

# 2013 Arizona Statewide Schools Tabletop Exercise “School’s Out”



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# ADHS and School Preparedness

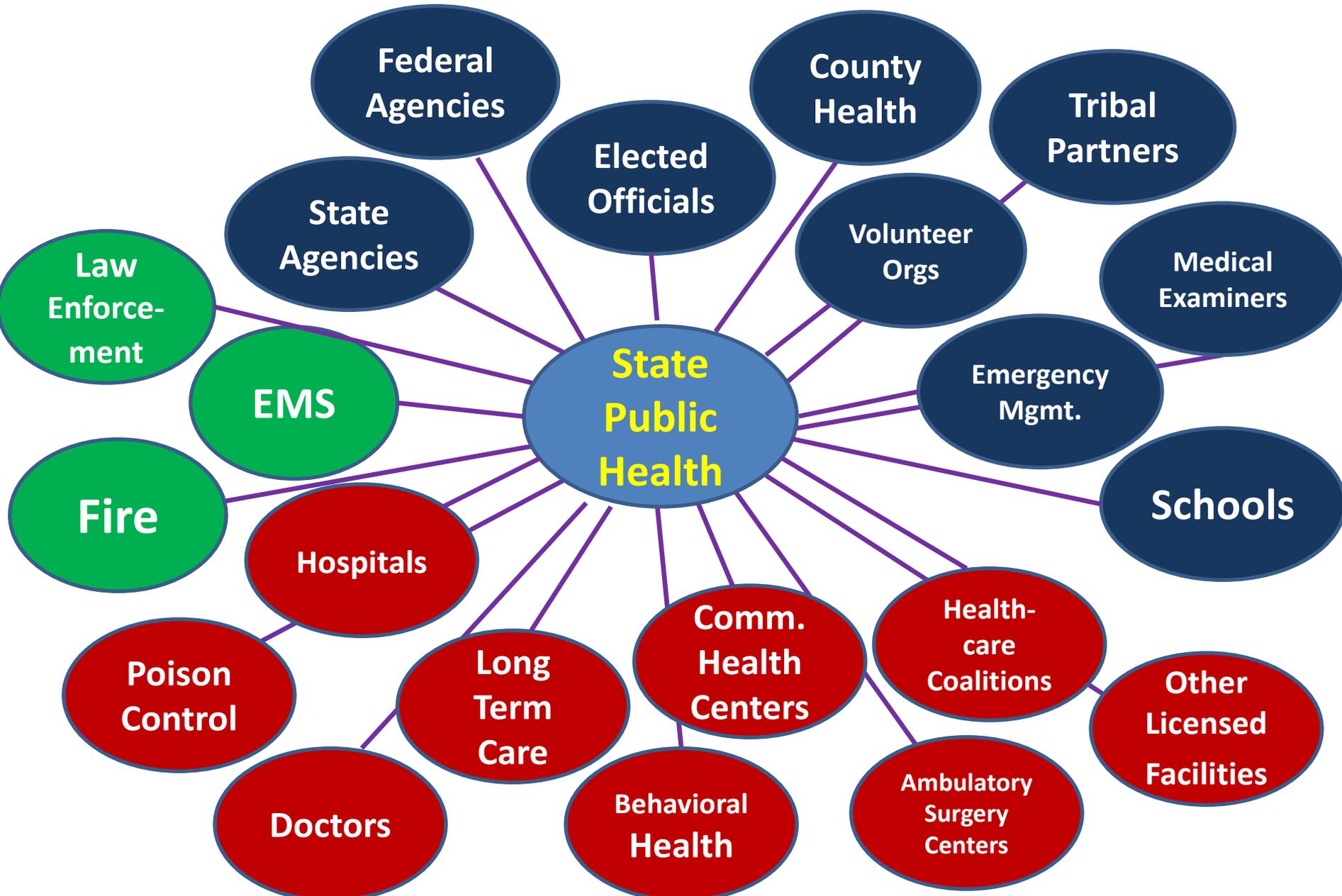
## PLANNING & PREPAREDNESS

- Collaboration with ADE on pandemic influenza planning
- School closure exercises- 2007, 2009, 2010
- Work with licensed day care facilities statewide
- ADHS poster contest for schools, since 2008

## RESPONSE ROLE

- Coordinate behavioral health resources
- Coordinate medical supplies for mass casualty incident
- Recommendations/guidance for outbreaks, epidemics, environmental health, etc.
- Points of Dispensing (PODs)

# Stakeholders – The Public Health Preparedness Landscape



# ACRONYMS

ADE	Arizona Department of Education
ADHS	Arizona Department of Health Services
FEMA	Federal Emergency Management Agency
FOUO	For Official Use Only
HSEEP	Homeland Security Exercise Evaluation Program
ICS	Incident Command System
SITMAN	Situational Manual
TTX	Tabletop Exercise

# Format for Tabletop Exercise

- Tabletop is essentially a facilitated discussion with evaluation criteria
- Evaluation criteria for this exercise are based on FEMA Core Capabilities
- This is a no-fault environment, evaluation materials will not name individuals or organizations
- The goal of the evaluation is to identify general trends- both strengths and areas for improvement
- Output of today's discussion will be an after action report with observations, recommendations, and action items

# Format for Tabletop Exercise

- SITMAN contains two Modules
- After a brief presentation of the scenario, groups will have an opportunity to discuss the scenario and answer discussion questions.
- At the end of each Module select groups will report their findings back to the entire group
- Everyone should have a SITMAN and the Exercise Evaluation Worksheets
- Please identify one note-taker per table to fill out the exercise evaluation for our evaluation
- We want to collect one set of worksheets per table
- Everybody else can take their worksheets with them

# Framing Today's Discussion

- Don't fight the scenario
- Differing opinions are expected and even encouraged
- Three things to look at
  - Plans
  - Equipment & Systems
  - Training
- Where appropriate, relate your discussion to:
  - The new planning guidance
  - The FEMA Core Capabilities

## FEMA Core Capabilities

## Exercise Objectives

**Operational Communication** - Ensure the capacity for timely communications in support of security, situational awareness, and operations by any and all means available, among and between affected communities in the impact area and all response forces.

Identify best practices for family notification and reunification, including redundant and alternate communication systems and modalities.

**Operational Coordination** - Establish and maintain a unified and coordinated operational structure and process that appropriately integrates all critical stakeholders and supports the execution of core capabilities.

Evaluate Incident Command System implementation and staffing capability at schools and school districts across the State.

**Planning** - Conduct a systematic process engaging the whole community as appropriate in the development of executable strategic, operational, and/or community-based approaches to meet defined objectives.

Identify best practices in school and district-level emergency response planning across the State.

# Questions



# Module 1: Severe Weather Occurs

Saturday, September 14<sup>th</sup>, 2013, 8:30 am.

- It is hot and stormy across the much of the state, as Hurricane Henrique leaves its mark on the Baja California coast and moves through Northern Mexico and Southern California towards the Arizona desert.
- The storm is expected to bring some heavy rain and cause some localized street flooding in Southern Arizona.

# Module 1 cont.

Monday, September 16<sup>th</sup>, 2013, 8:30 am.

- Over the weekend, the hurricane remnant has brought some much needed rain to parts of the state. Some flooding has occurred, but no severe weather is expected.
- The National Weather Service issues an advisory for continued heavy rain and isolated flooding, but school is in session as normal across most of the State.
- However, by 10:30 am, severe thunderstorms are popping up on the radar.
- At 10:55 am, a tornado-like microburst with severe winds knocks out power for your school and surrounding neighborhoods.

# Module 1 cont.

- Many of the classrooms sustain moderate external damage. Some severe damage occurs to the gymnasium and administrative offices.
- Landline telephone service is interrupted, and cellular service is limited.
- Backup power systems are determined to be damaged and are temporarily unavailable.
- One administrative staff sustained minor injuries resulting from broken glass, and was driven to a local hospital for treatment.
- It is not yet known if all students are safe.

# MODULE 1

# DISCUSSION

# QUESTIONS



# Module 2: Communications Outage

Monday, September 16, 11:35 AM

- School administrators have decided to close the school due to damage and continued bad weather.
- First responders are on-scene to assess damage.
- At this point, there are no known injuries to children.

# Module 2 cont.

- Communications throughout the area are still compromised as school staff attempt to reach parents.
- Some parents are already at the school to pick up children, damage to some of the buildings and the presence of first responders is causing concern.
- Local media are arriving to cover the situation.

# MODULE 2 DISCUSSION QUESTIONS

