



School-Based Incident Tabletop Exercise

Date: August 22, 2024, from 1:00-3:00 pm

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 Objectives

- Help non-public schools to evaluate the effectiveness in responding to and recovering from a significant incident.
- Internally identify capabilities and gaps 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 modules 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.

Module 1 Facilitator's 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 Module 1 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?

Module 2 Facilitator's 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 Module 2 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 impact your school?

factors would decision to close