School Emergency Operations Plan

Tabletop Exercise

Introductions
Agenda

- Introduction to exercise
- Exercise play
  - Scenario type
  - Participants work through pre-determined questions, identify processes
- Hot Wash
  - Evaluate exercise

Reasons for Undertaking an Exercise Program

- Improve readiness and to build local capacity for dealing with emergencies and disasters
- Clarify relative roles and responsibilities
- Improve inter-agency coordination
- Identify unresolved issues and potential problems before a disaster
- Identify planning, training and resource needs
- Foster confidence of stakeholders/general public
Tabletop Exercise Characteristics

- Informal – low stress – discussion-oriented
- Evaluates plans, policies and procedures, not people
- Not all answers known – unresolved issues identified during hot-wash critique

Critical Areas Covered During Exercise

- Shelter in Place Procedures
- Staff/Student Tracking
- Public Information and communication with residents, families/guardians
- NIMS/ICS interface
- Coordination with First Responders
- Contingency Planning
- Evacuation
  - Logistics
  - Transportation
Exercise Objectives

- Evaluate coordination with outside response agencies and integration of ICS
- Evaluate communication and coordination among staff
- Test Emergency Operations Plan
  - Shelter in Place procedures
  - Evacuation Issues
  - Internal Command Structure

The Rules

Roles and Responsibilities

- Participants
- Observers
- Facilitators
Assumptions and Artificialities

- The scenario is plausible, events occur as presented
- There are not trick questions or hidden agendas
- All participants receive information at the same time
- Respond with everyday solutions and existing assets
- No single accepted solution
- Open and safe venue
- Varying viewpoints are appreciated and disagreements are expected

Start Exercise
Exercise Scenario

DATE: November 15th
TIME: 9:00 am
WEATHER: 32 Degrees with snow on the ground
STAFFING: Required staff on duty

Event #1

On-duty staff hears a small explosion in the cafeteria and sees smoke coming from the room.
Event #1 - Questions

- What happens now?
- What actions are taken?
- Who is contacted?
- Draw internal incident command structure.

Event #2

School confirms the fire has engulfed the cafeteria and smoke alarms begin to sound. The sprinkler system automatically comes on and creates a short in the electrical system. All power to the school is now off.
Event #2 - Question:

- What steps are taken to begin the evacuation of the school?
- What resources are needed to accomplish this task?
- Is there a student/staff tracking plan in place?

Event #3

First Responders arrive on-scene. The fire is contained and extinguished. Power in the facility, however, is still out.
Event #3 - Questions

- Once Responders arrive on-scene, how does the internal incident command structure integrate with First Responder incident command?
- Draw the updated Incident Command Structure.

Event #4

- Power will not be available for several hours. Forecast indicates snow and freezing temperatures. The school is uninhabitable due to fire and water damage.
Event #4 - Questions

- What actions are necessary at this point?
- Where are students sent?
- Are contracts in place for transportation and sheltering of students?

Event #5

- Families begin calling with questions about the incident and the location of their children.
Event #5 Question

How would you notify and communicate with the families or guardians?

Event #6

Media arrives on-scene
Event #6 – Questions

- How do you communicate to the media?
- Who is assigned to talk to the media?

Hot Wash

- Unresolved Issues (Responsibility for Follow-Up)
- Suggested Changes to Plans, Policies or Procedures
- Identified Resource Needs and Shortfalls
- Additional Training & Exercise Needs
Did We Nail It?