



Department of  
**Education**



# SCHOOL: LEVEL II

— Hazardous Material Release —



# 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 scribe.
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.

## Scribe

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 1:50 PM the school is notified by E-911 of an overturned truck one mile from the school with a **hazardous chemical venting into the air**. The wind direction indicates the airborne chemical is traveling toward your school. School officials have issued a shelter-in-place. Parents and bus drivers are out front for dismissal pick-up.

# Questions

1. What are your initial actions?
2. Who will be involved?
3. What will you do with the parents and bus drivers that are outside?
4. What communications will be needed and who will disseminate the communication to all stakeholders?
5. How will Incident Command be established? How does this process involve school personnel?

# Update No. 1

At 2:30 pm, you receive an update that the **shelter-in-place** will likely extend to 4:00 pm.



# Questions

1. What additional actions will be taken?
2. What will your school safety team members do during this scenario?
3. How will you provide continual communication to parents?





## Update No. 2

A third-grade teacher reports on her radio that **5 students in her classroom are feeling nauseous and dizzy**. She rechecked her area and found a window that is cracked open.



# Questions

1. What actions will be taken?
2. If you are unable to get EMS support, who within the school might provide aide?
3. Are there communications required?



# 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 special needs of students and staff to respond to this scenario?
3. Were there any training needs identified from this scenario?
4. Are there specific resources, relationships, or memorandums of understanding (MOUs) that need to be obtained or established to support this type of response?