



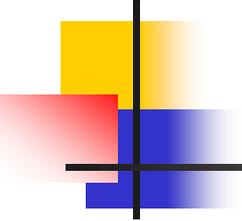
MFN

Code Amber- Missing Child

Se' t A' newey Kina'matino'kuom
(St Anne's School)

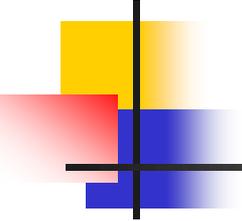
Tabletop Exercise

November 4, 2016



Agenda

- Introductions/Welcome Observers
- Why Choose a Tabletop Exercise
- Characteristics of a Tabletop Exercise
- Rules
- Purpose
- Objectives
- Scope
- Scenario/Discussion
- Debriefing



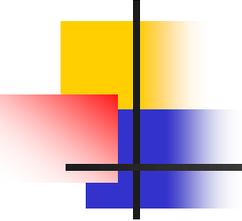
Why Choose a Tabletop Exercise?

- The focus of a tabletop exercise is to familiarize individuals with key roles, procedures and responsibilities.
- They are based on facilitated discussion and provide an opportunity for players to analyze emergency plans, policies and coordination issues.
- Enable managers/staff to review/ confirm methods for dealing with critical issues.

Characteristics of a Tabletop Exercise

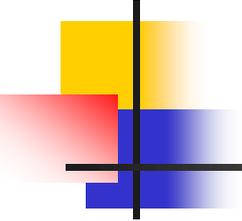
- Discussion-based.
- Facilitated group analysis of a situation.
- Conducted in an informal, low-stress environment.
- Designed for the examination of plans or policies, combined with problem solving.
- Usually deal with “what if” scenarios.
- Delivered within a structured framework.





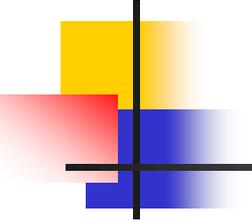
Rules

- Please turn off cell phones or set to vibrate.
- Everyone participates.
- No wrong answers.
- Everyone's opinion counts.
- Use existing policy/procedures as outlined in your emergency plans.
- Relax and Learn.



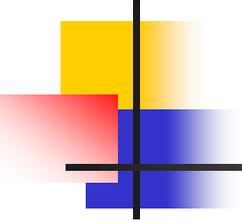
Purpose

- To assist each player to understand their role in an emergency as well as the roles of other players and how each must work together.
- To examine the ability of the emergency response partners (internal/external) to assist in responding to a Code Amber involving the school.
- To better enable school employees to prepare for and manage a Code Amber event.



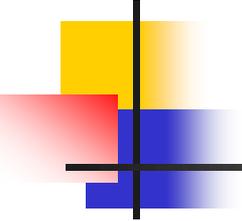
Objectives

- To examine the level of knowledge each player has regarding the school's resources and the resources/expertise of other players.
- To identify /confirm roles and responsibilities related to a Code Amber event.
- To identify and prioritize emergency response activities (contacting RCMP, RNC, School Officials etc).



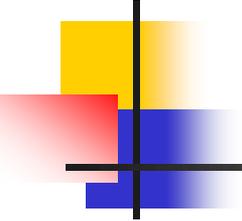
Objectives Con't

- To familiarize players with notification protocols and decision making processes e.g., activating EOC, using Incident Command System.
- Test and review Code Amber plan procedures and uncover and gaps in procedures and responses. Identify measures to address any identified gaps.



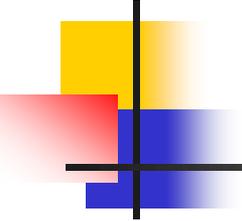
Scope

- This exercise will examine how St Anne's School will coordinate and manage a Code Amber response event that has taken place outside the community.
- This exercise will also identify resources/expertise within/external to the community and how they will coordinate a Code Amber response involving RCMP, RNC, School Officials, Parents, CRHSSC, Hotel Staff, Teachers, and Students.



Scenario

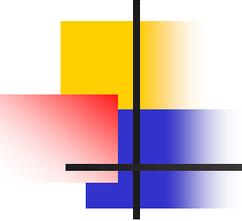
- On October 11, 2016 fourteen (14) Level II students and two teachers from St. Anne's School travelled to St. John's on a field trip to the Johnson's Geo Centre which was scheduled to take place the following day at 0900 hrs.
- Five rooms were booked at the Capital Hotel to accommodate the students and teachers.
- In one room there were four girls named Mandy, Jess, Colleen, and Glenda. These girls were all



Scenario (Con't)

aware of their 10:30 pm curfew and were all in their room by that time. A meeting time of 0800hrs was confirmed for the following morning.

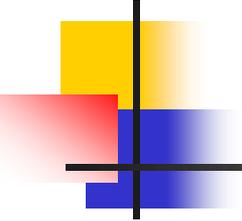
- At 0700hrs on October 12th, Jess woke up and noticed that only Colleen and Glenda were in the room. Mandy was not in the room. Thinking nothing of Mandy not being present, (as she could have gotten ready and went to another student's room), the girls preseeded to get dressed and



Scenario (Con't)

joined the group at 0800hrs in the main lobby.

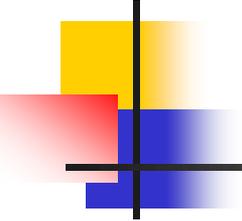
- After a determination was made that Mandy was not seen since the previous night and was not returning texts or phone calls the teachers advised Mandy's roommate Jess to return to the room and see if Mandy had returned there. Meanwhile, all Mandy's clothes still remained in the room. Her purse and coat were not there.



Scenario Discussion Points

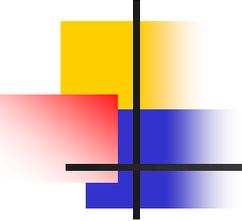
- What actions now need to be taken?
- Who undertakes those actions?
- Who is responsible for ensuring these actions take place?





Scenario Con't

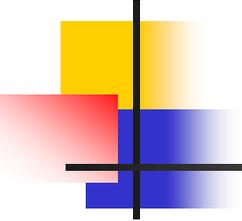
- At 0830hrs the teachers make a decision to contact the school principal to update her of the situation. She stated that she would follow-up in turn with the Director of Education and would call them back.
- At 8:45hrs the Principal and Director of Education contacted the two teachers who were with the students at the Capital Hotel.



Discussion Points (Con't)

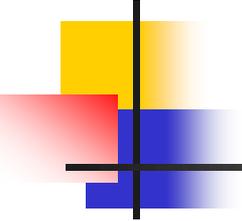


- What direction will the Principal and Director of Education provide to the teachers?
- Would a Code Amber be activated? What would this entail?
- Who would follow-up with the missing child's parents?
- Would the RCMP in Conne River be notified? Who would notify them?



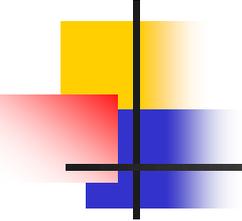
Scenario (Con't)

- What would be the RCMP's response given the missing child is was last seen in St. John's?
- How would the response of the missing child be coordinated given that the parents/school is in Conne River and child is missing hotel in St. John's?
- Who would support the teachers/students in St. John's who are concerned about Mandy?
- Who would support the parents who reside in Conne River?



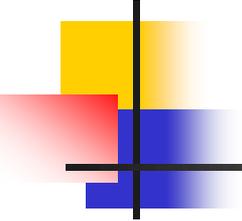
Discussion Points (Con't)

- What is the procedure for causality transport to St. Alban's Clinic, CNRHC? Who would coordinate?
- What other internal departments or external agency's would be involved at this point? (Fire Dept's, DFO, Envirement, etc).
- What factors would have to be considered in determining potential resident evauation?
- Is there a requirement to have a psychosocial response team deployed to support families and responders?



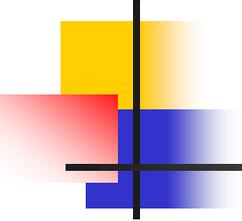
Scenario (Con't)

- At 1030 hrs Mandy still has not been located. There has been no success in reaching her by text or phone call.
- Teachers and parents are very worried. Fellow students in St. John's are now frantic as situation seems very out of character for Mandy. She is always in touch with her girlfriends by phone/text.
- What has occurred since RCMP/School/Parents were notified?



Scenario (Con't)

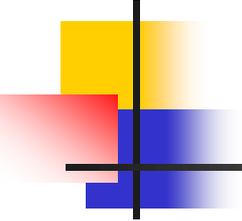
- At 1115hrs Mandy contacted her friend Jess and advised her that she left the previous night to meet up with a guy from MUN she has been texting and was interested in dating. She went to a house party with him, stayed overnight at his apartment and overslept. Aside from a hangover she was good.
- Mandy reported that her phone went dead and needed to be charged. She was calling



Scenario (Con't)

from Mike's phone. He would be dropping her back to the hotel.

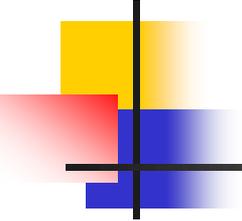
- The teacher's spoke to Mandy and she was advised to immediately contact her parents as they were notified she was missing at approximately 0835 hrs.
- The teachers contacted the School Principal, who in turn contacted the Director of Education, RCMP, and General Manager for MFN.



Discussion Points (Con't)

Recovery is a key component of a Code Amber event.

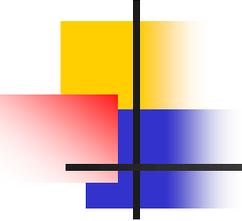
- What are some of the priority recovery efforts that should take place pertaining to this exercise scenario? Who would let these efforts?
- After a Code Amber event, would a debriefing be scheduled? Who would be invited to participate?



Exercise Conclusion

- Emergency Planning is a continuous process and is an investment that often is not realized until an incident happens.
- Departments/agencies must work together to share skill sets.
- There is only one thing more difficult than planning for an emergency – and that is having to explain why you didn't.





Questions???

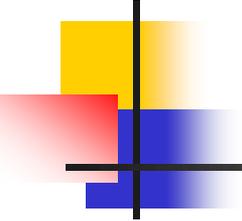
- Are there any other issues that you have identified that should be addressed?





Exercise Debriefing

- Rules:
 - Be nice
 - Don't throw pens or sharp objects
 - Be open and honest
 - Be brief



Thank – You!!

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