



Modifying Exercises and Drills in Response to the Pandemic

Thursday, January 28, 2021

WEBINAR

Presented by the
**Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center**



U.S. Department of Education
Office of Safe and Supportive Schools
(OSSS)

USE THE PODS:



WEB LINKS



Q&A

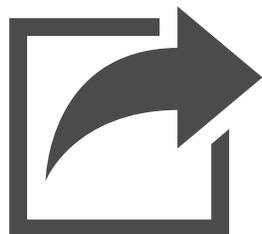


FILES



AUDIO WILL COME FROM YOUR
COMPUTER ONLY.

Send Us Questions



Submit via
Q&A Pod

DURING



Send to our
Help Desk

AFTER



Madeline Sullivan, Management Analyst, Office of Safe and Supportive Schools, U.S. Department of Education



Bronwyn Roberts, Strategic Director, REMS TA Center



Janelle W. Hughes, Project Director, REMS TA Center



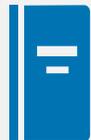
Introduction: Why Exercise Together?



Conducting Exercises and Drills: A Look at Current Challenges



Recommendations to Modify Exercises and Drills



Resources to Support Your Work

Poll #1: Are we new to you?





WE ARE HERE FOR YOU



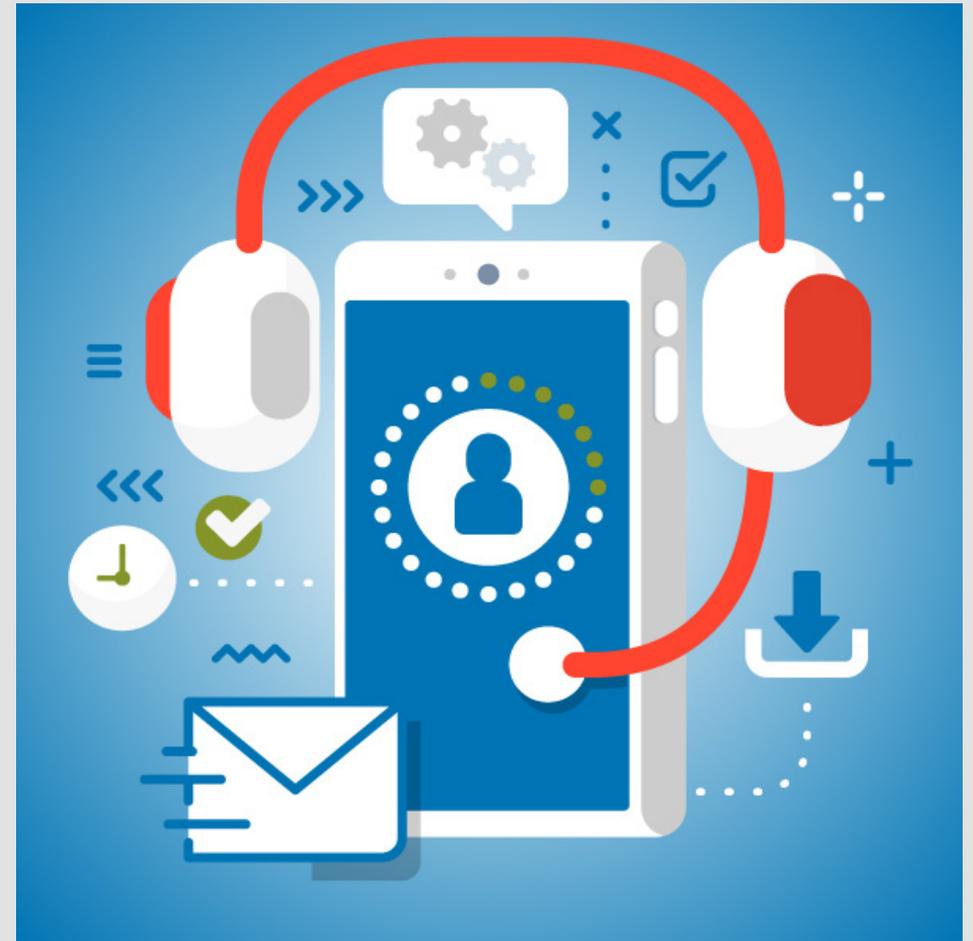
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Poll #2: Tell us about yourself!



What role do you play within your agency?

- Do you support schools with planning for and/or conducting exercises?
(Describe your role in this area.)

Introduction: Why Exercise Together?

School Safety: A Shared Responsibility

Schools and School Districts

- Provide safe and healthy learning environments promoting academic and social success
- Keep children and youths safe from threats and hazards

In collaboration with State and Local Partners

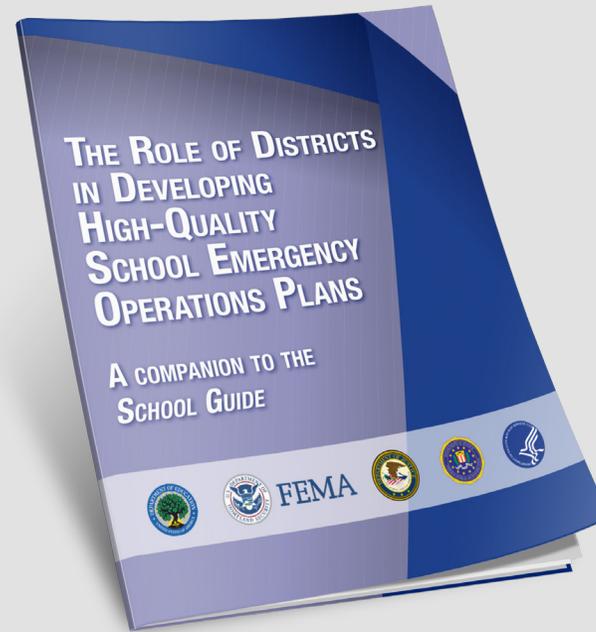
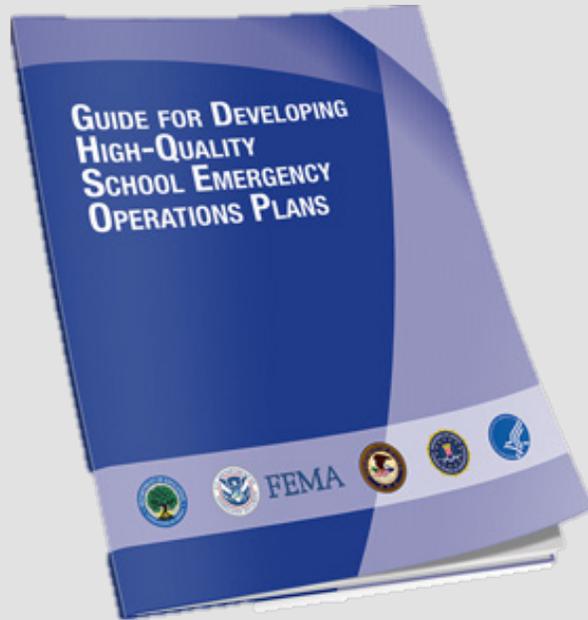
- Protect the whole community
- Collaborate to share expertise and facilitate planning, training, and exercises across the community, including school communities



Why focus on exercises?

- Strengthen effective agency relationships
- Clarify roles and responsibilities
- Test and validate plans and procedures
- Assess shared resources and capabilities
- Identify needs and solutions
- Fulfill state and local mandates requiring exercises by schools and community partners

Tying Us All Together



PREVENTION



PROTECTION



MITIGATION

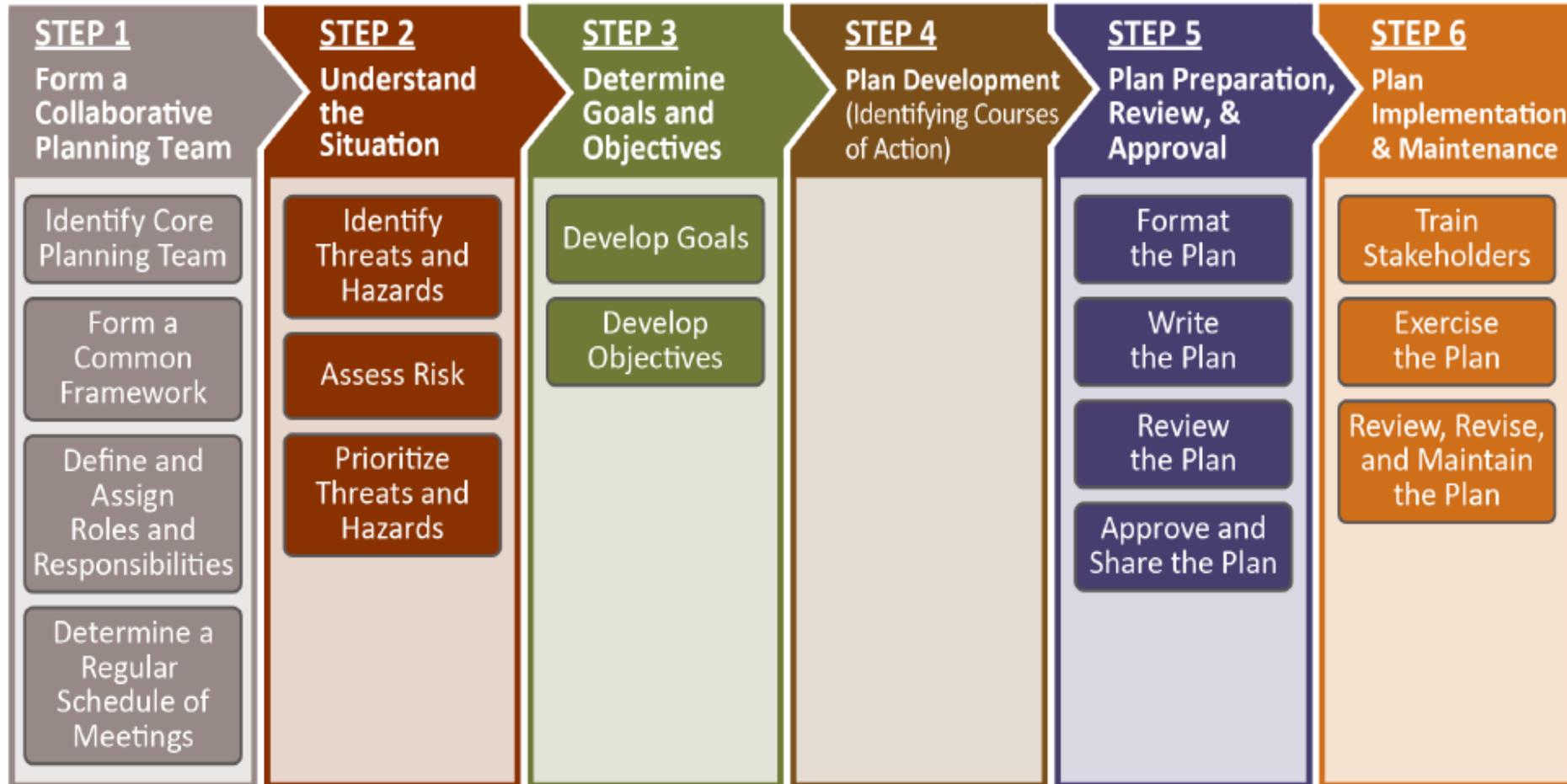


RESPONSE

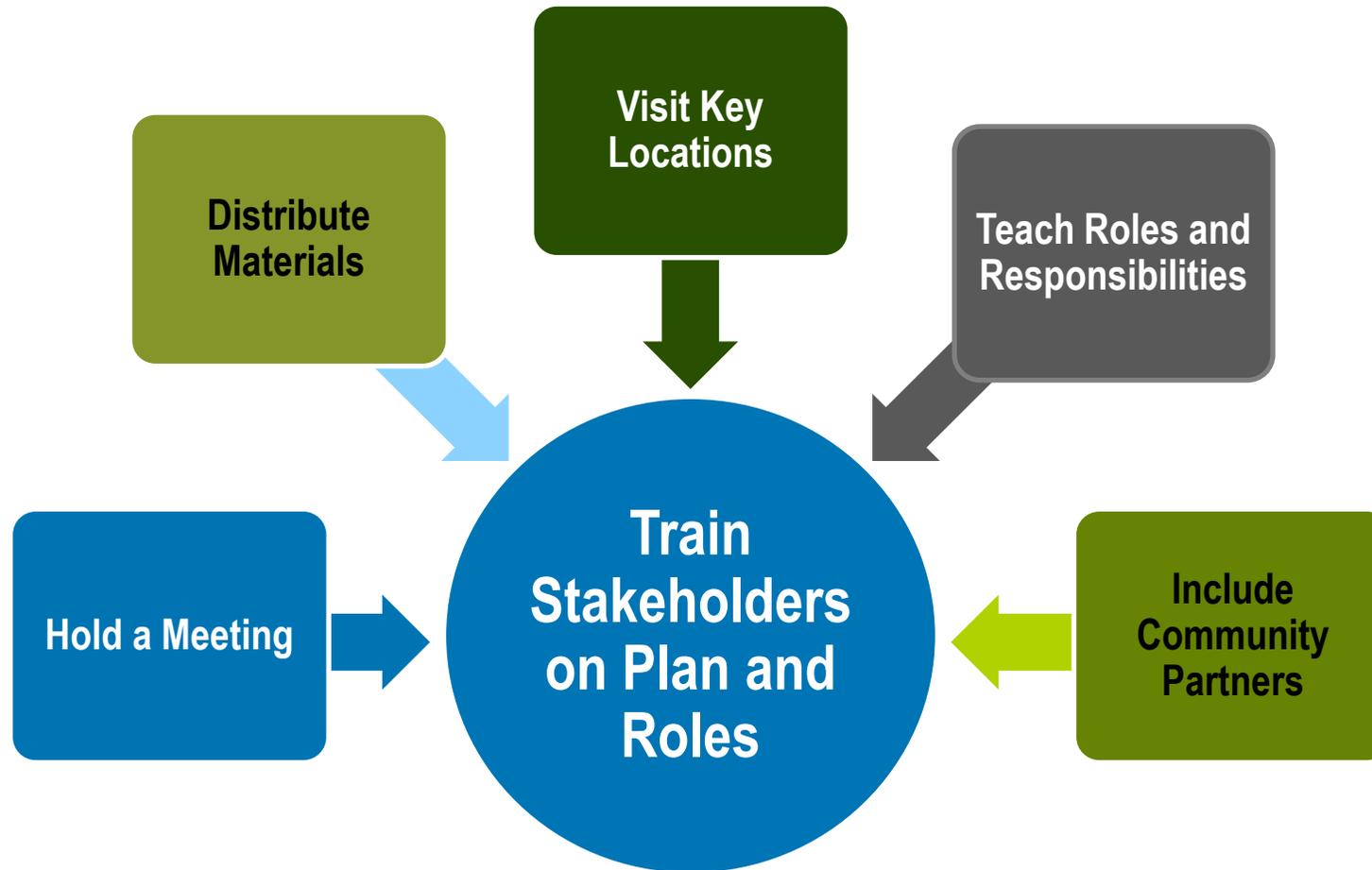


RECOVERY

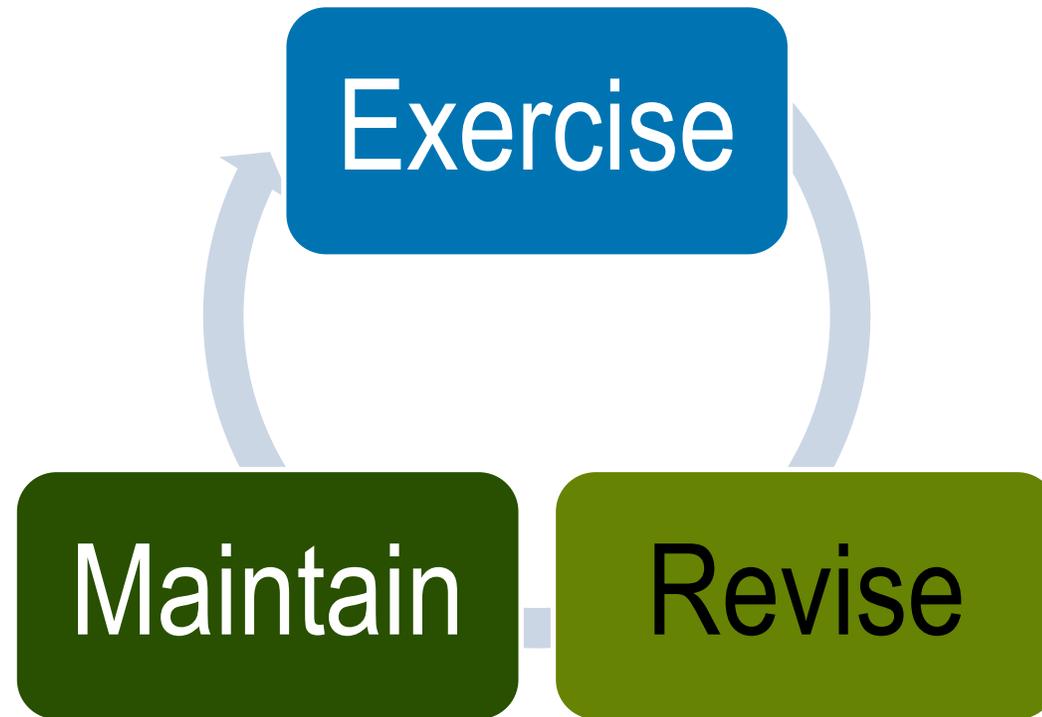
Connection to the Six-Step Process



Step 6: Plan Implementation and Maintenance



Step 6: Plan Implementation and Maintenance

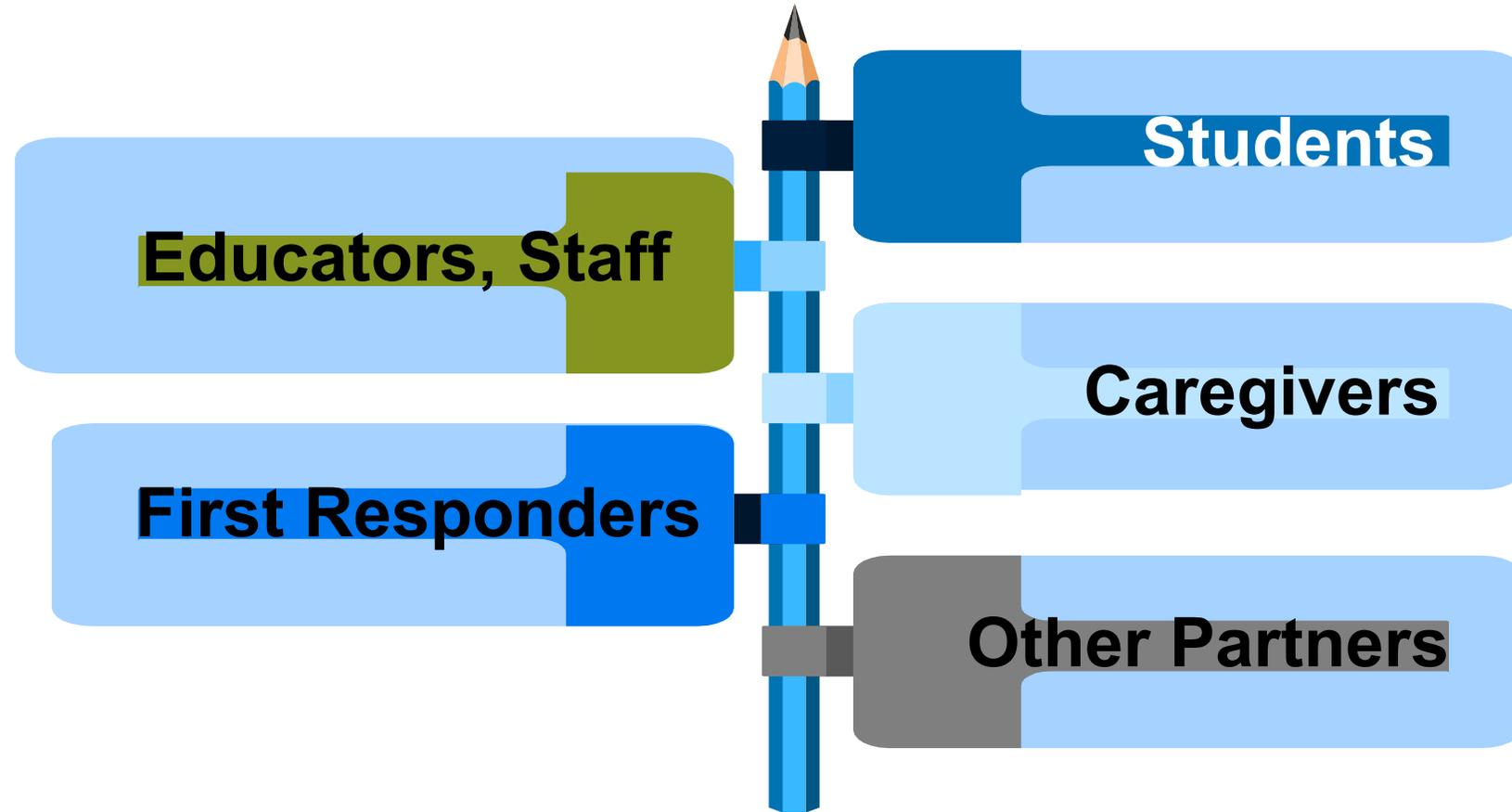


Poll #3: Collaboration

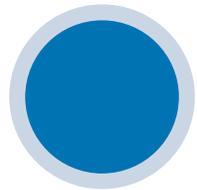


What community partners do you collaborate with to practice your school EOP?

Practice With All Applicable Stakeholders



An Overview: Exercise Types

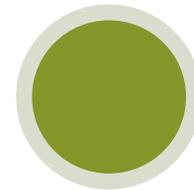


Discussion-Based Exercises

Seminars

Workshops

Tabletop Exercises



Operations-Based Exercises

Drills

Simulations

Functional Exercises

Full-Scale Exercises

Poll #3: Exercise Types

What types of exercises do you use to practice your school or school district EOP?



- Tabletop Exercises
- Drills
- Functional Exercises
- Full-Scale Exercises
- Workshops and Seminars
- Other

Practice Builds Preparedness

Over time, exercises
should

Inform planning,
budget, training,
policy, and
programming

Yield *observable*
improvements in
preparedness for
future exercises and
real-world events

Exercise Program Management

Engaging District and School Leadership



Establishing multi-year exercise program priorities



Developing a multi-year training and exercise program



Maintaining a rolling summary of exercise outcomes



Managing exercise program resources



Multi-Year Training and Exercise Plan Example

Multi-Year Training and Exercise Schedule 2021-2022

Personnel	Jan	Feb	Mar	Apr	May
Administrators	(T) ICS-700 NIMS Intro	REMS TA Center K-12 101	National Flood Safety Month	(E) Evacuation	(T) FERPA / HIPAA
Food Services	(T) ICS-100 ICS Intro	(T) Fire Extinguisher Training		(E) Evacuation	
Health Services	(T) ICS-700 NIMS Intro		REMS TA Center Resilience Strategies	(E) Evacuation	(T) FERPA / HIPAA

Conducting Exercises: A Look at Current Challenges



Review of Current Challenges

- Concerns regarding social distancing
- Availability of masks and PPE
- Hybrid teaching and learning models
- Access to community partners
- Understanding how to adjust plans, requirements, protocols, etc.
- What other challenges would you list?***

Poll #4: The Pandemic's Impact

Have you experienced challenges practicing your school EOP during the COVID-19 pandemic?



- Tabletop Exercises
- Drills
- Functional Exercises
- Full-Scale Exercises
- Workshops and Seminars
- Other

Recommendations to Modify Exercises and Drills

Recommendations to Consider

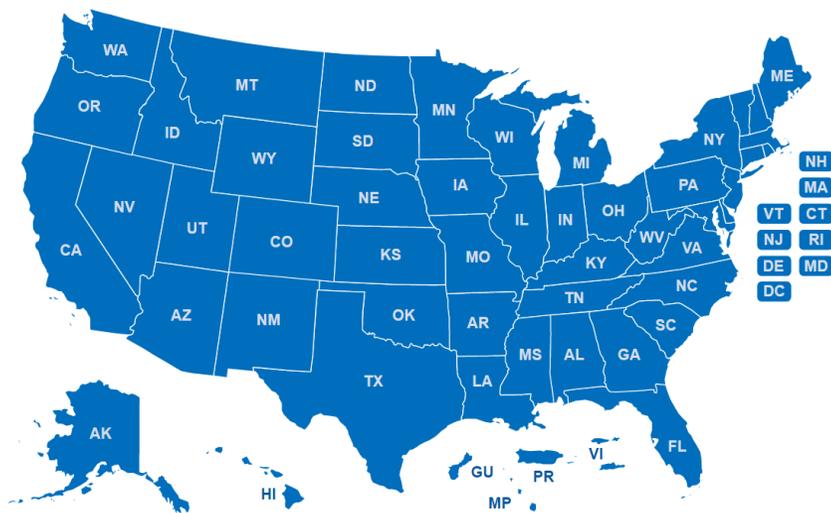
Key Considerations When Modifying School-Based Exercises

- ✓ Consult the education agency's general counsel.
- ✓ Collaborate with school, district, and community partners.
- ✓ Educate the whole school community on how masks and personal protective equipment will be integrated into the exercise and drill setting.
- ✓ Consider smaller-scaled drills that are staggered over an extended period of time.
- ✓ Consider conducting role-based and classroom-based exercises and drills.
- ✓ Consider how evacuation meeting point designations will be modified.
- ✓ Create and apply virtual exercise and drill models.
- ✓ Integrate school safety-based tabletop exercises into staff meetings and other faculty- and staff-based professional development offerings.
- ✓ Reinforce the importance of creating and practicing family emergency plans.
- ✓ Work with partners to promote community-wide safety that highlights the importance of preparedness, including creating and practicing emergency plans.



Consult your agency's general counsel.

STATE EMERGENCY MANAGEMENT RESOURCES



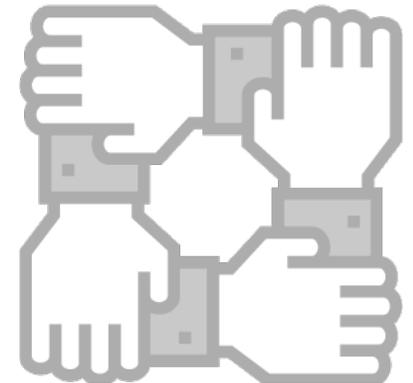
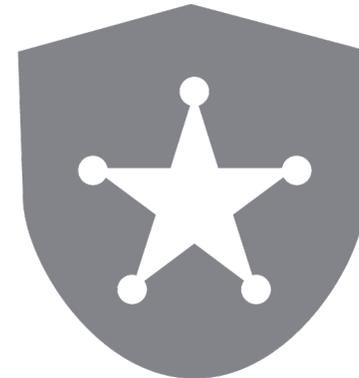
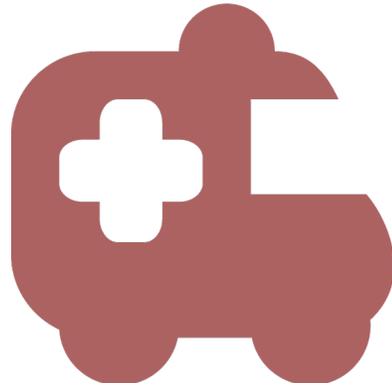
State Exercise and Drill Requirements

31-133. Fire marshal; power and duties; rules and regulations.

- At least 4 fire drills each school year during school hours
- At least 2 tornado drills each school year (September + March) during school hours
- At least 3 crisis drills each school year during school hours

* State fire marshal may grant an exemption that authorizes a variance for the # of drills conducted for students receiving special education or related services.

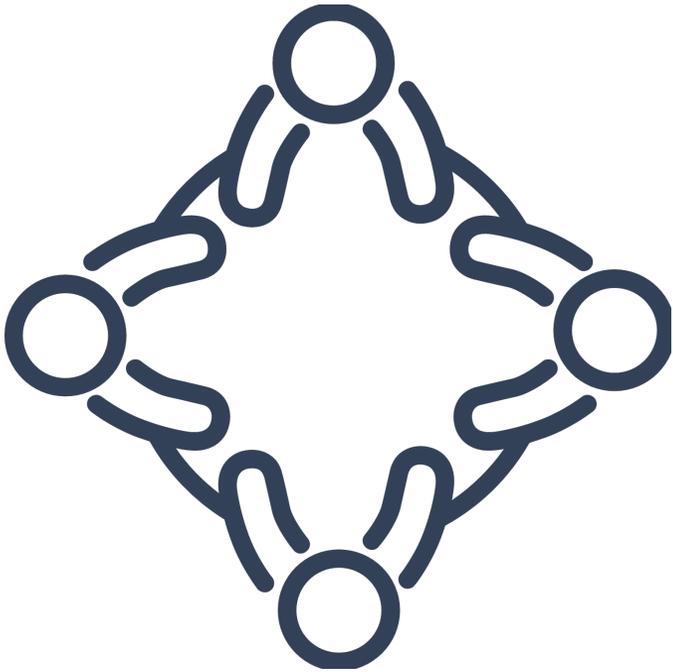
Collaborate with school, district, and community partners.



Educate on mask & PPE requirements.



Consider staggered smaller-scaled drills.

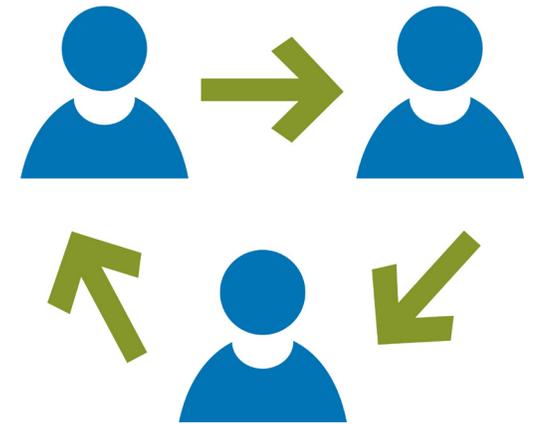


Hosting exercises and drills with one class and/or a designated maximum number of students, faculty, and staff

Scheduling exercises that take place during multiple points in the day, week, and month

Consider role-based exercises.

Exercises show how the varying roles and responsibilities of key stakeholders can work together to support prevention, protection, mitigation, response, and recovery in the event of an emergency.



PREVENT MITIGATE PROTECT RESPOND RECOVER

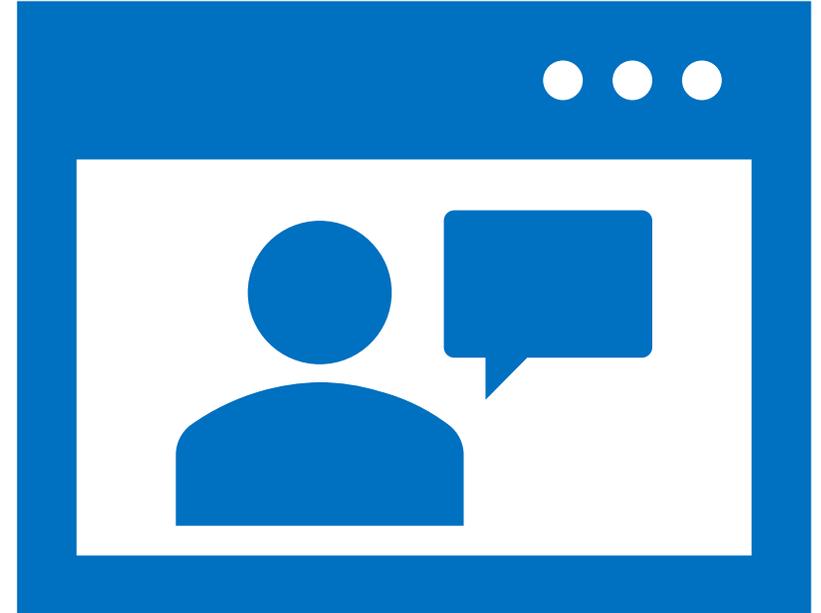
Consider how evacuation meeting point designations will be modified.

Consider how proper social distancing guidelines and protocols can be applied, which may require modifying existing meeting sites and adding new meeting points to help ensure that proper space between individual students and student groups can be accomplished.



Create and apply virtual exercise models.

Virtual exercises and drills provide a flexible option for education agencies and their school communities, as they can be utilized in both the physical learning setting and the virtual learning setting.



Reinforce the importance of creating and practicing family emergency plans.

What to do during an Earthquake:



**Shake
Out**

Register at www.ShakeOut.org

Find ways to involve families and caregivers in efforts to practice the plan, as well as to inform them about protocol modifications specific to conducting exercises and drills in the physical learning environment.

Many of the safety exercises conducted in the school setting can also be shared and practiced in the virtual learning and the school at home setting.



RESOURCES TO SUPPORT YOUR WORK





NEW FREE TRAININGS



Trainings, Tools, and Resources

Emergency Management Functions



Hazards and Threats



Planning Basics and Principles





REMS
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ONLINE COURSES



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SPECIALIZED TRAINING

Readiness and Emergency Management for Schools (REMS)
Technical Assistance (TA) Center

INFECTIOUS DISEASE TABLETOP EXERCISE

4B. Infectious Disease Tabletop Exercise

For information on how to conduct the tabletop exercise, see the accompanying resource "Tabletop Exercise Instructions."

In this tabletop exercise, you should imagine that you are a member of your school's emergency planning team and that you have access to only the resources and systems you currently have in place. You will discuss your response to an infectious disease outbreak—both the scenario and disease are hypothetical.

A scenario will first be presented to you, followed by individual questions. After each question is asked, you should pause the recording and discuss it with your group. Additional information on how the scenario unfolds, which are also called injects, and questions are then posed on how the school would respond.

Scenario and Questions/Injects

Scenario

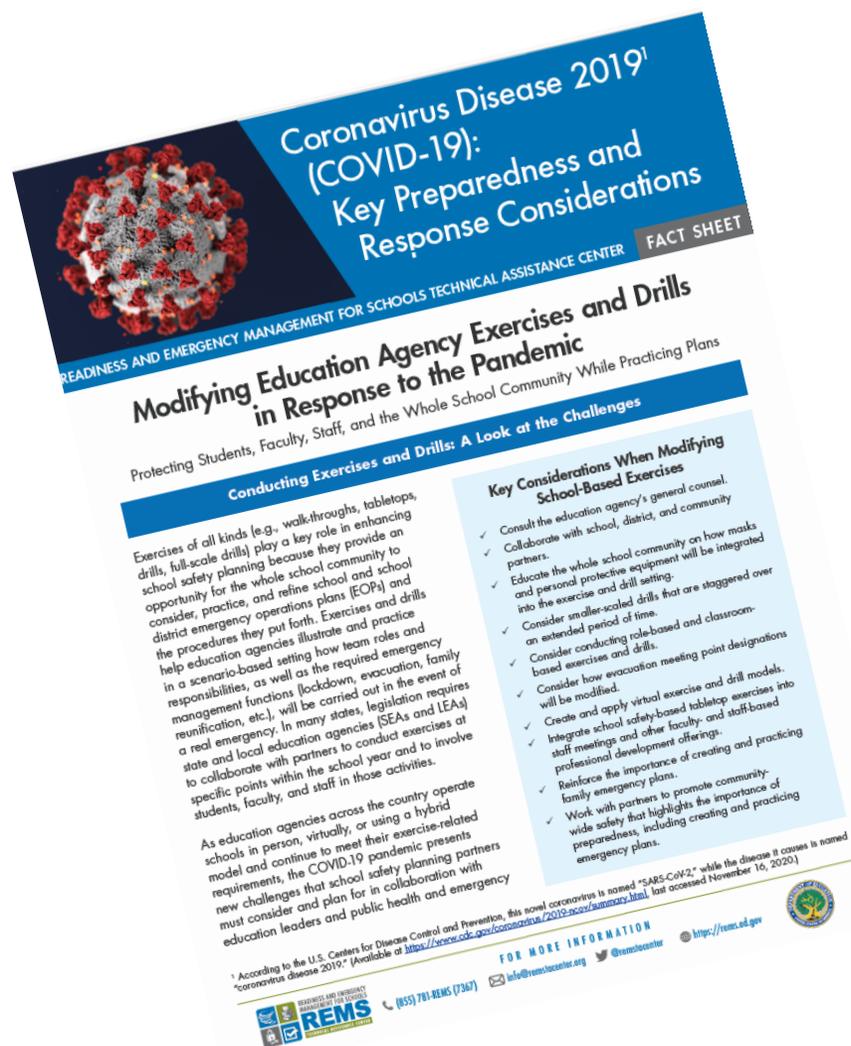
Two weeks before the end the school year, you hear on the news that another country has witnessed cases of a new strain of H5N10 influenza, commonly known as horse flu. There is evidence that the strain of flu can pass from human to human. This can happen when an individual with the flu spreads droplets to another person through coughing, sneezing, or talking or when an individual touches a surface or object that has flu virus on it and then touches their own mouth or nose. Observed symptoms include severe coughing, body aches, fatigue, and a high fever, and the incubation period is typically between 1 and 4 days.

During your end-of-year planning team meeting, one member brings up their concerns about the spread and impact of the horse flu. To help allay the member's concern, how would you respond to the following questions?

1. Does your school or school district currently have established protocols on responding to public health, medical, or mental/behavioral health emergencies, such as infectious disease outbreaks? What are they? Where would you find this information, such as in a Public Health, Medical, and Mental Health Annex or an Infectious Disease Annex to the school emergency operations plan (EOP)? Is the information current, or does it need updating?
2. What courses of action do your EOP and annexes direct you to do before a health-related emergency? What actions can you take right now?

If you have questions or need additional assistance, please contact the REMS TA Center at
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 @remstacenter <https://www.ed.gov>

NEW Fact Sheet



Modifying Education Agency Exercises and Drills in Response to the Pandemic

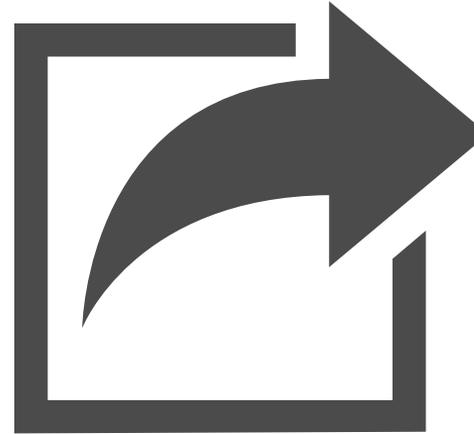
Protecting Students, Faculty, Staff, and the Whole School Community While Practicing Plans

Plan Generator Software

Trainings and Exercises Dashboards

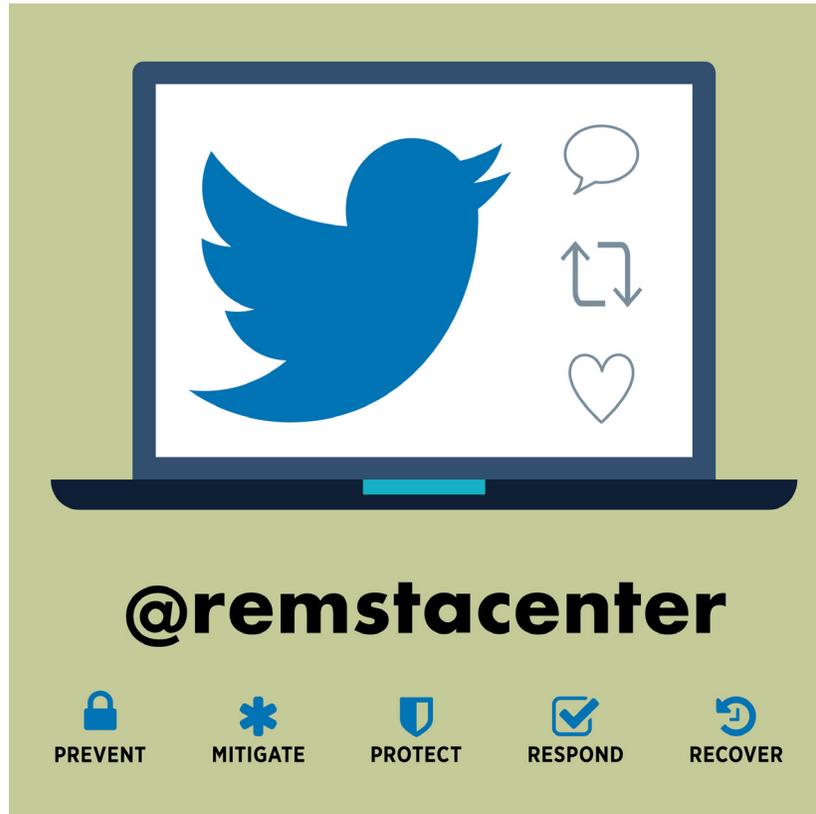


Question and Answer Session



Please use the Q&A Pod
to submit your questions.

Continue the Discussion



Join us **NOW**

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#ChatWithREMS



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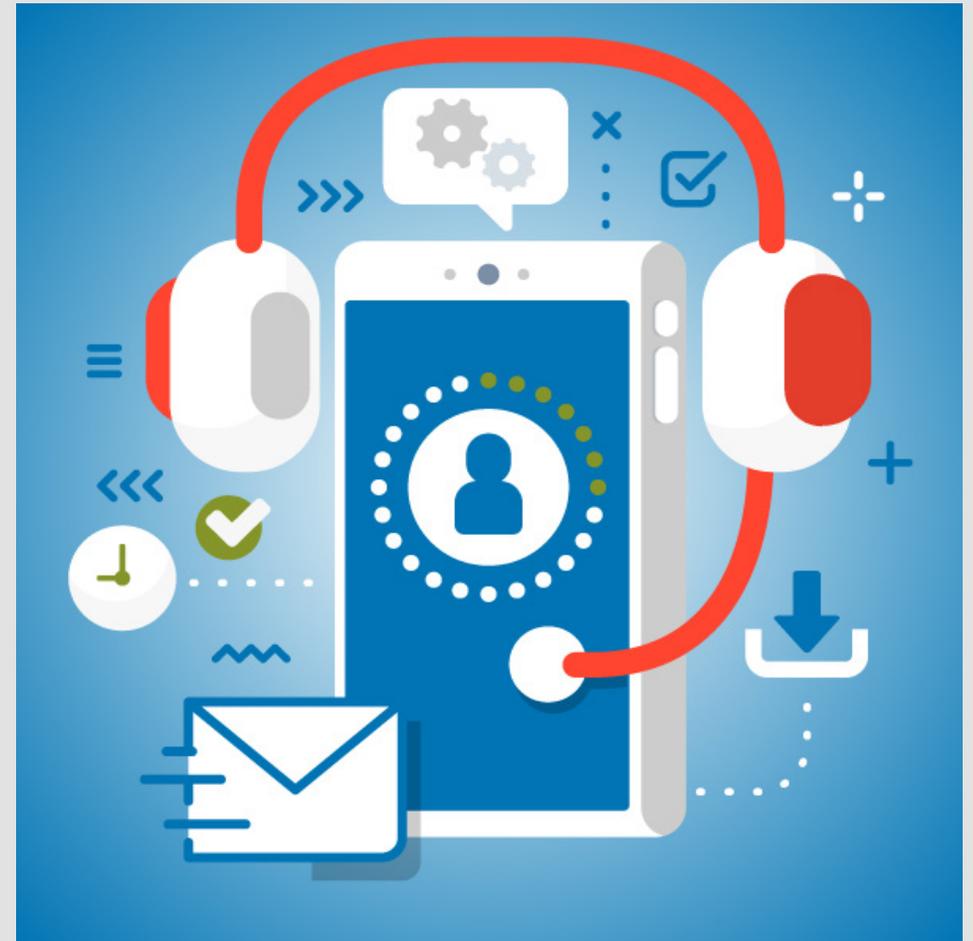
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PREVENT



MITIGATE



PROTECT



RESPOND



RECOVER