

# **‘School Closing’**

## **Table Top Exercise (TTX)**

### **Observer’s Role**

**An Independent Observer must be impartial and objective in his/her evaluation of the value of the Tabletop Exercise (TTX). Within 7 working days after the completion of the TTX, the Observer is required to report the results of the TTX to the Centers for Disease Control and Prevention (CDC) via the CDC Management Information System (MIS). Format for the observation / report is attached. Access to MIS will be at the State level only. Content of the Observer’s report will include an overall assessment of the value of the exercise, to include the presence or absence of appropriate leaders for the conduct of the TTX and any other pertinent feedback on the exercise itself. Additionally, details of discussion / conclusions on specific categories of policy input / implications will provide critical information for CDC’s input to National Policy formulation. Be as specific as possible – length of the report will be determined by the amount of pertinent information captured (see also the attached ‘data capture’ guidance).**

# School Closing Tabletop Exercise (TTX) Observer's Report

A.	<b>Overall General Information and Comments on Conduct of the Exercise:</b> 1) Name of Entity Exercised; City, State, Zip Code 2) Comment on the presence or absence of appropriate leaders. 3) General comments on the overall assessment and value of the exercise.
B.	<b>Policy Input / Implications – <u>When Schools Need to be Closed:</u></b>
C.	<b>Policy Input / Implications – <u>What Specific Schools &amp; Day Cares Need to be Closed:</u></b>
D.	<b>Policy Input / Implications – <u>What is the Duration of School Closings:</u></b>
E.	<b>Policy Input / Implications – <u>Secondary &amp; Tertiary Impacts of School Closings:</u></b>
F.	<b>Other Remarks as Appropriate (i.e., realization of necessity for updating Plans, etc.):</b>
G.	<b>Name, Title, Address, Phone # and Email Address of Independent Observer:</b>

# School Closing Tabletop Exercise (TTX) Observer’s Report

## Background Guidance on Policy Issues – Data Capture

(The questions below should alert to policy decisions needing to be captured.)

<b>A.</b>	<b>Overall General Information and Comments on Conduct of the Exercise:</b>
<b>B.</b>	<b>Policy Input / Implications – <u>When Schools Need to be Closed:</u></b> Who has the authority and what ‘triggers’ will he/she use for decision making? Who has authority over private institutions & what level? (Secondary, University? etc.) What is role of State concerning labor unions with schools during prolonged closure? What advisors and what role will they play in assisting in making the decision? What State laws apply and to whom do they delegate authority to? What role do participants feel Federal education regulations will play in the decision? When will the ‘re-open’ decision be made? (Who makes the decision?)
<b>C.</b>	<b>Policy Input / Implications – <u>What Specific Schools &amp; Day Cares Need to be Closed:</u></b> Who has authority to close local day care centers? Who has the authority to close private schools locally? Who has the authority to close private schools state-wide? Who has the authority to close Public Universities? Who has the authority to close Private Universities? What level of authority can reverse the decision and ‘re-open’ a facility?
<b>D.</b>	<b>Policy Input / Implications – <u>What is the Duration of School Closings:</u></b> What is the ‘threshold’ for reopening a school? What is the policy for local re-openings? What is the effect on transmission rate of re-opening of schools? Locally? Adjacent areas? What effect does long-term closure have on student progress for graduation? What effect does long-term closure have on school funding? Will funding be the major factor on duration and re-opening of schools? What plans for alternative learning scenarios, i.e., distance, home-based, internet, etc?
<b>E.</b>	<b>Policy Input / Implications – <u>Secondary &amp; Tertiary Impacts of School Closings:</u></b> What other ‘school-based’ services will need to be curtailed? What other ‘school-based’ services can be modified to work within the closure order? What is the interaction between local emergency planners & education authorities? What plans are in place for ‘telework’ for any of the major employers? What policies are in place for liberal leave for staying home to care for children? What emergency services may be affected due to employees staying home with children? What law enforcement policies are anticipated to deal with ‘unofficial gatherings’? Who will decide to close Churches? What procedures are in-place for messaging to preclude panic and to announce changes?
<b>F.</b>	<b>Other Remarks as Appropriate (i.e., realization of necessity for updating Plans, etc.):</b>
<b>G.</b>	<b>Name, Title, Address, Phone # and Email Address of Independent Observer:</b>

