Tabletop Exercise
Bakken Oil Train Derailment

Agenda

• Introductions
• Exercise Continuum
• Today’s Tabletop Scenario
• Discussions
• Hot Wash (Debrief)
• Action Planning
• Closure

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Rules of the Road

• Creativity/Group Problem Solving
• Use the knowledge and information available in the room
• Active Thinking
• Active Listening
• Active Participation
• Respect – challenge ideas, not people
• Reality Check – make the exercise real for you.

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Introductions

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The Exercise Continuum

Briefly:

• Drills
• Tabletop Exercises
• Functional Exercises
• Full-Scale Exercises

Tabletop Exercises

• Simulate an emergency situation in an informal, stress-free environment.
• Initiate discussion of emergency guidelines.
• Focus on training and familiarization with roles, guidelines, and responsibilities.
How a Tabletop Works

- A scenario-based discussion is guided by a facilitator;
- Problems talked through without stress;
- Observe offer feedback on the proceedings
- Policies, procedures, plans, and guidelines are discussed and updated.

Tabletop Success

Participants leave with:
- A positive learning experience
- Organizational learning
- Improvement action planning
- More effective policies, plans, and guidelines
- Improved preparedness
Exercise Guidelines

• This exercise is designed to test the preparedness of the district/school to respond to a multi-agency, multi-site emergency event.

• Following the exercise, there will be a debriefing time, aka a “Hot Wash”.

• Each participant will be given the opportunity to share his/her views on what worked well and what needs to be addressed in additional planning, training and/or drilling.

Guidelines (Continued)

• LEA policies and existing safety plan(s) govern all activities relating to the emergency event.

• The facilitator will serve as the exercise referee and provide any official interpretation of the exercise rules.

• From time to time, there will be injections into the scenario. These are intended to further assess response to the exercise scenario.

  This is designed to be a learning experience for all.
Purpose

• To examine current policies, procedures, resources and actions in the context to a response to an earthquake in a district/school setting

• To promote greater understanding and ability to apply NIMS/ICS principles to your setting

• To make improvements as identified as an outcome of the exercise

Objectives

• To evaluate policies and procedures... your plan
• To evaluate command and control including communications procedures
• To identify resources needed vs. available
• To identify training needs
• To identify needed improvements and create an action plan to address those needs
**Situation Demographics Overview:**

For today’s exercise, your LEA/school has:

- Number of schools/facilities
- Types of schools/facilities
- Athletic facilities
- Student population
- Employee population

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**First Responder Resource Overview**

The first responder resources immediately available to your school, include but are not limited to:

- Police
- Fire
- EMS
Risk Assessment
Overview:

Known threats and hazards to your district and school:

- Natural _____________________
- Biological ___________________
- Technological ________________
- Adversarial/Human ____________

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Scenario

It’s a beautiful spring morning.

- The temperatures are ideal for outdoor PE.
- There are 2 classes on the play field at the back of the main building.
- There is a light breeze blowing out of the northwest.

Scenario

10:30

- A BNSF train loaded with 120 tank cars of Bakken crude oil has derailed along the tracks just off the northern boundary of your campus. A total of 24 rail cars have derailed.
- As they rolled off the tracks, five of the rail cars have breached, releasing the majority of the 140,000 gallons of crude oil they were carrying.
- The light sweet Bakken crude is spreading in all directions.
- It is ignited by sparks and violently erupts into a rolling fire.

- The engineer was not injured and was able to bring the forward portion of the train to a stop at a distance of approximately ½ mile from the derailment site.
Scenario

10:30

- Across the short distance, flames from the burning crude oil are impinging directly on the non-ruptured crude oil tanks of the train.
- The northern boundary of the campus is less than a ½ mile from the derailment.
- The fires are spreading in all directions.
- Students who were outside run into the building from the play field. After a quick head count, one teacher and three students are missing.

Questions

Based on this much information,
- What are your immediate concerns?
- What initial actions should you take?
- What should you do next?
- What do you need to know?
- How do you find the information?
- Who do you contact?
Questions

• What does your EOP/Safety Plan call for?
• What are you going to do?
  What actions will you take?
• Do you activate your school incident command at this point?
• What is your ICS structure?

ICS Structure

• Who is the Incident Commander?
• Who is the Public Information Officer?
• Who is the Liaison Officer?
• Who is the Operations Chief?
• What other ICS positions will you activate and who will fill them?
Inject #1
10:36

• Due of the rapid spread of fire, the first responding fire department units find no access points suitable for conducting a safe or effective fire attack.

• The fire department and local law enforcement order an evacuation of a ½ mile radius around the fire.

• Your school is within that radius. However, numerous roads in and around your school are inaccessible and closed to traffic.

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Inject #1
10:36

• The breeze pushes thick black smoke from the fire toward the neighborhood where your school is located.

• First responders issue a shelter-in-place order for the downwind population.

• Parents have heard of the incident and fire. They are calling or texting you and their children for information. Several have started to try to make their way to school.
Questions

• What actions should you take based on this new information?

• How will you respond to parents?
  How will you notify others?
  What will you tell them?

• For what contingencies should you plan?

Inject #2

10:55

• The fire creates its own localized weather.
• Air quality continues to deteriorate.
• You know that there are medically fragile students in your school.
• Local 911 operators are overwhelmed.
• Teachers and students are reporting respiratory distress. It is obvious that staff and students are frightened; however, there is no sign of panic as yet.
Inject #2
10:55

• You can see that many of your neighbors are trying to leave the immediate area via local access roads.
• These are the same streets and roads which your school uses for buses and for student drop off and pick up.
• Along with residents trying to evacuate, the streets are also clogging up with families trying to reach your school.
• The media is trying to contact you.

Questions

• What actions should school personnel take based on the directions received from the fire department?
• How many buses would be required to accomplish a complete evacuation?
  How long would it normally take them to arrive?
  What is your estimated time requirement for completing this evacuation?
• Knowing that streets are clogged, what is your back-up plan?
• Will you need to make additional ICS assignments to accomplish the evacuation?
Questions

• What will you tell the parents who do get to school and want to take their children and leave?

• For what contingencies must you plan?

Inject #3
12:30

• Despite the immediate actions of first responders, the scale of the accident has grown so large that the disaster impacts have escalated significantly.

• Local fire and emergency management have determined that the only safe operational strategy identified is to allow the fire to burn out.

• This is expected to take at least 24 hours. State and federal air quality monitoring resources are mobilizing to monitor for total particulate and benzene concentrations in the impacted area.

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Inject #3
12:30

• In the midst of this, members of the media have managed to make it to campus.
• They have an interest in the fire, the possibility of explosions, and your school’s preparedness and response to the emergency.
• They are seeking out staff and students to interview.

Questions

• How have you prepared for the extended time period for sheltering students and staff?
• What should you do about the children who are feeling sick?
• What should you do about the parents who want to take additional children home?

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Questions

• What do you do about staff who want to leave to find their own families?
• When possible, how will you ensure that the entire school facility is evacuated and that everyone (including students, parents, and staff) is accounted for?
• What further actions will you take?
• What additional contingencies did you or must you now prepare for?
• What do you have in place for long-term recovery?

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Hot Wash

• How well did your EOP/Safety Plan operate and what actions will you take toward improvement?
• How well did your ICS Team operate and what actions will you take toward improvement?
• How well did your Communications Plan operate and what actions will you take toward improvement?
Hot Wash

• What can be done to improve school safety & security operations?
• What internal district-level offices were required to work together in this scenario?
• What external agencies did the Liaison Officer need to work with in this scenario?
• Are all necessary agreements in place to facilitate cooperation among agencies?

After Action Plan

• Lessons Learned:
  For an improved action plan, consider what you will:
  • Keep Doing ______
  • Stop Doing ______
  • Do Differently ________________
  • Start Doing ______
Conclusion

• What is your biggest take away today?

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