



Homeland Security
and Emergency Services

***So, the building plan is
done...
Now what?***

October 18, 2017

Using Exercises to verify your plans

Goal:

- Exercising your written plan to identify whether what is on paper will actually work.
- Deciding what is important for you to exercise.
- Improving school preparedness plans through exercises.

What you should already know...

Step 6: Plan Implementation and Maintenance

Step 6

Plan Implementation and Maintenance

- **Train stakeholders on the building-level ERP and their role.**
 - **Mandatory training in NYS must be completed each school year by Sept 15**
 - **New hires must receive training within 30 days of hire**
 - **Certify in BEDS that all staff have been trained.**
- **Exercise the plan.**
- **Review, revise, and maintain the building-level ERP.**



FEMA

Visual 7.4
Multihazard Emergency Planning for Schools (G364)

Training and Exercises

Training and exercises should:

- Address different audiences.
- Be age-appropriate.
- Vary (change it up).
- Recur.
- Be based in reality



FEMA

Visual 7.5
Multihazard Emergency Planning for Schools (G364)

Types of Training



- Meeting
- Briefing



- Assembly
- Conference Day
- Seminar



- Workshops



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Role of Exercises

Exercises enable schools to determine:

- Is the plan effective? Does the plan work?
- Identify which aspects may need fixing?

The ERP?

Training?

Policies and procedures?

Participants?

Why Exercise ?

Think about what can happen in your school
and

if something were to happen, ask yourself...

- Who does what?
- What do we need?
- Are we doing it correctly?
- What needs fixing?
- How can we fix it?

Schools Exercise their ERP

- To Assess and validate policies, plans, procedures, training, equipment, assumptions, and partnerships.
- To Clarify roles and responsibilities.
- To Improve partnership, coordination, and communication.
- To Identify gaps in resources.
- To Measure performance.
- To Identify opportunities for improvement.

Types of Exercises Effective for Schools

- Tabletop Exercises – *Discussion* (Talk)
- Drill – *Operations* (Do)
- Functional Exercises – *Operations*
(Do, in your role) Command & Control
- Full Scale – *Operations* (Do)
Real time, Real people using their equipment



Tabletop Exercise

- Exercise focused on a described emergency situation plus a series of problem statements to players
- Allows practice of problem solving for emergency situations
- Based on the emergency response plan
- Discussion and analysis of actions and decisions
- Usually involves policy and management personnel
- Generally minimal stress involved
- Generally little “time” pressure

Purpose of Tabletops

- Using a hypothetical emergency situation generate discussion of various issues
- Focuses on the options for action a school will need to take before, during and after an emergency to lessen the impact on the school community
- The exercise assesses the School ERP and resources, and facilitates an understanding of emergency management and planning concepts

Drills

- Focus on one aspect/activity of the school ERP.
- Allow school personnel and community partners to practice responding to an emergency situation.
- Based on clearly defined plans and/or procedures.
- School buildings and grounds can be used to practice responding to a scenario.

NYS Mandated Drills

- 12 Drills within School Year –
 - 8 – Evacuation
 - 4 – Lock down
- Between Sept. 1 and Dec. 31 –
 - 8 Drills must have been completed
- Between Jan. 1 to End of School –
 - 4 remaining Drills

Communications Drills

Used to review and test communications protocols:

- External communications
- Internal communications
- Vertical communications



Response Drills

- Provide practice in specific emergency action.
- Can be:
 - Facility-wide.
 - Initiated by a teacher in a classroom.
 - Schools can use a combination of drills.



Tips for Conducting Drills

- Keep drills realistic *but* unpredictable.
- Schools can use a combination of drills
- Conduct drills during:
 - Class change.
 - Recess, gym class, lunch times.
 - Arrival and dismissal.
 - After-school events/programs.
 - Large gatherings



Functional Exercises

- Evaluate and validate capabilities or multiple functions.
- Focus on exercising the school ERP, policies, and procedures.
- Are realistic, real-time.
- Use of personnel and equipment is simulated.
- Tests Command/Control and incident management.



Full-Scale Exercises

- Are the most complex and resource-intensive exercise type.
- Involve multiple agencies and organizations.
- Resources are deployed and utilized.

Tests coordination and collaboration among participants.



Discussion Questions

- Review the following scenarios.

**What type of
exercise would
you use?**

Why?

Scenario #1

During a power outage, a father is allowed to pick up his son and take him off school grounds. After power is restored, the principal's secretary notices that the father has a restraining order against him and is not allowed unsupervised contact with his son.

Scenario #2

Early in the school year, the fire alarm goes off. Several new teachers do not have class rosters and are unable to account for their students once outside.

Scenario #3

A pipe bursts in the boys bathroom flooding the bathroom, hallway and water is running into two classrooms. There is a lot of water on the floor before maintenance staff are able to shut off the valve. The teachers move all the kids safely to the multipurpose room. This disrupts the scheduled lunch period and afternoon activities.

TABLETOP EXERCISES (TTX)

Characteristics of Tabletop Exercises

- Simulated activities.
- NO utilization of equipment or deployment of resources.
- Interaction through discussion.
- Methodology:
 - Discussion guided by a facilitator.
 - Involvement of participants.
 - Determines exercise effectiveness.



Tabletop Exercise Participants

Facilitators:

- Conduct the exercise, ensuring it has met objectives and design.

Players:

- Participate in the exercise, based on their role in the ERP.

Evaluators:

- Monitor the exercise according to the exercise objectives and evaluation criteria, noting exercise participation.

Facilitator Responsibilities

- Sets the stage.
- Distributes and times the input of information.
- Keeps participants focused on problem solving.
- Initiates and prompts discussion.
- Maintains and encourages balanced involvement from everyone, as appropriate.
 - Based on players' roles according to the "plan".
- Stops exercise play to discuss important, critical issues.

Players

- The people who are “around the table”.
- Using their knowledge of their role in the plan discuss and respond to the problem presented.

Designing your TTX - Some Tips

1. What part of your plan do you want to validate? - *Need*
 - What problem do you want to discuss?
 - What needs to be tried?
 - What hasn't been tried?
2. What roles/players from your plan would need to be at the TTX? - *Scope*
 - Who should attend?

Designing your TTX (continued)

3. What is the purpose of your exercise?

Statement of Purpose

- If you had to explain to your Superintendent/ Board why you are doing the exercise, you would say..._____

4. By the end of the TTX you want to see the players do/discuss what? - *Objectives*

Designing your TTX (continued)

5. What simulated situation will set the stage for the problem?

Scenario / Narrative

- What story has brought everyone together? Who's involved? What happened? Who has responded? What are they doing?

6. What other things have happened as a result of the original problem?

Major & Detailed Events

- *Cascading events – Problem Statements*

Designing your TTX (continued)

Participants should get a Situation Manual which provides:

Exercise Ground Rules

- Describe context and direction.
- Provide background information.
- Establish a common frame of reference.
- Present new information.
- Prompt expected actions.
- Provide information.
- Initiate specific actions.

Narrative

Events

**Problem
Statements**

Designing your TTX (continued)

The problem statements are used to drive and support an expansion of the story. They can become “Chapters” in your storyline. Use them to add reasonable stress, credible and realistic consequences of the incident. Some can be the result of decisions made(expected) and actions taken (anticipated).

Conducting your TTX

- Details to consider:
 - When to conduct?
 - Where to conduct? – on-site/off-site
 - Who to invite? Who needs to be there?
 - Room Layout? – Horseshoe, table groups, etc.
 - Props – Maps, floor plans, pictures etc.
 - Who will facilitate?
 - Who will evaluate?

Evaluating your TTX

- Evaluation is based on the exercise Objectives.
- What do you want to see happen?
- How will you know that they achieved it?
 - Did they use the plan?
 - Did they discuss it?
 - Did they make a decision? Take an action?
 - Did they identify additional problems /issues?
 - Did they identify plan gaps?
- Evaluator Selection – who, from where?

After Action Reports (AAR)

- What strengths were identified in the exercise?
- What areas for improvement were identified?
- What can be done to fix the identified issue?
 - Is it?
 - Lack of appropriate plans
 - Lack of appropriate supporting organization /personnel
 - Lack of appropriate equipment
 - Lack of training
 - Lack of exercising
- Who is responsible to solve the problem?

Then what?

- The outcome of your After Action Report and discussions should be a revisit of your ERP and make updates and changes as needed.
- And then... You start the cycle again...
 - What needs to be tested?, Who should be there? What do you want to see happen? What would bring these people together?, etc.

QUESTIONS ?

How can we Help?

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Thank You !