

Tabletop Exercise

The Big One:



Agenda

- Introductions
- Exercise Continuum
- Today's Tabletop Scenario
- Discussions
- Hot Wash (Debrief)
- Action Planning
- Closure

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Rules of the Road

- Creativity/Group Problem Solving
- Use the knowledge and information available in the room
- Active Thinking
- Active Listening
- Active Participation
- Respect – challenge ideas, not people
- Reality Check – make the exercise real for you.



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Introductions



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The Exercise Continuum

Briefly:

- Drills
- **Tabletop Exercises**
- Functional Exercises
- Full-Scale Exercises

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Tabletop Exercises

- Simulate an emergency situation in an informal, stress-free environment.
- Initiate discussion of emergency guidelines.
- Focus on training and familiarization with roles, guidelines, and responsibilities.

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How a Tabletop Works

- A scenario-based discussion is guided by a facilitator;
- Problems talked through without stress;
- Observers offer feedback on the proceedings
- Policies, procedures, plans, and guidelines are discussed and updated.



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Tabletop Success

Participants leave with:

- A positive learning experience
- Organizational learning
- Improvement action planning
- More effective policies, plans, and guidelines
- Improved preparedness



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Exercise Guidelines

- This exercise is designed to test the preparedness of the district/school to respond to a multi-agency, multi-site emergency event.
- Following the exercise, there will be a debriefing time, aka a “**Hot Wash**”.
- Each participant will be given the opportunity to share his/her views on what worked well and what needs to be addressed in additional planning, training and/or drilling

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Guidelines (Continued)

- LEA policies and existing safety plan(s) govern all activities relating to the emergency event.
- The facilitator will serve as the exercise referee and provide any official interpretation of the exercise rules.
- From time to time, there will be **injections** into the scenario. These are intended to further assess response to the exercise scenario.

This is designed to be a learning experience for all.

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Purpose

- To examine current policies, procedures, resources and actions in the context to a response to an earthquake in a district/school setting
- To promote greater understanding and ability to apply NIMS/ICS principles to your setting
- To make improvements as identified as an outcome of the exercise



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Objectives

- To evaluate policies and procedures... your plan
- To evaluate command and control including communications procedures
- To identify resources needed vs. available
- To identify training needs
- To identify needed improvements and create an action plan to address those needs



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Situation Demographics **Overview:**

For today's exercise, your LEA/school has:

- Number of schools/facilities
- Types of schools/facilities
- Athletic facilities
- Student population
- Employee population



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First Responder Resource **Overview**

The first responder resources immediately available to your school, include but are not limited to:

- Police
- Fire
- EMS



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Risk Assessment

Overview:

Known threats and hazards to your district and school:

- Natural _____
- Biological _____
- Technological _____
- Adversarial/Human _____

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Scenario Set-up

Your school is located in a seismically active area!

- Today, there are _____ students in school.
- In addition to the principal, the school has
 - ___ AP(s)
 - ___ faculty members,
 - ___ full-time counselors,
 - 1 part-time nurse,
 - ___ secretaries,
 - ___ cafeteria workers,
 - ___ custodians.
 - ___ parents/visitors/ volunteers also in the building.

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Scenario

- This morning, at 9:45 a.m., your community is struck by a severe earthquake.
- The earthquake has caused extensive damage to a large part of the community.
- All utilities are out. The school is currently lit by emergency lighting only.
- The area around the school office appears to have sustained only minor damage.
- Damage to the remainder of the building is undetermined as yet, but one custodian has radioed that a portion of the gymnasium has collapsed.

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Scenario (Continued)

- You know from experience to **expect multiple aftershocks**, some of which may be severe.
- You also know from attending meetings with local officials that, in the event of a severe quake, it could take **up to two days** before first responders reach the school.
- You must organize to help yourselves and protect the students.



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Questions

- What do you need to know?
- How do you find the information?
- What does your EOP/safety plan direct?
- What are you going to do?
- What resources and assets do you have?
- What resources are needed?



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Questions

- What is your first concern in this situation?
- What actions will you take?
- What contingencies did you or must you now prepare for?
- What is your ICS structure?
- Do you activate your incident command at this point?

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Questions

ICS Structure

- Who is the Incident Commander?
- Who is the Public Information Officer?
- Who is the Liaison Officer?
- Who is the Operations Chief?
- What other ICS positions will you activate and who will fill them?

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Inject #1

(Two hours later)

- The area has experienced several aftershocks of moderate intensity. The aftershocks have caused total collapse in the gymnasium area.
- Those who could evacuate the main building have assembled in the designated area, and student accountability procedures are underway.
- The gym has collapsed, but a class that was in the gymnasium at the time has not evacuated. There has been no communication with either the students or their teacher as of this point.

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Inject #1 - Continued

- Several students were injured when they were struck by falling debris.
- One teacher was struck by flying glass and is seriously injured.
- A custodian has suffered what appears to be a heart attack.
- Several students who are asthmatic are reporting difficulty breathing, and the school nurse left the building without taking student medications. These injuries and illnesses are overwhelming the staff members who are assigned to the Medical Group.

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Inject #1 -Continued

- There are no reports of fires as of yet.
- The phone system is out because of the electricity interruption.
- Cell service has become spotty, at best.
- You can see that a water main two blocks from the school has ruptured.
- Community damage which is visible from the campus looks severe.



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Questions

- How does this new information change your planning?
- Where will you locate the medical area?
- How will you communicate with first responders and others who need information about your situation?
- Given your current staffing, the amount of known damage, and your knowledge of your school and school plan, what contingencies must you plan for?



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Questions

How does your school plan make provisions for:

- Food?
- Blankets?
- Water?
- First Aid/Medications?
- Sanitation?
- Items to occupy the students?

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Inject #2

(Four hours after initial quake)

- Because of the obvious damage in some areas of the community, it is becoming apparent that at least some students will have to spend the night.
- Aftershocks have caused further damage to and around the campus, including the area designated as the pickup point for parent/student reunification.
- A few parents have arrived and are unsure about what to do. They may not be able to leave.
- One of the parent's children is trapped in the gymnasium collapse.

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Inject #2 (Continued)

- The custodian has died, as has one of the asthmatic students.
- The teacher who was injured is unconscious and has only a faint pulse.
- Also, there is still no word on the students and teacher who are in the collapsed gymnasium.
- Friends of the trapped students are crying.

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Inject #2 (Continued)

- The aftershocks have caused panic among the special education students who are not entirely aware of everything that is going on and why.

Their teacher has sent an aide to your Command Post asking for assistance—asap!.

- You have contacted the 9-1-1 dispatcher, but all response personnel are currently deployed in other areas. The dispatcher is unsure when trained responders will arrive.

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Questions

- What will you do with the remains of the custodian and the student?
- What documentation does your school plan require in the case of these fatalities?
- How does your school plan address the potential liability issue in the case of the student death?



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Questions

- How are you (LEA/school) handling parent communications?
- How are you handling parent/student reunification?
- What staff is available to help the special education teacher?



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Questions

- What should you do to calm the parent of the child in the gym?
- How will you handle the students and staff who must spend the night?
- What will you do about nighttime staffing at the Command Post?



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TAKE A
DEEP
BREATH
THEN
CONTINUE

....

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Hot Wash



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Hot Wash

- How well did your EOP/Safety Plan operate and what actions will you take toward improvement?
- How well did your ICS Team operate and what actions will you take toward improvement?
- How well did your Communications Plan operate and what actions will you take toward improvement?



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Hot Wash

- What can be done to improve campus police/security operations?
- What internal divisions were required to work together in this scenario?
- What external agencies did the Liaison Officer need to work with in this scenario?
- Are all necessary agreements in place to facilitate cooperation among agencies?



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After Action Plan

- Lessons Learned:
For an improved action plan, consider what you will:
 - Keep Doing _____
 - Stop Doing _____
 - Do Differently _____
 - Start Doing _____



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Conclusion

- What is your biggest take away today?



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