

Fire Drill Exercise

Situation Manual

October 2018 Iowa Children in Disasters Summit

This Situation Manual (SitMan) provides exercise participants with all the necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but players may view other materials necessary to support their participation. All exercise participants may view the SitMan.

EXERCISE OVERVIEW

Exercise Name	Evacuation Drill During Class Exercise
Exercise Dates	Conducted the afternoons of the Iowa Children in Disasters Summit
Scope	This exercise is a tabletop, planned as a large group workshop activity. Exercise play is limited to workshop participants.
Mission Area(s)	Mitigation, Response, Recovery
Core Capabilities	Planning, Communication, Interoperability
Objectives	Testing awareness of various schools to accountability issues and reunification capabilities and challenges in a fire emergency. Because multiple schools and other disciplines will be playing, specifics to an individual school or an individual plan are not possible. However, broad situational awareness will be covered.
Threat or Hazard	Explosion and resulting fire emergency requiring evacuation and reunification of students
Scenario	With several schools in attendance, this exercise will cover general scenarios requiring evacuation of students and reunification following evacuation procedures.
Sponsor	National Center for Missing and Exploited Children, Iowa Fire Marshalls Association, Iowa School Safety Alliance
Participating Organizations	Attendees include: school personnel, emergency management, law enforcement, and other interested stakeholders.
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GENERAL INFORMATION

Exercise Objectives and Core Capabilities

The following exercise objectives in Table 1 describe the expected outcomes for the exercise. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s). The objectives and aligned core capabilities are guided by the Exercise Planning Team.

Exercise Objective	Core Capability
Protecting the health and safety of students following an explosion and resulting fire	Planning
Determining proper procedures for evacuation during random school times	Operational Coordination
Determining procedures for establishing and maintaining accountability of students before, during and after a fire emergency	Operational Coordination
Initiation of reunification following evacuation	Operational Coordination

Table 1. Exercise Objectives and Associated Core Capabilities

Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

Players. Players are personnel who have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.

Observers. Observers do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.

Facilitators. Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.

Evaluators. Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, policies, and procedures.

Exercise Structure

This exercise will be a multimedia, facilitated exercise. Players will participate in the following four Inject Sets:

Inject Set 1: Incident Occurs

Inject Set 2: Inject Escalation

Inject Set 3: Emergency Response

Inject Set 4: Initiation of reunification efforts

Each inject begins with an update that summarizes key events occurring within that time period. After the updates, participants review the situation and engage in functional group discussions of appropriate mitigation/response/recovery issues. For this exercise, the functional groups are comprised of a random mix of Summit attendees, which includes school administrators, emergency managers, school resource officers, and others.

After these functional group discussions, participants will engage in a moderated plenary discussion in which a spokesperson from each group will present a synopsis of the group's actions, based on the scenario.

Exercise Guidelines

This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.

Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.

Decisions are not precedent setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.

Issue identification is not as valuable as suggestions and recommended actions that could improve mitigation/response/recovery efforts. Problem-solving efforts should be the focus.

Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise, and should not allow these considerations to negatively impact their participation. During this exercise, the following apply:

The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will be evaluated.

The exercise scenario is plausible, and events occur as they are presented.

All players receive information at the same time.

EXERCISE 1: EXPLOSION ON CAMPUS

Introduction

Time: October

It is a partly cloudy day in October. The temperature is 55 degrees and the wind is blowing at 10 miles per hour from the northwest.

Inject One: Incident Occurs

At 10:30 a.m., the campus is rocked by an explosion. You are unsure of where the explosion has occurred and whether or not it is on campus or nearby.

Questions

1. How do you determine the location of the explosion?
2. If and when you determine the explosion has occurred on campus, what actions do you take? What clues draw you to take action?
3. How do you notify staff and students?
4. What are the initial actions of your staff and students?
5. Who is in charge? Where is this stated/identified?

Inject 2: Incident Escalation

A staff member contacts you to let you know that the explosion occurred in a maintenance storage room located near the northwest corner of the building. There is active fire activity in the area. An orderly assembly of the students and staff ensues but, because everyone knows that, this time, it is not a drill, tensions are high and some students begin to get visibly upset.

Questions

1. Is evacuation necessary at this time? Why?
2. What are the notification procedures for emergency response personnel?
3. What can staff do to assist the students who are visibly upset and affected by the explosion? What procedures are in place?

Inject 3: Emergency Response

It is now 10:45 p.m. and emergency response personnel have arrived, including fire, emergency medical staff, and law enforcement. The Fire Department assumes Incident Command. As police, fire, and ambulances arrive, you notice that local media representatives are also arriving and attempting to interview students and staff. Two students are unaccounted for. Some students

are using their cell phones and some of them are crying. You notify the school district administration of the missing children. You are notified by them that evacuation is necessary. The fire department is unable to assist with the evacuation because the fire fighters are having difficulty putting out the blaze and their first concern is the missing children. The police are busy securing a perimeter and they, too, instruct you to evacuate.

Questions

1. What is the procedure for successful evacuation of the school? Have you included evacuation of special needs students and faculty/staff in your plan?
2. Who calls 911? What information will the operator/dispatcher want to know?
3. What if your main evacuation exit is blocked by the explosion? Do you have alternative routes predesignated? Are those alternative routes posted in classrooms and hallways?
4. Where is the on campus outdoor location where students and staff gather after evacuation? Do you have an alternate location if needed?
5. How would response efforts change if the students were at lunch or recess? Will students know where to assemble? How will you account for students who are not in class during an emergency?
6. What is your accountability procedure for students and staff?
7. How does your school staff integrate with the emergency response personnel?
8. Who is in charge?
9. What is the procedure for notifying parents? What about the parents of missing children?
10. How do you deal with internal and external communications? Is this written in your plan?
11. Who from the school is the representative that talks with the media? What are the procedures for this?

Inject 4: Reunification

It is 11:45 p.m. and the fire has been extinguished. The temperature is forecast to drop with the chance of showers developing. Damage to the building is extensive. There is a partial roof collapse in a classroom adjacent to the maintenance room where the explosion occurred. The two missing students were found in that classroom and were transported to the hospital with smoke inhalation.

1. Do you have a plan for reunification?

2. Will the reunification take place at the school or will students be transported to a reunification location? Who will coordinate and provide transportation?
3. How will parents be notified of the reunification site?
4. Have you done drills/exercises with site staff? Are the proper agreements and collaborative plans in place, if necessary?
5. Who determines which hospital is treating the children? How is this information communicated with the school, parents, or guardians?

If fatalities occur, how will notification of deceased children be conducted? Whose responsibility is this