

Exercise Evaluation Guide – School EOP Exercise

The Exercise Evaluation Guide (EEG) should be utilized by evaluators to document that the exercise objectives, activities and associated expected outcomes have been met. This EEG follows the structure of the Master Scenario Events List in order to assist in the tracking of expected outcomes as they play out chronologically with the scenario. This template should be adapted by the exercise design team in order to appropriately evaluate the exercise as needed for drafting of the After Action Report.

No.	Inject	Expected Outcome	Evaluator Comments
0.	<p><i>Injects are specific scenario events or messages within the scenario that prompt players to implement the plans, policies, and/or procedures that require testing during the exercise. Each inject should be considered its own “event” within the timeline of the scenario. It is not always necessary to follow an inject with questions, however, they can be useful to foster valuable dialogue or help reach expected outcomes.</i></p>	<p><i>Expected outcomes represent management/administration’s desired responses or actions to the questions or messages proposed during the delivery of injects. Expected outcomes should come directly from the plan being tested, as well as previous training staff may have received.</i></p>	<p><i>The exercise director or design team should determine how evaluator observations are collected here. Key observations should be documented as they relate to player activities and whether expected outcomes are met. It may be necessary to document conversations, player actions, times, resources and other observations that help the exercise design team determine if players are appropriately demonstrating their role/responsibilities as outlined in the emergency operations plan.</i></p>
1.	<p>On November 15 at 9:00am, a staff person hears a small explosion in the cafeteria and sees smoke coming from the room. The temperature outside is 32 degrees and there is snow on the ground.</p> <ul style="list-style-type: none"> • What happens now? • What actions are taken? • Who is contacted? • Draw internal incident command structure. 	<ul style="list-style-type: none"> • Call 911 • Follow/initiate Emergency Operations Plan and begin evacuation procedure • EOP addresses command activation • Staff act in their pre-identified roles • Staff engages in pre-identified communication system (PA, radios, etc) 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>
2.	<p>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 facility is now off.</p> <ul style="list-style-type: none"> • What steps are taken to initiate the evacuation of the school? • What resources are needed to accomplish this task? • Is there a student/staff tracking plan in place? 	<ul style="list-style-type: none"> • Student and staff tracking system/plan should be in place and implemented • Staff are responding to pre-identified evacuation locations • Appropriate resources (i.e. walkie talkies, radios) are available for staff to utilize 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>

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3.	<p>First responders arrive on-scene. The fire is contained and extinguished. Power in the facility, however, is still out.</p> <ul style="list-style-type: none"> • Once responders arrive on-scene, how does the internal incident command structure integrate with the first responder incident command? • Draw the updated Incident Command Structure. 	<ul style="list-style-type: none"> • EOP references interface with first responders and a smooth integration occurs 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>
4.	<p>Power will not be available for several hours. Forecast indicates snow and freezing temperatures. The school is uninhabitable due to fire and water damage.</p> <ul style="list-style-type: none"> • What actions are necessary at this point? • Where are students sent? • Are contracts in place for transportation and sheltering of students? 	<ul style="list-style-type: none"> • Students are transported to pre-identified relocation sites • Resources/contracts are in place prior to incident to assist with evacuation 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>
5.	<p>Families begin calling with questions about the incident and location of their children.</p> <ul style="list-style-type: none"> • How will you notify and communicate with family/guardians? 	<ul style="list-style-type: none"> • Notification plan in place and trained on • Staff utilize pre-identified messaging to inform the community of the incident 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>
6.	<p>Media arrives on-scene</p> <ul style="list-style-type: none"> • How do you communicate with the media? • Who talks to the media? 	<ul style="list-style-type: none"> • Public information plan is in place and trained on • Pre-identified public information officer is the primary point of contact for the media 	<p>Did the players meet the expected outcomes: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Partially Explain:</p>