



Department of
Education



SCHOOL: LEVEL I

— Crime in Community —

Tabletop Exercise Definition

A tabletop exercise is a discussion-based exercise where participants are presented a scenario and using their emergency operations plan, they discuss roles and responsibilities, resources, and communications.

Purpose of a Tabletop Exercise

1. Enhance awareness and understanding of the emergency operations plan and specific roles and responsibilities.
2. Validate and test policies, plans, and procedures.
3. Identify strengths and areas for improvement.

Overview of Roles

Facilitator

1. Assign the role of the recorder.
2. Provide initial scenario and updates.
3. Lead participants through questions and discussion.
4. Assign any after-action activities to be completed.

Participants

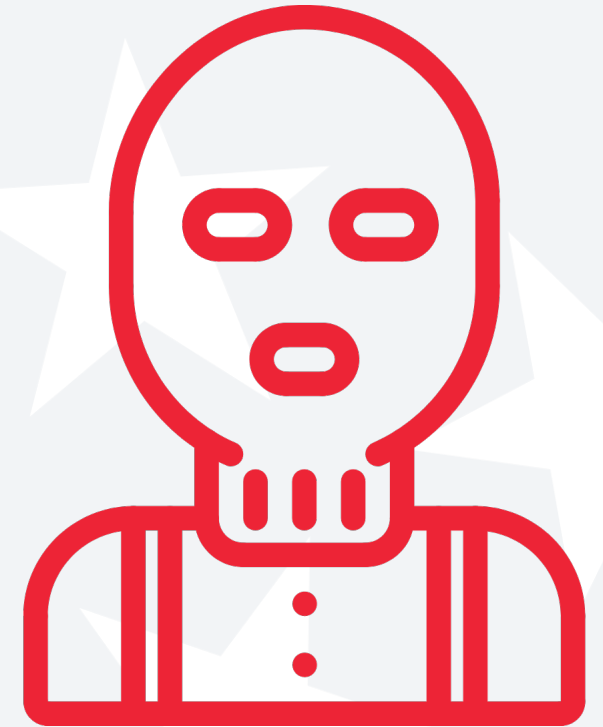
Using their Emergency Operations Plan and previous training as reference, participate in discussion, ask questions, and provide thoughtful feedback.

Recorder

Take notes of the tabletop discussion, capturing all feedback, participant questions that still need to be addressed, or any after-action responsibilities that are assigned.

Scenario Statement

At noon, the school receives notice that a **nearby convenience store was robbed at gunpoint** and the suspect may still be in the area.



Questions

1. What are your initial actions?
2. Who will be involved?
3. What notifications and/or communications need to be conducted?





Update No. 1

The end of the school day is approaching and **the robbery suspect has not been apprehended** yet.

Questions

1. What decisions need to be made in terms of dismissal and after school activities?
2. How are updates being communicated to families?



Update No. 2

A decision to delay dismissal by one hour has been made by the district and communicated to parents. Law enforcement has announced that the **subject has been apprehended**. Buses are beginning to arrive to school.

Questions

1. How are you organizing dismissal?
2. How are you supporting communication to staff, students, and families?



After Action Questions

1. Did your emergency plan have all the information you needed for responding to this scenario? If not, what revisions are needed?
2. Did your plan adequately account for any special needs of students and staff to respond to this scenario?
3. Were there any training needs identified from this scenario activity?
4. Are there specific resources, relationships, or memorandums of understanding (MOUs) that need to be obtained or established to support this type of response?