

Tabletop Exercise: Shelter-in-Place

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, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Shelter-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>SHELTER-IN-PLACE is used to shelter students and staff inside the building.</p> <p>The Shelter-In-Place Annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building than outside.</p> <p>To: Our team will review and revise our Shelter-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps.</p> <p>To: <i>{consider additional reasons to conduct this activity}</i></p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: <i>{consider additional objectives for this activity}</i></p>
<i>Compose a narrative/scenario</i> 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 <p>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.</p>

	<p>Incident: A tanker truck carrying hazardous materials 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.</p> <p>A motorist comes upon the crash and calls 9-1-1.</p> <p>First responders are immediately dispatched to the incident.</p> <p>The media has begun reporting on the tanker truck crash. Family members call the school office to check on the status of their children. This is the first the school has heard of the incident.</p> <p>The school office notifies the building Principal necessitating an Emergency Response.</p> <p>The principal assumes the role of Incident Commander (as previously determined) and calls police dispatch to get first-hand information. Dispatch verifies the crash, states that they are still gathering information, and they do not tell the school how to respond.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance <p>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.</p> <p>The school principal uses the intercom system to instruct staff to immediately implement a shelter-in-place procedure and seal their rooms.</p>
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	What is going on?	
	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?	
	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • Students are 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. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> • Does everyone involved know how routes to/from the school will be impacted? • Communication with the teacher outside must occur. Is there is a safe route back into the school building? How should any student medical needs be addressed? • Parents, visitors, and bus drivers arriving at the school will need direction. • Which windows need to be sealed? Who will do this, and where are the supplies? • Will any utilities need to be shut-off? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
What information do you need?		
Who else needs to know?		

<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
<i>After action review</i>	What was the plan?	
	 What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<p><i>{Consider response improvements.}</i></p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> • Shelter-in-Place Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date

Tabletop Exercise: Hold-in-Place

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, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Hold-in-Place Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>HOLD-IN-PLACE is used to limit the movement of students and staff during a short-term incident or emergency.</p> <p>A Hold-In-Place Annex describes courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.</p> <p>The Hold-In-Place response is intended to keep students and staff out of the affected area until the situation can be rectified.</p> <p>To: Our team will review and revise our Hold-in-Place annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps.</p> <p>To: <i>{consider additional reasons to conduct this activity}</i></p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: <i>{consider additional objectives for this activity}</i></p>

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?

Setting: It is 1:05 Wednesday afternoon, and school is in session. The temperature is 20 degrees Fahrenheit outside.

Incident: A water pipe bursts, and water is leaking into the hallway near the nurse’s office and cafeteria.

A member of the staff notices a wet hallway and calls the main office. The main office dispatches the maintenance team.

The maintenance team turns off the water, but the hallway is still wet and possibly slippery.

Action: The principal assumes the role of **Incident Commander** (as previously determined) and implements a **Hold-in-Place** to keep students and staff out of the affected hallway.

The principal uses the intercom system to instruct staff to immediately implement a Hold-in-Place procedure.

The Incident Commander assembles the building emergency response team and activates the ICS.

ICS: (Assign the necessary and relevant roles and alternates for the roles, 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

<p>Write major and detailed events</p> <p>Before</p>	What is going on?	
	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?	

	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	Additional considerations: <ul style="list-style-type: none"> • How is the response initiated? • It is lunchtime. Access to and from the cafeteria is impacted. • Access to the nurse's office is impacted. Students have medical needs. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? Using Your Floor Plans and Area Maps: <ul style="list-style-type: none"> • Is your Floor Plan accurate and helpful? Consider: water shut-off information, hallway routes, accurate room numbering. • Is the Area Map accurate and helpful if first responders are called to assist? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
	What was the plan?	
	What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	Consider response improvements. Also consider improvements to: <ul style="list-style-type: none"> • Hold-in-Place Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions

Who is Responsible	Action	Due Date

Tabletop Exercise: Evacuation

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, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Evacuation Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	EVACUATION is used to evacuate students and staff from the building. The Evacuation Annex describes courses of action used to evacuate students and staff when it is unsafe to remain in the building or on the school grounds and no other response is practical. Evacuation should take place if it is determined that it is safer outside than inside the building and if students and staff can safely reach the evacuation location without danger. To: Our team will review and revise our Evacuation annex, our Building-Level Emergency Response Plan and ICS. To: {consider additional reasons to conduct this activity}
<i>Define the objectives</i> What are your objectives for this activity?	To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements. To: {consider additional objectives for this activity}

<p><i>Compose a narrative/scenario</i></p> <p>What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?</p>	<p>Setting: It is 11:05 Wednesday morning, and school is in session. The temperature is 20 degrees Fahrenheit outside.</p> <p>Incident: A water main to the school bursts, and water to the school is shut off. Students and staff are unable to wash hands, flush toilets, and the cafeteria is unable to continue meal preparation and clean up.</p> <p>Action: The principal assumes the role of Incident Commander (as previously determined) and determines that an Evacuation is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<p><i>Write major and detailed events</i></p> <p>Before</p>	What is going on?	
	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?	
<p>During</p>	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • It is lunchtime. • Students have medical needs. • A road outside the school is inaccessible because of the broken water main.

		<ul style="list-style-type: none"> • A group of students and staff are out of the building on a field trip. • Several busses are unavailable due to the field trip. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> • Does everyone involved know how routes to/from the school will be impacted? • Communication with the teachers on the field trip must occur. Is there is a safe route back to the school? • How should any student medical and toileting needs be addressed? • Parents, visitors, and bus drivers arriving at the school will need direction. • Should any utilities be shut-off? <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
<i>After action review</i>	What was the plan?	
	 What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> • Evacuation Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions

Who is Responsible	Action	Due Date

Tabletop Exercise: Lockout

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, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Lockout Annex Building-Level Emergency Response Plan Incident Command System Floor Plans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>LOCKOUT is used to secure buildings and grounds during incidents that pose an imminent threat outside of the school.</p> <p>A Lockout Annex describes courses of action to secure school buildings and grounds during an incident that poses an imminent concern outside of the school.</p> <p>Lockout is used to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.</p> <p>To: Our team will review and revise our Lockout Annex, our Building-Level Emergency Response Plan, our ICS, and our Floor Plans and Area Maps.</p> <p>To: {consider additional reasons to conduct this activity}</p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: {consider additional objectives for this activity}</p>

<p><i>Compose a narrative/scenario</i></p> <p>What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?</p>	<p>Setting: It is 11:05 Wednesday morning, and school is in session. The temperature is 60 degrees Fahrenheit outside.</p> <p>Incident: A bank near the school is robbed. The police have not found the suspect.</p> <p>Action: The principal assumes the role of Incident Commander (<i>as previously determined</i>) and determines that a Lockout is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (<i>assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan</i>)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<p><i>Write major and detailed events</i></p> <p style="text-align: center;">Before</p>	What is going on?	
	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?	
<p style="text-align: center;">During</p>	What additional problems does this situation cause?	
	What are the initial actions?	
	What additional problems do you want to consider?	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • It is lunchtime. • Students have medical needs. • A road outside the school is inaccessible because of the police activity. • Students are outside for recess and physical education class. • Students are returning on a bus from a field trip.

		<ul style="list-style-type: none"> Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> Does everyone involved know how routes to/from the school will be impacted? The teachers overseeing recess and the Physical Education teacher need direction. Parents and visitors need direction. The field trip bus drivers need direction.
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
<i>After action review</i>	What was the plan?	
	 What happened and why?	
	What were our strengths?	
	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> Lockout Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps

Follow up actions

Who is Responsible	Action	Due Date

Tabletop Exercise: Lockdown

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, identifying strengths and areas for improvement, and/or achieving changes in perceptions.

Facilitator	
Date	
<i>Assess the need</i> What part of your Emergency Response Plan are you testing?	Lockdown Annex Building-Level Emergency Response Plan Incident Command System Floorplans and Area Maps
<i>Define the scope</i> Participants: Who are the key people?	
<i>Write a statement of purpose</i> What is the reason for the activity?	<p>LOCKDOWN is used to secure school buildings and grounds during incidents in or around the school that pose a severe and/or immediate threat of violence or incidents that have the potential to escalate.</p> <p>Lockdown Annex is used to quickly ensure all students, school staff, and visitors are secured in rooms away from immediate danger.</p> <p>Lockdown is an initial physical response to provide a time barrier during an event.</p> <p>To: Our team will review and revise our Lockdown Annex, our Building-Level Emergency Response Plan, ICS, Floor plans and Area Maps.</p> <p>To: {consider additional reasons to conduct this activity}</p>
<i>Define the objectives</i> What are your objectives for this activity?	<p>To: Encourage discussion among the team, and to develop recognition of coordination and planning requirements.</p> <p>To: {consider additional objectives for this activity}</p>
<i>Compose a narrative/scenario</i>	<p>Setting: It is 1:45 Wednesday afternoon, and school is in session. The temperature is 60 degrees Fahrenheit outside.</p>

<p>What is the narrative for the simulated situation? What story will set the stage and encourage participants to think about the problem?</p>	<p>Incident: A non-custodial parent arrives at the school. The parent has texted their child and told the child to meet in the student parking lot. The SRO approaches the parent, and the parent responds aggressively and indicates they have a weapon. The student comes outside of the building and sees the SRO and parent interacting.</p> <p>Action: The principal assumes the role of Incident Commander (as previously determined) and determines that a Lockdown is necessary.</p> <p>The Incident Commander assembles the building emergency response team and activates the ICS.</p> <p>ICS: (Assign the necessary and relevant roles and alternates for the roles, or use previously assigned roles as per your Emergency Response Plan)</p> <ul style="list-style-type: none"> ▪ School Public Information Officer ▪ School Liaison Officer ▪ School Safety Officer ▪ Operations ▪ Operations: Nurse ▪ Operations: Facility ▪ Operations: Site Security ▪ Planning ▪ Logistics ▪ Finance
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<p>Write major and detailed events</p> <p>Before</p>	<p>What is going on?</p>	
	<p>What has already occurred?</p>	
	<p>What is the weather?</p>	
	<p>Who is involved?</p>	
	<p>Who is affected?</p>	
	<p>Who has been called and/or responded? What have they already done?</p>	
<p>During</p>	<p>What additional problems does this situation cause?</p>	
	<p>What are the initial actions?</p>	
	<p>What additional problems do you want to consider?</p>	<p>Additional considerations:</p> <ul style="list-style-type: none"> • How is the response initiated? • It is almost time for dismissal. • A class of students are coming back into the school from an outside physical education class held near the student parking lot. • Buses are arriving for dismissal. • Parents are arriving for pick-up.

		<ul style="list-style-type: none"> • Many students drive to school and their dismissal process is to exit the student parking lot before the busses leave. • There are after-school activities and athletic events scheduled. Visitors use the student parking lot. • One student in the physical education class needs medical attention. • A student begins recording and live streaming the incident. • Consider access and functional needs (i.e., difficulty hearing/seeing alarms, challenges with mobility, wayfinding, toileting and feeding needs, etc.) • How is the response lifted (ended)? <p>Using Your Floor Plans and Area Maps:</p> <ul style="list-style-type: none"> • Does everyone involved know which is the student parking lot, including first responders? • The Emergency Responders need to be informed about the location of incident, location of students in the physical education class, arrival routes for those coming to the building (parents, buses, visitors). • The Physical Education teacher needs direction. Is there is a safe route back into the school building? How should the situation involving the student who needs medical attention be addressed? • Parents arriving for pick-up need to be directed to an alternate location. • Bus drivers need to be directed to an alternate location. • Visitors need to be directed to an alternate location. <p><i>{Consider additional building specific problems that could occur}</i></p>
	What are possible new or cascading problems?	
	What should you do now?	
	What information do you need?	
	Who else needs to know?	
<i>List the expected actions</i>	What would be the correct response to the issue/situation?	
<i>After action review</i>	What was the plan?	
 After	What happened and why?	

	What were our strengths?	
	What did we learn?	
	How do we improve?	<p>Consider response improvements.</p> <p>Also consider improvements to:</p> <ul style="list-style-type: none"> • Lockdown Annex • Building-Level Emergency Response Plan • Incident Command System • Floorplans and Area Maps

Follow up actions		
Who is Responsible	Action	Due Date