



August 2024 Non-Public School Tabletop Exercise

Facilitator Briefing

Monday, July 29, 2024

Welcome and Introductions

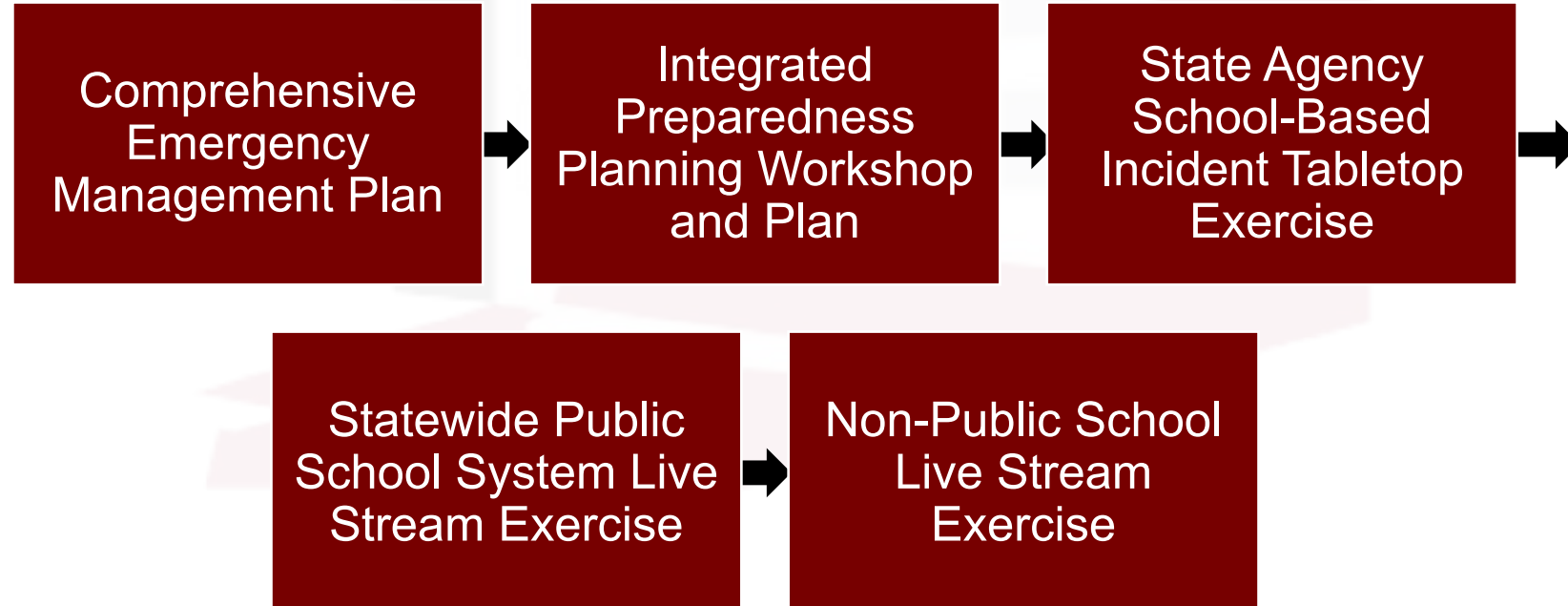


Agenda for Today

- Welcome & Introductions
- Exercise Overview & Facilitator Lead Role
- Scenario Modules & Facilitator Questions
- Exercise Summary, Admin, & Logistics
- Questions and Adjourn

Program Overview

MCSS has conducted three exercises and workshops over the last year to promote preparedness and ensure effective response in the State of Maryland during a school-based emergency.



Tabletop Exercise (TTX)

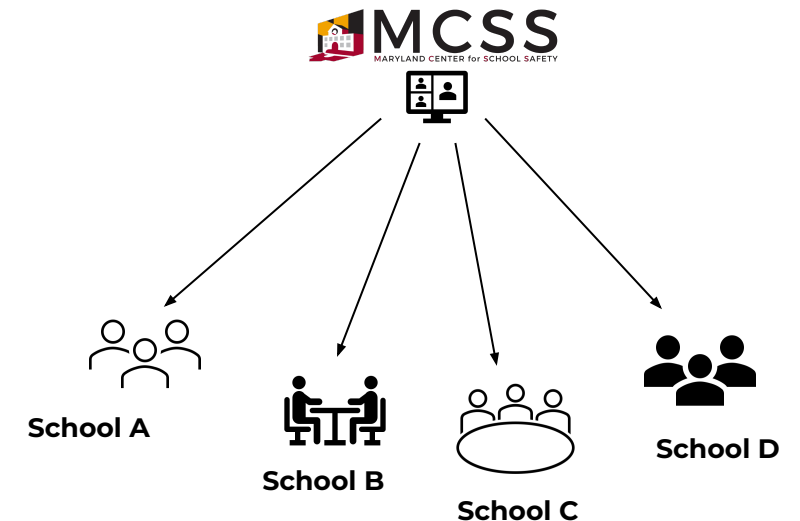
What is a TTX?

- A TTX is a discussion-based exercise where participants can use existing emergency plans to discuss response to a scenario in a no-fault environment.

How will it work?

All participants will complete the TTX in a hybrid environment:

- Each school will gather, in person, with their invited stakeholders/leadership.
- MCSS will live stream the scenario to schools.
- MCSS will describe the scenario and then pause for in-person discussion.
- After in-person discussion, all participants will conduct a group brief out on the live stream to learn from one another.



Exercise Purpose:

- To facilitate internal, on-site discussion that promotes preparedness in non-public schools.



Intended Outcomes:

- Support participants in testing existing plans, or identifying areas for future emergency planning
- Socialize existing state supports available to non-public schools
- Identify non-public school-specific capabilities and needs during emergencies

Exercise Objectives

- Help non-public schools to evaluate the effectiveness in responding to and recovering from a significant incident.
- Internally identify capabilities and gaps in order to improve plans.
- Understand resource and assistance needs in non-public schools, and the ability of the state and other stakeholders to provide support.

Exercise Ground Rules

- Short discussion after both module among local groups.
- No “right” answers - discuss all options.
- Test the plan(s).
- Accept the artificialities of the scenario.
- Make notes on your responses and be prepared to brief-out to the larger group.
- This is a self evaluation opportunity for the school.

Exercise Agenda

Time	Activity
12:45	Meeting room open, tech checks
1:00-1:15	Opening remarks, MCSS introductions,
1:15-1:30	Exercise purpose, overview, instructions
1:30-2:00	Module 1 (30 minutes)
1:30-1:35	Scenario update
1:35-1:50	School Discussion
1:50-2:00	Brief Out
2:00-2:45	Module 2 (45 minutes)
2:00-2:05	Scenario update
2:05-2:30	School Discussion
2:30-2:45	Brief Out
2:45	End Exercise
2:45-3:00	Conclusion, Closing Remarks, Next Steps

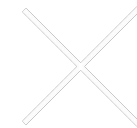
Exercise Rhythm

Scenario Introduction (MCSS Live Stream)

- Breakout: Local Group Discussion  
- Brief-out *with all groups*  

Scenario Update (MCSS Live Stream)

- Breakout: Local Group Discussion  
- Brief-out *with all groups*  



The Facilitator's Role

Before the TTX

- Ensure the right players in your school are invited
- Identify key locations for the scenario
- Review facilitator materials
- Identify a notetaker
- Coordinate the space and video conference equipment

During the TTX

- Facilitate on-site discussion
- Be prepared to brief-out to the larger group

Scenario



Scenario Introduction: Tornado Watch

- Today is **Thursday, September 26th**. It is a half-day with an early dismissal (12:30 p.m.). Staff have afternoon onsite professional development.
- Heavy rain and thunderstorms have been blanketing the area all morning.
- **11:00 am:** The National Weather Service and local weather stations issue a tornado watch for the region.

**TORNADO
WATCH**

BE READY
TO MOVE TO A
SAFE PLACE.

CONDITIONS ARE
FAVORABLE FOR
TORNADOES TO
OCCUR.

**KNOW THE
DIFFERENCE**



BE PREPARED

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Module 1: Facilitator Questions:

- What preparations does your school make prior to the expected severe weather?
- How does your school receive information about weather-related threats?
 - Who is responsible for monitoring these alerts?
- What systems are available that can facilitate information sharing and coordination among your school and relevant stakeholders?
- What guidance does your school expect from local or state authorities?

Optional Facilitator Questions

- How does the incoming storm change your school's operations?
 - Is there sufficient information to warrant a change in the current normal operating status?
 - Would any emergency operations or other plans be initiated or reviewed at this time?
 - Who would make this decision, and how would it be communicated?
 - Are there external stakeholders who should be notified if you have enacted a change in your school's operating status?
 - Are parents notified?
 - If so, how are they notified?
- Are there any messages or communications from your city, county, neighboring counties, or state that your school would be monitoring?
- Would your school choose to communicate with staff about this impending storm?
 - Does your plan outline communication procedures?
 - With whom would you communicate at this time (e.g., senior staff only, supervisors, all staff, others)?
 - How would communications be disseminated? Are there any technology redundancies?
 - Does your school have pre-determined messaging for this kind of event?

Scenario Update: Tornado Warning

- **11:45 am:** The National Weather Service and local weather stations have upgraded their weather forecast and have now issued a tornado warning until 12:20 pm. The school immediately takes action to ensure student safety.
- **11:50 am:** The school begins to receive calls from concerned parents on what they should do. Some parents are enroute to the school or already in the parking lot. Two buses are also onsite for the early dismissal.



Scenario Update: Tornado Warning

- **12:05 pm:** Staff report a loud train noise passing. Students remain in a secure location while it is confirmed the storm has passed. No students or staff are injured.
- **12:15 pm:** Staff confirm the school building is secure, but a satellite location (portable, gym, or wing of the building) has sustained damage to the roof.
- **12:30 pm:** Students are safely dismissed for the day. Some students' transportation is late due to debris in the roads.
- **1:30 pm:** It is confirmed that the damaged location will require repair.



Module 2: Facilitator Questions

- What actions would this updated information prompt, if any?
- What information are you sharing within the school?
 - To whom will this information be disseminated, and how will it be delivered?
 - How are you coordinating with transportation providers outside of your county?
- Who are you contacting outside of the school (first responders, parents, state resources, organization/enterprise POCs)?
- Would your school activate an emergency plan at this time?
 - What would trigger activation?

Optional Facilitator Questions

- Would school administration consider releasing students and teachers early or in a different manner?
 - How much time ahead of an event like this would be required for adequate dismissal?
 - What is the best way for school leadership to communicate an early dismissal to staff? What are the current protocols, expectations, and mechanisms for this instance?
 - How would your school handle individual requests for early release?
 - How are these early releases approved, communicated up the chain, or tracked?
- What information from the city, county, or state might automatically trigger your school to activate your emergency operations plan?
- What factors would impact your decision to close school?

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Summary

AFTER ACTION REPORT INFORMATION

Lessons Learned	
What went well?	
What were areas for improvement?	
What additional trainings and/or exercises are warranted and for whom?	
What changes to the Emergency Operating Plan and Procedures are warranted?	

Next Steps

- Follow-up with exercise invitations, noting that your school participants will be in-person
- Confirm location with technology
- Test connectivity, camera, speakers, etc.
- Establish a “parking lot” to note outstanding issues and topics for future discussion
- Optional:
 - Conduct an internal onsite Hotwash following the exercise, and/or develop an After-Action Report using the AAR tool

Materials Coming To You

For the facilitator viewing ONLY

- The slides from this presentation
- A blank summary document for you to use on August 22nd that will include the injects

To share with appropriate personnel

- Invite and Information Sheet
- Communication samples for after the event

Questions, Comments, & Additional Needs:



Thank you for participating!