# SimulAlert®

## School Lockdown Tabletop Exercise – Facilitator Guide

**Exercise Title:** Rapid Lockdown & Coordinated Response

**Duration:** 60–90 minutes

**Exercise Type:** Discussion-based tabletop (no physical drills)

## Objectives

- Practice rapid threat recognition and lockdown activation
- Evaluate communication flow across staff and administration
- Test accountability procedures for students and staff
- Assess coordination with law enforcement and first responders
- Identify gaps in policies, training, or technology
- Improve situational awareness and command decisions

## 1. Scenario Overview (Facilitator Read-Aloud)

It is [Day] at 10:18 AM during 3rd period. Classes are in session and hallways are moderately occupied. Front office receives a report that an unknown adult entered through a side door behaving erratically. Moments later, a loud argument is heard near the science wing and a possible weapon is observed. The situation is unclear but potentially dangerous.

## 2. Participants & Roles

- Principal (Incident Commander), Assistant Principal, Safety Director/SRO, Front Office Manager
- Teachers, Counselor/Student Services, Facilities/Maintenance, IT/Communications
- Law enforcement liaison, District communications officer, EMS (discussion roles)
- Facilitator to guide injects, keep timeline, and capture notes

## Phase 1 — Recognition (0–5 min)

**Teacher reports suspicious individual near science wing.**

**Discussion Prompts**

- Who decides whether this becomes a lockdown?
- How is the alert triggered?
- How quickly can staff be notified?
- How do substitutes or visitors receive the message?

**Expected Actions**

- Immediate verification call
- Lockdown decision within 30–60 seconds
- Mass notification initiated
- Office calls 911

# Phase 2 — Lockdown Initiation (5–10 min)

**Office hears yelling and multiple reports come in.**

**Discussion Prompts**

- How is lockdown communicated?
- What wording is used?
- How do teachers know it's real vs drill?
- Who contacts law enforcement?

**Expected Actions**

- Lockdown alert triggered campus-wide
- Teachers secure doors/lights/cover
- Admin establishes command location
- SRO moves to intercept/report

# Phase 3 — Classroom Response (10–20 min)

**Students are in hallways and cafeteria.**

**Discussion Prompts**

- How are students outside rooms managed?
- Who sweeps hallways?
- How is cafeteria secured?
- How are special needs students assisted?

**Expected Actions**

- Pull students into nearest room
- Lock/barricade and quiet protocol
- Attendance check begins
- Staff accountability reporting

# Phase 4 — Accountability & Communication (20–35 min)

**Law enforcement requests accountability status and maps.**

**Discussion Prompts**

- How is accountability gathered?
- How long does it take?
- How is info shared with police?
- Who manages parent communications?

**Expected Actions**

- Roll call or digital check-in
- Central dashboard or command log
- Updates shared with responders
- District handles parent messaging

# Phase 5 — Extended Incident (35–50 min)

**Rumors spreading and parents calling.**

**Discussion Prompts**

- Who handles inbound calls?
- What message goes to parents?
- How prevent misinformation?
- Staff stress management?

**Expected Actions**

- Pre-scripted parent notification
- Single communication channel
- Front office triage
- Continue lockdown until cleared

# Phase 6 — All Clear & Recovery (50–60 min)

**Police clear the building.**

**Discussion Prompts**

- Who gives All Clear?
- How is reunification handled?
- How are students supported emotionally?
- What documentation is required?

**Expected Actions**

- Formal all-clear message

- Controlled release
- Counseling available
- After-action documentation

## 4. Evaluation Criteria

| Metric | Notes |
|---|---|
| Time to recognize threat | |
| Time to initiate lockdown | |
| Time to account for students | |
| Communication clarity | |
| Coordination effectiveness | |
| Safety procedures | |
| Situational awareness tools | |

## 5. After-Action Review (AAR)

- What worked well
- Challenges or gaps
- Policy improvements needed
- Training needs
- Technology gaps
- Action items with owner and due date

## 6. Technology Enablement Discussion (Optional)

- Would faster physical alert activation reduce delay?
- How could color-coded alerts improve clarity?
- How could administrators see classroom status in real time?
- Would first responder guidance maps help?