

Tabletop Exercise

Bomb Threat:



Agenda

- Introductions
- Exercise Continuum
- Today's Tabletop Scenario
- Discussions
- Hot Wash (Debrief)
- Action Planning
- Closure



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Rules of the Road

- Creativity/Group Problem Solving
- Use the knowledge and information available in the room
- Active Thinking
- Active Listening
- Active Participation
- Respect – challenge ideas, not people
- Reality Check – make the exercise real for you.

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Introductions



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The Exercise Continuum

Briefly:

- Drills
- **Tabletop Exercises**
- Functional Exercises
- Full-Scale Exercises

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Tabletop Exercises

- Simulate an emergency situation in an informal, stress-free environment.
- Initiate discussion of emergency guidelines.
- Focus on training and familiarization with roles, guidelines, and responsibilities.

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How a Tabletop Works

- A scenario-based discussion is guided by a facilitator;
- Problems talked through without stress;
- Observe offer feedback on the proceedings
- Policies, procedures, plans, and guidelines are discussed and updated.



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Tabletop Success

Participants leave with:

- A positive learning experience
- Organizational learning
- Improvement action planning
- More effective policies, plans, and guidelines
- Improved preparedness



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Exercise Guidelines

- This exercise is designed to test the preparedness of the district/school to respond to a multi-agency, multi-site emergency event.
- Following the exercise, there will be a debriefing time, aka a “**Hot Wash**”.
- Each participant will be given the opportunity to share his/her views on what worked well and what needs to be addressed in additional planning, training and/or drilling



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Guidelines (Continued)

- LEA policies and existing safety plan(s) govern all activities relating to the emergency event.
- The facilitator will serve as the exercise referee and provide any official interpretation of the exercise rules.
- From time to time, there will be **injections** into the scenario. These are intended to further assess response to the exercise scenario.

This is designed to be a learning experience for all.



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Purpose

- To examine current policies, procedures, resources and actions in the context to a response to an earthquake in a district/school setting
- To promote greater understanding and ability to apply NIMS/ICS principles to your setting
- To make improvements as identified as an outcome of the exercise



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Objectives

- To evaluate policies and procedures... your plan
- To evaluate command and control including communications procedures
- To identify resources needed vs. available
- To identify training needs
- To identify needed improvements and create an action plan to address those needs



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Situation Demographics **Overview:**

For today's exercise, your LEA/school has:

- Number of schools/facilities
- Types of schools/facilities
- Athletic facilities
- Student population
- Employee population



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First Responder Resource **Overview**

The first responder resources immediately available to your school, include but are not limited to:

- Police
- Fire
- EMS



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Risk Assessment

Overview:

Known threats and hazards to your district and school:

- Natural _____
- Biological _____
- Technological _____
- Adversarial/Human _____

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Scenario – Setting the Stage

- It is **9:30** a.m. on a beautiful, clear, chilly autumn day.
- Today is a typical day of classes in the 2nd quarter of the school year.
- Students are busy with their classes, moving from one class to another.
- Semester finals are getting closer, and there's a full moon.

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Scenario

9:30 a.m.

- A call comes into the school office.
- An unidentified caller indicates that there will be a bombing of the school today.
- The caller identifies some specific features of the building, but does not say where the device is located.
- He also lets the staff person know that this is not a typical robo-call.

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Questions

- What do you need to know?
- How do you find the information?
- What does your EOP/Department Policy direct?
- What does your staff person say or do to the caller?
- What are you going to do?

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Inject #1

9:32 am

- The school person gestures that there is something wrong.
- She writes a note which says: Bomb threat.”
- The anonymous telephone caller indicates that he is going to hang up.
- She asks questions to keep him on the phone.

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Questions

- What do you do?
- What does your staff person do?
- Is she prepared to do this?
- What do you need to know?
- How do you find the information?
- What does your EOP/safety plan direct?
- What are you going to do?

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Questions

- What is your primary concern in this situation?
- What actions will you take?
- What contingencies did you or must you now prepare for?
- What is your ICS structure?
- Do you activate your incident command at this point?

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Questions

ICS Structure

- Who is the Incident Commander?
- Who is the Public Information Officer?
- Who is the Liaison Officer?
- Who is the Operations Chief?
- What other ICS positions will you activate and who will fill them?



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Inject #2

9:36 am

- While your staff person is on the phone, you receive a communication from the district office.
- There have been several robo-call bomb threats received across the district.
- You are advised that they are hoaxes.
- Meanwhile, the caller is becoming more agitated, the threat more specific.
- Your staff person is visibly frightened.



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Questions

- What happens next?
- What actions have you taken to deal with this incident in-progress?
- What do you need to know?
- What do you need to do?
- What do you tell your district PIO?
- What actions does your PIO take?



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Inject #3

10 min. later - 9:46

- Your staff person has now been on the phone for more than 10 minutes.
- She is trying hard to keep her composure, to keep the caller on the line, and to let *you* know he is saying.
- He tells her that the bomb will go off at 10:30.
- In the meantime, you have been in contact with both your PIO and local law enforcement.



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Questions

- What happens next?
- What actions have you taken to deal with this incident in-progress?
- What do you need to know?
- What do you need to do?
- How long do you have to decide what to do next?



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Inject #4

5 min. later – 9:51

- You are told that your threat appears to be different from all of the others.
- Law enforcement, and 1st responders are in rout, responding.
- The caller indicates that he knows this, and is pleased that they have been contacted.
- He says that he may have to move his time up.
- He also says that he is not afraid to die today.



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Inject #4

2 minutes later/9:53 am

- The caller is still on the phone.
- A vehicle driven by a young man on a cell phone drives onto campus.
- He drives onto the paved entryway to the school, stopping close to the main entrance.
- A bomb explodes.

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Inject #4

2 minutes later/9:53 am

- The building is heavily damaged and is on fire.
- Casualties both ambulatory and non-ambulatory are present.

While the situation is still emerging:

- Television and print press are also arriving on campus.
- Some parents have also begun to arrive on campus.

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Questions

- What do you need to know?
- What do you need to do?
- What is the incident command going to do to deal with this rapidly expanding complex incident?
- What resources will the police and first responder agencies bring - and how?



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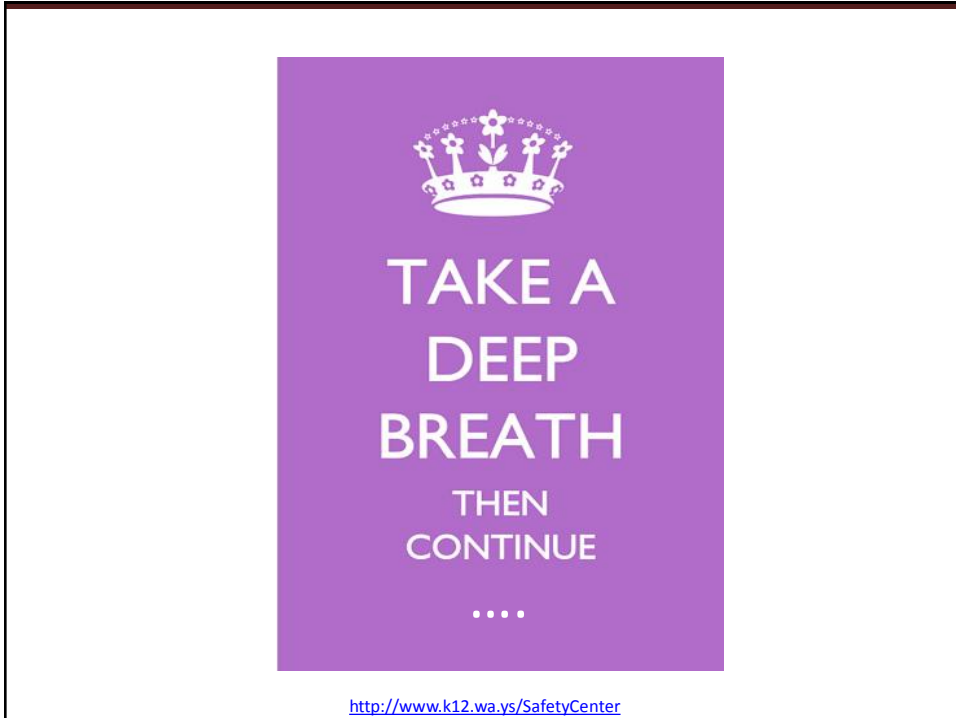
Scenario – Inject # 5

2 hours later

- The injured have been cared for and removed.
- Federal, state, and local responders are on scene.
- No additional devices have been found on campus, and the fire is under control.
- Press, parents, students and staff are seeking information.



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Hot Wash

- How well did your EOP/Safety Plan operate and what actions will you take toward improvement?
- How well did your ICS Team operate and what actions will you take toward improvement?
- How well did your Communications Plan operate and what actions will you take toward improvement?

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Hot Wash

- What can be done to improve campus police/security operations?
- What internal district offices were required to work together in this scenario?
- What external agencies did the PIO need to work with in this scenario?
- Are all necessary agreements in place to facilitate cooperation among agencies?

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Questions

- What are you going to do during the recovery stage of this incident?
- Can you accomplish this with your current level of
 - Planning
 - Training
 - Resources
 - Situational awareness

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After Action Plan

- Lessons Learned:
For an improved action plan, consider what you will:
 - Keep Doing _____
 - Stop Doing _____
 - Do Differently _____
 - Start Doing _____

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Conclusion

- What is your biggest take away today?



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