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Purpose Statement

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An effective exercise program is an **essential component** of _High-Quality School Emergency Operations Plan_ (High-Quality EOP) development, maintenance and overall preparedness. Exercise **validates** plans, tests **operational capabilities** and examines ways we **utilize** plan development **partners, stakeholders** and the **whole community**. High-Quality EOPs require **training** and **practice to** be _maximally_ effective. Exercising the plan is _critical_ to its **success.**

Best practices in exercise program management involves a _collaborative_ approach that **integrates** resources, organizations and individuals, ensuring a _broad_ **perspective** in identifying and achieving plan priorities.

The purpose of this Section is to provide **guidance** in developing and implementing _both_ functional **exercises** and **TableTops**.

Exercise Program + Scenario Development Strategy

An effective exercise program includes the following **five (5)** components:

- **Component 1: A Multi-year Training and Exercise Plan**

- **Component 2: Exercise Design and Development**

- **Component 3: Exercise Conduct**

- **Component 4: Exercise Evaluation**

- **Component 5: Improvement Planning**

Each of these components is more fully discussed below. The **Homeland Security Exercise and Evaluation Program** (HSEEP) has developed templates for each. While some of the templates are _beyond_ the scope of High-Quality EOP development, format and content of each template are **thought-starters** for **designing, developing, implementing, evaluating** and **improving** your school's **exercise program** and **exercise scenarios**.

There are **several different types** of emergency exercises. For example:

- **TableTop exercise** – A group discussion guided through a **simulated** emergency or disaster. A thorough yet _low-stress_ group problem-solving process.
- **Drill** – A **coordinated, supervised exercise** used to test a _single_ **specific operation** or **function**. It involves deployment of equipment and personnel.
- **Functional exercise –** A **fully simulated interactive** exercise that tests the capability of the school to respond to a simulated event. It focuses on coordination of **multiple functions** or **organizations**. This type of exercise strives for realism, short of actually deploying emergency response personnel to the scene.
- **Full-scale exercise** – An exercise that is conducted as _close_ to **reality** as possible, involving all **emergency response functions** and requires **full deployment** of equipment and personnel.

The **Homeland Security Exercise and Evaluation Program** (HSEEP) approach to exercise planning includes the following:

- Exercises are guided by **elected** and **appointed officials**.
- Exercises are **capability-based** and **objective** driven.
- Exercises take a **progressive planning approach.**
- Exercises include **whole community** integration.
- Exercises are **informed by risk**.
- Exercises are developed using a **common methodology**.

Resources

HSEEP is a **U.S. Department of Homeland Security** (DHS) capabilities and performance-based exercise program. HSEEP provides a standardized **methodology** and **terminology** for **exercise design**, **development**, **evaluation** and **improvement planning**.[1]

As of **2009**, conduct of HSEEP-compliant exercises is a **required** component for *most* DHS and Federal preparedness grants.

Component 1: A Multi-year Training + Exercise Plan

Exercise development and implementation would occur within the framework of a multi-year training and exercise program. HSEEP offers templates for **multi-year training** and **exercise plan development** and program management. Those templates include:[2]

- **Training and Exercise Planning Workshop (TEPW) PowerPoint Template**

- **Training and Exercise Planning Workshop (TEPW) User Guide**

- **Training and Exercise Plan Template**
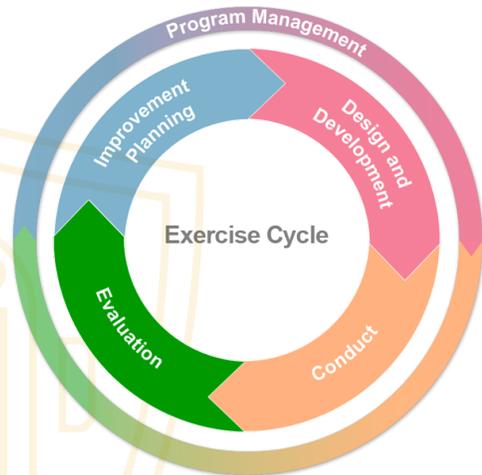
Component 2: Exercise Design + Development

Key factors drive the exercise design and development process. Exercise practitioners use the intent and guidance of their elected and appointed officials and the exercise program priorities to shape the **key concepts** and planning considerations for exercises. In designing and developing **individual exercises**, exercise planning team members are identified to:

- Schedule **planning meetings**.

- Identify and develop **exercise goals** and **objectives**.

- Determine the **functions** to be tested (e.g., evacuation, reunification, etc.).

- Design the **scenario**.

- Determine the **time allocation** for the exercise.

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[1] To learn more about **Homeland Security Exercise and Evaluation Program** (HSEEP) visit http://www.fema.gov/media-library/assets/documents/32326 and https://hseep.preptoolkit.org/HSEEP.html

[2] To access HSEEP's library of **exercise plan** and **development templates** visit: https://hseep.preptoolkit.org/ExProgMgmt.html and https://hseep.preptoolkit.org/ExDesDev.html

- Identify and assign an **exercise director**, **players**, **observers**, **evaluators**, **partners** and **other participants**.

- Create documentation that identifies and captures **goals**, **objectives**, **functions** and **other key categories** of needed information.

- Plan exercise **conduct** and **evaluation**.

- Coordinate **logistics**.

HSEEP has published a **library** of templates to help you design, develop and conduct an exercise.[3] Those templates include:

- **Meeting Presentation Template**
- **Controller/Evaluator (CE) Handbook Template**
- **Communications Plan Template**
- **Developing Exercise Evaluation Guides (EEGs)**
- **Exercise Plan Template**
- **Exercise Public Announcement**
- **Extent of Play Agreement**
- **Final Planning Meeting (FPM) PowerPoint Template**
- **Initial Planning Meeting (IPM) PowerPoint Template**
- **Master Task List**
- **Midterm Planning Meeting (MPM) PowerPoint Template**
- **Press Release Template**
- **Situation Manual Template**

Component 3: Exercise Conduct

Exercise conduct involves activities essential to conducting exercises such as **preparing** for **exercise play**; **briefing** players, observers, evaluators, partners and other participants; **managing** exercise play; and conducting *immediate* exercise **wrap-up activities**. HSEEP's library of planning templates regarding the conduct of play includes:[4]

- **Actor Waiver Form Template**
- **Controller/Evaluator (CE) Briefing Template**
- **Controller/Evaluator (CE) Debriefing Template**
- **Elected and Appointed Officials Briefing**
- **Exercise Actor Briefing**
- **Exercise Badges Template**
- **HSEEP Participant Feedback From**
- **Name Tents Template**

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[3] https://hseep.preptoolkit.org/ImprovePlan.html

[4] https://hseep.preptoolkit.org/ExConduct.html

- **Observer Briefing Template**
- **Player Briefing Template**
- **Symptomatology Card Template**
- **TableTop Exercise (TTX) Briefing**

Component 4: Exercise Evaluation

Exercise **evaluation** is the cornerstone of an exercise, maintaining the functional link between **exercise** and **improvement** planning. Through exercise evaluation, organizations assess the capabilities needed to **accomplish** a mission, function or objective. Effective exercise evaluation involves **planning** for exercise evaluation, **observing** and **collecting data** during exercise conduct, analyzing data and **reporting** exercise outcomes.

HSEEP provides exercise evaluation templates by **mission area**. Those include:[5]

Prevention

- **Screening, Search and Detection**
- **Interdiction and Disruption**
- **Intelligence and Information Sharing**
- **Forensics and Attribution**
- **Operational Coordination**
- **Public Information and Warning**
- **Prevention Planning**

Protection

- **Operational Coordination**
- **Physical Protective Measures**
- **Interdiction and Disruption**
- **Intelligence and Information Sharing**
- **Cybersecurity**
- **Access Control and Identity Verification**
- **Public Information and Warning**
- **Protection Planning**
- **Supply Chain Integrity and Security**
- **Screening, Search and Detection**
- **Risk Management for Protection Programs and Activities**

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[5] https://hseep.preptoolkit.org/EEGs.html

Response

- **Mass Care Services**
- **Infrastructure Systems**
- **Fatality Management Services**
- **Environment Response/Health and Safety**
- **Critical Transportation**
- **Operational Coordination**
- **Public Information and Warning**
- **Response Planning**
- **Situational Assessment**
- **Public Health and Medical Services**
- **Public and Private Services and Resources**
- **Operational Communications**
- **On-scene Security and Protection**
- **Mass Search and Rescue Operations**

Recovery

- **Public Information and Warning**
- **Recovery Planning**
- **Operational Coordination**
- **Economic Recovery**
- **Health and Social Services**
- **Housing**
- **Infrastructure Systems**
- **Natural and Cultural Resources**

Mitigation

- **Threats and Hazard Identification**
- **Risk and Disaster Resilience Assessment**
- **Long-term Vulnerability Reduction**
- **Community Resilience**
- **Operational Coordination**
- **Public Information and Warning**
- **Mitigation Planning**

Component 5: Improvement Planning

Exercises afford organizations the opportunity to **evaluate capabilities** and **assess progress** toward meeting **capability targets** in a controlled, *low-risk* setting. An effective **corrective action program** develops improvement plans that are dynamic documents, with corrective actions *continually* monitored and implemented as part of improving preparedness.

HSEEP provides a template for improvement planning as well: *After Action Report – Improvement Plan* (AAR-I) Template.[6]

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[6] https://hseep.preptoolkit.org/ImprovePlan.html

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Developing Exercises Worksheet[7]

Step 1: Choose Type of Exercise

☐ **TableTop Exercise**   ☐ **Functional Exercise**
☐ **Drill**   ☐ **Full-scale Exercise**

Step 2: Assess Needs

Research what physical or geographical components of the school are most vulnerable. What are the threats, man-made and natural, to your school? Review the analysis of hazards within your plan.

_____
_____

Review the history of incidents, if any.

_____
_____

Determine what crisis functions need to be exercised or tested.

_____
_____

Are there any current concerns for the school – recent incidents, changes in demographics or other concerns that may need a better look?

_____
_____

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[7] Colorado School Safety Resource Center (Colorado Department of Public Safety), Governor's Office of Homeland Security, Colorado Division of Emergency Management (Department of Local Affairs) 2011

Step 3: Purpose

Are you testing a new or revised plan? _____

Have you seen a problem that needs to be resolved? _____

Is there a new law or regulation? _____

Do you have new staff or students that require training on policies and procedures? Exercises are a great way to introduce staff and students to the emergency plan.

_____

_____

Define your exercise purpose:

_____

_____

Step 4: Scope

Where will the exercise take place? _____

What are the time limits of the exercise? _____

_____

What functions will be exercised? (e.g., communications, incident command, etc.)

_____

_____

How many players will there be? _____

What agencies are involved? _____

_____

What emergency action are you testing?

☐ Lockdown   ☐ Lockout   ☐ Shelter-in-Place   ☐ Evacuation   ☐ Reunification

Step 5: Develop Objectives

What do you want to accomplish?

- **S = Specific – What exactly do you want to accomplish?**
- **M = Measurable – Can it be measured, how?**
- **A = Achievable – Can you get it done in the time given?**
- **R = Realistic/Relevant – Will it lead to desirable results? Are you ready?**
- **T = Timely – When will it be accomplished?**

Exercise Objective 1

_____
_____

Exercise Objective 2

_____
_____

Exercise Objective 3

_____
_____

Exercise Objective 4

_____
_____

Step 6: Develop A Scenario

What is the incident and where does it occur?

_____
_____

What type of agent or hazard is involved in the incident?

_____
_____

What time did the incident occur?

_____
_____

What advance warning, if any, is available?

_____
_____
_____

How do players learn of the incident? (May differ by position)

_____
_____
_____

How many casualties, if any, are there?

_____

What resources and structures, if any, are damaged in the incident?

_____
_____

Scenario Narrative

_____
_____
_____
_____

> *One (1)* to *two (2)* objectives are sufficient for *smaller exercises* like TableTops for crisis response teams.
>
> Larger, *more complex exercises* may have up to *five (5)* or *six (6)* objectives.

Step 7: Developing Injects + Expected Actions
(Events + Messages)

Exercise Time: _____

Inject Delivered From: _____

Inject Delivered To: _____

Injected by:

☐ **Hard copy**   ☐ **Face-to-face**   ☐ **Other (please specify):**
☐ **Fax**   ☐ **Email**   _____
☐ **Phone**   ☐ **Audiotape**
☐ **Radio**   ☐ **Videotape**

> An *inject* is an event added during the exercise to *simulate* a *potential event* during an actual emergency. For example, a simulated power outage would be an inject during a tornado drill.

Message/Description

_____
_____
_____

Expected Player Action

_____
_____
_____

Learning Point

_____
_____
_____

Notes/Comments

_____
_____
_____

*Reuse the above structure for all of the injects you intend to implement during your exercise. As the scenario plays out, each **core event** or **set of events** within the scenario will have its own inject.*

Step 8: Timeline

Exercise Date: _____

1. Meeting: _____

   Date: _____

Action Items   **Responsible Party**

_____   _____

_____   _____

_____   _____

2. Meeting: _____

   Date: _____

Action Items	Responsible Party
_____	_____
_____	_____
_____	_____

3. Meeting: _____

   Date: _____

Action Items	Responsible Party
_____	_____
_____	_____
_____	_____

Step 9: Logistics + Planning Components

- ☐ **Facility – determine if it meets the needs of the exercise**
- ☐ **Food/refreshments**
- ☐ **Advanced materials to participants (plans, procedures, etc.)**
- ☐ **Sign-in sheet, handouts, injects, evaluations**
- ☐ **Presentation method (PowerPoint, flip charts, verbal, etc.)**
- ☐ **Room set-up**

> *Each exercise will have a **different** list of **logistics** and planning components.*
>
> *Keep a **running list** of exercise needs to track and manage all activities and resources.*

Step 10: Conducting The Exercise

Setting Ground Rules

Every exercise should have some ground rules established to assist the participants in conducting the exercise.

1. _____
2. _____
3. _____
4. _____

Identify Those People That Will Conduct Your Exercise

Who will facilitate the exercise? _____

Who will control the exercise? _____
NOTE: This person/people monitors the delivery of the injects (events and messages).

Who will take notes? _____

Who will evaluate the exercise? _____

Step 11: Debriefing + After Action Report (AAR)

Determine whether the objectives were realized.

Strengths – What went well?

1. _____
2. _____
3. _____

Areas of Improvement – What are some gaps?

1. _____
2. _____
3. _____

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EOP Exercise Participant Feedback Form[8]

_____

Exercise Name: _____ **Exercise Date:** _____

Participant Name: _____ **Title:** _____

Agency: _____ **Role:** ☐ Player ☐ Observer ☐ Facilitator ☐ Evaluator

Part I – Recommendations + Action Steps

Based on discussions today and the tasks identified, list the top **three (3)** issues and/or areas that need improvement.

_____
_____
_____

Identify the action steps that should be taken to address the issues identified above. For each action step, indicate if it is a high, medium, or low priority.

_____
_____
_____

Describe the action steps that should be taken in your area of responsibility. Who should be assigned responsibility for each action item?

_____
_____
_____

_____

[8] Colorado School Safety Resource Center (Colorado Department of Public Safety), Governor's Office of Homeland Security, Colorado Division of Emergency Management (Department of Local Affairs) 2011

List the policies, plans and procedures that should be reviewed, revised or developed. Indicate the priority level for each.

_____
_____

Part II – Exercise Design + Conduct

1. What is your assessment of the exercise design and conduct?
Please rate, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements provided below, with 1 indicating strong disagreement with the statement and 5 indicating strong agreement.

Rating Of Satisfaction With Exercise

	Assessment Factor				
	Strongly Disagree				**Strongly Agree**
a. **The exercise was well-structured and organized.**	1	2	3	4	5
b. **The exercise scenario was plausible and realistic.**	1	2	3	4	5
c. **The multimedia presentation helped the participant understand and become engaged in the scenario.**	1	2	3	4	5
d. **The facilitator(s) was knowledgeable about the material, kept material, kept the exercise on target and was sensitive to group dynamics.**	1	2	3	4	5
e. **Situation Manual used during the exercise was a valuable tool throughout the exercise.**	1	2	3	4	5
f. **Participation in the exercise was appropriate for someone in my position.**	1	2	3	4	5
g. **The participants included the right people in terms of level and mix of disciplines.**	1	2	3	4	5

2. What changes would you make to improve this exercise?
Please provide any recommendations on how this exercise or future exercises could be improved or enhanced.

_____
_____
_____
_____
_____
_____

A Note About Exercise Scenarios

Each SAMPLE scenario requires players to focus on **different aspects** of emergency management activities. From determining what **teams** are needed under the Incident Command System (ICS), to determining **who** should be doing **what when**, the scenarios are a tool for **jump-starting** your **thoughts** and the thoughts of your team members in determining whether your EOP is **adequate** or if changes or revisions are **needed**.

Release/reunification has been identified as a **particularly challenging** issue for schools, and schools should focus on this process during exercise development, practice and implement clear policy communication to parents. This process requires **accurate accountability** of students and release of students to authorized adults.
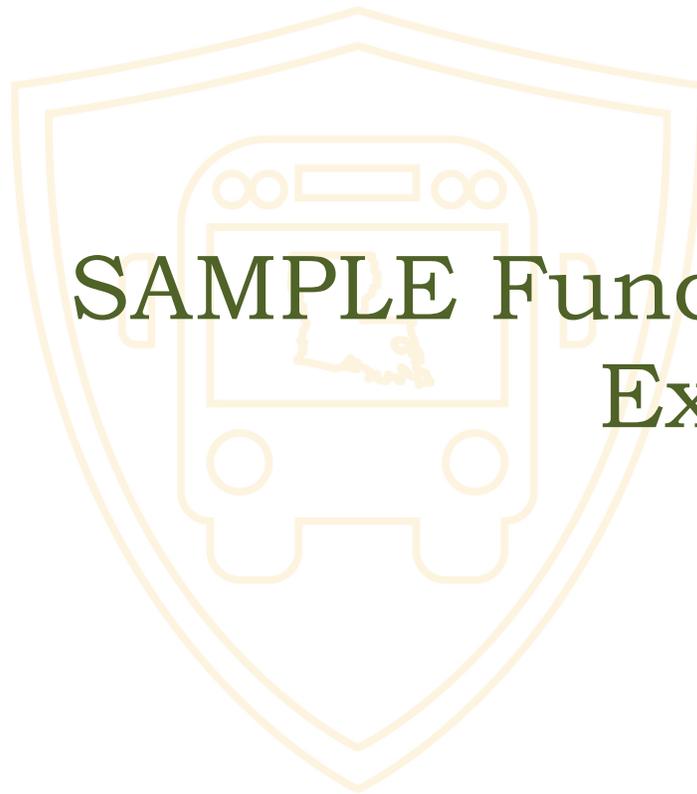
Develop a plan.

- Clearly articulate **expectations**.
- **Translate** information as necessary.
- **Train** staff and students on the plan.
- **Communicate** the plan to parents.

Following are SAMPLE scenarios for *both* **functiona**l and **TableTop** exercises.

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SAMPLE Functional Exercise

Evacuation

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Evacuation

_____

To be provided to players and other participants several days _prior_ to the exercise.

The following is a **functional exercise** that involves a **school, school district administrative staff**, **teachers**, **school employees**, **students** and **others**. It is a **generic** exercise; the type of event can be decided during exercise pre-planning.

The exercise tests **evacuation, relocation and reunification** protocols. In the exercise, students are transported and then returned to the school at the conclusion of the exercise. **Three (3) locations** are involved:

- **School district [LOCATION WITHIN THE CENTRAL OFFICE]**
- **School**
- **Reunification site**

Exercise Purpose Statement

On [DATE], the **[SCHOOL]** will test the ability of staff and students to perform these key emergency functions:

- **Evacuation** and **accountability** of students at **[SCHOOL]**

- **Transporting** students and staff to a **relocation/parent reunification site**

- Activation and operation of a **parent reunification site**

- Activation and operation of the **school district's Emergency Operations Center** (EOC) team

Functional Exercise Scope

What

An emergency event such as a **bomb threat, explosion** or **complete loss of power** with no heating and freezing temperatures that requires the **full evacuation** of the school and **relocation/ reunification** of students.

Locations

- **[SCHOOL] (Incident command post)**
- **Relocation/reunification site**
- **EOC - School board central office/boardroom**

Functions

1. **Safe evacuation and full accountability of staff and students**.

   - **Alerting** students and staff of evacuation.
   - **Evacuating** the school.
   - Evaluating accountability of **students** *after* evacuation.
   - Establishing **bus staging** and loading area.
   - **Moving** and **loading students** and staff onto buses.

2. **Establishing and carrying out a full relocation and reunification process**.

   - Alerting and notifying the **reunification team**.
   - Establishing and setting up the **relocation/reunification site**.
   - Completing a reunification process.
   - Testing **grief-counseling** team.
   - Testing **nurses** and **first aid** for students.
   - Testing ability to handle **special needs** students.
   - Providing **logistics support** for students and staff while at the **reunification site**.

3. **Activation of a school district-level EOC to coordinate these activities**.

   - Alerting and notifying of the **EOC team**.

   - Establishing the EOC, proper **coordination** and **tracking** of status of events.

   - Coordinating **response** and **reunification activities** with no recovery exercise at the school once students are returned.

Participants

- **[SCHOOL]** students including students with **special needs**, **principal** (Incident Commander), **teachers**, **maintenance** and **other staff** (including counselors, first aid), **bus drivers** and **parents**.

- Minimal play by **fire** and **police** departments (Safety Officer, traffic support).

- Parent **reunification team** and some staff of the chosen **relocation/reunification site**.

- EOC Team at school district central office to include **reception**, **communications**, **logistics**, **operations** and **executive officer**.

- **Exercise director**, **exercise team** to include Simulation Cell or SIMCELL operator (to simulate organizations that might be called in an actual event but are not participating in the exercise) and **evaluators**.

- **Media** or role player.

- **Observers** (allocated as needed).

  o At school district **EOC** – Operations/EOC area, as described in this exercise as the school district boardroom.

  o At school – Participants can then go to the **reunification site** with students and teachers.

  o At **reunification site** – For set up and execution.

Where + When

This exercise is held at **[SCHOOL]** and **moves** to a *pre-determined* site that serves as the **relocation** and **reunification site**. It starts at **8:30 a.m.** and concludes in time to ensure the return of students to **[SCHOOL]** by **2:20 p.m.**

The exercise also involves **activation** of the district's EOC in the **[NAME]** room of the **[NAME]** building.

Functional Exercise Player Guidance

The following **guidance** provides **exercise Players** with the information required for them to participate effectively in the exercise. This information is discussed at the Player **briefings/orientations** *prior* to the start of exercise. Players have an opportunity to ask questions concerning their roles, responsibilities and rules of exercise play at that briefing.

Roles

In addition to players, the exercise includes **evaluators**, identified by an identification tag. Evaluators review plans and training to help the district *improve* its safety measures and effectiveness by improving its planning and training activities.

Types Of Participants

- **Director**
- **Safety officer**
- **Parents**
- **Players**
  o **Teachers**
  o **Students**
  o **School Staff**
- **Counselors**

- **Incident Commander**
- **Central Office Staff**
- **First Aid**
- **Security**
- **Observers**
- **Evaluators**
- **Other**

Scope

Type Of Emergency: Event that causes evacuation with no re-entry to school. **Location: [SCHOOL]**, **[CITY]**, LA	**Organizations And Personnel:** School faculty and staff, central office EOC team members, parent reunification team members
Functions To Be Tested: School Evacuation and Accountability, Transportation, Relocation/Reunification, Command and Control	**Exercise Type: Functional Exercise**

Concept Of Play

Exercise play begins on [DATE] at **8:30 a.m.** and ends *no later* than **2:00 p.m.** on the *same* date as determined by the exercise director. Exercise play may end earlier. Staff and students return to the school in time for a normal dismissal.

A debriefing is held at the various locations for the different staff and teams involved to give everyone a chance to talk about what they learned during the exercise.

A final debriefing is held at [DATE, TIME and LOCATION]

Exercise Overview

DETAILS OF FUNCTIONS TO BE TESTED BY LOCATION

1. **Safe evacuation and full accountability of [SCHOOL] staff and students, including**:

   - Alerting students and staff of evacuation.
   - Evacuating of the school.
   - Evaluating accountability of students after evacuation.
   - Establishing bus staging and loading area.
   - Moving and loading students and staff onto buses.

2. **Establishing and carrying out a full relocation and reunification process, including**

   - Alerting and notifying the reunification team.

   - Establishing and setting up a relocation site.

   - Completing a reunification process.

   - Testing grief-counseling team.

   - Testing first-aid team.

   - Testing ability to handle special needs students (Special needs students are expected to play. They will be returned to the school at 11:30 a.m.).

   - Providing logistics support for students and staff during evacuation, relocation and reunification.

3. **Activation of a school district-level EOC to coordinate these activities, including:**

   - Alerting and notifying of EOC team.
   - Establishing the EOC, proper coordination and tracking status of events.
   - Coordinating the functions of **response** and **reunification**.

General Event Description

Exercise Scenario: It is a partly cloudy, **normal day**. The city is going about its business and people are looking forward to a nice weekend of leisure family activities.

There has been **no indication** of any kind of problems or issues that would change the serenity of the day.

On this particular day, however, something does happen that causes *all* of these elements to go awry in an unhappy event.

Starting Positions

All personnel *begin* exercise play from their **respective positions** in **[SCHOOL]** and at the school district central office **[LOCATION]** for **EOC** and **parent reunification team members**.

Assumptions + Constraints

Players operate in accordance with existing **plans, procedures** and **practices** during the exercise.

In their roles during the exercise, if Players need to contact an agency **not participating** in the exercise, they call the SIMCELL. For example, if a question arises for the local public health agency, a Player calls that number for an answer because public health is not participating in the exercise.

The exercise is played in **real time**. Some events, however, may require **time jumps** or may be *accelerated* to meet exercise objectives.

Player Procedures + Responsibilities

Players are **school** and **central office personnel** who have an *active* role in responding to the simulated emergency, performing their **regular roles** and **responsibilities** during the exercise. Players are expected to initiate actions that **control** and **mitigate** the simulated emergency as presented in the exercise narrative and subsequent injects.

The debriefing will be held at various locations and at approximately these times:

- **[TIME]** debriefing at **district** EOC, in the **[LOCATION]**.
- **[TIME]** debriefing for **parent reunification team** at the evacuation location.
- **[TIME]** debriefing for students and school-based participants at the school.
- **[TIME]** debriefing for **all participants** at **[LOCATION]**.

Rules of Conduct

If an actual emergency occurs during the exercise, evaluators are to *immediately* **suspend exercise play** and evaluate the situation. The exercise director and senior evaluators then decide if the exercise can be **safely resumed**.

Act in a **professional manner** at *all* times.

1. Do not engage in conversations with evaluators or any non-players.

2. Respond to exercise events and information as if the emergency were **real**.

3. Act as if **simulated hazardous conditions** are real. Adhere to *all* usual industrial/health **protection controls** for the simulated hazard(s) presented by the exercise scenario.

4. **Precede** and **follow** *all* emergency messages and communications with the phrase, *"This is an Exercise."*

5. In some cases it may be necessary to **override** player actions to preserve the continuity and objectives of the exercise and ensure the exercise tests the teams and plans the district has established. If players get off track, evaluators may inject messages to get teams moving forward again and staying on task.

Safety + Security

There should be **a fire department** or other **safety officer** located with the start of play at [SCHOOL] and **following** the students and staff to the reunification site.

Participant safety takes *priority* over exercise events. Professional health and safety ethics should guide *all* participants to operate in their assigned roles in the safest manner possible.

The following **general requirements** apply to the exercise:

1. **Safety observers**. All evaluators serve as **safety observers** while exercise activities are under way.

2. **Stop play**. Participants are responsible to look out for their own and each other's **safety** during the exercise. It is the responsibility of *every* person associated with the exercise to **stop play** if, in his or her opinion, a real safety problem exists. Once the problem is corrected, exercise play can resume.

3. **Accident reporting**. All injuries, incidents and accidents, regardless of severity, are reported *immediately* to the **nearest evaluator**. Anyone observing a participant who is seriously ill or injured *first* advises the nearest evaluator and then renders **first aid**, if possible, provided the aid given does not exceed his or her training.

The following **rules of play** apply to exercise **implementation**:

1. **Real emergency actions** take *priority* over exercise actions.

2. **If a real emergency occurs** the phrase "THIS IS A REAL EMERGENCY" is the designated phrase that indicates there is a real emergency in the **exercise area** requiring *immediate* attention. At this time *all* exercise play comes to a **complete halt**. At such time as the Exercise director determines that the real emergency is over, the exercise continues or is canceled.

3. Exercise players comply with **real-world response procedures** unless otherwise directed by evaluators.

4. All **radio** communications and **telephone** conversations made during the exercise begin and end with the words, *"This is an Exercise."*

5. Exercise players placing telephone calls *must* **identify** the organization, agency, office or individual with whom they wish to speak.

Communications

Players use all routine, **in-place agency communications systems**, including radios, phones and cell phones. Exercise communications are NOT to interfere with real-world emergency communications.

Reporting

Player debriefing. This block of time is provided *immediately* following the exercise to gather first impressions of participants about exercise conduct and play. **Observers** are not encouraged to attend unless by specific invitation of exercise officials.

Objectives

Objectives and significant actions steps for this exercise are **identified** below.

[SCHOOL] Staff Objectives

Quickly and **safely** evacuate the building	**Accountability** of every student	**Response** of the team to initial disaster	**Communication** between principal and central office
• Within **ten minutes** of the fire alarm, all students, staff and visitors are to be **evacuated** and **accounted** for in appropriate fire zones. • Teachers properly **display** Red/Green Cards (used to signal that everything is ok and your class is safe or you or your class is in distress or in danger and need help) or other appropriate school-based emergency planning tools. • Teachers properly report any **missing** students to zone captains or other designated supervisors *immediately* after evacuating the building.	• Teachers have **rosters** to check on their students. • The principal, acting as the incident commander, effectively uses phone, radio or cell phone to **communicate** with the emergency response team.	• After evacuation of the building, staff controls and engages their students until the decision is made for **no re-entry** into the building. • Teachers and staff effectively and safely **move** students to the bus staging area within **15 minutes** of receiving the orders from the incident commander/principal. • After boarding the bus, teachers and staff control students and safely **transport** them to relocation/ reunification site. • Throughout the evacuation and staging to the buses, the incident commander/ principal and the emergency response team make the best **safety decisions** based on the information available to them.	• Within **two (2) minutes** of receiving the fire alarm, the principal effectively **notifies** the central office. • Within **two (2) minutes** of receiving the notification of **no re-entry**, the principal notifies the central office. • Within **two (2)** minutes of receiving the order, the principal notifies the **central office of the decision to board buses**. • Within **two (2) minutes**, principal **notifies** the central office of arriving at the relocation site.

Parent Reunification (PR) Team Objectives

Proper notification of the team of an alert	**Notification** of team when it moves to activation	Team is able to effectively get to **relocation/ reunification site**	Team has effective **in-team communication**
• Central office contacts the parent reunification team (PR) lead and notifies them to put the team on alert within **five (5) minutes** of receiving the fire alarm. • All members of the team receive a **standby alert** within **10 minutes** of the alarm.	• After the decision is made for **no re-entry**, all members of the PR team receive notification to **move** to and **set up** the **relocation/ reunification site**.	• Within **30 minutes** of the decision for **no re-entry** and **activation** of the reunification team, the team has arrived and set-up at the reunification site. • Reunification area and tables **set up**. • Student **holding area** secured. • **Counselors** are set-up and ready. • **First-aid** section is established with proper supplies.	• Throughout the reunification process, the team effectively uses **radios, phones** and cell phones to communicate. • The incident commander at the relocation site effectively communicates and **manages the site** throughout the event. • An **incident command** structure is established *immediately* after arriving at the site. • The structure is explained to *arriving* **teachers** and **staff** within **five (5) minutes** of their arrival.

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Parent Reunification (PR) Team Objectives (continued)

Facilities	**Traffic control** outside is effective	**Maintenance staff** handles parents effectively	Teachers follow **procedures** in releasing students
• Does the incident command post work? Is it in the **right place**?	• Within **30 minutes** of receiving **no re-entry** and **activation** of the PR team, an effective **traffic control system** is established at the site.	• Maintenance staff communicates, and parents understand the **traffic pattern** and **initial steps** they need to take in the reunification process. • Acting upfront at the site, **specially designated individuals** effectively use the bullhorn and explain *initial* steps to parents and fill out forms.	• PR team members use the release **forms** correctly and ensure parents are **authorized** to pick up students. • Runners are effective in getting students once parents have established **identification** and are **legally entitled** to pick up child. • The **actual hand-off** to parents is effective, and traffic flow back to parking lot out side doors is followed. • Staff works effectively in being able to **access** reunification material.
Logistics	**Team Work**	**Proper decision making** by the team	
• **Lunch** and **supplies** are effectively handled at the site. • Staff rehab area is in the **right place** and staff did take **breaks**.	• Staffing level is appropriate. • Team understands their **roles** and **responsibilities**. • **Angry parents** are handled effectively. The process is fully explained to parents and followed even for those that expect to short-circuit the system. **(e.g., "Don't you know who I am?")** • **Reunification forms** and **paperwork** are effectively used by the team. No forms were lost; forms are properly handled and filed.	• Throughout the reunification process, the incident commander and team leads **safely** work to **reunify students** with parents.	

Key issues Executive Office (EO) and EOC expect to deal with:

- Immediate support to **emergency scenes**, issues at **[SCHOOL]** and then issues regarding the reunification site.
- Health issues with an exposure to a chemical release or other similar health threat to students and staff. Health issues for **neighbor**s and their **pets**.
- Impacts to the school district of school closure for at *least* a **week** for **decontamination procedures**, rebuilding or other appropriate recovery.

EOC Team Objectives

The EOC team should ask – What's in this school, if anything, that affects the school district? What are the plans to hold school somewhere else?

Notification and **activation** of EOC team	**Facility** and **equipment** at the school district boardroom	**Proper equipment** to run the EOC	**Communication**
• Notification and activation are conducted appropriately for the team. Within **10 minutes** of the alarm, all EOC team members are notified of the team activation.	• Within **30 minutes** of the notification, the EOC facility is set-up.	• The EOC has the proper equipment in terms of **communication** and ability to perform *all* **work functions**. • Within **10 minutes** of the fire alarm, initial information is gathered and objectives are established. • Within **five (5) minutes** of objectives established, **missions** and **objectives** are posted on white board or projector used to display this information.	• Throughout the event, **phone** and **radio** are used effectively by EOC and *all* members of the response team at the school, the relocation/ reunification site and school district EOC. • Throughout the event, **EOC informs** school and the reunification site and provides internal and outside information.

Command + Control

Proper decision making during evacuation of students	Operations/Logistics	External affairs	Public health

• Throughout the event, decision makers at the EOC **support** the incident commander/ principal, first at **[SCHOOL]** and then at the **relocation/ reunification site.**
 	
• Throughout the event, decision makers at the EOC look at **long-term consequences** of the event on the district as a whole.
 	
• Throughout the event, **missions** and **objectives** are *clearly* established and **changed** to meet the changing event. As part of this process, decision makers conduct a building **size-up review for potential search and rescue situations** before making decisions.
 	
• Establish **strategies** and then **tactics** to support **planning** members of the EOC
  o Effectively look ahead to review **potential impacts** of the disaster.
 	
• Within **15 minutes** of being established at the EOC, planning is ready to **brief** EO on potential **consequences** of the event to the District.
	• Throughout the event, **Operations** successfully execute missions from EO.
	
	• **Support** Operations at the school during response.
	
	• Support the **reunification site.**
	
	• Within **five (5)** minutes of decision for **no re-entry, Operations** works with incident commander/ principal at the school to establish **bus staging area.**
	  o **Notifies** of need to have buses locate at the school and bus staging area.
	  o Notifies and **coordinates** drop-off at the **reunification site.**
	
	• Throughout the event, EOC has **proper equipment** and **staffing support.**
	
	• Throughout the event, **Logistics** has proper **inventory** of available resources and equipment.
	
	• Throughout the event, **Logistics** supports **Operations** with needed equipment and personnel.
		• Works with EO to develop effective **communication messages.**
		
		• Within **10 minutes**, initial posting of fire alarm at the school.
		
		• Within **10 minutes** has initial posting/release about **decision** for **relocation** and information on process.
		
		• Throughout the event **coordinates** *closely* with district public information.
		  o Executes communication messages to set up media briefings, website postings and limited test of parent notification system.
			• If a part of the scenario, what are the **chemical** and/or **health** recommendations and **impacts**?
			
			• What does this mean for **neighbors?**
			
			• Coordination of **"worried well" (those who are not showing symptoms but are concerned they might)** to local health care providers.

Proper decision making during evacuation of students	Operations/Logistics	External affairs	Public health
• Planning looks at **impact** on **staff** and **support** within existing contracts to see if there are any contract issues that will impact delivery of services or goods needed to operate the school when it resumes operations. Planning updates **consequences** every **45 minutes** and **as needed** when events change (for example, making a decision to relocate).			

Sample Messages

The following are examples of **messages** that can be used during the exercise. During the development of the **exercise plan**, actual messages are *prepared*, along with **times** they are to be delivered and to which **location** (school district office, EOC, school, etc.).

1. **Message**
- Deliver around **9:15 a.m**. to EOC.
- From: **[NAME]** (parent/teacher)

   This is an exercise . . . I am a teacher at a district school and have children at **[SCHOOL]**. *I'd like to go pick up my children. Where should I do that?*

2. **Message**
- Deliver around **9:15 a.m**. to EOC team.
- From: **[NAME]** (parent/teacher)

   This is an exercise . . . I am a teacher at a district school and have a child at **[SCHOOL]**. *I have heard about the relocation and reunification and am the only one that can get my child. Can I leave work to go get my child?*

3. **Message**
- Deliver around **9:30 a.m.** to EOC team.
- From: **[NAME]** (neighbor to the school)

   This is an exercise.... I live across the street from the school and have heard about the evacuation. I'm feeling nauseous and think I'm running a fever. I'm not sure what is going on over there but what should I do?

4. **Message**
- Deliver around **9:30 a.m**. to EOC team.
- From: **[NAME]** (neighbor to the school)

> *This is an exercise . . . I live next to the school. My dog has been acting very strange ever since the fire trucks pulled up this morning. I heard there was a chemical release or some kind of problem. My dog just doesn't have much energy. Should I take him to the vet? Will the school district pay any vet bills?*

5. **Message**
- Deliver around **9:30 a.m.** to EOC team.
- From **[NAME]** (another elementary principal)

> *This is an exercise . . . I was just wondering what I can do to help?*

6. **Message**
- Deliver around **9:40 a.m**. to EOC team, executive office.
- From **[NAME]** (parent)

> *This is an exercise . . . I heard about the problem at the school. There is no way any of my children are ever going back into that building. What are you going to do for me? What options do I have to have my children go to another school for the remainder of the year? There is no way I'm going to endanger them by sending them back to that building.*

7. **Message**
- Deliver around **10:15 a.m**. to EOC.
- From **[SCHOOL]** (staff)

> *This is an exercise . . . Traffic is backed up and parents are complaining that they can't get into the school parking lot to pick up their children. What should we tell parents?*

8. **Message**
- Deliver around **10:20 a.m**. to EOC team, Operations.
- From: **[NAME]** (principal at another district school)

> *This is an exercise . . . With the school down what are the plans for lunch? Do I need to send anything?*

9. **Message**
- Deliver around **10:30 a.m**. to EOC team.
- From: **[NAME]** (teacher's advocate)

> *This is an exercise . . . We've heard that the school will be closed for at least a week. What does this mean to the teachers and staff? What are the plans for them? They shouldn't have to take vacation and I want to be sure they will be paid.*

10. **Message**
- Deliver around **10:35 a.m**. to EOC.
- From **[NAME]** (parent)

    This is an exercise . . . I've heard about the event at the school today. Are we having school on Monday? Is it going to be at some other location?

11. **Message**
- Deliver around **10:40 a.m**. to EOC.
- From: **[NAME]** (food supply vendor)

    This is an exercise . . . We've heard there are issues and problems. We're scheduled to deliver food items to the school on Monday . . . is that still a go? Canceled? Should we deliver somewhere else?

12. **Message**
- Deliver around **11:00 a.m**. to EOC team.
- From: **[NAME]** (Community Parks and Recreation)

    This is an exercise . . . We have volleyball scheduled at the school tonight. Should we cancel or do you have another place where they can hold their event?

13. **Message**
- Deliver around **11:00 a.m**. to EOC.
- From **[NAME]** (reunification site)

    This is an exercise . . .There are still several dozen children here. What are your plans for them?

SAMPLE TableTop Exercises[9]

Bomb Threat
Chemical Spill
Severe Weather
Violent Intruder

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[9] http://rems.ed.gov/ToolBox.aspx

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Bomb Threat

Scenario Description

The school has received a **bomb threat**. The following TableTop Exercise is an effective way to help you learn what you may **need** to **consider** when developing your emergency response procedures.

Provide your group with the first scenario followed by **updates** every **15 minutes**. The debriefing can take place at the end of the exercise after the final update. Allow the participants time to **openly discuss** their response to the questions.

[LOCATION]

[SCHOOL]

Scenario Questions

1. What should **classroom teachers** be doing now?

2. What actions do you take with your **students** at this time?

3. What is the status of school **emergency response teams** at this time?

4. Where is your **command post** at this time?

5. What **transition** in the Incident Command System (ICS) is taking place now? How?

6. What **information** do you need?

7. What action can you take to get the **needed information**?

8. What information is needed to provide to the **staff**, **students**, **parents**, etc.?

H-hour: Fifteen (15) minutes before school begins, a phone call is received at the school office. The secretary answers the telephone. An unrecognizable **male voice** on the other end of the line makes a **bomb threat**. The caller gives the following information to the secretary.

There is a bomb set to go off in your school in 1 hour.

Secretary informs principal of the bomb threat phone call and completes the *Bomb Threat Record Form*, but there are **no more details**.

The principal informs the **superintendent** of the bomb threat and calls the **police**. The principal relates details of the bomb threat. The principal also informs the superintendent that some students are scheduled to take the **math** standardization test in **1 hour**. Principal calls together the appropriate members of the incident command to assess the threat.

H-hour + 6 minutes: Buses are arriving at school to **deliver students**. **Two (2) police cars** have also arrived at the school. A police sergeant in one of the cars recommends the school staff hold the arriving students in the **gymnasium** while members of the school staff conduct a search of the building. The police will assume responsibility once the school staff has identified a suspicious item.

H-hour + 7 minutes: Parents dropping off their children for school are parking to check on why the **police cars** are present. Other parents are calling asking if there is a problem at school. Parents are driving to the school to **pick up** their children.

H-hour + 10 minutes: Area media representatives are calling school representatives and law enforcement.

H-hour + 15 minutes: Law enforcement has established a **perimeter** around the school. Parents are calling asking if there has been a bomb threat at the school. They are driving to the school to pick up their children. The phone call has been traced back to a **pay phone** at the convenience store located **three (3) blocks** from the school.

H-hour + 30 minutes: The initial **media briefing** opens with this news release from the incident command:

What should be announced?

H-Hour + 45 minutes: A **car bomb** is detonated in the parking lot at the school.

Conclude the exercise with an *After Action Review* (AAR):

- **What did we do well?**
- **What could we do better next time?**
- **What changes should we make in our plan?**
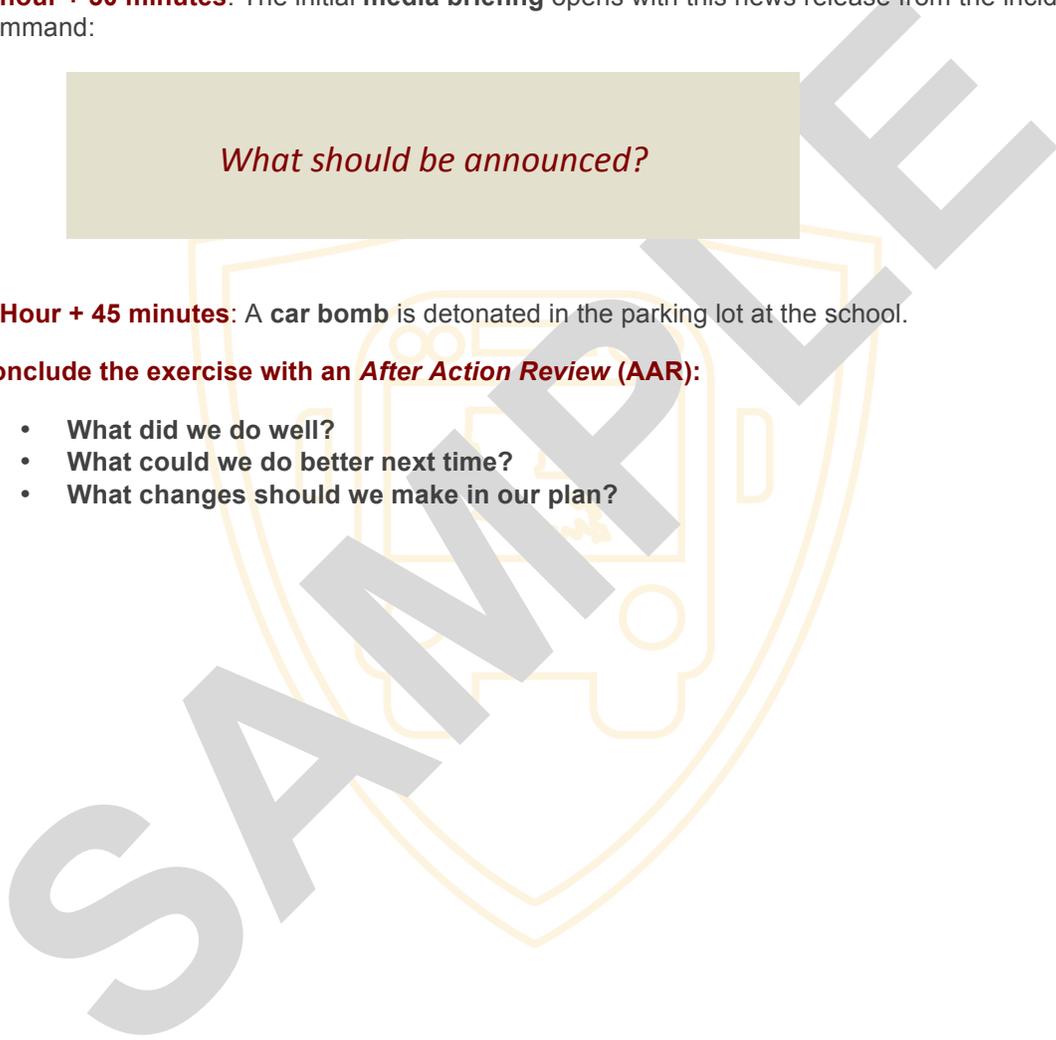
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Chemical Spill

Scenario Description

A **chemical spill** has occurred at **[LOCATION]**. The following TableTop Exercise is an effective way to help you learn what you may **need** to **consider** when developing your emergency response procedures.

Provide your group with the first scenario followed by **updates** every **15 minutes**. The debriefing can take place at the end of the exercise after the final update. Allow the participants time to **openly discuss** their response to the questions.

[LOCATION]

[SCHOOL]

Scenario Questions

1. What should **classroom** teachers be doing now?

2. What actions do you take with your **students** at this time?

3. What is the status of school **emergency response teams** at this time?

4. Where is your **command post** at this time?

5. What **transition** in the Incident Command System (ICS) is taking place now? How?

6. What **information** do you need?

7. What action can you take to get the **needed information**?

8. What information is needed to provide to the **staff**, **students**, **parents**, **media**, etc.?

H-hour: A **train derails** and crashes against vehicles and buildings before coming to rest. Several railroad crossings in the community are **blocked**.

H-hour + 1 minute: There is a **tanker car** *leaking* a yellowish gas. The temperature is **40 degrees Fahrenheit** outside, the sky is **overcast**, and the air is still with occasional **light breeze** from the west.

H-hour + 2 minute: The gas is hovering close to the **ground**. As the leaking gas spreads away from the rail car, people can be seen **gasping**, then holding their breath and attempting to run out of the area. Some are **overcome** and collapse to the ground.

H-hour + 3 minutes: Staff members inside the building are **coughing**, suffering from shortness of breath, experiencing a **burning sensation** in the throat and nasal passage, and complaining of headaches.

H-hour + 6 minutes: Media has begun reporting on the train derailment. Family members begin to **call** the **school** office to check on the status.

H-hour + 10 minutes: A Louisiana State policeman is on the scene and assumes **incident command**. Arriving law enforcement and emergency responders have begun to establish an **outer perimeter one (1) mile** in all directions from the accident site. Fire trucks and ambulances are en route from surrounding communities.

H-hour + 11 minutes: There are **two (2) bodies** on the ground outside the school. One can be recognized as a **school district employee**. That individual appears to be unconscious and perhaps dead. The other is still moving.

H-hour + 15 minutes: A decision is made by the incident commander to **relocate** some students/staff further from the release site.

H-hour + 25 minutes: The initial **media briefing** opens with this news release from the **incident command**:

What should be announced?

Conclude the exercise with an *After Action Review* **(AAR):**

- **What did we do well?**
- **What could we do better next time?**
- **What changes should we make in our plan?**

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Severe Weather

Scenario Description

The main office hears an alert on the weather radio that the Parish is under a **tornado** watch.

The following TableTop Exercise is an effective way to help you learn what you may **need** to **consider** when developing your emergency response procedures.

Provide your group with the first scenario followed by **updates** every **15 minutes**. The debriefing can take place at the end of the exercise after the final update. Allow the participants time to **openly discuss** their response to the questions.

[LOCATION]

[SCHOOL]

Scenario Questions

1. What should **classroom** teachers be doing now?

2. What actions do you take with your **students** at this time?

3. What is the status of school **emergency response teams** at this time?

4. Where is your **command post** at this time?

5. What **transition** in the Incident Command System (ICS) is taking place now? How?

6. What **information** do you need?

7. What action can you take to get the **needed information**?

8. What information is needed to provide to the **staff**, **students**, **parents**, etc.?

H-hour: Your Parish has been under a Tornado Watch for the past **30 minutes**. The watch is scheduled to continue for another **hour**. Your school has a small group of students that are scheduled to **depart** for an academic competition being hosted at another school.

H-hour + 8 minutes: Your NOAA radio has just notified you that your Parish is under a Tornado Warning. An F3 tornado just destroyed buildings **25 miles** to your southwest. The tornado was moving at **30+ miles per hour** in the direction of your school.

H-hour + 12 minutes: Your school receives a **call** from a **teacher** whose class is on a field trip. They had just **departed** to head back to the school. She wants to know what **she should do**.

H-hour + 15 minutes: The Emergency Alert System announces that **two (2) separate tornadoes** are being tracked. The largest one, perhaps an F3, is several miles ahead and is headed in a northeasterly direction toward your school.

H-hour + 20 minutes: Police notify the principal at your school that you are in the **path** of a large tornado that is approximately **five (5) minutes** away.

H-hour + 23 minutes: **Power** just went **out** at your school.

H-hour + 25 minutes: The tornado just **impacted** your school. There is major structural damage on the **south side** of the building and the roof on that side of the building is gone. Persons may be **trapped** in the rubble. There is **no communications capability** at your school. All phone lines, including the fax machine, are out. Cell phones are not working.

H-hour + 27 minutes: Debris falling in the area around your school includes a large metal tank that lands in the faculty parking lot. The tank apparently **ruptured** on impact with the ground and is leaking. Cars in the staff parking lot appear to have been damaged by falling debris.

H-hour + 30 minutes: There are definitely **some students** and maybe **two (2) staff members under** the **rubble** at your school. There are **10 students** and **four (4) staff members** who have **injuries** from flying glass and debris. None of the injuries seem **life-threatening**. A few parents have arrived by foot at the school looking for their children. They are reporting "terrible destruction" in the area. The roads are obstructed with downed trees, electrical and phone lines.

H-hour + 35 minutes: A **fire** has been detected in the **damaged part** of the school. There is **smoke** blowing into the remaining structure.

H-hour + 40 minutes: Parents for around **25 percent of your students** have shown up at the school to get their children. Cell phone communications have returned but are sporadic.

H-hour + 45 minutes: Teachers report that **three (3) students** from neighborhoods near the school have **departed** your school on their own. A teacher **trips** and **falls** at your school and suffers a head injury. The teacher is **unconscious**.

H-hour + 50 minutes: The first emergency vehicle (a law enforcement officer) arrives to check your school. Routes have been opened. **Medical evacuation** will now begin.

What should be announced?

H-hour + 55 minutes: A TV news reporter arrives at the school.

H-hour + 1 hour: Around 33 percent of the students at your school **remain** at the school. All the rest have been **released** to their parents or are in the **hospital**. A needed staff member has notified the **incident commander** that she is departing without permission.

Conclude the exercise with an *After Action Review* (AAR):

- **What did we do well?**
- **What could we do better next time?**
- **What changes should we make in our plan?**

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Violent Intruder

Scenario Description

A **violent intruder** has entered the school campus. As students arrived at school on the first day after spring break, a woman in her mid-20s is noticed entering through the main entrance. Because she is known to faculty and staff as the spouse of an English teacher, no one thought to question her as she entered the building. The woman went directly to her husband's classroom along with the students.

When the woman arrived in the classroom, she pulled out a **9mm handgun** and began screaming at her husband. (Her husband had told her the evening before that he was going to file for divorce and request custody of their child.) Immediately, the instructor shouted for the students to hit the deck.

Upon hearing the commotion, an instructor in a nearby room called the **main office**. The school's emergency plan was *immediately* **activated**.

The following Tabletop Exercise is an effective way to help you learn what you may **need** to **consider** when developing your emergency response procedures.

Provide your group with the first scenario followed by updates every **15 minutes**. The debriefing can take place at the end of the exercise after the final update. Allow the participants time to openly discuss their response to the questions.

[LOCATION]

[SCHOOL]

Scenario Questions

1. To respond to this incident, you will establish your management structure using the Incident Command System (ICS) model. **Draw** your **initial emergency organization**, including the personnel assigned to each position (by title), in the space provided below.

2. Where will you establish your **command post** for this Incident?

3. What will you do **first**? Why?

4. What is your **first concern** in this situation?

5. What **special concerns** should you have?

6. For what **contingencies** must you plan?

Scenario Update #1

The police have been called and are on their way. According to an instructor in an adjacent classroom, a male instructor who went to the classroom in an attempt to calm the shooter has also been taken **hostage**. The woman is **highly agitated** and is screaming at her husband and his students.

A custodian has told a secretary that he is going to sneak down the **hallway** to see if he can gather more information about the situation in the classroom.

Scenario Update #1 Questions

1. Does this information **change** your planning? If so, how?

2. What should you do about the **custodian**?

3. Will you **evacuate** some or all of the school?

4. For what **contingencies** must you plan now?

5. What will you tell **parents**? How will you notify them?

Scenario Update #2

The **police** and a **hostage negotiator** have arrived at the scene. They have cordoned off the area surrounding the school. Fire personnel and several **emergency medical services** (EMS) crews have also been dispatched to the school.

Just as the police arrive, the phone rings in the main office. The instructor who has been reporting the situation is calling to report that she has just heard a **loud crash**. She says the shooter just left the **classroom** and is heading in the direction of the **school's mechanical room**.

Scenario Update #2 Questions

1. What **information** will you provide to the police?

2. How will you work **with the police** throughout the remainder of this incident?

3. Now that the shooter has left the classroom, what should your **immediate concerns** be?

4. What does the fact that the male instructor tried to **intervene** tell you about your emergency plan?

5. For what **long-range processes** must you plan?

Scenario Update #3

It is now approximately **1 hour, 30 minutes** since the incident **began**. Through the efforts of the police department's **hostage negotiator**, the shooter has **surrendered** without further violence. Police are escorting her to a police vehicle.

The media picked up on the incident and began interrupting regularly scheduled programming about **30 minutes** ago. Since that time, the telephone at the school has been ringing constantly as **parents** try to find out about their **children**. Parents are starting to **arrive** and are upset that the police will not allow them past the barrier to talk to school personnel and find their children.

Scenario Update #3 Questions

1. What can you do to **assist** the police in addressing the parents' concerns?

2. How will you handle the **media**?

3. What insights has participating in this exercise provided you about your school's or district's **state of readiness** for an emergency situation involving a terrorist? What **revisions** would you recommend to your emergency plan as a result?

[FULL EXERCISE NAME]

[EXERCISE DATE]

After Action Report – Improvement (AAR-I) Plan Template

[PUBLICATION DATE]

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Executive Summary

After Action Reports (AARs) are **written evaluations** completed *after* exercises and *all* real-world incidents. The process provides an opportunity to **document** the details of the response and to **modify procedures** in an *ongoing* effort to **improve** response.

The **[SCHOOL OR SCHOOL DISTRICT] [SCENARIO TYPE] [EXERCISE TYPE]** exercise **[EXERCISE NAME]** was developed to test **[SCHOOL OR SCHOOL DISTRICT]**'s Emergency Operations Plan. The exercise planning team was composed of numerous and diverse agencies/people, including [list of agencies/people participating in planning team].

The exercise planning team discussed. Include a brief overview of the major issues encountered, discussed, and resolved during the exercise planning process. Topics to address in this section could include the length of the planning process, the reasoning behind the planning team's choice of objectives to exercise, etc.

Based on the exercise planning team's deliberations, the following objectives were developed for **[EXERCISE NAME]:**

- **Objective 1**: [Insert 1 sentence description of the exercise objective]
- **Objective 2**: [Insert 1 sentence description of the exercise objective]
- **Objective 3**: [Insert 1 sentence description of the exercise objective]

The purpose of this report is to analyze exercise results, identify strengths to be maintained and built upon, identify potential areas for further improvement, and support development of corrective actions.

[In general, limit major strengths and primary areas for improvement to **three (3)** each to ensure the Executive Summary is high-level and concise.]

Major Strengths

The major strengths identified during this exercise are as follows:

- [Use complete sentences to describe each major strength.]
- [Additional major strength]
- [Additional major strength]

Primary Areas For Improvement

Throughout the exercise, several opportunities for improvement in **[jurisdiction/organization name]**'s ability to respond to the incident were identified. The primary areas for improvement, including recommendations, are as follows:

- [Use complete sentences to state each primary area for improvement and its associated key recommendation(s).]
- [Additional key recommendation]
- [Additional key recommendation]

REMS
READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS

DEPARTMENT of EDUCATION
Louisiana Believes

Exercise Overview

Exercise Details

Exercise Name

[Insert formal name of exercise, which should match the name in the header.]

Type Of Exercise

[e.g. seminar, workshop, drill, game, tabletop, functional exercise or full-scale exercise.]

Exercise Date

[Insert the month, day, and year that the exercise was conducted.]

Duration

[Insert the total length of the exercise, in day or hours, as appropriate.]

Location

[Insert all applicable information regarding the specific location(s) of the exercise.]

Response Protocol Or Emergency Action

[Insert a list of the response protocol or emergency action addressed within the exercise.]

Scenario Type

[Name the exercise scenario type (e.g. chemical release).]

Exercise Planning Team

[The name of each member of the planning team leadership should be listed along with their role in the exercise, organizational affiliation, job title, mailing address, phone number and email address.]

Participants

[Insert a list of the individual participating organizations or agencies, including State, Tribal, Federal, nongovernmental organizations (NGOs), local and interNational agencies, and contract support companies as applicable.]

Number Of Participants

- **Players**: [#]
- **Controllers/Facilitators**: [#]
- **Evaluators**: [#]
- **Observers**: [#]
- **Victim Role Players**: [#] (for operations based exercises only)

Exercise Design Summary

_____

Exercise Purpose + Design

[This section should contain a brief (two paragraphs or fewer) summation of why the exercise was conducted and what the exercise participants hoped to learn. It should also include a brief history of how the exercise was organized, designed, funded, etc.]

Exercise Objectives + Capabilities + Activities

[The purpose of this section is to list exercise objectives and activities as identified by the emergency operations plan. A description of how the exercise objectives and activities were evaluated should be explained here.]

Based upon the identified exercise objectives below, the exercise planning team has decided to demonstrate the following activities during this exercise:

- **Objective 1:** [Insert a one sentence description of each objective.]
    - [Activity 1]
    - [Activity 2]
    - [Activity 3]

Scenario Summary

[For an operations-based exercise, this section should summarize the scenario or situation initially presented to players, subsequent key events introduced into play, and the time in which these events occurred. For a discussion-based exercise, this section should outline the scenario used and/or modules presented to participants.]

Analysis Of Capabilities

Objective 1: [NAME]

Summary Of Activities Associated With Objective: [Include an overview of the objective and a description of how the objective was performed during the exercise or addressed during a discussion-based exercise.]

List Of General Observations/Comments: [A strength is an observed action, behavior, procedure, and/or practice that is worthy of recognition and special notice.]

Analysis: [Include a description of the behavior or actions at the core of the observation, as well as a brief description of what happened and the consequence(s) (positive or negative) of the action or behavior. If an action was performed successfully, include any relevant innovative approaches utilized by the exercise participants. If an action was not performed adequately, the root causes contributing to the shortcoming must be identified.]
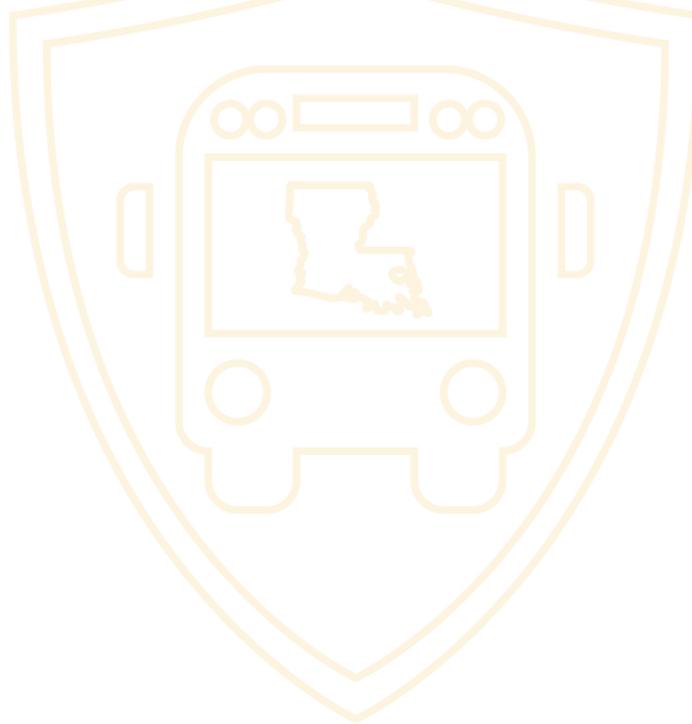
Recommendations:

1. [Complete description of recommendation]

2. [Complete description of recommendation]

3. [Complete description of recommendation]

Conclusion

[This section is a conclusion for the entire document. It provides an overall summary to the report. It should include the demonstrated capabilities, lessons learned, major recommendations, and a summary of what steps should be taken to ensure that the concluding results will help to further refine plans, policies, procedures, and training for this type of incident.

Subheadings are not necessary and the level of detail in this section does not need to be as comprehensive as that in the Executive Summary.]

Improvement Plan (IP) Matrix

This Improvement Plan (IP) Matrix has been developed specifically for **[ENTER SCHOOL/DISTRICT]** as a result of **[EXERCISE NAME]** conducted on **[DATE OF EXERCISE]**. These recommendations draw on both the *After Action Report* (AAR) and the After Action Conference. [The IP should include the key recommendations and corrective actions identified in the Analysis of Capabilities and the After Action Conference.]

No.	Objectives/ Observations/ Issues/Expected Outcomes Not Met	Recommendation(s)	Specific Corrective Action to be Implemented	Priority L/M/H	Assigned To	Expected Completion Date
1	Example: Staff did not clearly understand instructions from crisis team, but knew how to activate SIP within the classrooms.	-Maintain regular SIP training for teachers to keep concept fresh. -Fix communication issues from crisis team.	-Quarterly SIP training for teachers -Training crisis team on appropriate language for messaging and use of radios	- Low -High	-Principal -Crisis team training leader	-Ongoing (quarterly) -End of 2nd quarter or by next drill
2						
3						
4						
5						
6						
7						

School EOP
Exercise Checklist

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School EOP Exercise Checklist

Component	Extent Of Development			
	Fully In Place	**Partially In Place**	**Not Yet In Place**	**Estimated Date To Be In Place**
Participant Checklist				
Personnel from participant schools have created a **school emergency operations plan**.				
Participant schools agree to **update** hazard analysis to identify **natural** and **man-made hazards** or other credible threats that could present a risk to students and staff.				
Participant schools agree to **upgrade/revise** school emergency operations plan.				
Participant schools agree to update **emergency contact list** and to **coordinate** with local emergency management and public safety personnel.				
Participant agencies agree to **conduct facility drill** or **full-scale exercises** to improve capabilities for evacuating and/or sheltering-in-place.				
Player Briefing Checklist				
Review exercise **purpose**, **concept** and **scope**.				
Summarize importance of emergency preparedness planning and **highlight** illustrative examples based on actual school emergency situations.				
Review exercise **objectives**.				
Review exercise **scenario**.				
Review exercise **design** and explain exercise **ground rules**.				
Review player **rules of conduct**.				
Emphasize importance of utilizing **actual plans** and **resources** available to players (as opposed to assets that are not operational or not currently available to player agencies).				
Review exercise **safety procedures** and **security measures**.				
Review **administrative requirements** (sign-in sheets, evaluation forms, etc.).				
Review **logistics issues** (parking, restrooms, refreshments, lunch, etc.).				
Review **participant feedback** form and emphasize the importance of **player input** for improving future exercises.				
Review **format** and **purpose** of player debriefing.				

School EOP Exercise Checklist (continued . . .)

Component	Extent Of Development			
	Fully In Place	**Partially In Place**	**Not Yet In Place**	**Estimated Date To Be In Place**
Controller/Evaluator Briefing Checklist				
Review exercise **purpose**, **scope** and **objectives**.				
Review **Master Sequence of Events List** (MSEL).				
Review exercise **ground rules** and **player rules of conduct**.				
Review **setup** and **layout** of exercise facility/training room.				
Review the **role** and **responsibilities** of the Exercise Director.				
• Overall **responsibility** for exercise planning.				
• **Control** of exercise.				
• Direction of **controller/evaluator team**.				
Review **controller** responsibilities:				
• Monitor **play**.				
• Implement **MSEL**.				
• Inject exercise **events**.				
Explain/clarify exercise **assumptions** and **artificialities**.				
• Simulate **actions of agencies** not in attendance.				
Review evaluator **responsibilities**:				
• Cooperation with **controllers**.				
• **Record** events and **assist** with documentation for after-action report and improvement plan.				
• Avoid **interaction** with players.				
Distribute **forms** for controller notes and evaluator feedback.				
Assign evaluators to monitor specific **functional areas** based on expertise of the evaluator.				
Identify **communication procedures** for controller/ evaluator team.				
Review **safety** and **security procedures**, including measures for terminating the exercise prematurely due to an actual emergency or other unanticipated event.				
Review **evaluation plan** and related forms.				
Review the **format** and **purpose** of the player debriefing.				

School EOP Exercise Checklist (continued . . .)

Component	Extent Of Development			
	Fully In Place	**Partially In Place**	**Not Yet In Place**	**Estimated Date To Be In Place**
Debriefing Checklist				
Discuss exercise **objectives** and evaluate **effectiveness** of exercise in achieving objectives.				
Evaluate exercise **design** and identify **improvements** for future exercise delivery.				
Review and summarize **comments** from debriefing.				
Review/discuss exercise **activities** by functional area (e.g., notification, facility-response agency communications, media relations).				
Obtain input from **controllers** and evaluators for preparation of *After Action Report* and *Improvement Plan*.				
Identify player/responder **strengths** and **weaknesses**, with respect to exercise events and the scenario, and identify future training needs.				

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