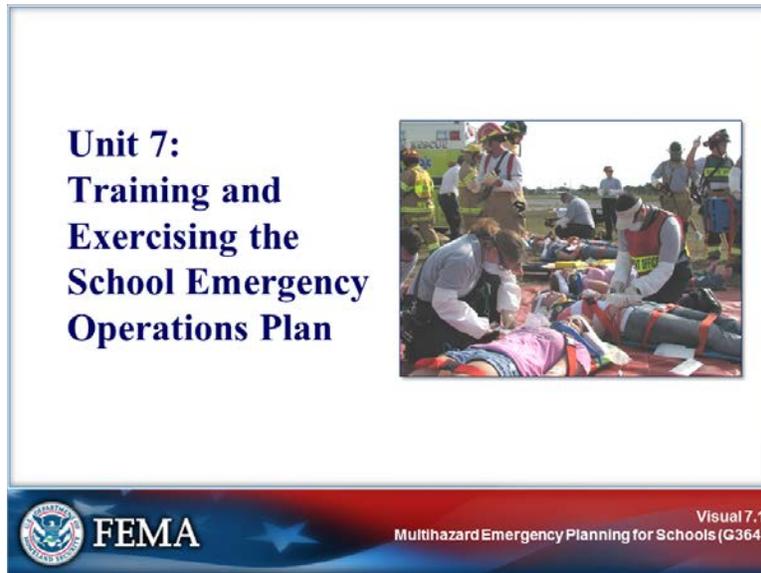

**UNIT 7. TRAINING AND EXERCISING
THE SCHOOL EMERGENCY OPERATIONS PLAN**

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UNIT INTRODUCTION

Visual 7.1



Key Points

This unit is based on the Homeland Security Exercise and Evaluation Program (HSEEP), a nationwide standard approach to exercising emergency plans. HSEEP provides information and guidance on training and exercising the school EOP, the types of exercises that can be used, and using exercise results to improve school preparedness.



See **Conducting Exercises & Drills** in the Course Toolkit for a link to the HSEEP Web site.

UNIT INTRODUCTION

Visual 7.2

Unit Objectives

- Explain the benefits of training and exercising the school EOP.
- Identify the types of exercises available to exercise the school plan.
- Describe steps for developing effective exercises.
- Describe how exercise results are used to improve school preparedness efforts.



The bottom of the slide features a red and blue banner. On the left is the FEMA logo, which includes the text 'FEDERAL EMERGENCY MANAGEMENT AGENCY' around a central emblem. To the right of the logo is the text 'FEMA' in large white letters. Further right, there is a small white star. On the far right of the banner, the text 'Visual 7.2' and 'Multihazard Emergency Planning for Schools (G364)' is displayed in white.

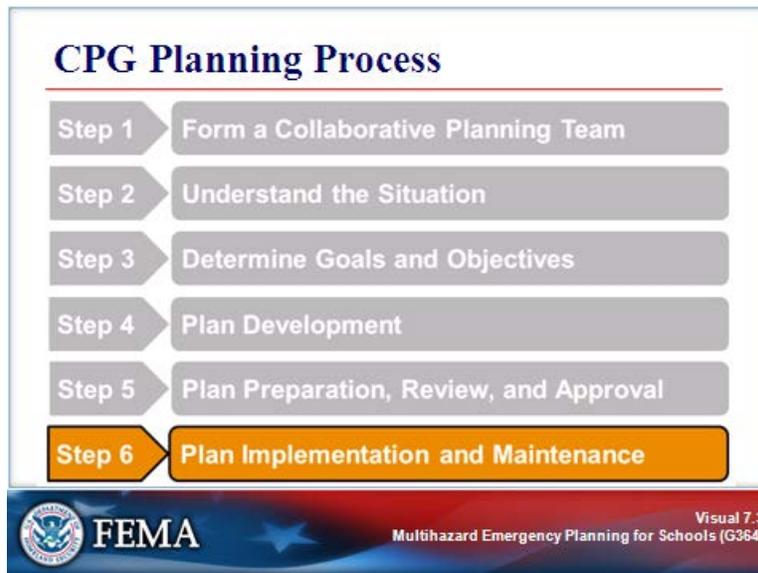
Key Points

The unit objectives will enable you to:

- Explain the benefits of training and exercising the school emergency operations plan.
- Identify the types of exercises available to exercise the school plan.
- Describe steps for developing effective exercises.
- Describe how exercise results are used to improve school preparedness efforts.

UNIT INTRODUCTION

Visual 7.3



Key Points

Earlier units in this course described the first five steps in the CPG 101 planning process: forming the planning team, understanding the situation, determining goals and objectives, plan development, and plan preparation, review, and approval.

This unit describes step 6 of the process, Plan Implementation and Maintenance. This unit addresses information presented in the following resources:

- Homeland Security Exercise and Evaluation Program (HSEEP)
- CPG 101, Developing and Maintaining Emergency Operations Plans
- Guide for Developing High-Quality School Emergency Operations Plans

HSEEP constitutes a national standard for all exercises and helps organizations objectively exercise and evaluate their capabilities. **HSEEP compliance may be a requirement for Federal funding or grant programs for schools.**

Local and State emergency management personnel may be available to assist schools in developing exercises and training activities to test the plan and to comply with HSEEP requirements.

UNIT INTRODUCTION

Visual 7.4

Step 6: Plan Implementation and Maintenance

Step 6 Plan Implementation and Maintenance

- Train stakeholders on the school EOP and their role.
- Exercise the plan.
- Review, revise, and maintain the school EOP.

FEMA
Visual 7.4
Multihazard Emergency Planning for Schools (G364)

Key Points

The next step in the CPG planning process is implementing and maintaining the plan, which includes training, exercising, and updating the plan.

- **Training:** Staff and students need to have the knowledge, skills, and abilities to perform the tasks and school-specific procedures identified in the school EOP.
- **Exercising:** Evaluating the effectiveness of the school EOP involves a combination of training events, exercises, and real-world incidents to determine whether the goals, objectives, and actions outlined in the plan will support a successful response. Exercise programs are an integral part of the planning process.
- **Reviewing, revising, and maintaining the plan:** This step closes the loop in the planning process. It focuses on using the information gained from activating or exercising the plan to revise the plan.

TRAINING

Visual 7.5

Training and Exercises

Training and exercises should:

- Address different audiences.
- Be age-appropriate.
- Vary.
- Recur.



 **FEMA** Visual 7.5
Multihazard Emergency Planning for Schools (G364)

Key Points

In order for the school EOP to serve its intended purpose, it needs to become part of the culture, not just a document on the shelf. Conducting training and exercises helps to incorporate the school EOP into your school culture. The more your school EOP is practiced and stakeholders are trained on its contents, the more effectively they will be able to act before, during, and after an emergency to lessen the impact on life and property.

Training and exercises provide opportunities to work with community partners, and exercises help to identify gaps and weaknesses in your school EOP.

When planning training and exercises, ensure they:

- **Address different audiences:** Training and exercises should be provided for all target audiences. Examples of different school audiences include:
 - Staff, such as administrators, teachers, substitute teachers, support staff (e.g., cafeteria workers, maintenance staff, custodians, bus drivers, and crossing guards), and volunteers.
 - Students, including those with disabilities, limited English proficiency, or other access and functional needs.
 - Parents, guardians, and caregivers, including traditional and nontraditional family units (e.g., divorced/multiple households) and those with limited English proficiency.
- **Are age-appropriate:** Concepts should be presented in a manner that can be easily understood and that ensures the target audience is prepared, not frightened.

TRAINING

Visual 7.5 (Continued)

- **Vary:** Variation helps create “new” interest in an “old” topic. Add variety by using:
 - A formal preparedness curriculum, with prepared courses for all grade levels.
 - Reminder-level training, such as posters, signs, or a “tip of the day.”
 - Activities that are linked to Standards of Learning (SOLs), such as hazard hunts for school and home, storybooks, checklists, experiments, writing and drawing activities, or a themed science fair.
 - Guest speakers and classroom visitors, such as:
 - Emergency management personnel.
 - Search and rescue teams.
 - Specialized skills training, such as Community Emergency Response Team (CERT or Teen CERT) training.
 - Both small-scale and large-scale training exercises. Exercises may be conducted under varying conditions to test capabilities.
 - Both discussion-based and hands-on training.
- **Recur:** The school EOP shouldn’t “gather dust” on the shelf. Periodic training and exercises provide reminders and refresh learning.

TRAINING

Visual 7.6

Training Benefits

Training benefits include:

- **Developing awareness of the school EOP.**
- **Underscoring the importance of and enhancing school preparedness.**
- **Enabling school staff and students to respond rapidly and effectively in times of stress.**



 **FEMA** 

Visual 7.6
Multihazard Emergency Planning for Schools (G364)

Key Points

Training provides staff, students, parents/guardians, and other stakeholders with the knowledge, skills, and tools they need to perform critical tasks identified in the EOP and respond during an emergency. Benefits of providing training include:

- Developing an awareness of the school EOP by familiarizing staff, students, parents/guardians, and other stakeholders with processes, policies, and procedures.
- Underscoring the importance of preparedness and enhancing school preparedness.
- Enabling staff and students to carry out the planned procedures rapidly and effectively by providing the necessary knowledge and skills.

TRAINING

Visual 7.7



Key Points

Training can be delivered through:

- **Briefings:** Short meetings that provide information about a specific topic (e.g., new fire drill meeting sites, tips on how to use the student information system to find student contact information, new district contact information).
- **Seminars:**
 - Are typically conducted in a lecture-based format with limited feedback or interaction from participants.
 - Do not involve an actual exercise of the plan.
 - Enable each participant to become familiar with the plan and the roles, responsibilities, and procedures of those involved.
 - Can also be used to discuss and describe technical matters with involved, nontechnical personnel.
 - Include classroom training (e.g., Community Emergency Response Team (CERT) training, first aid and CPR, and conflict resolution).
- **Workshops:** Resemble a seminar but are employed to build specific products, such as a draft plan or policy (e.g., a Training and Exercise Plan Workshop is used to develop a Multiyear Training and Exercise Plan).

TRAINING

Visual 7.7 (Continued)

Some examples of training components include:

- Holding a meeting once a year to familiarize stakeholders with the plan.
- Visiting evacuation sites and reunification, media, and triage areas.
- Providing key stakeholders with plans, policies, and procedures.
- Posting key information throughout the school.
- Familiarizing students and staff with community partners, such as law enforcement and EMS personnel.
- Training staff on specific skills such as first aid, the Incident Command System, and emergency management.

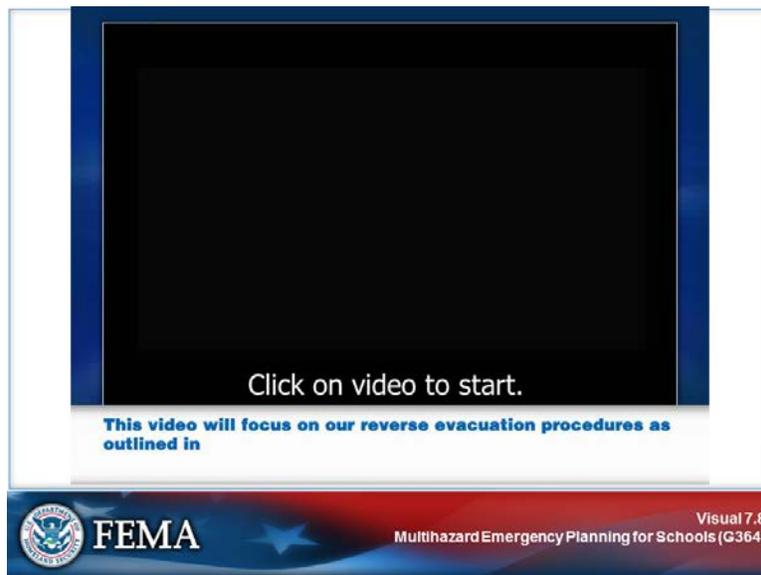
A good source for training on emergency management awareness is your local emergency management agency.



Useful training resources are provided in the **Conducting Training & Exercises** section of the toolkit.

TRAINING

Visual 7.8



Key Points

Reverse Evacuation Procedures

Lincoln County School District in Newport, Oregon, developed a series of staff training videos in support of the district's EOPs. The project was funded through a Readiness and Emergency Management for Schools Grant from the U.S. Department of Education's Office of Safe and Drug-Free Schools. The district used Safe Havens International to film and produce the videos in its schools, using students, staff, and local emergency service partners as actors.

The reverse evacuation video is one of the videos from the series.

TRAINING

Visual 7.8 (Continued)

Video Transcript:

THIS VIDEO WILL FOCUS ON OUR REVERSE EVACUATION PROCEDURES AS OUTLINED IN THE LINCOLN COUNTY SCHOOL DISTRICT EMERGENCY PLAN.

A reverse evacuation is used to help get students and staff back into the building when there is a dangerous situation occurring while they are outside the school. It can be used to protect students and staff from a wide range of outdoor threats, such as severe weather, a dangerous person, an aggressive animal, or a hazardous materials incident.

The reverse evacuation protocol can be combined with lockdown, shelter-in-place, and severe weather protocols since it is common for at least some students and staff to be outdoors when an emergency occurs. For example, the reverse evacuation procedure could be combined with a code yellow lockdown protocol if there are any classes meeting outside during a nearby police chase. Or the reverse evacuation could be combined with the shelter-in-place protocol if there is a hazardous materials incident near school and students are outside the building. A reverse evacuation can also be used to return students and staff to the building after a regular evacuation.

Administrators deciding to implement the reverse evacuation protocol will announce “May I have your attention, this is a reverse evacuation. I repeat this is a reverse evacuation. Follow reverse evacuation procedures immediately.” Also include instructions to enter into a lockdown, implement shelter-in-place procedures, resume activities as normal, or whatever protocol the situation dictates.

When combining a reverse evacuation with another protocol, remember to consult the action steps for that protocol as well.

Even though you make the announcement over the intercom, you may also need to use a two-way radio, megaphone, or even runners, if it safe to do so, to make sure all staff outside receive the message.

As with all drills and real emergencies, the safe teams should make proper notifications including the superintendent’s office, bus company, etc.

The administrator may choose to make an announcement to explain why certain protocols were enacted. Or to reassure staff that the building is now safe as determined by the situation. If the information is not time critical, this may also be done via staff email or at a debriefing later in the day. In coordination with the superintendent’s office, an administrator should prepare a letter to send home with students if appropriate.

If you are a staff member and are notified of a reverse evacuation, you should immediately return to the building with the students under your supervision. Instruct students to move quickly but in a safe and orderly fashion. In dire situations, you may need to direct students to run or trot as appropriate. Staff will need to assist students who cannot physically comply with this request in this type of situation.

TRAINING

Visual 7.8 (Continued)

Video Transcript: (Continued)

Remain alert to possible threats while heading back into the building. If a threat is identified, appropriate adjustments should be made to your route. When you get inside the building, continue to follow the instructions given by the administrator. In some cases, this will mean finding the closest available lockdown area or going into shelter-in-place mode as quickly as possible. And in other cases, it might mean returning to your classroom and continuing normal instruction. Like other emergency protocols, attempt to remain calm, account for your students, and reassure them in a firm, calming voice.

Remember, a reverse evacuation is used to help get students and staff back into the building when there is a dangerous situation occurring while they are outside the school.

The reverse evacuation protocol should be adapted using your independent judgment depending on the situation. As with any other lifesaving protocol, all staff are empowered to implement a reverse evacuation and notify the office should they be among the first to detect the danger.

That wraps up this training on Lincoln County School District's reverse evacuation procedures.

ACTIVITY: TRAINING IDEAS

Visual 7.9

Activity: Training Ideas

Instructions:

1. Identify three procedures from the EOP that you should train with either:
 - Students, or
 - Staff, or
 - Parents/guardians.
2. Identify how you will deliver each type of training.
3. Be prepared to present your results in 10 minutes.



Key Points

Purpose: This activity will enable you to identify procedures in the EOP that should be trained with students, staff, and parents/guardians.

Instructions: Working with your group . . .

1. Identify three procedures from the EOP that you should train and exercise with the audience assigned by the instructor: students, staff, or parents/guardians.
2. Identify how you will deliver each training (e.g., in-service days, brown bags, parent teacher conferences, etc.).
3. Be prepared to report your results in 10 minutes.

Your Notes:

EXERCISING THE PLAN

Visual 7.10

Role of Exercises

Exercises enable the whole community to test and validate plans and capabilities, and identify both capability gaps and areas for improvement.



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Visual 7.10
Multihazard Emergency Planning for Schools (G364)

Key Points

In any endeavor, the ability to perform effectively comes from practice. The more your school practices procedures laid out in the school EOP, the better it will be able to respond effectively if the need arises.

- Exercises play a vital role in your school's preparedness by enabling staff, students, faculty, and the whole community to test and validate your school EOP and capabilities, and identify both capability gaps and areas for improvement.
- A well-designed exercise provides a low-risk environment to test capabilities, familiarize personnel with roles and responsibilities, and foster meaningful interaction and communication across organizations.
- Exercises bring together and strengthen the whole community.

Capabilities are the means to accomplish a mission, function, or objective based on the performance of related tasks, under specified conditions, to target levels of performance.

Source: National Preparedness System, 2011

Your Notes:

EXERCISING THE PLAN

Visual 7.11

Benefits of Exercising a School EOP

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

FEMA
Visual 7.11
Multihazard Emergency Planning for Schools (G364)

Key Points

Exercises will help you to evaluate your school EOP, procedures, equipment, facilities, and training. Through exercises, school(s) can:

- Raise awareness of potential crisis situations.
- Assess and validate policies, plans, procedures, training, equipment, assumptions, and partnerships in a safe and controlled environment.
- Clarify roles and responsibilities.
- Improve partnerships, coordination, and communication.
- Identify gaps in resources.
- Measure performance.
- Identify opportunities for improvement.

The purpose of exercising the school EOP is to see how well the procedures and systems outlined in the plan worked.

By conducting exercises, your school can gain public recognition that you are concerned about—and actively involved with—the safety of your children and the protection of school property.

TYPES OF EXERCISES

Visual 7.12



Key Points

There are two main categories of exercises: discussion-based and operations-based.

Discussion-based exercises:

- Include seminars, workshops, tabletop exercises, and games.
- Can be used to familiarize players with or develop new school EOP, policies, agreements, and procedures.
- Focus on strategic, policy-oriented issues.
- Are usually led by facilitators and/or presenters, keeping participants on track toward meeting exercise objectives.

Operations-based exercises:

- Include drills, functional exercises, and full-scale exercises.
- Can be used to validate school plans, policies, agreements, and procedures; clarify roles and responsibilities; and identify resource gaps.
- Are characterized by actual response to an exercise scenario, such as initiating communications or mobilizing personnel and resources.

TYPES OF EXERCISES

Visual 7.12 (Continued)

Regardless of the type of exercise selected, schools should:

- Initially practice a small part of the school EOP or one specific procedure. Later exercises can then address the coordination of several functions simultaneously.
- Conduct exercises whenever new equipment is purchased or installed, or when new policies or procedures are developed.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.13

Discussion-Based: Seminars

- Provide an overview of plans, policies, or procedures.
- Are valuable when making changes to plans or procedures.



 **FEMA** Visual 7.13
Multihazard Emergency Planning for Schools (G364)

Key Points

Seminars:

- Generally orient participants to or provide an overview of authorities, strategies, plans, policies, procedures, protocols, resources, concepts, and ideas.
- Can be valuable for when schools are developing or making major changes to the existing school EOP or procedures.
- Can be similarly helpful when attempting to assess or gain awareness of the capabilities of interagency or interjurisdictional operations.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.14

Discussion-Based: Workshops

- **Produce or build a product.**
- **Should involve the broadest attendance by relevant stakeholders.**
- **Must have clearly defined objectives or goals.**



 **FEMA**  Visual 7.14
Multihazard Emergency Planning for Schools (G364)

Key Points

Although similar to seminars, workshops differ in two important aspects:

- Participant interaction is increased.
- The focus is placed on achieving or building a product.

Effective workshops entail the broadest attendance by relevant stakeholders. Products produced from a workshop can include new standard operating procedures, school EOPs, continuity of operations plans, or mutual aid agreements.

To be effective, workshops should focus on a specific issue and should have clearly defined:

- Objectives,
- Products, or
- Goals.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.15

Discussion-Based: Tabletops

- Enhance general awareness.
- Validate the school EOP.
- Assess systems needs.
- Introduce community partners to new plans and procedures.
- Identify potential challenges and identify solutions.
- Range from simple to complex.



FEMA
Visual 7.15
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose of tabletops. A tabletop exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop exercises can be used to:

- Enhance general awareness.
- Validate the school EOP and procedures.
- Rehearse concepts and/or assess the types of systems needed to guide a defined incident.
- Facilitate conceptual understanding, identify strengths and areas for improvement, and/or achieve changes in perceptions.

During a tabletop, players are encouraged to discuss issues in depth, collaboratively examining areas of concern and solving problems. The effectiveness of a tabletop exercise is derived from the energetic involvement of participants and their assessment of recommended revisions to current policies, procedures, and the school EOP.

Level of complexity. Tabletops can range from basic to complex.

- **Basic.** In a basic tabletop (such as a facilitated discussion), the scenario is presented and remains constant—it describes an emergency and brings participants' discussion up to the simulated present time. Players apply their knowledge and skills to a list of problems presented by the facilitator; problems are discussed as a group; and resolution is reached and documented for later analysis.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.15 (Continued)

- **Complex.** In a more complex tabletop, play advances as players receive pre-scripted messages that alter the original scenario. A facilitator usually introduces problems one at a time in the form of a written message, simulated telephone call, video, or other means. Players discuss the issues raised by each problem, referencing established authorities, the school EOP, and procedures for guidance. Player decisions are incorporated as the scenario continues to unfold.

Tabletop scenarios are often based on actual incidents at the school or recent events in the news, particularly from neighboring communities or nearby States.

TYPES OF EXERCISES: DISCUSSION-BASED

Visual 7.16

Discussion-Based: Games



- Simulate operations.
- Involve teams.
- Have rules, data, and procedures.
- Explore the consequences of decisions and actions.

 **FEMA**

Visual 7.16
Multihazard Emergency Planning for Schools (G364)

Key Points

A game:

- Is a simulation of operations.
- Often involves two or more teams.
- Is usually carried out in a competitive environment, using rules, data, and procedures designed to depict an actual or hypothetical situation.
- Explores the consequences of player decisions and actions.
- Is a useful tool for validating the school EOP and procedures or evaluating resource requirements.

During game play, decisionmaking may be either slow and deliberate or rapid and more stressful, depending on the exercise design and objectives. The open, decision-based format of a game can incorporate “what if” questions that expand exercise benefits.

Depending on the game’s design, the consequences of player actions can be either pre-scripted or decided dynamically. Identifying critical decision-making points is a major factor in the success of evaluating a game.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.17

Operations-Based: Drills

- Validate a specific function or capability.
- Practice or maintain current skills.
- Must be based on clearly defined plans and procedures.

What drills will you use to exercise your plan?

FEMA
Visual 7.17
Multihazard Emergency Planning for Schools (G364)

Key Points

One type of operations-based exercise is the drill. A drill is a coordinated, supervised activity that:

- Is usually employed to validate a specific function or capability in a single organization, such as a school.
- Is commonly used to provide training on new equipment, validate procedures, or practice and maintain current skills. For example, drills may be appropriate for practicing evacuation procedures.
- Must be based on clearly defined plans and procedures,

Drills can also be used to determine if procedures can be executed as designed, to assess whether more training is required, or to reinforce best practices. A drill is useful as a stand-alone tool, but a series of drills can be used to prepare several organizations to collaborate in a full-scale exercise.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.17 (Continued)

To successfully conduct a drill:

- The school EOP, policies, and procedures must be clearly defined and personnel must be familiar with them.
- Personnel must be trained on the processes and procedures to be drilled.
- It must be clear that a drill is being conducted, and that the situation is not an actual emergency.
- There must be a process to evaluate the drill and provide feedback.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.18

Communications Drills

Used to review and test communications protocols:

- External communications
- Internal communications
- Vertical communications

The slide includes an image of a woman in a red safety vest talking to a man in a suit who is holding a mobile phone. The slide footer features the FEMA logo and the text 'Visual 7.18 Multihazard Emergency Planning for Schools (G364)'.

Key Points

Communications drills are used to review and test communications protocols, including:

- **External communications:** Between different groups (e.g., your staff and various response agencies or community groups).
- **Internal communications:** Among personnel within your building, such as between main office and individual rooms or groups that are outside the building.
- **Vertical communications:** Between your school and your school district.

These types of drills can verify communications before conducting response drills.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.19

Response Drills

- Provide practice in specific emergency action.
- Can be:
 - Facility-wide.
 - Initiated by staff with a subset of the population.
 - A combination of drills.



 **FEMA**  Visual 7.19
Multihazard Emergency Planning for Schools (G364)

Key Points

Response drills:

- Provide practice in specific emergency actions that may be required during an incident.
- Can be facility-wide operations.
- Can be initiated by staff with a subset of the population.
- Can be combination drills that are created by combining response actions in a single drill.

Examples of response drills include:

- Evacuation drills.
- Lockdown drills.
- Reverse evacuation drills.
- Room clear drills.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.19 (Continued)

Response Drill: Example

A private school in Michigan conducted a response drill to test their family reunification procedures. The 3-hour drill started with a fake bomb threat. Once the explosives had been “located,” students were evacuated to the secured front of the school and counted.

Once accounted for, students were led to a designated safe location at the church across the street (the street was closed for the sake of the exercise).

Next, parents were notified that their children could be picked up by the individual(s) designated in the school records. When parents began arriving at the safe site, students were brought from the basement of the building, linked with their photo-identified parents or designee, and allowed to exit through a tunnel. Following the event, a debriefing occurred among staff and emergency management.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.20

Tips for Conducting Drills

- Keep drills realistic and unpredictable.
- Conduct drills during:
 - Class change.
 - Recess, gym class, lunch times.
 - Arrival and dismissal.
 - After-school events/ programs.



 **FEMA**  Visual 7.20
Multihazard Emergency Planning for Schools (G364)

Key Points

Emergency situations may occur at any time during the day or year. It is beneficial to conduct drills in ways that reflect this variability. Make the drills realistic, but do so safely. For example, vary the times and conditions for drills, to include:

- Class change.
- Recess, gym classes, social hours, events, and meetings.
- Arrival and dismissal times.
- Times when food service areas are occupied.
- After hours (e.g., dances, theater, athletic events, or community functions).

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.21

Operations-Based: Functional Exercises

- Evaluate and validate capabilities or multiple functions.
- Focus on exercising the school EOP, policies, and procedures.
- Involve a scenario with event updates.
- Are realistic, real-time.
- Simulate use of personnel and equipment.



Visual 7.21
Multihazard Emergency Planning for Schools (G364)



Key Points

Functional exercises:

- Are designed to validate and evaluate capabilities, multiple functions and/or sub-functions, or interdependent groups of functions.
- Are typically focused on exercising the school EOP, policies, procedures, and staff members involved in management, direction, command, and control functions.
- Have events that are projected through an exercise scenario with event updates that drive activity, typically at the management level.
- Are conducted in a realistic, real-time environment; however, movement of personnel and equipment is usually simulated.

Functional exercise controllers typically use a Master Scenario Events List to ensure participant activity remains within predefined boundaries and to ensure exercise objectives are accomplished.

A functional exercise may:

- Involve various levels of school, school district, and emergency management personnel.
- Involve the simulation of an emergency event that requires rapid responses by trained personnel “acting out” their actual roles.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.21 (Continued)

- Evaluate both the internal capabilities and responses of the school, school district, and emergency management officials.
- Evaluate the coordination activities between the school, school district, and emergency management personnel.

To successfully conduct a functional exercise:

- Provide participants a thorough briefing that includes exercise objectives, exercise background, ground rules, and procedures.
- Keep the exercise as real as possible.
- Allow players to use the same resources that would be available to them during an actual emergency.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.22

Operations-Based: Full-Scale

- Are the most complex and resource-intensive exercise type.
- Involve multiple agencies and organizations.
- Involve an exercise scenario conducted in real time.
- May mobilize personnel and resources.



 **FEMA**

Visual 7.22
Multihazard Emergency Planning for Schools (G364)

Key Points

Full-scale exercises simulate reality by presenting complex and realistic problems that require critical thinking, rapid problem solving, and effective responses by trained personnel. Full-scale exercises:

- Are typically the most complex and resource-intensive type of exercise.
- Involve multiple agencies, organizations, and jurisdictions and validate many facets of preparedness and often include many players operating under cooperative systems such as the Incident Command System (ICS).
- Have events that are projected through an exercise scenario, with event updates that drive activity at the operational level and are usually conducted in a real-time, stressful environment that is intended to mirror a real incident.
- Often involve personnel and resources being mobilized and deployed to the scene, where actions are performed as if a real incident had occurred.

The level of support needed to conduct a full-scale exercise is greater than that needed for other types of exercises. The exercise site is usually large, and site logistics require close monitoring. Safety issues, particularly regarding the use of props and special effects, must be monitored. Throughout the duration of the exercise, many activities occur simultaneously.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.22 (Continued)

Full-Scale Exercise: Example

In October 2008, the morning begins like any other at the Academy of World Languages, a Cincinnati Public School District K–8 magnet school in Evanston. Students settle into their first class. Teachers take attendance and then open the morning’s lessons. But suddenly, normalcy is shattered: A student who feels he has been bullied enters a classroom area with a gun. As shots ring out and students cry out in pain, it is clear that a major emergency is underway.

So starts the scenario for the full-scale school emergency exercise conducted at the Academy of World Languages, 2030 Fairfax Avenue in Evanston, on Friday, October 17, as part of a Federal grant award to Cincinnati Public Schools (CPS). As the day unfolded, the emergency involved police, fire, and medical responders and evolved to a second school, Hoffman-Parham School in Evanston, which served as a reunification site for parents and students.

The exercise was designed to help CPS and the Archdiocese of Cincinnati strengthen emergency response preparation by conducting training for school employees and by partnering with local police and fire departments, medical and health agencies, disaster response experts including the American Red Cross, and parent groups including Parents for Public Schools of Greater Cincinnati. The simulation was intended to identify both strengths and potential areas for further improvement to better prepare for emergencies.

Specifically, the exercise was developed to test:

- Written emergency procedures.
- Lockdown procedures.
- Evacuation procedures.
- Relocation procedures.
- Notification and reunification procedures.
- The School Incident Response Team.
- The ability of school and district administrators to respond to an incident.
- The District Incident Response Team.
- Interagency and communications procedures.
- Triage of parents, students, and staff to identify appropriate mental health support.
- Communication to parents and media.

Partnering agencies in the simulation included City of Cincinnati police and fire and health departments, Children’s Hospital Medical Center, the American Red Cross, Metro bus service, and CPS staff, students, and parents.

Source: Cincinnati Public Schools news release

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.23

Discussion Question
Review the provided scenarios.

What type of exercise would you use?

Why?

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Visual 7.23
Multihazard Emergency Planning for Schools (G364)

Key Points

Consider the following scenarios:

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.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.24



Key Points

This video illustrates the benefit of involving students in all aspects of training and exercises related to the school plan procedures. By planning, filming, and sharing the video segment, the students at this California school learned the procedures much more thoroughly than through memorization alone. This fire drill video is an example of using media to support safety drills.

Fire Drill

Video Description: A public service announcement created by students at Furgeson Academy of Communications and Technology in Hawaiian Gardens, CA

Video Transcript:

[Different school children] Get serious. Get serious. Get serious. Get serious. . . . About fires.

During a fire drill, get serious. Stay calm. Don't scream. Get serious.

Pay attention to the teacher. Get serious.

Don't talk. Someone could get killed or hurt because they didn't hear instructions because of you. Get serious.

TYPES OF EXERCISES: OPERATIONS-BASED

Visual 7.24 (Continued)

Face forward and keep your hands to yourself. Get serious.

Help others who are not following directions. Get serious.

You never know when there's really a fire. So, get serious with a fire drill. . . . So you don't hurt or kill somebody.

1,200 kids die every year in a fire across America. Every year, kids start 100,000 fires that hurt people. Get serious, save lives.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.25



Key Points

As discussed at the beginning of this unit, HSEEP provides a methodology for planning and conducting individual exercises. The first four steps comprise exercise design and development, including:

- **Setting the exercise foundation** by determining exercise priorities based on your school and district priorities and your school's assessments.
- **Identifying an exercise planning team** to plan, design, and develop the exercise.
- **Designing the exercise:**
 - Determine the type of exercise to conduct.
 - Identify exercise duration.
 - Identify exercise parameters (i.e., what should be included in the exercise and what should not).
 - Set exercise objectives.
 - Identify evaluation requirements that clearly articulate what will be evaluated during the exercise and how exercise play will be assessed.
 - Develop the scenario that is the sequence of events for the exercise. This can be a written narrative or an event timeline.
 - Determine the threat or hazard on which the exercise will focus.
 - Develop exercise documentation to ensure an accurate account of the exercise and to provide information on the exercise. This documentation may include a facilitator guide, a presentation for participants, an exercise plan, a synopsis of the exercise, player handouts, controller and evaluator packets, an events list, evaluation guides, participant feedback forms, and media release forms.
 - Determine media and public relations guidance.

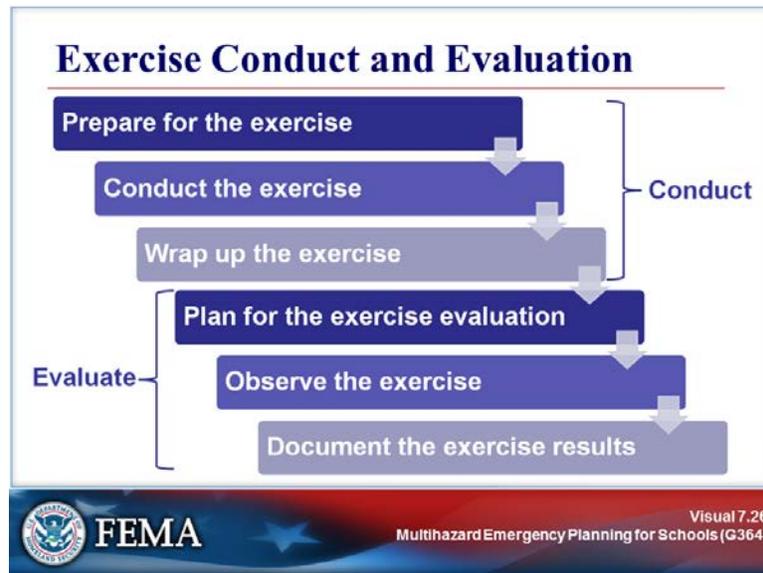
EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.25 (Continued)

- **Developing the exercise:**
 - Plan the logistics including the room, food, supplies, and audio/visual needs.
 - Determine the badging and identification requirements.
 - Identify if actors will be needed to add realism.
 - Plan for exercise control including the number of controllers needed, how control will be communicated, how controllers will be trained, and what the controllers' role is for safety and security.
 - Develop a comprehensive plan to address how the exercise will be evaluated.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.26



Key Points

After design and development, the exercise is conducted and evaluated.

Exercise Conduct:

- **Prepare for the exercise:**
 - Conduct a stakeholder meeting to confirm responsibilities of all entities.
 - Brief all participants in roles and responsibilities. Do this in advance to avoid any confusion or concern.
 - Coordinate with security personnel and law enforcement—invite them to participate or observe.
 - Check all communication systems relating to emergency notification and ensure consistent emergency management terminology will be used.
 - Set up the exercise site.
- **Conduct the exercise:**
 - Conduct the exercise first with staff.
 - Then conduct the drill with staff, students, parents/guardians, and community partners and under different circumstances and non-ideal situations.
- **Wrap up the exercise:**
 - Immediately following the exercise, conduct a debriefing with the planning team to ascertain their level of satisfaction and any concerns or issues.
 - Immediately following the exercise, conduct a hot wash with exercise participants to discuss exercise strengths and areas for improvement.
 - Conduct a controller/evaluator debriefing to provide the controllers and evaluators the opportunity to discuss observations, strengths, and areas for improvement.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.26 (Continued)

Exercise Evaluation:

- **Plan for the exercise evaluation:**
 - Develop an exercise evaluation guide.
 - Identify and train evaluators.
 - Brief evaluators.

- **Observe the exercise:**
 - Evaluators observe many topics including plans, policies, roles, responsibilities, decisions made, and requests for resources.
 - Evaluators take notes.

- **Document the exercise results.** Analyze the exercise observations and develop an after-action report draft that summarizes key information related to the evaluation. Questions to consider for the after-action report include:
 - What worked well?
 - Were objectives met?
 - Were critical tasks executed satisfactorily?
 - Do current plans, policies, and procedures support critical tasks and objectives?
 - What needs to be improved?
 - What should be our next steps?
 - How will we track completion of the improvement steps?

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.27

Improvement Planning

Review exercise results to:

- Identify lessons learned.
- Update school EOP, policies, and procedures.
- Identify resource requirements.
- Identify training needs.



 **FEMA** 

Visual 7.27
Multihazard Emergency Planning for Schools (G364)

Key Points

Once the exercise is concluded, potential corrective actions should be identified. Corrective actions are concrete, actionable steps. They address:

- Lessons learned for approaching similar problems in the future.
- Changes to be made to the school EOP, policies, and procedures to improve performance, including who will be responsible to make the changes.
- Equipment or resources needed to improve performance.
- Training needed to improve performance.

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.28

Multi-Year Training and Exercise Plan

The multi-year training and exercise plan identifies:

- Training and exercise priorities.
- Training requirements.
- A combination of exercises that address priorities and increase in complexity.

Communicate your exercise plan to your community.

FEMA
Visual 7.28
Multihazard Emergency Planning for Schools (G364)

The graphic features a blue and white color scheme with a red banner at the bottom. It includes the FEMA logo and the text 'Visual 7.28 Multihazard Emergency Planning for Schools (G364)'.

Key Points

Schools should develop a multi-year training and exercise plan that will enable the school to plan increasingly complex exercises, where each successive exercise builds on the previous ones.

Local emergency management, responders, and other relevant community partners should participate in the planning and conduct of exercises. When partners work together, exercises provide opportunities for:

- Testing and validating plans, policies or procedures, training, equipment, and interagency agreements.
- Clarifying roles and responsibilities.
- Improving individual performance.
- Identifying gaps in resources, planning, or assumptions.
- Most importantly, identifying opportunities to improve.

Having a training and exercise plan can help reinforce the importance of security and preparedness at your school. To underscore this message and keep from alarming participants and the community:

- At the beginning of each year or season, outline the different exercises that are in the exercise plan.
- Notify households and caregivers anytime you plan a drill for your facility. Do not let them be caught unawares!

EXERCISE DESIGN, DEVELOPMENT, CONDUCT, AND EVALUATION

Visual 7.28 (Continued)

- When appropriate, use signage or other means to inform the community that an exercise is in progress.

Your organization may have requirements for how often drills are conducted. Regardless of requirements, drill scenarios should be practiced regularly to ensure that staff, trained volunteers, and building occupants are prepared to remain as safe as possible during potentially dangerous events.

When your school is planning the number and types of exercises, it is important to consider the costs and benefits of each, as well as any State or local requirements.

Drills and other exercises should be conducted at least annually, and whenever procedures are developed or revised.

MAINTAINING THE PLAN

Visual 7.29

Maintaining the School EOP

Establish a process for reviewing and revising the plan at set intervals and after significant events:

- Each activation of the plan
- Major incident or exercise
- Change in operational resources, elected officials, demographics, threat/hazard profile
- Formal update of planning guidance or standards
- Enactment or amendment of laws or ordinances



FEMA
Visual 7.29
Multihazard Emergency Planning for Schools (G364)

Key Points

This step closes the loop in the planning process. It focuses on adding the information gained from exercising the plan to revise the plan.

Continuous cycle. Remember from Unit 2 that planning is a continuous cycle that does not stop when the plan is published. Your school EOP should evolve as the school and planning team learn lessons, obtain new information and insights, and update priorities.

An effective school EOP is never finished; it should be updated based on experience, research, results, and changes.

Establish a process. Planning teams should establish a review and revision process that involves community stakeholders and experts. This process should be guided by:

- Concrete, measurable steps for improvement.
- A timetable outlined in the multi-year training and exercise plan.

Frequency. Reviews should be a recurring activity. Many schools review their plans on an annual basis. In no case should any part of the plan go for more than 2 years without being reviewed and revised.

Staggered reviews. Some schools have found it useful to review and revise portions of the school EOP instead of reviewing the entire plan at once. Schools may consider reviewing a portion each month or at natural breaks in the academic calendar. Certain events will also provide new information that should be used to inform the school EOP.

MAINTAINING THE PLAN

Visual 7.29 (Continued)

Review triggers. In addition to revisions at set time intervals (e.g., annually), the school EOP should be reviewed:

- After actual incidents, including incidents that happen in nearby communities and across the country.
- Based on the result of formal exercises within the school or community-wide.
- When there are changes in:
 - Operational resources such as policy, personnel, organizational structures, or leadership management processes, facilities, or equipment.
 - School or community (e.g., different elected or appointed officials, upcoming events, or school district changes).
 - The threat/hazard profile.
- Based on information from ongoing assessments.
- When planning guidance or standards are updated by the planning team, school leadership, and/or local government officials.
- When new laws or ordinances are enacted or existing ones are amended.

ACTIVITY: RESPONSE DRILL

Visual 7.30

Activity: Response Drill (Part 1)

Instructions: Working in your group . . .

- Develop a plan for conducting an evacuation or lockdown drill, including:
 - Personnel involved in the drill.
 - Required procedures.



 **FEMA**  Visual 7.30
Multihazard Emergency Planning for Schools (G364)

Key Points

Purpose: This activity will provide you the opportunity to develop and conduct a response drill.

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Instructions: Working with your team, develop a detailed plan for conducting the assigned type of drill (evacuation or lockdown) for this room, including:

- Drill objectives.
- Scenario description.
- Personnel involved in the drill.
- Required procedures, such as:
 - Evacuation routes, including an assembly area that minimizes exposure to hazards. For the sake of time and weather, select an indoor assembly area on another floor of this building (e.g., a stairwell or similar area).
 - Lockdown procedures, including techniques for securing all entrance points to the room.

Use the worksheet provided on the next page to document your plan.

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Drill Development Worksheet

Instructions: Use the space below to develop a drill for your assigned response type.

Type of Drill

- Evacuation
- Lockdown

Drill Objectives (What will the exercise test?)

Scenario Description (Briefly describe the situation, including threat/hazard, time of day, etc.)

Drill Personnel (Who will be involved in the drill? Include faculty/staff, students, and any “extras” such as parents.)

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Drill Development Worksheet (Continued)

Drill Procedures (These are the rules that players must follow during the exercise. The rules should help players understand their roles in the exercise environment, describe appropriate behavior, establish guidelines for physical contact, and aim to stop physical harm to individuals or damage to property.)

Enhancements (How will you make the drill realistic?)

ACTIVITY: RESPONSE DRILL

Visual 7.30 (Continued)

Documentation Worksheet

Training:

Information for Players:

Information for Evaluators:

ACTIVITY: RESPONSE DRILL

Visual 7.31

Activity: Response Drill (Part 2)

Instructions:
Based on the role assigned . . .

- Train the class and conduct the assigned drill, or
- Participate in the drill, or
- Observe and facilitate a debrief.



The bottom of the slide features the FEMA logo on the left, the text 'FEMA' in the center, and 'Visual 7.31 Multihazard Emergency Planning for Schools (G364)' on the right, all set against a blue and red background with a star.

Key Points

Purpose: The second part of this activity will provide you the opportunity to practice conducting the evacuation or lockdown drill developed in the first part.

Instructions: You will now either. . .

- Train the class on your procedures and conduct the assigned drill, or
- Participate in the drill as a player, or
- Observe/evaluate the drill and facilitate a debrief. (Use the Observer Worksheet that follows to record your observations.)

Your Notes:

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Observer Worksheet

Instructions: Use the table below to record your notes about the drill training and conduct.

	Strengths	Areas for Improvement
Drill Training		
Drill Conduct		
How well were the drill objectives achieved?		
Other challenges, best practices, or suggestions:		

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Note: After a real exercise, the observers' feedback and recommendations (along with those of the facilitators and players) would be discussed during a hot wash. Strengths, areas for improvement, and next steps would be identified and the results would then be incorporated into an after-action report.

ACTIVITY: RESPONSE DRILL

Visual 7.31 (Continued)

Example: After-Action Worksheet

Instructions: Use the space below to document the items for the after-action report.

- How long did the drill take?

- Did the drill meet the identified objectives?

- What worked well?

- What needs to be improved?

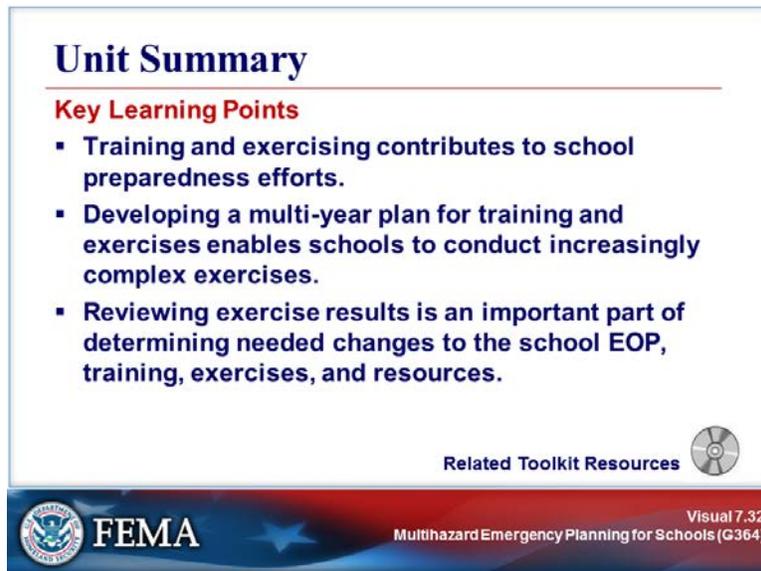
- What would the emergency response time be if this were not a drill?

- What should be next steps?

- How will you track completion of the improvement steps?

UNIT SUMMARY

Visual 7.32



Unit Summary

Key Learning Points

- Training and exercising contributes to school preparedness efforts.
- Developing a multi-year plan for training and exercises enables schools to conduct increasingly complex exercises.
- Reviewing exercise results is an important part of determining needed changes to the school EOP, training, exercises, and resources.

Related Toolkit Resources 

 **FEMA** 

Visual 7.32
Multihazard Emergency Planning for Schools (G364)

Key Points

In this unit, the following key points were presented:

- Training and exercising contributes to school preparedness efforts.
- Developing a multi-year plan for training and exercises enables schools to conduct increasingly complex exercises.
- Reviewing exercise results is an important part of determining needed changes to the school EOP, training, exercises, and resources.



The **Conducting Training & Exercises** section of the toolkit contains resources related to this unit, including:

- HSEEP resources available at the Department of Homeland Security Web site.
- Checklists for planning and evaluating exercises.
- Sample tabletop scenarios.
- Links to courses where you can learn more about training and exercises.

Your Notes: