



Miawpukek First Nations (MFN)

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

Code White Tabletop Exercise and Education Session

February 20, 2014

The Tabletop Exercise

Why choose a Tabletop Exercise?

- The focus of a tabletop exercise is normally on familiarization 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.
- A well-structured tabletop exercise will enable managers to review or confirm mechanisms 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.
- Normally designed for the examination of plans or policies, combined with in-depth problem solving.
- Usually deal with “what if” scenarios.
- Delivered within a structured framework.

Exercise Purpose

- The exercise purpose should be captured in a broad statement which clearly identifies the aim.
- It should communicate the intent of the exercise.
- It does not contain detail on how the aim will be achieved.

Exercise Objectives

- An objective is a description of the performance expected from participants.
- Objectives provide a framework for the scenario.

Possible objectives:

- To introduce or validate a plan or policy.
- To analyze or validate a decision-making process.
- To prepare for a functional or field/mock exercise.
- To train or practice staff in emergency procedures.

Exercise Scope

- The scope identifies exactly what the exercise is to cover.
- It defines the composition and number of exercise participants.
- It limits the exercise by time, hazard type, plans to be exercised, etc.
- It must be kept manageable –neither too broad nor too complex.

Exercise Scenario

- The scenario is the “story line” on which an exercise is based. It must be:
 - realistic (believable);
 - threat-based; and
 - directly related to the exercise purpose.
- The scenario must be carefully designed to engage participants in a way that approximates real-world responses.
- It should be demanding but not overwhelming.

Exercise Participants

- There are three principal categories of exercise participants:
 - controllers (usually called “facilitators” in a tabletop exercise);
 - players; and
 - observers.
- It is important to maintain the distinction between “players” and “observers” (the terms are self-explanatory).

Post Exercise Requirements

- “Hot Wash-up” should be held at the conclusion of the exercise to capture immediate feedback from participants.
- An After Action Report (Debriefing Report) should be published approximately 4 weeks after the exercise, to identify:
 - what went well;
 - areas for improvement;

- recommendations; and
- action plan

TABLETOP EXERCISE

PURPOSE

To better enable management and staff at the Se't A' newey Kina'matino'kuom (St. Anne's School) to prepare for and manage a Code White situation.

OBJECTIVES

To develop a familiarity with a Code White response.

To identify/confirm roles and responsibilities related to a Code White response.

To identify available resources and their mobilization, as required.

To familiarize participants with notification protocols and decision making processes (internal/external).

To assess the ability to coordinate and disseminate information, in a collaborative and timely manner, within the school and to a potential external responding agency, e.g. RCMP.

NEEDS

To understand response procedures, management and staff's roles and responsibilities within the school and with an external agency, e.g. RCMP.

SCOPE

How to effectively respond to and recover from a Code White situation that impact management, staff, and the student population at St. Anne's School.

SCENARIO 1

It is approximately 12:50 pm and students are returning from their lunch break. A 17 year old male level III student arrives at his locker and appears very agitated. Several other students standing next to him start to tease and taunt him. This results in the student getting angry and kicking his locker. The teacher on duty approaches the student to determine what the commotion is about. At that point the student's anger level intensifies and he starts to shout and curse at the teacher.

Discussion Points

1. What would you say and do if you were the teacher in this situation? How would you try and deescalate the situation?
2. Would you activate a Code White? At what point? How would this be carried out?
3. What would be the roles and responsibilities of the responding Code Team members?
4. In this scenario, if you were the teacher or a member of the Code White response team what would you do if the student had a weapon, e.g. knife?

Discussion Points (Recovery)

1. What, if any, situational debriefing process would be set up?
2. Is there a requirement to have psychological first aid services offered to the teacher and the Code White response team members?
3. What, if any, follow-up would be made with the students who witnessed the situation?

SCENARIO 2

It is approximately 8:30 am and staff/students have begun to enter the school for morning classes. A mother of one of the Level II students entered the school secretary's office and requested to see the high school principal regarding a matter concerning her 16 year old daughter. The parent was advised that the principal was in a meeting and would be available in approximately 15 minutes. Apparently the waiting time was not satisfactory and the parent raised her voice and loudly stated that this wasn't satisfactory. She demanded to see the principal immediately. The secretary contacted the principal who right away went to the secretaries' office and approached the parent. Upon seeing the principal arrive the parent became very belligerent towards the her, got in her personal space, and started to shout at her, stating that her daughter was being unfairly graded by the math teacher and that something had to be done about it as they daughter was failing math because of him. When the principal requested that the parent meet with her in her office to discuss the matter, the parent became angrier and refused. Saying that she was quite content to discuss the matter where she was. In the meantime, students were outside the secretaries' office waiting to get in to see her. They had seen the entire situation unfold.

Discussion Points

1. What would you say and do if you were the secretary and principal in this situation? How would you try and deescalate the situation?
2. Would you activate a Code White? At what point? How would this be carried out?
3. What would be the roles and responsibilities of the responding Code Team members?
4. If this parent threatened the principal, as she was not happy with the response she was provided, how should the principal respond?

Discussion Points (Recovery)

1. What, if any, situational debriefing process would be set up?
2. Is there a requirement to have psychological first aid services offered to the secretary or principal and the Code White response team members, if requested?
3. What, if any, follow-up would be made with the students who observed the situation?