**Tabletop Exercise:**

**ICS, Shelter-in-Place, Building-Level Emergency Response Plan**

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| The purpose of a Tabletop Exercise is to provide an opportunity for your team to review and discuss their responses to a simulated incident and to identify the information, actions, and notifications that are needed. A Tabletop Exercise is intended to generate discussion of various issues regarding a hypothetical, simulated emergency. Tabletop Exercises can be used to enhance general awareness, validate plans and procedures, rehearse concepts, and/or assess the types of systems needed to guide the prevention of, mitigation of, protection from, response to, and recovery from a defined incident. Generally, Tabletop Exercises are aimed at facilitating conceptual understanding, identify strengths and areas for improvement, and/or achieving changes in perceptions. |

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| **Facilitator** |  |
| **Date** |  |
| *Assess the need*  **What part of your Emergency Response Plan are you testing?** | ICS Roles  Shelter-in-Place Annex  Building-Level Emergency Response Plan |
| *Define the scope*  **Participants: Who are the key people?** |  |
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| *Write a statement of purpose*  **What is the reason for the activity?** | To: understand our ICS roles during a shelter in place.  Our team will review and revise our ICS, our Shelter-in-Place annex, and our Building-Level Emergency Response Plan.  To: |
| *Define the objectives*  **What are your objectives for this activity?** | To encourage discussion among the team, and to develop recognition of coordination and planning requirements.  To: |
| *Compose a narrative/scenario*  **What is the narrative for the simulated situation?**  What story will set the stage and encourage participants to think about the problem? | Adapted from REMS EXAMPLE FOR SCENARIO-BASED PLANNING <https://rems.ed.gov/District_Scenario-BasedPlanning.aspx>  **Setting:** It is 10:05 Wednesday morning, and school is in session. The temperature is 40 degrees Fahrenheit outside, the sky is overcast, and there is a light breeze from the west.  **Incident:** A tanker truck carrying an apparent hazardous material crashes into another vehicle on the road a few blocks from the school. The truck is leaking a yellowish gas that is hovering close to the ground.  **Fact:** +2 minutes. A motorist comes upon the crash and calls 9-1-1. First responders are immediately dispatched to the incident.  **Fact:** +8 minutes. The media has begun reporting on the tanker truck crash. Family members begin to call the school office to check on the status of their children. This is the first the school has heard of the incident.  **Fact:** +10 minutes. The school office notifies the building Principal: Necessitating an Emergency Response.  The Principal assumes the role of Incident Commander and calls police dispatch to get first-hand information. Dispatch verifies the crash and that they are still gathering information, but they do not tell the school how to respond.  **Action:** +12 minutes. The Incident Commander assembles the building emergency response team and activates the ICS.  **ICS:** *(assign roles and alternates, or use previously assigned roles as per your Emergency Response Plan)*   * + - School Public Information Officer     - School Liaison Officer     - School Safety Officer     - Operations     - Operations: Nurse     - Operations: Facility     - Operations: Site Security     - Planning     - Logistics     - Finance   Due to the proximity of the crash, the school decides to take precautionary measures and implements a **Shelter-in-Place** to seal off the school from the possible contaminant**.**  Action: +13 minutes. The school principal uses the intercom system to instruct staff to immediately implement a shelter-in-place procedure and seal their rooms. |

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| *Write major and detailed events* | **What is going on?** |  |
| **Before** | **What has already occurred?** |  |
| **What is the weather?** |  |
| **Who is involved?** |  |
| **Who is affected?** |  |
| **Who has been called and/or responded?**  **What have they already done?** |  |
| **During** | **What additional problems does this situation cause?** |  |
| **What are the initial actions?** |  |
| **What additional problems do you want to consider?** | * Students outside on a field with their teacher, who is seemingly unaware of the incident. From a distance, it looks like some students might be coughing. * In the office, phones are ringing nonstop. * Fire Department Hazmat coordinator advises they are working to identify the chemical spill, the school should follow its protocols, and segregate and monitor any potentially exposed students and staff. * The road will be shut down for hours for cleanup altering bus routes. * It is almost lunchtime. * Consider student medical needs. |
| **What are possible new or cascading problems?** |  |
| **What should you do now?** |  |
| **What information do you need?** |  |
| **Who else needs to know?** |  |
| *List the expected actions* | **What would be the correct response to the issue/situation?** |  |
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| *After action review*  **After** | **What was the plan?** |  |
| **What happened and why?** |  |
| **What were our strengths?** |  |
| **What did we learn?** |  |
| **How do we improve?** |  |

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| **Follow up actions** | | |
| **Who is Responsible** | **Action** | **Due Date** |
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