

# Tabletop Exercise

## School Spirit / Hazing:



## 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.
- Observers 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 Narrative

4:15 pm

- It's late Thursday afternoon, but the principal is still in the office.
- It's spring. The school year is coming to a close.

In the meantime:

- John Doe, an underclassman, has been picked up by seniors and taken to a local park as part of an initiation.
- The seniors are a part of the "Trolls-n-Trogs", a popular but non-school sanctioned spirit group that cheers at the school's football games and other events.
- There will be several dozen teens involved in the initiation event.

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## Narrative (Continued)

- Doe and several other boys are blindfolded, and taken to the park where they are stripped down to their underwear.
- To start the initiation, they are given large quantities of alcohol, some are fed marijuana.
- They are made to do embarrassing things. If they resisted, they are punished.
- The punishment consists of lashing, spankings, or proddings with various items.

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## Narrative (Continued)

- In the meantime, while the situation is building, the school principal gets the first of a series of texts with information about what is happening to his students.
- Details are sketchy; however, the sender alludes to the events and to the location.
- The texts also suggests that the younger boys are in danger.

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## Questions

- What do you need to know?
- How do you find more information?
- Does the district or school have policies or procedures for incidents like this?
- What does your EOP/Safety Plan call for?
- What are you going to do?
- Who will you communicate with?
- Will you communicate with staff in the building?

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## Inject #1

(4:50 pm)

- Events in the park begin to get fairly noisy.
- Neighbors close to the park begin to hear loud laughter. This is interspersed with screams.
- Someone calls the police. “We heard what sounded like someone staple gunning someone and screaming,” one neighbor later reported.
- Some of the youth must have realized that the neighbors were aware.
- They all pile into the many cars parked around the park and drive off to a new location.
- The principal is also made aware of this via text.

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## Questions

- What do you need to know now?
- How do you find the information?
- What are you going to do now?
- Who needs to know?
- How will you communicate with those who need to know?
- Do you have the campus security? If yes, what kind? Are they available?

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## Inject #2

(5:35 pm)

- As the initiation continues at the new location, some of the younger boys are brutally beaten.
- Cell phones are used to document the events. Graphic pictures are posted on social media.
- The anonymous texter sends a brutal picture to the principal. He recognizes his student, John Doe.

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## Questions

- What do you need to know *now*?
- How do you find the information?
- Who do you call?
- How do you share your texts?
- Is there a need to activate your Incident Command?

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## ICS Structure Questions

- 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 #3

(5:55 pm)

- Before too long, both the police *and the principal* arrive at the new scene.
- Most of the older boys – and some of the younger boys - disburse as quickly and stealthily as they possibly can.
- The adults recognize jerseys and jackets from *several* local high schools, not just *one* school.
- However, they are not able to identify most of the individuals.

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## **Inject #3**

(5:55 pm)

- Many of the younger students who were left behind require medical treatment, some immediate first aid.
- Many are obviously intoxicated; others high.
- There are cuts, bruises, and welts.
- There is evidence that some have been sexually assaulted.
- There are many students who are absent from school on Friday, the next day.

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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?
- Who do you contact at this point?
- How do you contact them?

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## Inject #4

(Ongoing Follow-up)

There has been a lot of talk about:

- Traditions and community expectations
- The ongoing investigations
- Social Media
  - Texts
  - Subsequent S-M postings
  - Posted Pictures
- Liability issues
- Discipline

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## Inject #4

(Two Weeks Later)

- Students and friends of the victims have expressed disappointment that the school banned the “Trolls-n-Trogs” spirit group for the following year.
- “Those guys shouldn’t have had to go through that and then have them take it away. It got out of hand one year. It’s been a tradition forever,” said one of the members of the football team.
- He added that if *he* had been selected for the spirit group, he would have quit the football team. “Instead of football, I would rather be a part of that Trolls-n-Trogs group.”

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## Inject #4

(Two Weeks Later)

- In commenting on their treatment by the older boys, John Doe said, "They used PVC pipes, headless golf clubs, and flour and maple syrup. They peed on us and stuff."
- He added that he hadn't told the older students to stop beating *him* because he wanted to be a part of the spirit group.
- Doe said, "I don't think those guys should be in trouble that could just ruin their lives."
- He said, "It's just tradition."


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## Questions

- What happens next?
- What actions have you taken to deal with an incident like this?
- What do you need to know?
- What do students need to know?
- What does the community need to understand?
- What do you need to do?

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TAKE A  
DEEP  
BREATH  
THEN  
CONTINUE  
....

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**Hot Wash**



KEEP  
CALM  
AND  
DEBRIEF

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## Hot Wash

- What can be done to improve safety & security?
- What internal school district offices are required to work to address such a situation?
- What external agencies will the district and school need to work with?
- Are all necessary agreements in place to facilitate cooperation among agencies?

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## Hot Wash

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

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## Hot Wash

- What are you going to do to recover from such an incident?
- How long can you anticipate the recovery process lasting?
- How would you handle community response/backlash?
- Can you accomplish this with your current level of
  - Planning
  - Training
  - Resources
  - Situational awareness

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## 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 was your biggest take away today?



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