Developing School/District Emergency Exercises Worksheet

Step 1: Choose a Type of Exercise

☐ **Orientation Seminar / Workshop** - discussion-based exercises designed to orient participants to new or updated plans, policies, or procedures in a structured training environment

☐ **Tabletop Exercise -** A discussion-based exercise used to test plans, policies, procedures, and capabilities of an organization.

☐ **Functional Exercise** - A fully simulated interactive exercise that tests the capability of an organization to respond to a simulated event.

☐ **Full-Scale Exercise –** An exercise that simulates a real event as closely as possible

☐ **Drill –** A coordinated exercise activity used to test a single specific operation or function.

Step 2: Assess Needs

Research what physical or geographical components of the school are most vulnerable. Review the analysis of hazards within your plan and Monterey County's Multi-Jurisdictional Hazard Mitigation Plan:
https://www.co.monterey.ca.us/government/departments-a-h/administrative-office/office-of-emergency-services/hazard-mitigation/2022-mjhmp

What are the threats, man-made and natural, to your school/district?
_____
_____
_____
_____
_____

Review the history of incidents, if any.
_____
_____
_____
_____

Determine what crisis functions need to be exercised or tested.
_____
_____
_____
_____

Are there any current concerns for the school/district – recent incidents, changes in demographics, or other concerns that may need a better look?
_____
_____
_____
_____

Step 3: Identify the Exercise's Purpose

Define your exercise purpose:
_____
_____
_____

What plan are you testing? Is it a new or revised plan?
_____
_____

Have you seen a problem that needs to be resolved?
_____
_____
_____

Is there a new law or regulation?
_____
_____
_____

Do you have new staff or students that require training on plans, policies, and procedures?
Exercises are a great way to introduce staff and students to the emergency plan! See the resources sheet at the end of this document to find available trainings.
_____
_____
_____

Step 4: Develop Objectives

What do you want to accomplish? *Have 1-2 objectives for smaller exercises and up to 5-6 for larger exercises and make sure your objectives are SMART!*

- S = Specific – What exactly do you want to accomplish?
- M = Measurable – Can it be measured, how?
- A = Achievable – Can you get it done in the time given?
- R = Realistic/Relevant – Will it lead to desirable results? Are you ready?
- T = Timely – When will it be accomplished?

Exercice Objective 1:
_____
_____
_____

Exercice Objective 2:
_____
_____
_____

Exercice Objective 3:

_____
_____
_____

Exercise Objective 4:

_____
_____
_____

Step 5: Determine the Exercise's Scope

Where will the exercise take place?

_____
_____

What are the time limits of the exercise?

_____

What functions will be exercised? *(I.e., communications, incident command, etc.)*

_____
_____
_____
_____

What emergency action are you testing?

☐ Lockdown ☐ Lockout ☐ Shelter-in-Place

☐ Evacuation ☐ Reunification ☐ Other:

Step 6: Create an Invite List

The size and complexity of the exercise will help determine your participant list and roles.

How many players will there be?

_____
_____

What agencies will be involved?

_____
_____
_____
_____

Who will be playing in the exercise and what will be their roles?

_____
_____
_____
_____
_____

Who will facilitate the exercise?

_____
_____
_____

Who will monitor the delivery of injects (events & messages), if any?

_____
_____
_____

Who will take notes?

_____
_____
_____

Who will evaluate the exercise?

_____
_____
_____

Will there be observers? *People who do not directly participate in the exercise but may ask relevant questions or provide subject matter expertise.*

_____
_____
_____

Step 7: Develop a Scenario

Answer the following questions to get started and develop a Situation Manual to help facilitators conduct the exercise. ***See the resources sheet at the end of this document to view Situation Manual resources, templates, and examples.***

What is the incident, and where does it occur?

_____
_____
_____

What type of agent or hazard is involved in the incident?

_____

_____

What time did the incident occur?

_____

_____

How do players learn of the incident? Is there advanced warning? *(May differ by position*)

_____

_____

_____

How many casualties are there? *(If any)*

_____

_____

_____

What resources and structures, if any, are damaged in the incident?

_____

_____

_____

Scenario Narrative:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Step 8: Developing Injects (Events & Messages) for larger scale exercises

Use the below structure for all event injects you intend to implement during your exercise. As the scenario plays out, each core event or set of events within the scenario will have its own inject. See the resources sheet at the end of this document to view Master Scenario Event List (MSEL) resources, templates, and examples.

Inject Number: _____

Exercise Time: _____

Inject Delivered From: _____

Inject Delivered To: _____

Injected by:

☐ Hard copy   ☐ Fax   ☐ Phone   ☐ Radio

☐ Face to face   ☐ E-mail   ☐ Audiotape   ☐ Videotape

☐ Other (please specify): _____

Message/Description:

_____
_____
_____

Expected Player Action:

_____
_____
_____

Objective, capability, target, and/or critical task to be addressed:

_____
_____
_____

Notes/Comments:

_____
_____
_____
_____

Step 9: Decide on a Timeline

The type and size of the exercise will determine how many planning meetings will be needed. More novel and complex exercises will have longer timelines and more planning meetings.

Exercise Date: _____

Planning Meeting: _____

Date: _____

Action Items   **Responsible Party**

_____   _____

_____   _____

_____   _____

Planning Meeting: _____

Date: _____

Action Items	Responsible Party
_____	_____
_____	_____
_____	_____
_____	_____

Planning Meeting: _____

Date: _____

Action Items	Responsible Party
_____	_____
_____	_____
_____	_____
_____	_____

Step 10: Coordinate the Exercise Logistics and Planning Components

Each exercise will have a different list of logistics and planning components. Keep a running list of exercise needs to track and manage all activities and resources.

☐ Facility – Determine if it meets the needs of the exercise

☐ Food / Refreshments

☐ Advanced Materials for Participants – Plans, procedures, etc.

☐ Sign-in Sheet, Situation Manual, Handouts, Injects, Evaluations

☐ Presentation Method (Power Point, Flip Charts, Verbal, etc.)

☐ Room Set Up

Step 11: Conduct the Exercise

Set Ground Rules prior to the start of the exercise, *including the expectation that the exercise is a no-fault environment and is meant as an opportunity to learn and grow.*

_____
_____
_____
_____

Step 12: Conduct the Hotwash and After-Action Report

Your exercise should end in a hotwash/discussion on how the exercise went. For larger exercises this discussion may include a written report known as an After-Action Report. **See the resources sheet at the end of this document to view After-Action Report resources, templates, and examples.**

Strengths – What went well?

1._____

_____

2._____

_____

3._____

_____

Areas of Improvement – What are some gaps?

1._____

_____

2._____

_____

3._____

_____

Determine whether the objectives were realized and make a plan for corrective actions

Objective	Expected Outcome (s)	Observations	Corrective Action	Responsible Party	Timeline for Implementation

Review plans and encourage participants to take trainings before and after the exercise
See the resources sheet at the end of this document for a list of training resources.

Resources For Exercises

Homeland Security Exercise and Evaluation Program: www.fema.gov/emergency-managers/national-preparedness/exercises/hseep

MSEL Resources

- Fillable MSEL, Word - www.co.monterey.ca.us/home/showdocument?id=118232&t=638064667489306122
- Fillable MSEL, Excel - www.co.monterey.ca.us/home/showdocument?id=118234&t=638064667710558697
- School Example - www.co.monterey.ca.us/home/showdocument?id=118230&t=638064667265398260
- MCOES Example - www.co.monterey.ca.us/home/showdocument?id=118236&t=638064667964172438

Situation Manual Resources

- Scenario Examples:
  - Shorter (10-30 minute) Tabletop School Exercise Scenarios:
    - https://schoolsafety.dbs.idaho.gov/ten-minute-tabletop/
    - www.co.monterey.ca.us/home/showdocument?id=118224&t=638064666386949862
  - Longer (1+ hours) Tabletop School Exercise Scenarios:
    - https://www.cisa.gov/cisa-tabletop-exercise-packages
    - www.co.monterey.ca.us/home/showdocument?id=118226&t=638064666736015933
- Situation Manual Template - www.co.monterey.ca.us/home/showdocument?id=118238&t=638064668171518716
- Situation Manual Example
  - Active Shooter - https://www.cisa.gov/sites/default/files/publications/Elementary-School-Active-Shooter-CTEP-Situation-Manual-012022-508.docx
  - Gas Leak - www.co.monterey.ca.us/home/showdocument?id=118240&t=638064668388083698

After Action Report (AAR) Resources

- AAR Template - www.co.monterey.ca.us/home/showdocument?id=118224&t=638064666386949862
- AAR Example - www.co.monterey.ca.us/home/showdocument?id=118220&t=638064665857256211
- AAR Guide - www.co.monterey.ca.us/home/showdocument?id=118222&t=638064666068039573

<u>Resources For Trainings</u>

If you cannot find a training, email the below entities directly or email your training request to Monterey County Office of Emergency Services at info.oes@co.monterey.ca.us

Bay Area Training and Exercise Program (BATEP)

BATEP offers training and exercise opportunities, inclusive of community preparedness, supporting whole community partners throughout the Bay Area 12 county region in addressing natural and human-caused threats and hazards. To register for a training course or learn more, visit www.batep.org.

California Specialized Training Institute (CSTI)

CSTI delivers specialized training throughout California in the areas of emergency management, criminal justice and homeland security, hazardous materials, disaster mitigation, preparedness, response and recovery, and crisis communications. CSTI delivers training to state and local government agencies, tribal organizations, businesses, non-profit organizations, and numerous other organizations. Trainings are offered to entry-level, mid-career, senior management, and executive level professionals. To find courses, register at https://csti-ca.csod.com/

FEMA Emergency Management Institute (EMI) School Program

EMI offers school officials courses supporting the implementation of NIMS as well as general courses aimed at building school emergency management capacity.

National Incident Management System Courses

The U.S. Departments of Homeland Security and Education recommend all **key personnel** involved in school emergency management and incident response take the NIMS, ICS, and NRF training courses and support the implementation of NIMS. Currently, *key personnel* are required to complete four courses for an individual or organization to be considered NIMS compliant.

The following courses are required:

- **IS-100.c**: *Introduction to the Incident Command System, ICS 100*

- **IS-200.b**: *ICS for Single Resources and Initial Action Incidents*

- **IS-700.b**: *An Introduction to the National Incident Management System*

- **IS-800.c**: *National Response Framework, an Introduction*

The following additional courses are recommended for leadership personnel:

- **ICS 300:** Intermediate Incident Command System

- **ICS 400:** Advanced Incident Command System

For further information on NIMS implementation activities for schools, click here or visit:
https://training.fema.gov/programs/emischool/el361toolkit/assets/nimsimplementationactivities forschools.pdf

All-Hazard Courses

- **IS-360:** Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship: Provides leading practices and resources to assist elementary and secondary schools, institutions of higher education, and houses of worship in developing emergency plans to prepare for, respond to, and recover from mass casualty incidents. Link: https://training.fema.gov/is/courseoverview.aspx?code=IS-360&lang=en

- **IS-362.a:** Multi-Hazard Emergency Planning for Schools (on-line Independent Study Course): This course covers basic information about developing, implementing, and maintaining a school emergency operations plan (EOP). The goal of this course is to provide students with an understanding of the importance of schools having an EOP and basic information on how an EOP is developed, exercised, and maintained. Link: https://training.fema.gov/is/courseoverview.aspx?code=IS-362.a&lang=en

- **E361 and E364:** Multi-hazard Emergency Planning for Schools courses are tailored to the unique planning and exercise needs of schools and school systems.

  - E361 and E364 Course Material: https://training.fema.gov/programs/emischool/el361toolkit/coursematerials.htm

  - E361 Multi-Hazard Emergency Planning for Schools: https://training.fema.gov/EMICourses/crsdetail.aspx?cid=E361&ctype=R

  - E364 Multi-Hazard Emergency Planning for Schools: https://training.fema.gov/EMICourses/crsdetail.aspx?cid=E364&ctype=R

Earthquake Courses

- FEMA 159 Earthquakes: A Teacher's Package for K-6 (Tremor Troops) - https://training.fema.gov/EMIWeb/pub/register.aspx

- FEMA 253 Seismic Sleuths: A Teacher's Package for Grades 7-12 - https://training.fema.gov/EMIWeb/pub/register.aspx

- Earthquake Safety for Schools (Choose "Earthquake Safety for Schools" from the dropdown menu on the second page) - https://training.fema.gov/EMIWeb/pub/register.aspx

To sign up for FEMA Online Training Courses, visit: https://training.fema.gov/Apply/
For more information on the FEMA courses and programs, email: Patricia.Gould@fema.dhs.gov