized best practice/model/framework. However, please note that federal funding for REMS has recently been cut and technical assistance, along with their website and resources, is no longer available.
Problem of Practice	• This regulation recognizes a routine practice to ensure high quality emergency operations plans.
Development	• The Department developed this regulation internally and did not engage with districts in its development. However, the adoption of the REMS Guide has been in place for several years and is acknowledged by the field as the national guideline.
Supportive Engagement	• N/A
Oppositional Engagement	• N/A
Inflection Points	• N/A
History	• This regulation was originally R132-20 and was initiated following the 2019 Legislative Session. However, this regulation "fell through the cracks" and is now being recirculated for finalization. However, the actual practice (i.e., promulgating national best practices) has been in place since that time.
Questions and Notes	•

Purpose of Emergency Operation Plans

- Schools face natural, technological, and human-cased threats
- Planning improves response coordination
- EOPs support student and staff safety
- Preparedness reduces confusion during emergencies
- Recovery planning supports educational continuity
- Covered under NRS 388.229 – NRS 388.266

Purpose of Emergency Operation Plans (continued)

NRS 388.253

The Department model EOP must be created with assistance from other agencies

Examples of what it must cover:

A suicide	A crisis or emergency that requires immediate action	All hazard
Coordination of resources	Accounting for all persons within a school	A communication plan (external and internal)
Lockdowns	Evacuations	Securing the school
Shelter in place	Medical response	Family reunification
Recovery and mental health after a crisis	Active shooter	Fire
Hazardous Materials	Disease outbreaks	Training and drills
Threat assessment	Safe storage of firearms	County identified hazards

Why the REMS Framework

- REMS is the nationally recognized standard for k-12 emergency operation planning
- Aligns with guidance from federal agencies
- Supports an all-hazards approach to school safety
- Encourages collaboration with first responders and community partners
- Provides a structured, planning model
- Emphasizes prevention, response, recovery, and continuous improvement
- Aligns with best practices and regulatory expectations for school emergency planning

What is REMS?

Readiness and Emergency Management for Schools (REMS)

- Federal Framework supporting K-12 school emergency planning
- Outlines six core steps for developing an effective EOP
  - Forming a team
  - Understanding a situation
  - Determining goals and objectives
  - How to develop a plan
  - Plan preparation, review, and approval
  - Plane implementation and maintenance
- A flexible document to teach how to build a plan and determine if your final plan is comprehensive and actionable

What is REMS? (continued)

Readiness and Emergency Management for Schools (REMS)

- It is **not**:
  - A formal template
  - A substitute for training
  - A static document
  - Based on local data

- Developed by:

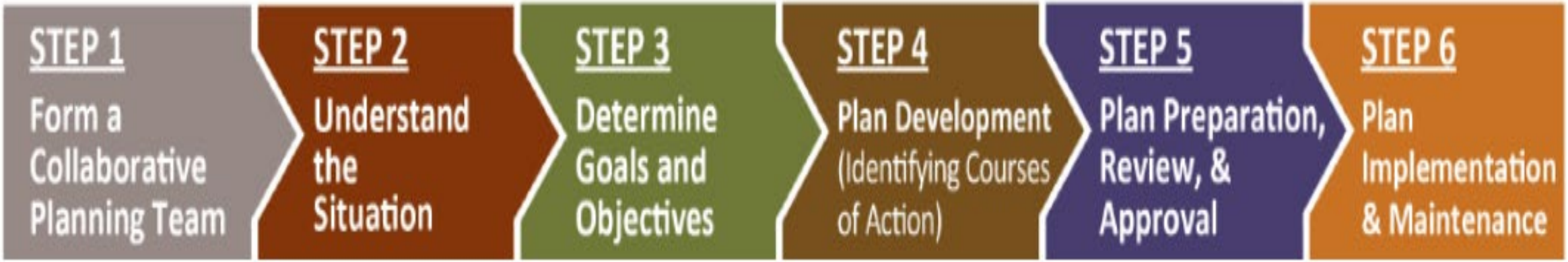
The All-Hazards Approach



The Five Mission Areas



REMS Six-Step Planning Process



REMS Six-Step Planning Process





NRS 388.241 requires at minimum:

- Board trustee member
- School administrator
- Licensed teacher
- Classified school employee (Non-teacher)
- Parent or guardian
- Local law enforcement representative
- School police officer (if there are school police)
- Emergency management representative
- Public health board representative
- Mental health professional

REMS Six-Step Planning Process



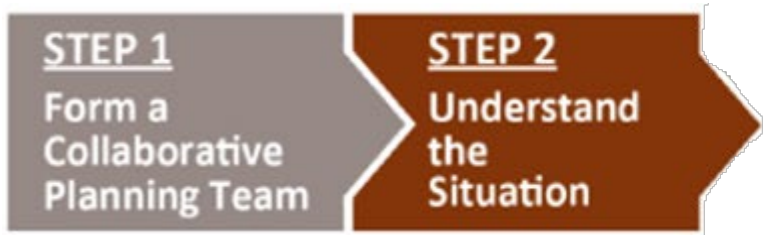




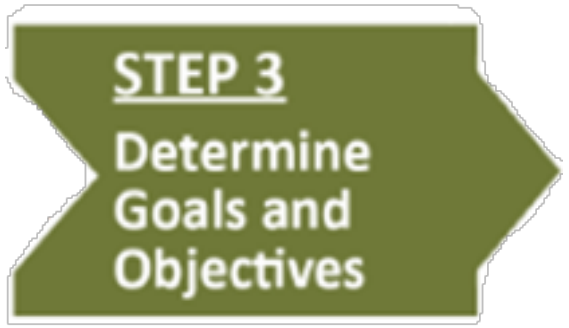
- Identify district-specific threats
- Evaluate likelihood and impact
- Prioritize planning efforts
- Use local data and historical incidents

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. 2. 3–6 hrs. 1. < 3 Hours	❑ High ❑ Medium ❑ Low
Hazmat spill outside the 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. 12–4 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6–12 hrs. 2. 3–6 hrs. 1. < 3 hrs.	❑ High ❑ Medium ❑ Low

REMS Six-Step Planning Process

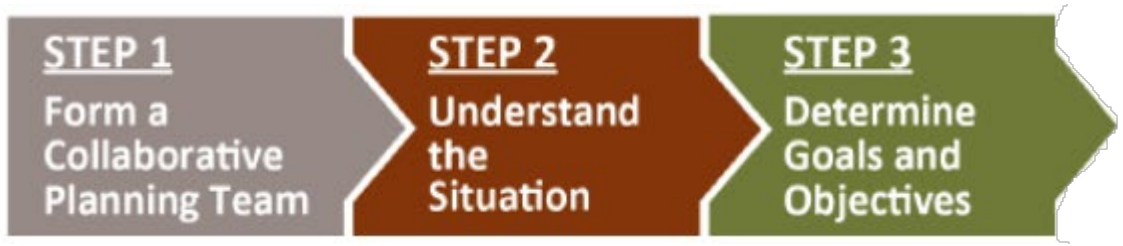




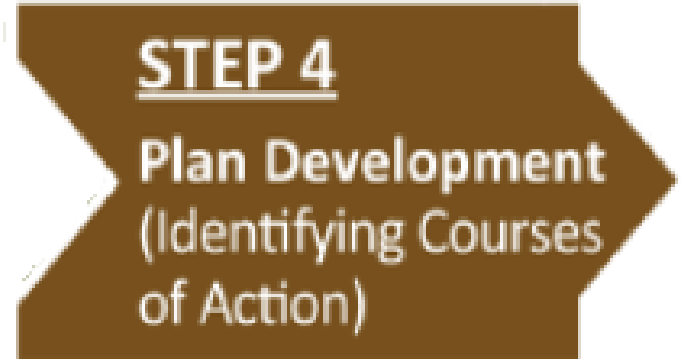


- At least three goals for each threat or hazard
- Objectives should be measurable actions to achieve goals
- Prioritize threats and hazards then find critical "*functions*"
- Common occurring functions will be contained in a *functional annex*
- There should be a before during and after for each threat or hazard and function

REMS Six-Step Planning Process







- What is the action?
- Who is responsible for the action?
- When does the action take place?
  How long does the action take and how much time is actually available?
- What has to happen before?
- What happens after?
- What resources are needed?
- How will the action affect specific populations (E.g. individuals with disabilities, medication needs, evacuation assistance)?

REMS Six-Step Planning Process





- Write the plan
- Format the plan
- Review the plan
- Approve and share the plan to authorized persons

School EOP Format

Basic Plan

1. Introductory Material
1.1. Promulgation Document and Signatures
1.2. Approval and Implementation
1.3. Record and Changes
1.4. Record of Distribution
1.5. Table of Contents
2. Purpose, Scope, Situation Overview, and Assumptions
2.1. Purpose
2.2. Scope
2.3. Situation Overview
2.4. Planning Assumptions
3. Concept of Operations
4. Organization and Assignment of Responsibilities
5. Direction, Control, and Coordination
6. Information Collection, Analysis, and Dissemination
7. Training and Exercises
8. Administration, Finance, and Logistics
9. Plan Development and Maintenance
10. Authorities and References

Functional Annexes

NOTE: This is not a complete list, but it is recommended that all EOPs include at least the following functional annexes:

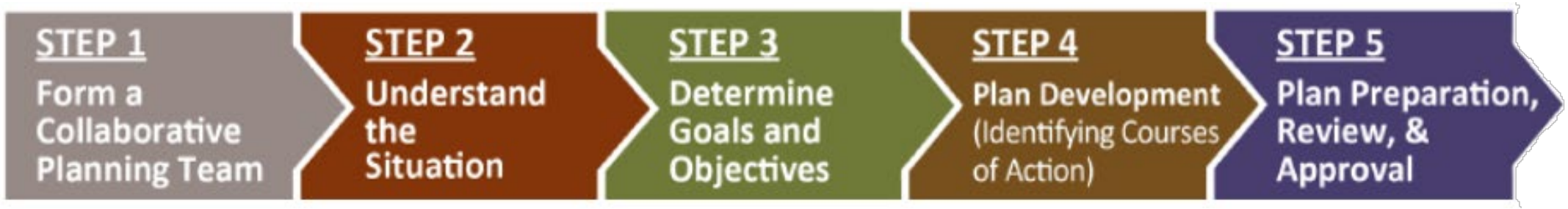
1. Communications
2. Evacuation
3. Shelter-in-Place
4. Lockdown
5. Accounting for All Persons
6. Reunification
7. Continuity of Operations (COOP)
8. Security
9. Recovery
10. Health and Medical

Threat- or Hazard-Specific Annexes

NOTE: This is not a complete list. Each school's annexes will vary based on its hazard analysis.

1. Hurricane or Severe Storm
2. Earthquake
3. Tornado
4. Hazardous Materials Incident
5. Mass Casualty Incident
6. *Active Shooter*
7. Pandemic or Disease Outbreak

REMS Six-Step Planning Process





- Train stakeholders on the plan and their roles
- Visit evacuation/reunification sites
- Give involved parties appropriate and relevant literature on the plan, policies, and procedures
- Post key information throughout the building
- Familiarize students and staff with the plan and community partners
- Exercise the plan
- Review, and revise the plan as needed

The Model Plan

Model Plan

- Confidential
- Built using the REMS six-step planning process
- Aligns with NRS and NAC requirements
- Provides a consistent statewide planning structure
- Supports local customization based on school needs
- Incorporates all hazards planning principals
- Includes functional and hazard specific annexes
- Designed to support training, exercises, and continuous improvement

Key Takeaways

- REMS provides a nationally recognized framework
- Emergency planning requires collaboration
- Preparedness improves safety and resilience
- Training and exercises are essential
- Continuous improvement strengthens district reediness
- Was the framework for the model plan prior to regulation
- Used by all districts as a framework already
  - Been working with private schools to moving toward the NDE model plan
- The Model EOP provides a common statewide framework while preserving local control and flexibility

Challenges

Challenges and Barriers to the EOP Process

Inter-Agency Dependencies & Silos

- **Statutory OEM Data Reliance:** State validation pipelines heavily depend on real-time plan data and updates managed externally
- **Emergency Response Freezes:** Active localized crises, require immediate deployment of core OEM personnel, entirely halting cross-agency data verification during the critical final week of EOP submissions.
- **Agency Silos:** Departments frequently operate in isolation, leading to fragmented communication loops.

Technical Submission Gaps

- **NOC Feedback Disconnects:** Communication gaps within the NOC process cause district personnel to assume full compliance while critical data errors remain.
- **Post-Deadline Rejections:** System formatting rejections and validation errors frequently surface after the submission window.

Challenges and Barriers to the EOP Process

Geographical & Resource Inequities

- **Frontier Accessibility Gaps:** Isolated school locations face disparities in proximity to state-level emergency management materials or certified personnel.
- **Localized Deficits:** Private schools especially have shown steep operational hurdles and lack the dedicated safety specialists required to satisfy uniform statewide planning mandates.

School-Site Logistic Barriers

- **Unreported Personnel Turnover:** NDE is rarely updated when local campuses shift or alter key safety positions, disrupting the official chain of contact.
- **Cross-Referencing Hurdles:** Schools frequently change names or operate under highly similar titles, severely delaying cross-agency plan tracking and administrative validation.

Resources and Additional Information

Resources and Additional Information

SchoolSafety.gov Emergency Planning Hub

Ready.gov Student Tools For Emergency Planning (STEP)

Department of Education – Office for a Safe and Respectful Learning Environment

Department of Education Suicide Prevention, Intervention and Postvention, Model Policy

Office of Suicide Prevention

Office of Emergency Management

Nevada Training and Qualification System (NTQS)

FEMA ELG – 360 Preparing for Emergencies (K-12)

FEMA ELG – 361 Multi-Hazard Emergency Planning for K-12 Schools

Nevada 988.org

SafeVoice

NRS 388.229 – 388.266

Nevada 211 Disaster Service Index

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