Exercises

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Bomb Threat

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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

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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

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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

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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 ActionReport – 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]

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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

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[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

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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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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