

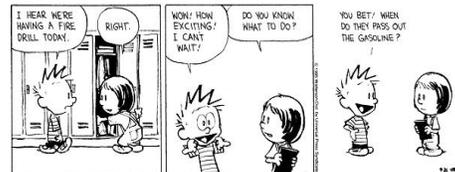
BIG Learning with Full Scale Drills



Presented by:
Catherine Toohey - TASB Loss Prevention Services
and Janis Linder - Elgin ISD High School Principal

School Emergency Management

In the past – we just did drills...



“Duck and Cover”



Emergency Management in Schools Today

Since 2005 – School Districts must:

- Emergency Operations Plan
- Safety and Security Audit
- Security Criteria

2009 added:

- Exercises in addition to drills

TEC 37.108 ~2009

The plan must include:

- (1) district employee training in responding to an emergency;
- (2) if the plan applies to a school district, mandatory school drills and exercises to prepare district students and employees for responding to an emergency;
- (3) measures to ensure coordination with...local emergency management agencies, law enforcement, health departments, and fire departments in the event of an emergency

Exercises

- Component of Preparedness
- A way to train students and staff
- Critical to ensuring organized response
- A way to coordinate with community stakeholders

A regular exercise schedule should be part of the campus emergency plan

Why do we exercise?

- Tests capabilities, plans, policies, and procedures
- Clarify roles and responsibilities
- Develop effective agency relationships
- Evaluates familiarity with plans and protocols
- Improves organizational coordination and communications
- Are inexpensive, efficient and can be conducted in a short amount of time
- Documentation of exercise can demonstrate need for additional resources (Grants)

Types of Exercises

- **Orientation** – Reviews or introductions to a school or district’s emergency procedures.
- **Drill** – Coordinated, supervised, activities used to test a specific operation or function of the emergency response plan.
- **Tabletop** – Facilitated exercises which simulate an emergency in an informal, stress-free environment.
- **Functional** – Practice the emergency response in real time with realistic simulation. More stressful.
- **Full-scale** – Takes place in real time with real equipment and coordination of several agencies. EOC is activated - high stress and expense.

School Drills

The purpose of drills:

- Assure predictable response in an actual emergency
- Identify problems/weaknesses in plans and procedures
- Staff and students practice and experience what is expected of them during an emergency

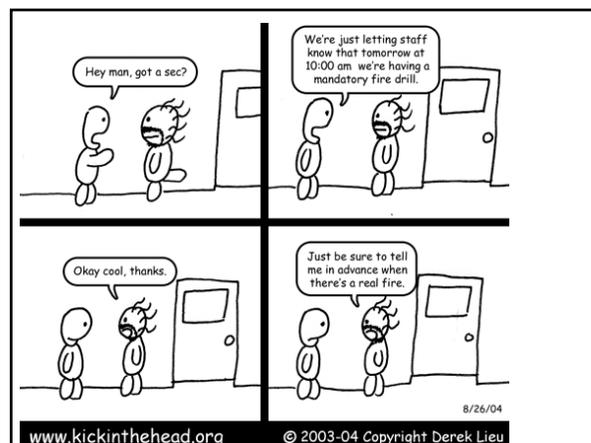
Types of Drills

- **Evacuation**
 - Building
 - Site
- **Reverse evacuation**
- **Lock-down**
 - Lock-out
- **Shelter-in-place**
 - Hazmat
 - Weather



Why drills are not enough

- Only exercise one small function of EOP
- Not realistic in nature
- Do not generally involve community partners
- No cascading events
- Sometimes not taken seriously



Tabletop Exercises

- Simulates an emergency situation in an informal, stress-free environment
- Initiates discussion of emergency guidelines
- Focuses on efficacy or, and familiarity with emergency policies, procedure and responsibilities
- Problems are talked through without stress
- Evaluators and Observers watch and give feedback
- Policies, plans and procedures are updated

Positives of Tabletop Exercises

- Test a larger part of plan
 - Communication
 - Roles and responsibilities
 - Policies, procedures
- Can test Incident Command System
- Community responders can participate
- Understanding of priorities

Full Scale Exercises

- Realistic simulation
- Participation of all agencies
- Test Communication
- Deployment of resources
- Incident Command/Unified Command
- Mutual Aid
- After Action

Full Scale Exercises

- Take time to plan
 - Must meet training needs of various agencies
 - Should test specific functions
 - Everyone has learning objectives
 - Takes time
 - Costs money

Full Scale Exercises

Usually planned in coordination with a community agency

An objective is key!

- Should describe performance expected from participants to demonstrate competence
- Should be clear, concise, focused on participant performance
- Should state **who** should do **what** under **what conditions** according to **what standards**

Best Practices

- Practice a variety of:
 - different scenarios based upon risks
 - different response procedures
- Test the capacity of all agencies—not just schools.
- Communicate information in advance
 - Q: Who are the stakeholders?
- Evaluate and document lessons learned
- Implement exercise recommendations.

Best Practices

- Implement the Incident Command System within exercises to:
 - Be compliant with the National Incident Management System
 - Better integrate with local response agencies.
- The goals of an exercise are NOT achieved UNTIL the recommendations from the after-action review are implemented.

Full Scale Exercises

The benefits are clear:

- More consistent response
- More efficient use of resources
- Increased confidence in students, staff and parents
- Stronger relationships with partners



Elgin Full Scale Exercise

Developed by Bastrop County EM in coordination with:

- Elgin ISD
- Elgin Police Department
- Elgin Fire Department
- Bastrop County SWAT
- Bastrop County Negotiations Team
- TASB EM Consultant

Elgin Full Scale Exercise

Morning session with Elgin ISD Staff

- Tabletop Exercise
 - Review plan and procedures
 - Set the stage

Afternoon Full Scale

- Active Shooter scenario

Elgin Full Scale Exercise

Over 70 participants

- | | |
|-------------------------|-----------------------------------|
| • Elgin ISD | • Bastrop County Sheriff's Office |
| • City of Elgin | • SWAT |
| • Elgin Police | • PHI-Stat Air Ambulance |
| • Elgin Fire Department | • TASB |
| • Guardian EMS | |

Elgin Full Scale Exercise

Planning considerations:

- Make all media outlets aware
- Posted info on school marquee
- Newspaper article ahead of time
- Allowed local paper to attend
- Only a drill on radio transmissions
- Control access to facility
- School not in session

Elgin Full Scale Exercise



EMS and Fire



Elgin Full Scale Exercise



Incident Command Post



SWAT Team

Elgin Full Scale Exercise

Being there:

- ICP loud and confusing
- ICP kept changing locations
- Communication was difficult
- Hard to make decisions under pressure
- High Stress - This felt REAL



Lessons Learned

Elgin ISD –

- Incident commanders must delegate responsibilities. One person can't do everything.
- It's vital that school officials have an understanding of what roles law enforcement, fire, EMS, and county emergency management agencies in working with crisis situations.

Lessons Learned

- Communication and relationships with law enforcement, fire, EMS, and county emergency management agencies must be established from Day 1.
- Have an effective public relations structure in place before a crisis
- School personnel responsible for leading the response must be familiar with the EOP components: maps, contact lists, check lists, PR templates

Lessons Learned

Liston Crim - Elgin Fire Chief

"I got a lot out of it, especially from the tabletop exercise, watching the school staff react to the scenarios. It was a real learning process for them and us as well. We operate off separate SOPs [standard operating procedures]. We accomplished exactly what we set out to do. We found areas to improve on and learned how we can work better together."

Lessons Learned

**Mike Fisher - Bastrop County EM
Coorinator**

I certainly got what I wanted from this exercise. Law enforcement and emergency medical personnel learned a lot about how school officials work, and vice versa. We learned we can work together in a unified command.

Lessons Learned

Chris Bratton - Elgin Police Chief

It illustrated for all of us what we need to be thinking about to keep our kids safe.

My officers learned that the school district has protocols that don't necessarily fit with our protocols and the school district got to see the huge amount of resources they didn't know we had access to.

Conclusion

Participating in Full-scale exercises with community stake-holders allows all stake-holders to be on the same page and to collaborate and cooperate to ensure the safety of our students.

THANK YOU!

