

## Concurrent Session

# CONDUCTING EFFECTIVE TABLETOPS, DRILLS AND OTHER EXERCISES

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### Purpose of Session

Present key considerations for schools in planning and implementing tabletop exercises, drills, and full-scale exercises.

### Overview of Session

- ♦ Discuss why schools should conduct emergency exercises
- ♦ Connect exercises to the four phases of emergency management (Prevention-Mitigation, Preparedness, Response and Recovery)
- ♦ Overview of five types of emergency exercises
- ♦ Suggest community and federal support resources
- ♦ Discuss how to build a successful exercise design continuum
- ♦ Share best practices in conducting exercises
- ♦ Conduct an interactive activity
- ♦ Highlight exercise safety procedures
- ♦ Discuss after-action reviews
- ♦ Share common exercise mistakes
- ♦ Provide resources for further planning

### Key Messages

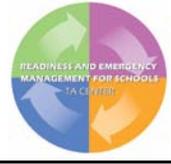
- ♦ Conducting drills and exercises is a primary component of emergency management.
- ♦ Value exists in conducting a broad range of drills and exercises, from tabletops to full-scale exercises.
- ♦ Seek help from local first responders and other community partners in conducting drills and exercises.
- ♦ Steps for success in executing a drill or exercise include pre-planning, conducting the exercise, and completing after-action debriefing.

### About the Presenters

**WILLIE FREEMAN** currently serves as the Director of Security/Chief Investigator for Newark Public Schools in Newark, New Jersey, a district of over 43,000 students and 7,000 staff members in 82 schools. Previously, he served for more than 23 years with the New York City Police Department. In his tenure with the department, he was assigned as a Community Policing Officer, police academy instructor, sergeant in Organized Crime Control Bureau, Platoon Commander, Integrity Control Lieutenant and upon his retirement, a Commander over an Inspection Unit in Internal Affairs Bureau.



**U.S. Department of Education, Office of Safe and Drug-Free Schools  
Readiness and Emergency Management for Schools (REMS)**



*Final Grantee Meeting ♦ Boston, Massachusetts ♦ July 21 – 22, 2010*

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Director Freeman received a Bachelor of Science degree in Criminal Justice from St. John's University (New York) and a Master's of Science degree in Criminal Justice, Long Island University (New York). He is a graduate of the F.B.I. National Academy, 182<sup>nd</sup> session. He serves on the School Security Official committee, U.S. Department of Education, Safe and Drug Free Schools. He lectures nationwide on Safe School Preparation, problem solving and legal issues for the U.S. Department of Justice, Pennsylvania Community Policing Institute. Director Freeman is the past Chairman of Educational Institutions for the American Society of Industrial Security International. He is a certified New York State Security Guard trainer. He is the author of numerous articles on school safety/security management and law enforcement training.

**MATT TAYLOR** serves as Associate Director of the Institute for Educational Research and Service (IERS) at The University of Montana. The Montana Safe Schools Center (MSSC) and the National Native Children's Trauma Center are both programs of IERS and serve as focus areas for Mr. Taylor's work. He is currently Co-Director of an Emergency Management for Higher Education grant and has provided on-site training and technical assistance to dozens of REMS grantees across Montana.

Mr. Taylor has served on numerous Federal Emergency Management Agency (FEMA) and U.S. Department of Education Office of Safe and Drug Free Schools (OSDFS) focus groups in the development of the IS-100SC course (Incident Command System for Schools); for Project SERV (School Emergency Response to Violence); and in creation of nationally disseminated, standardized training materials for emergency Prevention/Mitigation, Preparedness, Response, Recovery as well as School Emergency Exercise Design.

Similarly, through the National Native Children's Trauma Center funded by the U.S. Substance Abuse and Mental Health Service Administration, Mr. Taylor and his colleagues are researching child post-traumatic stress and PTSD, particularly in Indian Country and well as Psychological First Aid protocols for schools.

Within both Centers, Mr. Taylor also conducts legislative outreach, grant writing, and program administration. Prior to his affiliation with IERS, Mr. Taylor worked for the Maureen and Mike Mansfield Center, established to honor Senator Mansfield's legacy of bipartisanship, public policy education, and U.S. - Asian affairs.



U.S. Department of Education  
Office of Safe and Drug-Free Schools



# Conducting Effective Emergency Management Tabletops, Drills and Other Exercises



# Presentation Goals

- I. Discuss why schools should conduct emergency exercises**
- II. Discuss the five types of emergency exercises**
- III. Suggest community and federal support resources**
- IV. Discuss how to build a successful exercise design continuum**
- V. Share best practices in conducting exercises**
- VI. Highlight exercise safety procedures**
- VII. Discuss after-action reviews**



# Why Schools Should Conduct Emergency Exercises

- 1. Clarify roles and responsibilities**
- 2. Evaluate plans and procedures**
- 3. Develop effective agency relationships**
- 4. Assess resources and capabilities**
- 5. Identify needs and solutions**
- 6. States have legislation requiring school exercises and drills**

*Many emergency management agencies and other accredited public safety agencies must conduct various types of exercises on an annual basis.*



**What type of drills are you  
required to conduct?**



# Why Schools Should Conduct Emergency Exercises (Cont'd.)

- According to a June 2007 General Accounting Office (GAO) report, *Emergency Management: Most School Districts Have Developed Emergency Management Plans, but Would Benefit from Additional Federal Guidance* (GAO-07-609), 73% of schools prepare for emergency situations relating to evacuation, lockdown, or shelter-in-place.
- However this statistic does not speak to the quality of the drills or how many students/staff participate or how many agencies are involved.
- There are good drills and bad drills. The question for a school is, “Are you doing this to check it off a list or to really enhance emergency procedures?”



# Why Schools Should Conduct Emergency Exercises (Cont'd.)

## Some states mandate schools to hold these types of drills:

- Shelter-in-place drills once per year or duck, cover, and hold drills quarterly
- Extreme weather drills twice per year
- Tornado drills quarterly or yearly
- Earthquake drills monthly
- Crisis response drills once per year
- Bomb drills twice per year
- Bus evacuation drills once per year



**Who has conducted a full scale  
exercise?**



**Imagine you have to**  
**“sell the idea.”**  
**What would you say?**



# Why Schools Should Conduct Emergency Exercises (Cont'd.)

## The benefits are clear:

- Greater consistency of response,
- More efficient use of resources,
- Increased confidence in students, staff and parents, and
- Stronger relationships with partners.



# Why Schools Should Conduct Emergency Exercises (Cont'd.)



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**An Alarmist**

**A  
Complacent  
Individual**

**Everyone Should Be Here**  
***Proactive Liability Management***



# Why Schools Should Conduct Emergency Exercises (Cont'd.)

## **Schools should conduct emergency exercises because they can assist in fear management.**

- Alarmists and complacent people, in some form or fashion, exist in all of our workplaces, but we must attempt to move them toward the middle of the continuum in order to be in the most appropriate mindset.
- Holding realistic and well-organized exercises can move these groups to the middle.
- “Proactive Liability Management” is another term that describes this process and includes managing your liability through proactive procedures like conducting exercises.

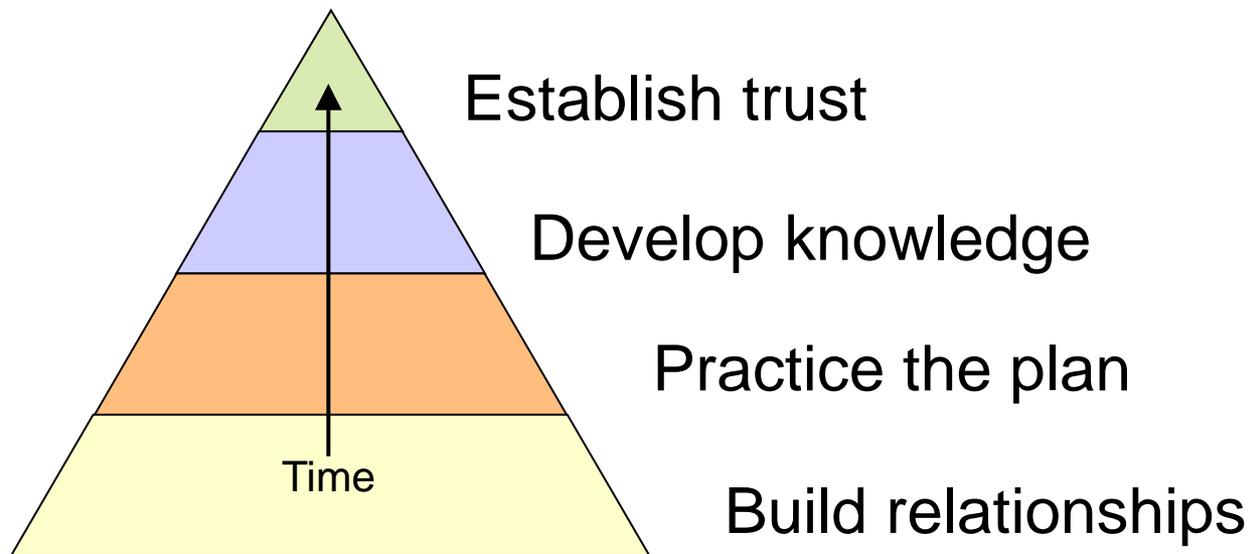


# Why Schools Should Conduct Emergency Exercises (Cont'd.)

A key to effective emergency response in schools is exercising the balance between flexibility and consistency that is best developed through an exercise design continuum.

Flexibility ← Good Judgment → Consistency

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# Four Phases of Emergency Management

- Exercises are a core element of the **Preparedness** phase of emergency management.
- However, an effective exercise program impacts each phase of the cycle.





# Four Phases of Emergency Management (Cont'd.)

## Exercises:

- Point out vulnerabilities to address in the **Prevention-Mitigation** phase.
- Allow partners to practice a **Response** that can help ensure a smooth and efficient response in an actual crisis.
- Demonstrate what resources may be needed during the **Recovery** phase.



# Types of Emergency Exercises

## **A comprehensive school emergency exercise program contains activities that build:**

- From simple to complex;
- From narrow to broad;
- From least expensive to most costly to implement; and
- From theoretical to realistic.



# Types of Emergency Exercises (Cont'd.)

- 1. Orientation Sessions:** Inform about emergency operations plans and emergency procedures (*lasts one to two hours, takes two or more days to plan*)
- 2. Drills:** Perfect an individual emergency procedure (*lasts 30 min. to two hours, takes up to three days to plan*)
- 3. Tabletop Exercises:** Identify roles/responsibilities in different scenarios (*lasts one to four hours, takes one or more months to plan*)
- 4. Functional Exercises:** Simulation of emergency situation with realistic timeline (*lasts three to eight hours, takes three months to plan*)
- 5. Full-scale Exercises:** Multiagency, on-site simulation of an emergency situation; all resources deployed (*lasts multiple days, takes six or more months to plan*)



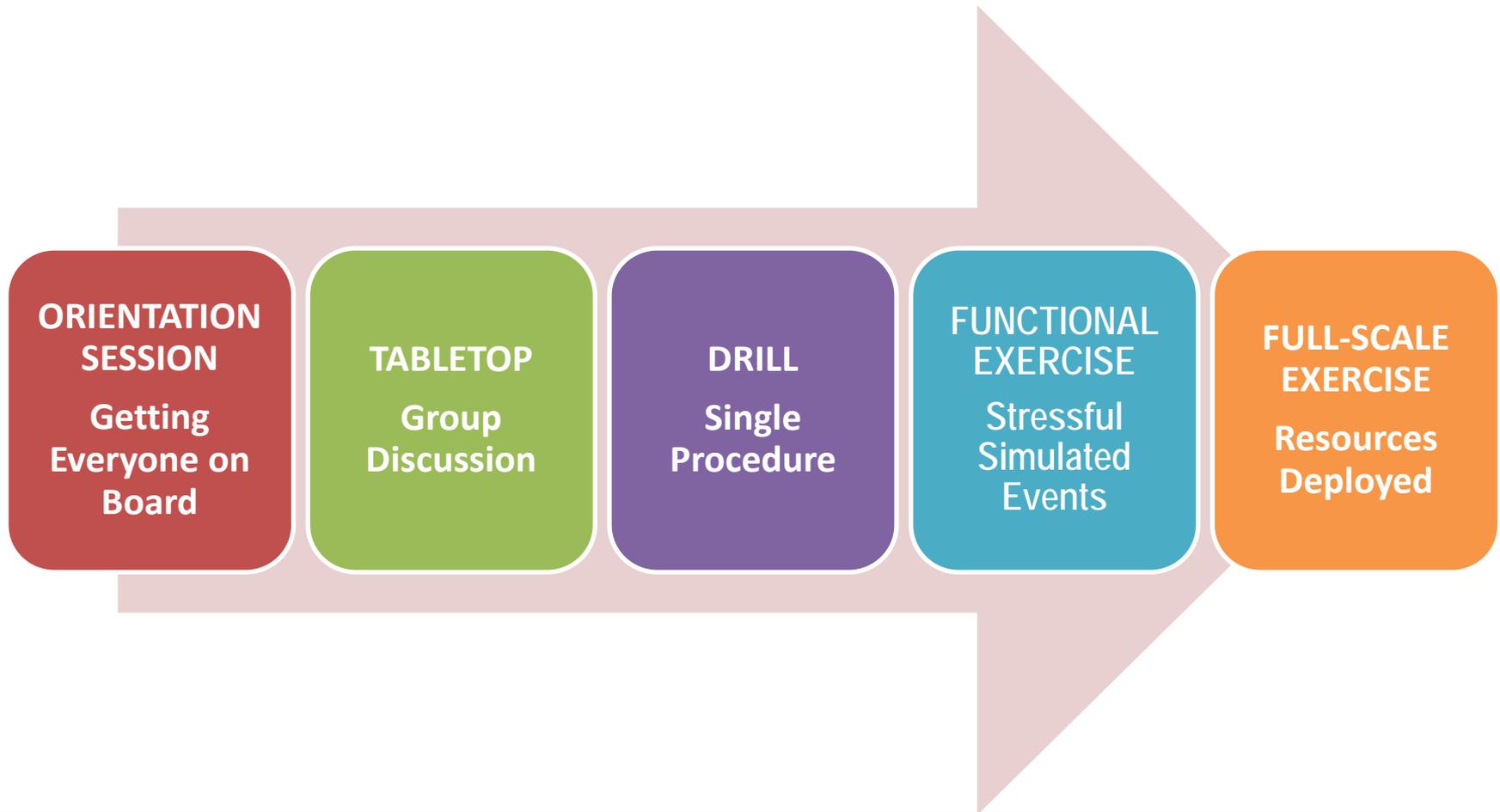
# Types of Emergency Exercises (Cont'd.)

## From FEMA's IS-139 Exercise Design course:

- Exercises should be organized to increase in complexity—for example, from tabletop discussions to functional exercises to a full-scale exercise.
- Each type of exercise builds on previous exercises using more sophisticated simulation techniques and requiring more preparation time, personnel, and planning.
- Rushing into a full-scale exercise too quickly can open the door to potential failure because shortfalls have not been identified through less complicated and expensive exercises.



# Types of Emergency Exercises (Cont'd.)





# Types of Emergency Exercises: Orientation Session

## What is an orientation session?

- An initial meeting to discuss a topic or a problem in a group setting and introduce all potential participants to the exercise continuum process as well as emergency response procedures.
- An orientation session is:
  - A low-stress, informal discussion;
  - Similar to many briefings that school personnel conduct; and
  - Comparable to seminars held by emergency management agencies.



# Types of Emergency Exercises: Orientation Session (Cont'd.)

## Why hold an orientation session?

- Introduce something new (i.e., policies and plans, emergency operations center, etc.).
- Explain existing plans, procedures, and updates to stakeholders.
- Introduce a multi-event continuum to prepare participants and stakeholders for success in more complex exercises.
- Motivate people for participation in subsequent exercises
- Identify those who are critical of the need to plan for and practice emergency situations and, if appropriate, involve them.
- Emphasize emergency management link to school mission, money, Annual Yearly Progress, and community responsibility.



# Types of Emergency Exercises: Orientation Session (Cont'd.)

## Who is involved in an orientation session?

- School administration
- The school or district's emergency response team and potentially the Incident Commander and/or general staff of the school's Incident Command System
- Lead facilitator
- Stakeholders



# Who are your other stakeholders?



## Potential Stakeholders Include:

- Teachers
- Support staff
- Substitute teachers
- Students, if appropriate
- Parent groups, if appropriate
- Local emergency response agency representatives
- Other key external partners



# Types of Emergency Exercises: Orientation Session (Cont'd.)

## What is needed to conduct an orientation session?

- A facility with minimal distractions.
- Specific outcome goals for the session.
- A clear justification for why the school will be engaging in the upcoming drills and exercises.
- Explicit support from school and district administration.
- A realistic timeline for upcoming exercise activities as well as explanation of how these will impact instructional time.
- Description of agencies involved and what their roles will be.
- Presentation materials.
- Advanced consideration for how to address skeptics' concerns or challenges.

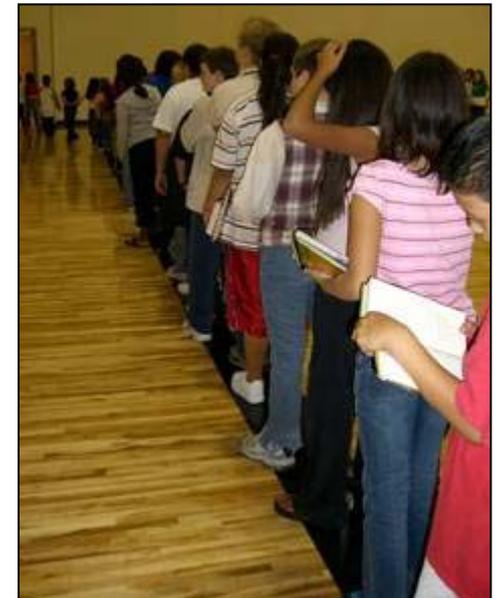


# Types of Emergency Exercises: Drill

## What is a drill?

A coordinated, supervised exercise activity, normally used to test a **single** specific operation or function.

- Schools commonly conduct fire evacuation drills, but a comprehensive approach to emergency management requires practicing many other procedures as well (e.g., control of infectious disease, shelter-in-place, etc.), and under a variety of conditions.





# Types of Emergency Exercises: Drill (Cont'd.)

## Why conduct a drill?

- To practice and perfect one small part of the response plan
- To prepare for more extensive exercises in which several functions will be coordinated and tested
- To practice and maintain current skills
- To focus on a single, relatively limited portion of the overall emergency management system
- To provide training with new equipment
- To develop new policies or procedures



# Types of Emergency Exercises: Drill (Cont'd.)

## Who is involved in a drill?

**Participation is driven and limited by the nature of the response procedure being tested but may involve one or more of the following groups:**

- Administration;
- Teachers and support staff;
- Students;
- Parent and other community groups; and
- An emergency response agency.





# Types of Emergency Exercises: Drill (Cont'd.)

## What is needed to conduct a drill?

- Clearly outlined, specific and measurable goals and objectives for the drill.
- A general briefing session on the drill's purpose.
- Relevant equipment.
- An evaluator.
- After-action review meeting and report.



# Types of Emergency Exercises: Drill (Cont'd.)

## Other drill considerations include:

- Coordinate with school and local public safety; have them observe or participate.
- Follow your district or school procedures.
- Make the drills realistic, but do so safely.
- Test warning and notification procedures.
- Block normal routes to force staff to make critical decisions.
- Plan for students, staff and visitors with special needs.
- Test accountability procedures (use the visitor log or other systems.)
- Consider student release procedures during certain drills.
- Debrief the same day with your teachers and staff.



# Types of Emergency Exercises: Tabletop Exercise

## What is a tabletop exercise?

- A tabletop exercise is a facilitated analysis of an emergency situation in an informal, stress-free environment.
- Tabletops should be designed to elicit constructive discussion as participants examine and resolve problems based on existing operational plans and identify where those plans need to be refined.



# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## Why conduct a tabletop exercise?

- Provides opportunity for **low-stress discussion** of coordination and policy.
- Offers a good environment for **problem solving**.
- Provides an opportunity for key agencies and stakeholders to become **acquainted**.
- Promotes **good preparation for a functional exercise**.



# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## Who is involved with a tabletop exercise?

- The objectives of the exercise dictate who should participate.
- A skilled, objective facilitator who can maintain group focus and constructive dialogue is vital.
- A scribe is helpful—as can be the reflections of “observers” from multiple agencies.



# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## What is needed for a tabletop exercise?

- A short narrative, which sets the stage for the hypothetical emergency.
- Problem statements describing /summarize major or detailed events to keep the group focused—may be addressed either to individual participants or to participating departments or agencies.
- Simulated messages that are injected into the discussion to add additional and necessary complexity.



**What else is needed for a tabletop exercise?**



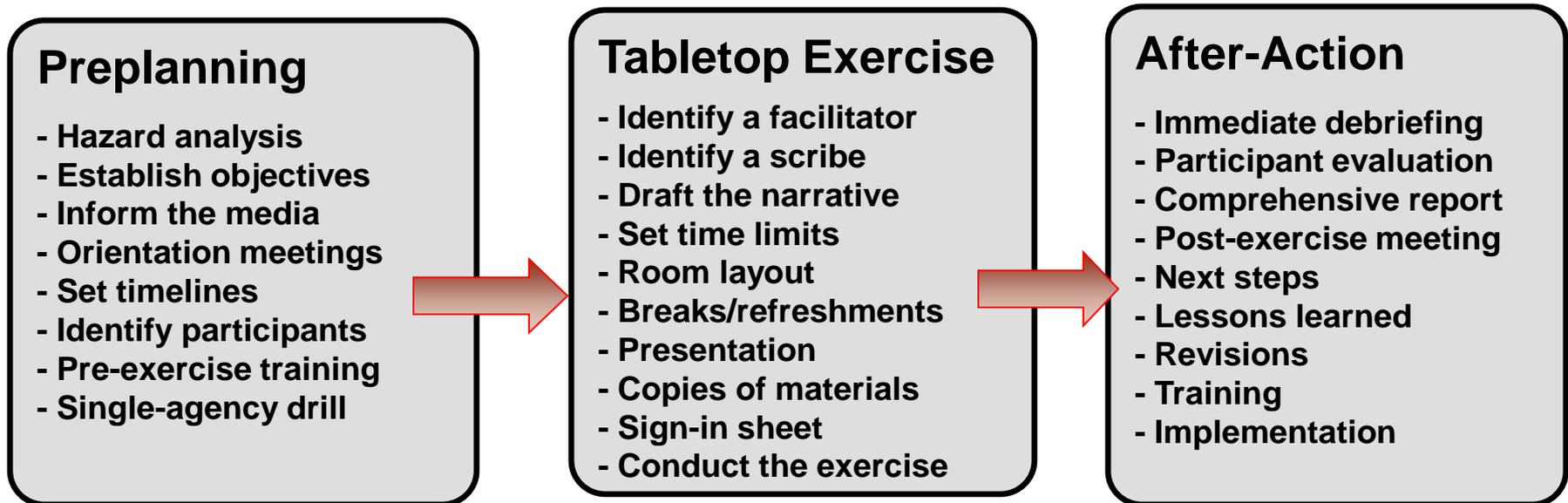
## Possible Responses Include:

- A facility with minimal distractions
- Specific outcome goals for the exercise
- Facilitator, participants, scribe, observers (optimal)
- Projector, flip chart, or board
- Records of previous orientation sessions and drills (valuable)



# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## Example: Phases of Tabletop Development

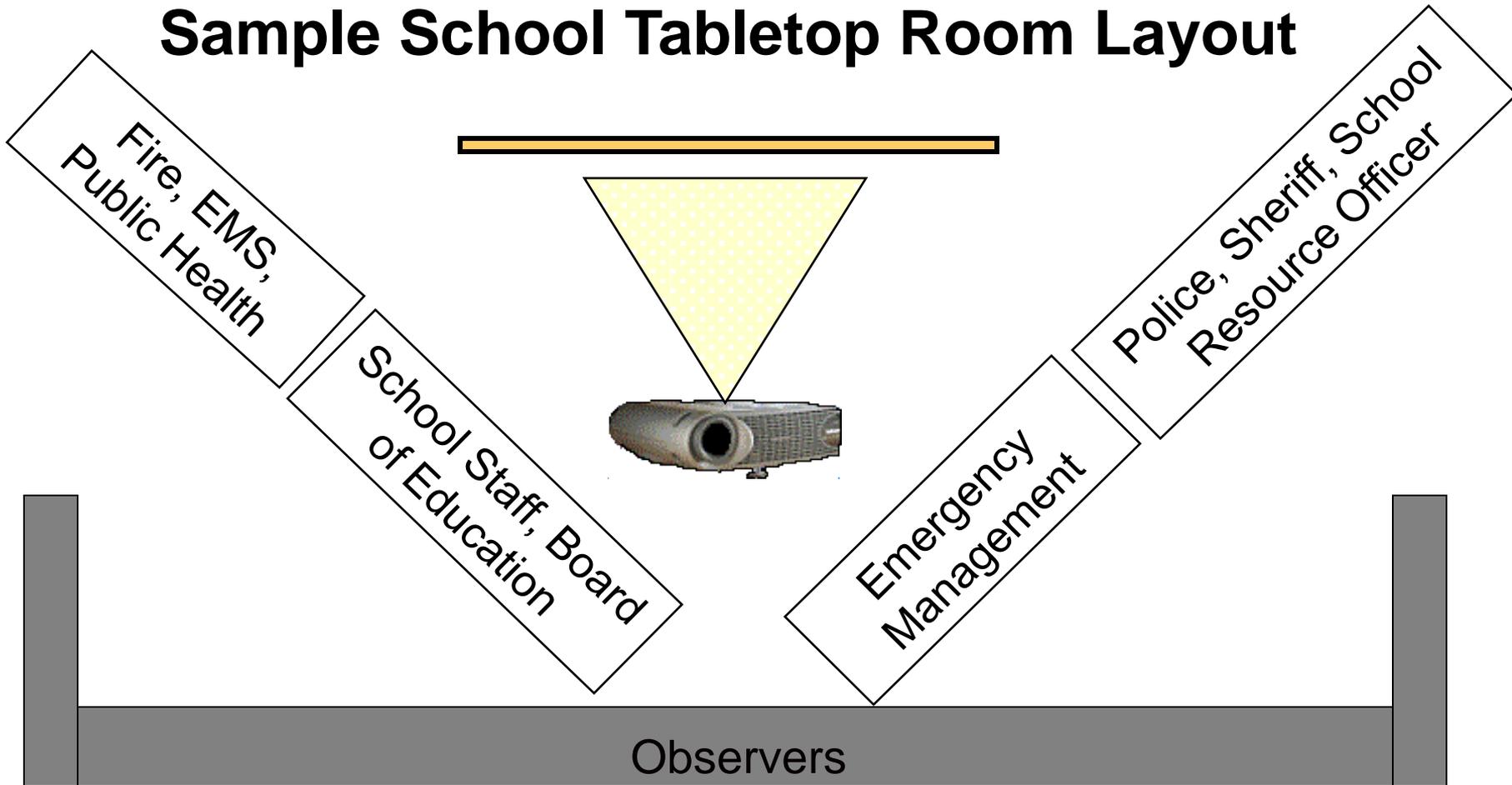


Developing a tabletop exercise takes more than one month to plan. The event typically lasts one to four hours.



# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## Sample School Tabletop Room Layout





# Types of Emergency Exercises: Tabletop Exercise (Cont'd.)

## **Additional tabletop considerations include:**

- Remember, all tabletops need: narrative, problem statement, simulated messages.
- Tabletops further benefit from a defined scope (not too overwhelming of a scenario) and clear objectives.
- A good facilitator keeps the learning constructive.
- A good facilitator does not let participants jump on another's ideas.
- All are learning together, figuring out their respective roles, and the pros and cons of a given decision.
- It typically takes about one month to prepare for a tabletop exercise. Preparation also usually requires at least one orientation and sometimes one or more drills.



# Types of Emergency Exercises: Functional Exercise

## What is a functional exercise?

- The functional exercise simulates an emergency in the most realistic manner possible, short of moving real people, equipment, and resources to an actual site.
- As the name suggests, its goal is to test or evaluate the capability of one or more functions in the context of an emergency event.



# Types of Emergency Exercises: Functional Exercise (Cont'd.)

## Why conduct a functional exercise?

- Tests one or more functions and exercises of several agencies or departments **without incurring the costs** of a full-scale exercise
- **Tests multiple functions** of the school / district's emergency management plan
- Simulates an incident in the **most realistic manner** possible short of moving resources to an actual site
- Is **highly interactive**, moderately stressful, requires quick decision making





# Types of Emergency Exercises: Functional Exercise (Cont'd.)

## Who is involved in a functional exercise?

- **Controller:** Manages and directs the exercise
- **Players:** Respond as in a real emergency (should include policymakers; may include coordinators and operational personnel directing field activities)
- **Simulators:** Assume external roles and deliver planned messages to the players
- **Evaluators:** Assess performance through observation



# Types of Emergency Exercises: Functional Exercise (Cont'd.)

## What is needed to setup a functional exercise?

- Gather people where they would actually operate in an emergency.
- Seat players and simulators in separate areas or rooms.
- Achieve realism using telephones, radios, televisions, and maps.
- Use carefully scripted and timed messages/"injects."



# Types of Emergency Exercises: Full-Scale Exercise (Cont'd.)

## What is a full-scale exercise?

- A full-scale exercise is as close to a real crisis as possible.
- It is a lengthy exercise which takes place on location, using the equipment, personnel, and resources that would be called upon in a real event.
- It typically tests multiple operational components of the school's emergency plan.





# Types of Emergency Exercises: Full-scale Exercise (Cont'd.)

## Why conduct a full-scale exercise?

- Simulates a real event as closely as possible—the ultimate test of functions
- Evaluates the operational capability of emergency management systems in a highly stressful environment that simulates actual response conditions
- Activates the ICS / EOC
- Coordinates the actions of several entities
- Tests several emergency functions
- Is an excellent learning exercise
- Utilizes same personnel "roles" as functional exercise—but now includes "victims"





# Types of Emergency Exercises: Full-scale Exercise (Cont'd.)

## Who is involved in a full-scale exercise?

- School staff
- Students
- Relevant district staff and board members
- Community partners
  - Identify which organizations need to be involved to carry out the functions being tested and which organizational representatives should be there
- First responders (police, fire, EMT)
- Emergency management agency (city, county, state)
- Parents/guardians
- Evaluators



**Who else could be involved  
in a full-scale exercise?**



## Potential Responses Include:

- Red Cross,
- Other school districts who want to observe, or
- Area businesses.



# Types of Emergency Exercises: Full-scale Exercise (Cont'd.)

## What is needed for a full-scale exercise?

- Time to plan—may require six to eight months to develop a comprehensive, full scale exercise
- Completion of a logical sequence of the orientation sessions, drills, and functional exercises prior is key
- Involvement of media on scene
- A realistic location selection





# Types of Emergency Exercises: Full-scale Exercise (Cont'd.)

## What factors are needed for a full-scale exercise?

- Needs assessment
- Design team formation
- Scope, purpose, objective definitions on paper
- Scenario development
- Controller, evaluator, player, simulator identification
- Secure location for guests / observers (with audio & video if possible)
- Master scenario of events list and message development
- Materials, supplies, enhancements, such as props
- Evaluation form development
- Prior execution of preliminary orientation, tabletop, drill, functional exercise
- Compiled media / parent information
- After-action review and then report

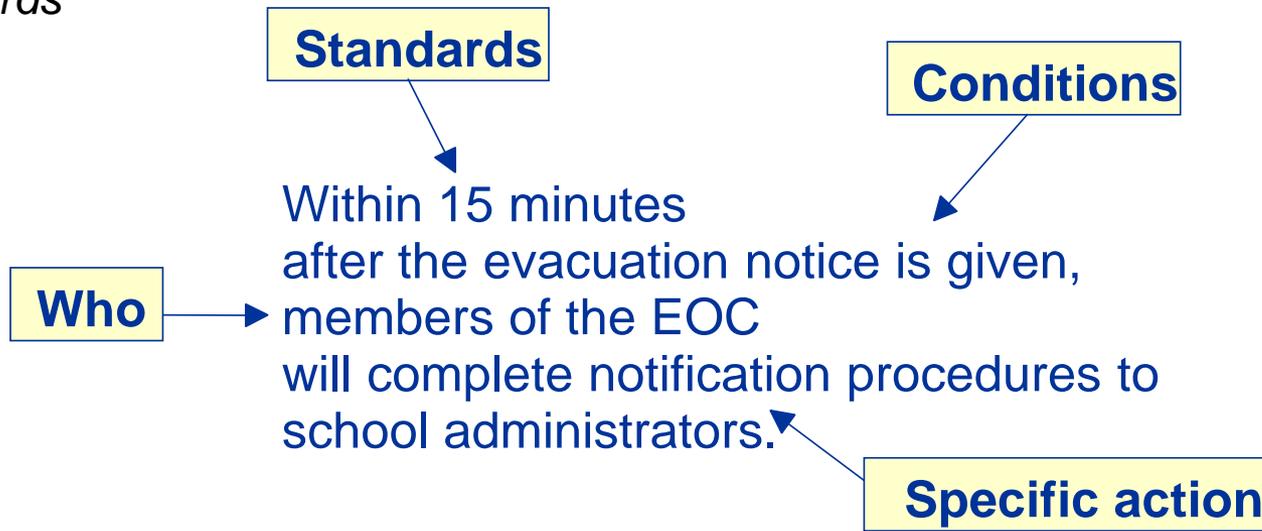


# Types of Emergency Exercises: Full-scale Exercise (Cont'd.)

## For a successful full-scale exercise:

An objective is key

- Should describe performance expected from participants to demonstrate competence
- Should be clear, concise, focused on participant performance
- Should state *who* should do *what* under *what conditions* according to *what standards*





# Building a Successful Exercise Design Continuum

## **Tabletops, functional exercises and full-scale exercises have many things in common regarding planning:**

- All exercises should be driven by real vulnerabilities in the school.
- All exercises should have structured text specific actions and objectives.
- All tabletops need: narrative, problem statement, simulated messages.
- All exercises should be communicated broadly about the event, the planning time frame, and the justification for it because everyone in the school community is a stakeholder in one way or another.
- All exercises should have a good facilitator; this is central to the event and central to ensuring it is a comfortable learning exercise for everyone.



# Building a Successful Exercise Design Continuum (Cont'd.)

1. Based on the **needs assessment**, select one of your school's main vulnerabilities.
2. With response agencies, **set a date** six to eight months in advance for a full-scale exercise based on that vulnerability.
3. Designate a **design team leader** and **exercise design team**—or ensure there is a central school liaison who is part of the external agency design team.
4. From that date, back into an **orientation session**.
5. Determine which procedures will be utilized in the full-scale exercise, then schedule a series of **drills** that separately address each one.
6. After several such drills, schedule two to three **tabletops**.
7. Hold a **functional exercise**.
8. Execute the **full-scale exercise**.
9. Hold **after-action reviews** throughout.
10. Implement the **evaluation** results throughout.



# Best Practices in Conducting Exercises

- Practice a variety of different scenarios based upon risks in the school and community:
  - Utilize hazard/vulnerability data; and
  - Collaborate with disaster and emergency services.
- Practice a variety of different response procedures, such as lockdown, shelter-in-place, evacuation.
- Communicate information in advance (with parents, media and surrounding neighborhoods as appropriate).
- Evaluate and document lessons learned in an after-action report.
- Implement exercise outcome recommendations.
- Test the capacity of all agencies—not just schools.



# Best Practices in Conducting Exercises (Cont'd.)

- Drill under different conditions (time, weather, pull key people such as the building engineer).
- Identify weaknesses and areas for improvement.
- Build design succession of exercises to instill feelings of “success.”
- Make sure that one objective is to implement the Incident Command System to be compliant with National Incident Management System and to better integrate with local response agencies.
- The goals of an exercise are NOT achieved UNTIL the recommendations from the after–action review are implemented.



# Exercise Safety Procedures

- Conduct a **safety briefing**
- Establish a **code word** to cease the exercise
- Have “**non-players**” identified
- Establish a **check-in** area
- Designate a **safety officer**
- Mark **observer / evaluator areas**
- Obtain vests for observer / evaluators
- Identify weapons cleared for exercise
- Utilize “Exercise in Progress” **signage**
- Obtain **radios** for exercise control team
- **Provide** the media and nearby neighborhoods / business with **pre- and post-event information**





## What is an after-action review?

- After-action reviews **capture key lessons learned** from emergency response and make recommendations for improvements.
- **Components of after-action reviews:**
  - Conduct exercise / emergency activities overview;
  - Relevance of goals and objectives;
  - Analysis of outcomes;
  - Analysis of capacity to perform critical tasks;
  - Recommendations;
  - Specific improvements for each partner; and
  - Accountability plan for follow-up.



# After-action Review (Cont'd.)

## Considerations for after-action reviews

- Best time for a review may not necessarily be immediately after the exercise is conducted
- A skilled facilitator is important
- Any tension amongst those present must be constructive

## Benefits of after-action reviews

- Supports proactive response management
- Provides documentation for any future litigation
- Identifies areas for improvement



# After-action Review (cont'd.)

## After-action reviews vs. “hot wash”

- **After-action review:** Term for a thorough debrief and evaluation after an event to capture key lessons learned from emergency response and make recommendations for improvements.
- **Hot wash:** Term for a brief meeting shortly after an event intended to capture major reflection or explanations of actions.
- The controller can be a good one to facilitate this, however if during the event the controller was pulled in somehow their role / objectivity might be compromised.



# Interactive Activity



## Work in groups:

- **Identify a high-priority vulnerability.**
- **Using the exercise continuum:**
  - Define date, scenario, and key partners for a full scale exercise;
  - Determine procedures/functions that will be tested;
  - Create a concise purpose for the event; and
  - Map out three drills, one tabletop scenario and one functional exercise that address those functions.



# Interactive Activity (Cont'd.)

## Remember to:

- Keep it simple, pick only a couple of procedures and functions.
- Do not create exhaustive scenarios.
- Do show how a tabletop and functional exercise would be different.
- Consider who should lead these.



# Interactive Activity (Cont'd.)

**Step 1:** Identify one high-priority vulnerability.

**Step 2:** Select a future date for a full-scale exercise.

**Step 3:** Briefly describe the scenario.

**Step 4:** List the partners that should participate in the exercise.

**Step 5:** Identify the key functions that your exercise will test.

**Step 6:** Using the table on the next slide, develop a schedule of drills/tabletop/functional exercises that address each of the functions identified in Step 5.



The following is a sample timeline/template for developing a schedule of drills/tabletop/functional exercises that address each of the functions identified in Step 5 of the *Exercise Development Worksheet*.

Vulnerability →		
Date	Activity	Focus
Today	Planning	
	Drill 1	
	Drill 2	
	Drill 3	
	Tabletop exercise	
	Functional exercise	
	Full-scale exercise	



## Example:

### Step 1 – Identify one high-priority vulnerability:

- ***Tornado***

### Step 2 – Select a future date for a full-scale exercise.

- ***18 months from today: 3/7/2011***

### Step 3 – Briefly describe the scenario.

- ***In March an F4 tornado strikes the high school in the early afternoon. The school takes a direct hit causing significant roof damage and collapsing hallway walls. Students are trapped, injured and fatalities are likely.***



# Interactive Activity (Cont'd.)

**Step 4 – List the partners that should participate in the exercise.**

- ***School district, emergency management, law enforcement, fire and rescue, volunteer agencies, local hospitals, etc.***

**Step 5 – Identify the key functions that your exercise will test.**

- ***Communications between district and first responders***
- ***Search and rescue - student accountability***
- ***NIMS***
- ***Parent reunification***



# Interactive Activity (Cont'd.)

**Step 6 – Using the table on the next slide, develop a schedule of drills/tabletop/functional exercises that address each of the functions identified in Step 5.**



# Interactive Activity (Cont'd.)

Vulnerability →	<b>Tornado Strike at high school</b>	
<b>Date</b>	<b>Activity</b>	<b>Focus</b>
Today: 9/7/2009	Planning	Identify objectives & partners
11/16/2009	Drill 1	NIMS drill w/ first responders
1/25/2010	Drill 2	Comm. drill with new radios
3/8/2010	Drill 3	Student-parent reunification
5/28/2010	Tabletop exercise	Tornado strike at high school
8/2/2010	Functional exercise	NIMS & Communications
3/7/2011	Full-scale exercise	Tornado strike at high school



# Common Exercise Mistakes

- Scenarios are not unique or tailored to the local area.
- Scenarios are too complex for the Local Education Agency (LEA) to manage successfully.
- No accurate critique of the exercise afterwards.
- Safety issues are not addressed properly.
- Exercise is planned and initiated too quickly.
- Some critical agencies are not included.
- After-action items are not implemented.



# Summary

- The importance for conducting emergency exercises;
- The five types of emergency exercises;
- How to build a successful exercise design continuum;
- Some best practices in conducting exercises;
- Highlight exercise safety procedures; and
- Importance of after-action reviews.



# Support Resources

- Local Emergency Management Agency (LEMA)
- Local Public Safety Agencies
- School District Personnel
- School Resource Officer
- Local Emergency Planning Committee (LEPC)
- State and Local Homeland Security Agencies
- Victim Services
- Faith-Based Organizations



# Support Resources (Cont'd.)

## U.S. Department of Homeland Security Exercise and Evaluation Program

- This is a program that promotes a national standard for Homeland Security exercises.
- It is focused on capabilities, performance, evaluation and improvement planning.
- An evaluation program is a requirement to receive Department of Homeland Security funding.
- Local and state public safety agencies will typically guide you through the process.
- More information, tool kit and templates available at <https://hseep.dhs.gov>

**NOTE:** The HSEEP site is a secure site—a password request may be sent to [support@hseep.net](mailto:support@hseep.net) to access resources.



# Additional Resources

## **The Federal Emergency Management Agency's Exercise Development and Design Courses Online Training**

- IS120a – An Introduction to Exercises
- IS130 – Exercise Evaluation and Improvement Planning
- IS139 – Exercise Design
- <http://training.fema.gov/EMIWeb/>

## **Georgia Emergency Management Agency's (GEMA) "Education for Disaster" DVD**

- <http://www.gema.state.ga.us>



# Additional Resources (Cont'd.)

## **REMS Technical Assistance Center publications:**

- Emergency Exercises: An Effective Way to Validate School Safety Plans  
[http://rems.ed.gov/views/documents/Emergency\\_NewsletterV2I3.pdf](http://rems.ed.gov/views/documents/Emergency_NewsletterV2I3.pdf)
- Planning and Conducting a Functional Exercise  
[http://rems.ed.gov/views/documents/HH\\_EmergencyExerciseMarch20th.pdf](http://rems.ed.gov/views/documents/HH_EmergencyExerciseMarch20th.pdf)



# Presentation Credits

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The center supports schools and school districts in developing and implementing comprehensive emergency management plans by providing technical assistance via trainings, publications and individualized responses to requests.

For additional information about school emergency management topics, visit the REMS TA Center at <http://rems.ed.gov> or call 1-866-540-REMS (7367). For information about the REMS grant program, contact Tara Hill ([tara.hill@ed.gov](mailto:tara.hill@ed.gov)).

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# Conducting Effective Emergency Management Tabletops, Drills and Other Exercises Exercise Development Worksheet

## Work in groups:

- Identify one high-priority vulnerability.
- Using the exercise continuum:
  - Define date, scenario, and key partners for a full scale exercise;
  - Determine procedures/functions that will be tested;
  - Create a concise purpose for the event; and
  - Map out three drills, one tabletop scenario, and one functional exercise that address those functions.

Step 1 – Identify one high-priority vulnerability.
Step 2 – Select a future date for a full-scale exercise.
Step 3 – Briefly describe the scenario.
Step 4 – List the partners that should participate in the exercise.
Step 5 – Identify the key functions that your exercise will test.
Step 6 – Using the table below, develop a schedule of drills/tabletop/functional exercises that address each of the functions identified in Step 5.

Vulnerability →		
Date	Activity	Focus
Today	Planning	
	Drill 1	
	Drill 2	
	Drill 3	
	Tabletop exercise	
	Functional exercise	
	Full-scale exercise	



# Conducting Effective Emergency Management Tabletops, Drills and Other Exercises

## Exercise Development Worksheet

### Example:

<p>Step 1 – Identify one high-priority vulnerability.  <b>Tornado</b></p>
<p>Step 2 – Select a future date for a full-scale exercise.  <b>18 months from today: 3/7/2011</b></p>
<p>Step 3 – Briefly describe the scenario.  <b>In March an F4 tornado strikes the high school in the early afternoon. The school takes a direct hit causing significant roof damage and collapsing hallway walls. Students are trapped, injured and fatalities are likely.</b></p>
<p>Step 4 – List the partners that should participate in the exercise.  <b>School district, emergency management, law enforcement, fire and rescue, volunteer agencies, local hospitals, etc.</b></p>
<p>Step 5 – Identify the key functions that your exercise will test.</p> <ul style="list-style-type: none"> <li>• <b>Communications between district and fire responders</b></li> <li>• <b>Search and rescue - student accountability</b></li> <li>• <b>NIMS</b></li> <li>• <b>Parent reunification</b></li> </ul>
<p>Step 6 – Using the table below, develop a schedule of drills/tabletop/functional exercises that address each of the functions identified in Step 5.</p>

<b>Vulnerability →</b>	<b>Tornado Strike at high school</b>	
<b>Date</b>	<b>Activity</b>	<b>Focus</b>
Today: 9/7/2009	Planning	Identify objectives & partners
11/16/2009	Drill 1	NIMS drill w/ first responders
1/25/2010	Drill 2	Comm. drill with new radios
3/8/2010	Drill 3	Student-parent reunification
5/28/2010	Tabletop exercise	Tornado strike at high school
8/2/2010	Functional exercise	NIMS & Communications
3/7/2011	Full-scale exercise	Tornado strike at high school