

MARYLAND CENTER for SCHOOL SAFETY

Weekly Tabletop Exercises

Date:

Facilitator:

Participants:

Which part of your Emergency Plan are you reviewing:

Scenario: As the school secretary is wrapping up her day around 5:15, the phone rings and a distraught mother of a first-grade son with autism and a fifth-grade daughter notifies the school that her children should have gotten off the bus 20 minutes ago but have not come home. The students in question get off the bus at the last stop on the route. Because the fifth grader is able to escort her sibling home, the bus driver does not require a parent to be at pick-up/drop-off. The family is new to the area, and the school is aware from student records that there is a custody issue in progress.

The principal has left for the day. The secretary calls the transportation manager to determine where the bus is right now. Bus drivers are not permitted to use their cell phones while driving, unless there is an emergency. The transportation manager states that they will continue to try and get in touch with the bus driver.

BEFORE	DESCRIBE MAJOR DETAILS ABOUT THE INCIDENT
What are the initial actions?	
Who is involved?	
Who is affected?	
Who is responsible for responding to the situation?	



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DURING	DESCRIBE MAJOR DETAILS ABOUT THE INCIDENT
What additional problems does this cause?	
Is the situation escalating or de-escalating?	
What information do you need?	
Who else needs to know? How will you deliver this information?	

AFTER-ACTION	DISCUSS IMPORTANT DETAILS ABOUT THE INCIDENT
What was the plan?	
What were the strengths? Weaknesses?	
What was learned?	
How do you improve?	

RESOURCES



Visit SchoolSafety.Maryland.gov, go to "Resources", then "Training & Exercise"



CONTACT INFO



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Scenario: During most of the school day there have been severe thunderstorms rolling through your county. At 11 am, your phone dings with an alert that a tornado watch has been enacted by the National Weather Service. As you continue to monitor the weather the best you can via a local radio station, at 1:45 pm, your phone begins vibrating along with a loud notification alarm and an accompanying text from your local Emergency Management Department stating the following: **A TORNADO WARNING in effect until 2:30 pm EST. Tornado spotted in this area. This is a life-threatening situation. Take shelter now in a basement or interior room on the lowest floor of a sturdy building. If you are outdoors, in a mobile home, or in a vehicle, move to the closest substantial shelter and protect yourself from flying debris.** After checking the weather on a local news app, you see that a tornado has touched down approximately 10 miles away from your school. In your LEA, high school dismisses school at 2:15 pm, therefore buses have begun lining up outside of the school for the last 10-15 minutes.

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What are the initial actions?	
Who is involved?	
Who is affected?	
Who is responsible for responding to the situation?	



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DURING	DESCRIBE MAJOR DETAILS ABOUT THE INCIDENT
What additional problems does this cause?	
Is the situation escalating or de-escalating?	
How does this affect students who may need additional help?	
Who else needs to know? How will you deliver this information?	

AFTER-ACTION	DISCUSS IMPORTANT DETAILS ABOUT THE INCIDENT
What was the plan?	
What were the strengths? Weaknesses?	
Do changes need to be made to your emergency plan?	
How do you improve?	

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Scenario: 1. It is 12 P.M on a Wednesday in May, and your school has just suffered a power outage. Your P.A. system, phone system and computer network are down. 30 minutes later, you are notified that the power will be out the rest of the school day with restoration scheduled for between 4 and 6 P.M. Hallway and classroom emergency lights are functioning and provide dim illumination sufficient for student movement. Students from interior classrooms without windows are moved to perimeter classrooms with windows. Directions for this process are delivered classroom to classroom by the principal and office staff. The lack of power has affected the HVAC system and the temperature in the building begins to slowly increase. The principal initially called the central office and has been in consultation with the Superintendent. The decision is made to wait for more information from the power company as to the expected duration of the outage. The reason for this decision is because the power outage is affecting the community within a 3 mi radius, where a majority of the students live. Something to think about is: do you send children home to houses that have no electricity, and parents who may be at work?

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What was the plan?	
What were the strengths? Weaknesses?	
What was learned?	
How do you improve?	

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Scenario: A gas station robbery has gone awry near your school. The thief did not realize that an off-duty cop was in the gas station when he attempted to rob the cashier with a gun. The off-duty cop chased the assailant out of the gas station, but the assailant got away by hopping into a van that seemed to have been waiting outside. The van had very distinct images on the side of it, and the officer was able to call it in for a BOLO to be put out. The local PD called your school to make the principal aware of the escalating situation. Your school enacts a Secure status

About 30 minutes after the lockdown was put in place, the school received a call from a passerby stating that they heard about the situation on the news, and believe the van is parked in the teacher parking lot in an attempt to hide.

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Tabletop Exercise Self-Evaluation Form

Thank you for participating in this exercise. The goal of this form is to self assess your school's emergency exercise process and assess the specific scenario safety exercise effectiveness. Observations, comments, and input are greatly appreciated and provide invaluable insight that can better prepare your school against threats and hazards.

Part I: General Information

Please enter your responses in the form field.

Information
Tabletop Exercise Name and Date:
Number of Participants:
Participants' Titles:
Time Took to Complete:

Part II: Exercise Design

Please rate, by circling, on a scale of 1 to 5, your overall assessment of the exercise relative to the statements below.

Assessment Factor	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The exercise scenario was plausible and realistic.	1	2	3	4	5
Exercise participants included the right people in terms of level and mix of disciplines.	1	2	3	4	5
Participants were actively involved in the exercise.	1	2	3	4	5
The exercise provided the opportunity to address significant decisions in support of critical school safety objectives.	1	2	3	4	5
This exercise helped better prepare participants to deal with capabilities and hazards addressed.	1	2	3	4	5

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Part III: Participant Feedback

1. What were the observed strengths related to each objective being met during this exercise? Consider the element(s) contributing to the strength. Which element(s) for each strength/objective did this touch upon? The elements are: **Planning, Organizing, Equipment, Training, and Exercise.**

Strengths	Objective	Element

Other Comments (if needed):

2. What were the observed areas of improvement related to objectives **NOT** being met during this exercise? What capabilities (such as communication or transportation) do these areas relate to? Which element(s) for each improvement/objective did this touch upon? The elements are: **Planning, Organizing, Equipment, Training, and Exercise.**

Areas for Improvement	Capability	Element

3. Of the areas that could be improved, which could be addressed through updates or revisions to the school's emergency plan?

4. Of the areas that could be improved, which could be addressed through additional or supplemental staff training on the school's emergency plan?

Please give your feedback on the tabletop process to MCSS by visiting this online form:

bit.ly/TTXMCSSFeedbackForm

