



Exercise Activity

Instructions for completion:

- For each **planning** and **exercise** activity (tabletop or full-scale), each school building **MUST** be represented by **at least one person** and each representative must actively participate in the process. For maximum benefit, it is recommended that each participating building send a representative cross-section of building staff.
- For questions or assistance regarding exercise planning and activities, please contact:
 - Your local county emergency manager (list attached)
 - Emergency Management Division District Coordinator (list attached)
 - Emergency Management Division Training/Exercise Coordinator (list attached)
- You must have **at least 5** disciplines involved in your planning and exercise activities, in addition to representative(s) from each participating building. Disciplines include the following:
 - Direction and Control
 - management of a community's recovery efforts
 - Warning/Communications
 - notification of probable impending disaster in time to take protective action
 - operation of all communications services for control centers and operational forces
 - Public Information
 - Providing information and directions to the public about appropriate protective actions
 - Damage Assessment
 - Collecting/analyzing information on extent of loss and damage
 - Radiological Defense
 - Measuring, predicting and evaluating radiation to guide and protect the public and emergency service workers
 - Law Enforcement
 - Fire Services
 - Public Works
 - Temporary repairs to damaged systems in essential or critical areas or facilities
 - Health Services
 - Publicize and enforce health safety measures
 - Emergency Medical Services
 - Human Services
 - Provide food, clothing, counseling, shelter, etc.
- CBRNE scenarios are enclosed. Choose only one for your exercise.
- You must complete an Exercise-Event Worksheet for each planning/orientation workshop and table top or full scale exercise, indicating the number of persons attending and the disciplines (at least 5) represented.
- You must submit a sign-in sheet/attendance roster for each planning/orientation workshop and exercise.



Definition of Exercise Activities

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To assist schools with the exercise requirements of the grant, the following is a short description of several of the exercise types. For more information, please consult the enclosed ***Disaster Exercise Manual*** (published by the Emergency Management Division) and/or take the *Exercise Design/Evaluation Course* also offered by the Emergency Management Division (see EMD web site for training schedules).

Orientation Exercise (Seminar)

The orientation exercise is considered to be the foundation and lays the groundwork for all other exercise activities. It is an informal, planned event, designed to bring together school officials and responding agencies that have a role or interest in plans, problems, standard operational procedures (SOPs), or equipment. It may also introduce a new hazard or problem that needs to be addressed. It is usually structured as one-on-one questions with participants, panel discussions, brainstorming activities or case studies.

To maximize the orientation activity, schools should identify a specific orientation goal and several written objectives. In addition, schools should consider other logistics, such as meeting facilities, refreshments, handouts, agendas, invitations to the participants, and facilitation of the seminar, guiding discussion and encouraging participation.

An orientation/planning workshop can be done in combination with a tabletop exercise.

Tabletop Exercise

The tabletop exercise is a planned activity in which school officials, key staff, and emergency response organizations are presented with simulated emergency situations, without time constraints. It is conducted as an informal meeting, in a conference room environment, and is designed to elicit constructive discussion from the participants. Participants will examine and attempt to resolve problems (discovered in the vulnerability assessment) based on existing plans and procedures. The success of the exercise is largely determined by the group participation. All individuals are encouraged to discuss decisions in depth with the emphasis on slow-paced problem solving, rather than rapid, spontaneous decision-making.

A tabletop exercise should have community specific goals, objectives, and a scenario narrative (enclosed – choose one).

Suggested Steps for School Tabletop Exercise Activity

- Prepare
 - Send out invitations
 - Arrange the facility
 - Prepare handouts and an exercise package (this contains problems/issues, messages, discussion generating questions, exercise scenario narrative, current response plans, etc.)
 - To assist schools, sample scenarios and questions/issues are included in this package.

- Set the stage
 - Greet all the participants
 - Read the exercise scenario narrative (enclosed – choose one) to start the exercise.

- Monitor the action
 - The facilitator should control the flow by guiding the discussions, managing the time, and encouraging resolution of problems, if possible. If a larger than normal participation is expected, additional facilitators may be added to the exercise. Individual problems or issues could then be assigned to groups.

- Collect data
 - Sign-in sheets
 - Player activity sheets (response to the problems or issues)
 - Evaluation reports
 - Player critiques



Exercise Objectives

- The school building(s) will effectively assess, develop and evaluate emergency planning efforts that will ensure the welfare and safety of their students, staff and property from all hazards, specifically CBRNE (Chemical, Biological, Radiological, Nuclear and Explosive) events.
- The school building(s) will demonstrate their capability to recover from any potential hazard, specifically CBRNE (Chemical, Biological, Radiological, Nuclear and Explosive) events.
- School building(s) will be able to coordinate and communicate within their organization and with all responding agencies in CBRNE events.

NOTE: School building(s) should create several community specific objectives for their orientation/planning workshop, tabletop or full scale exercise activity for CBRNE events. If applicable, incorporate results of the vulnerability assessment building proximity worksheet.



CBRNE Tabletop Exercise Scenario #1 Chemical Agent

Scenario:

At 11:10 a.m., on a hot, still day in early September, _____ School's main office receives a frantic call from one of the teachers at the far end of the building.

The teacher reports that students in her class are having trouble breathing, and between her coughs, says that at least four students are vomiting. The secretary quickly calls 9-1-1 for help and tries to contact the principal via the school's intercom as s/he was not in the office at the time of the call.

The first arriving ambulance sees parents running into the building and notices that a local TV station has arrived and is setting up near the bus lane in front of the school. A local radio station is reporting that a group identifying themselves as RIOT claims they released a "deadly" substance near the school, and soon the community will mourn for their children.

Suggested questions for the facilitator to stimulate discussion

This list of questions is not all-inclusive – you may use all or part based on your specific scenario. Direct the question first to the school officials, then the whole group, unless otherwise indicated. To further stimulate discussion, ask the main question first and then, if needed, the supplemental.

- **What are the immediate actions the school should take in the event of a CBRNE incident?**
 - Who should take them?
 - What are the school's priorities? Rank them.
 - **To emergency responders**
 - What type of information will the responding agencies need from the school?
- **What type of communication system or policy does the school district have in place?**
 - Inter-campus communication.
 - Campus to bus communication.
- **How is notification of an emergency situation made?**
 - Who makes the notification?
- **Are there any immediate protective measures the school should take (e.g., evacuation, shelter-in-place, etc)?**
 - Who will make this decision?

- **How will the school account for persons inside the school and on campus grounds?**
 - How long will the process take?
 - Who will do it?
- **How will the school disseminate timely information to the parents and the community?**
 - Who will do it?
- **If the school evacuates:**
 - Are there enough busses to transport students?
 - If needed, where will the school obtain additional busses?
 - Where will students be taken?
 - How will parents be notified?
 - How will the school provide food, water and medication?
- **Which local, state or federal agencies and private organizations are likely to respond?**
 - How will the school coordinate and communicate with all of them?
- **Do school personnel understand the concept of Incident Management/Incident Command?**
 - **To emergency responders**
 - Explain ICS concept to the group.
- **Do school officials understand what happens in the “decontamination” process?**
 - **To emergency responders**
 - Explain the “decon” procedure.
 - Explain what will be expected of school staff.
- **How will students be released to parents?**
 - What are the notification procedures?
 - Where is the assembly area?
- **Does the school have:**
 - A designated assembly or staging area?
 - A planned and alternative evacuation route?
- **Is there a plan or policy in place for after-incident or stress debriefing?**
 - To include school personnel?
 - To include response personnel?
 - To include parents/students?



CBRNE Tabletop Exercise Scenario #2 Biological Event

Scenario

It is 11:35 a.m. at _____ School in early December. The mail has just been delivered to the office and the secretary opens a box that looks like the package of school supplies that were ordered a week ago. As s/he opens the box, a white powdery substance spills into the air, on the secretary, the desk and the floor.

The office is full of people at the time. The principal has scheduled a meeting with parents about the district's budget cuts and many are in the office to find out the location of the meeting. The principal is down in the gym, setting up chairs with the custodian for the meeting.

An hour ago, the local fire department has received a similar package.

Suggested questions for the facilitator to stimulate discussion

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CBRNE Tabletop Exercise Scenario #3 Radiological Agent

Scenario

At 12:35 pm, a series of loud explosions are heard in front of _____ School, near the principal's office. The front portion of the school and several parked cars are burning.

Fire and police are called, and respond quickly. The fire department starts search and rescue and assists with evacuation of the building. The local police work quickly to close all surrounding streets. The fire continues to burn and the Fire Chief (Incident Commander) orders implementation of mutual aid from nearby departments to aid in the response.

As additional responders arrive on scene, the fire safety officer receives a reading on his dosimeter of .5 rem/hr (*a significant amount of radioactivity*) and immediately reports it to the Incident Commander, who at that moment is talking to the school principal.

Within ten minutes of the explosion, concerned parents start to rush the police barricades and despite the best efforts to contain them, some parents run to the school. Some local news media have gotten around the barricades also, and are filming the incident.

Suggested questions for the facilitator to stimulate discussion

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CBRNE Tabletop Exercise Scenario #4 Nuclear Event

Scenario

It is early February at 1 p.m. and the superintendent is currently meeting with all school principals in the district about more proposed budget cuts. The meeting is taking place at the local ISD Building.

A call was received at _____ School from a group that identified itself as FEAR. The caller stated that a bomb (with an unknown amount of nuclear material) was placed somewhere in the building in a backpack.

The secretary quickly called 9-1-1, then the superintendent's office, and is now consulting the school's emergency procedures.

Four inches of snow fell overnight and the temperature is predicted to reach only 9 degrees with 25 mph winds, as a cold snap continues throughout Michigan.

Suggested questions for the facilitator to stimulate discussion

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CBRNE Tabletop Exercise Scenario #5 Explosion

Scenario

It is a hot, humid September morning at 11:35, in a new academic year. Today, the superintendent has requested all school principals to attend an emergency meeting about more proposed budget cuts. The group is meeting at the local ISD Administrative Building.

Meanwhile, at _____ School, a large explosion is heard near the gym and the blast caused glass to shatter and massive amounts of debris to be spread around the building and grounds. The gym is on fire. Students in the classrooms near the gym are injured and many are experiencing seizures as they try to escape the building. There are also fatalities. Within several minutes, many students and staff are also experiencing difficulty in breathing and begin to lose muscle control.

First arriving on the scene are local fire and EMS. The fire chief implements the Incident Command System and asks for mutual aid to be implemented, which triggers nearby responding agencies to send help to the school. Within several minutes after the blast, concerned parents, grandparents and the media show up at the school, all demanding information.

Suggested Questions for the facilitator to stimulate discussion

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Exercise/Event Worksheet

State Homeland Security Grant Program Part II

1. Complete all sections (attach additional pages if necessary)
2. Attach copies of sign-in rosters and evaluation worksheets.

Name of School District/PSA:

**District
Number**

Name and Telephone Number of Contact Person:

Date of Event:

Location:

Type of Event:
(please check
one)

Orientation/Planning
Workshop

Table Top Exercise

Full Scale Exercise

Describe your Exercise/Meeting Objectives (use additional sheets if necessary)

Describe the Hazard Scenario (chemical, biological, radiological, nuclear, explosive)

Participants (indicate the number participating in each category)

Direction and Control		Fire Services		*School Services Breakdown	
Warning/Communications		Public Works		Administrators	
Public Information		Health Services		Teachers	
Damage Assessment		Emergency Med Services		Facility Managers	
Radiological Defense		Human Services		Food Service	
Law Enforcement		School Services*		Transportation	
				Maintenance	
				School/district medical staff	

Submitter Name (printed)

Signature of Submitter

Date: