

Tabletop Exercise

Bakken Oil Train Derailment



Agenda

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

<http://www.k12.wa.us/SafetyCenter>



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.



<http://www.k12.wa.us/SafetyCenter>

Introductions



<http://www.k12.wa.us/SafetyCenter>

The Exercise Continuum

Briefly:

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

<http://www.k12.wa.us/SafetyCenter>



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.

<http://www.k12.wa.us/SafetyCenter>



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.



<http://www.k12.wa.us/SafetyCenter>

Tabletop Success

Participants leave with:

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



<http://www.k12.wa.us/SafetyCenter>

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

<http://www.k12.wa.us/SafetyCenter>



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.

<http://www.k12.wa.us/SafetyCenter>



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



<http://www.k12.wa.us/SafetyCenter>

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



<http://www.k12.wa.us/SafetyCenter>

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



<http://www.k12.wa.us/SafetyCenter>

First Responder Resource Overview

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

- Police
- Fire
- EMS



<http://www.k12.wa.us/SafetyCenter>

Risk Assessment Overview:

Known threats and hazards to your district
and school:

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

->



<http://www.k12.wa.us/SafetyCenter>



<http://www.k12.wa.us/SafetyCenter>

Scenario

It's a beautiful spring morning.

- The temperatures are ideal for outdoor PE.
- There are 2 classes on the play field at the back of the main building.
- There is a light breeze blowing out of the northwest.



<http://www.k12.wa.us/SafetyCenter>

Scenario

10:30

- A BNSF train loaded with 120 tank cars of Bakken crude oil has derailed along the tracks just off the northern boundary of your campus. A total of 24 rail cars have derailed.
- As they rolled off the tracks, five of the rail cars have breached, releasing the majority of the 140,000 gallons of crude oil they were carrying.
- The light sweet Bakken crude is spreading in all directions.
- It is ignited by sparks and violently erupts into a rolling fire.
- The engineer was not injured and was able to bring the forward portion of the train to a stop at a distance of approximately ½ mile from the derailment site.



<http://www.k12.wa.us/SafetyCenter>

Scenario

10:30

- Across the short distance, flames from the burning crude oil are impinging directly on the non-ruptured crude oil tanks of the train.
- The northern boundary of the campus is less than a ½ mile from the derailment.
- The fires are spreading in all directions.
- Students who were outside run into the building from the play field. After a quick head count, one teacher and three students are missing.



<http://www.k12.wa.us/SafetyCenter>

Questions

Based on this much information,

- What are your immediate concerns?
- What initial actions should you take?
- What should you do next?
- What do you need to know?
- How do you find the information?
- Who do you contact?



<http://www.k12.wa.us/SafetyCenter>

Questions

- What does your EOP/Safety Plan call for?
- What are you going to do?
What actions will you take?
- Do you activate your school incident command at this point?
- What is your ICS structure?

<http://www.k12.wa.us/SafetyCenter>



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?

<http://www.k12.wa.us/SafetyCenter>



Inject #1

10:36

- Due of the rapid spread of fire, the first responding fire department units find no access points suitable for conducting a safe or effective fire attack.
- The fire department and local law enforcement order an evacuation of a ½ mile radius around the fire.
- Your school is within that radius. However, numerous roads in and around your school are inaccessible and closed to traffic.



<http://www.k12.wa.us/SafetyCenter>

Inject #1

10:36

- The breeze pushes thick black smoke from the fire toward the neighborhood where your school is located.
- First responders issue a shelter-in-place order for the downwind population.
- Parents have heard of the incident and fire. They are calling or texting you *and* their children for information. Several have started to try to make their way to school.



<http://www.k12.wa.us/SafetyCenter>

Questions

- What actions should you take based on this new information?
- How will you respond to parents?
How will you notify others?
What will you tell them?
- For what contingencies should you plan?

<http://www.k12.wa.us/SafetyCenter>



Inject #2

10:55

- The fire creates its own localized weather.
- Air quality continues to deteriorate.
- You know that there are medically fragile students in your school.
- Local 911 operators are overwhelmed.
- Teachers and students are reporting respiratory distress. It is obvious that staff and students are frightened; however, there is no sign of panic as yet.

<http://www.k12.wa.us/SafetyCenter>



Inject #2

10:55

- You can see that many of your neighbors are trying to leave the immediate area via local access roads.
- These are the same streets and roads which your school uses for buses and for student drop off and pick up.
- Along with residents trying to evacuate, the streets are also clogging up with families trying to reach your school.
- The media is trying to contact you.



<http://www.k12.wa.us/SafetyCenter>

Questions

- What actions should school personnel take based on the directions received from the fire department?
- How many buses would be required to accomplish a complete evacuation?
How long would it normally take them to arrive?
What is your estimated time requirement for completing this evacuation?
- Knowing that streets are clogged, what is your back-up plan?
- Will you need to make additional ICS assignments to accomplish the evacuation?



<http://www.k12.wa.us/SafetyCenter>

Questions

- What will you tell the parents who do get to school and want to take their children and leave?
- For what contingencies must you plan?

<http://www.k12.wa.us/SafetyCenter>



Inject #3

12:30

- Despite the immediate actions of first responders, the scale of the accident has grown so large that the disaster impacts have escalated significantly.
- Local fire and emergency management have determined that the only safe operational strategy identified is to allow the fire to bum out.
- This is expected to take at least 24 hours . State and federal air quality monitoring resources are mobilizing to monitor for total particulate and benzene concentrations in the impacted area.

<http://www.k12.wa.us/SafetyCenter>



Inject #3

12:30

- In the midst of this, members of the media have managed to make it to campus.
- They have an interest in the fire, the possibility of explosions, and your school's preparedness and response to the emergency.
- They are seeking out staff and students to interview.



<http://www.k12.wa.us/SafetyCenter>

Questions

- How have you prepared for the extended time period for sheltering students and staff?
- What should you do about the children who are feeling sick?
- What should you do about the parents who want to take additional children home?



<http://www.k12.wa.us/SafetyCenter>

Questions

- What do you do about staff who want to leave to find their own families?
- When possible, how will you ensure that the entire school facility is evacuated and that everyone (including students, parents, and staff) is accounted for?
- What further actions will you take?
- What additional contingencies did you or must you now prepare for?
- What do you have in place for long-term recovery?



<http://www.k12.wa.us/SafetyCenter>



TAKE A
DEEP
BREATH
THEN
CONTINUE

....



<http://www.k12.wa.us/SafetyCenter>

Hot Wash



<http://www.k12.wa.us/SafetyCenter>



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?

<http://www.k12.wa.us/SafetyCenter>



Hot Wash

- What can be done to improve school safety & security operations?
- What internal district-level offices 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?



<http://www.k12.wa.us/SafetyCenter>

After Action Plan

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



<http://www.k12.wa.us/SafetyCenter>

Conclusion

- What is your biggest take away today?



<http://www.k12.wa.us/SafetyCenter>



<http://www.k12.wa.us/SafetyCenter>