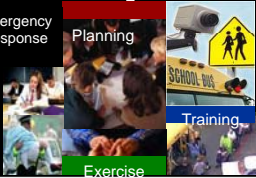


School Emergency Operations Plan


Tabletop Exercise

Emergency Response Planning Training Exercise



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Introductions



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Agenda

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



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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



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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

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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

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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



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The Rules

Roles and Responsibilities



- Participants
- Observers
- Facilitators

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■ 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

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Start Exercise

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Exercise Scenario

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



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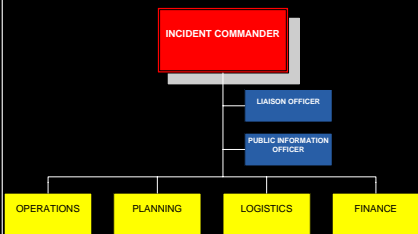
Event #1

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



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Event #1 - Questions



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graph TD; IC[INCIDENT COMMANDER] --- LO[LIAISON OFFICER]; IC --- PIO[PUBLIC INFORMATION OFFICER]; IC --- OPS[OPERATIONS]; IC --- PLAN[PLANNING]; IC --- LOG[LOGISTICS]; IC --- FIN[FINANCE];
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- What happens now?
- What actions are taken?
- Who is contacted?
- Draw internal incident command structure.

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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.


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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?



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Event #3

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

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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.

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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.



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Event #4- Questions


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



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Event #5


- Families begin calling with questions about the incident and the location of their children.



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Event #5 Question

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



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Event #6

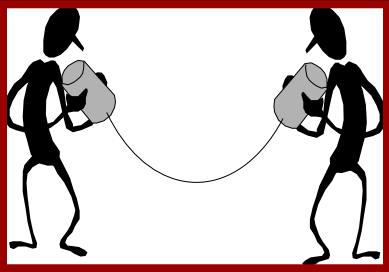
Media arrives on-scene



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Event #6 – Questions

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



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Hot Wash

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

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