

Tabletop Exercise

Rampage Shooter:



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

Last day of the school year

- Jackie is a 16 year old sophomore at Puget Sound HS. He is very bright, well liked, and has earned good grades through middle school, into high school.
- Jackie's interests lie in both drama and health care.
- For the past two years, he has been in a couple of school plays, and is a member of the Health Career Club.
- He has a lot of friends.
- Jackie stops in the office to say goodbye before beginning his vacation. *He's excited!*
- This is the summer his father promised to take the family on a dream vacation.

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Narrative

The start of the new school year

- Summer passes. Jackie returns for his junior year.
- There has been a marked change in both his appearance and his attitude. Always a cooperative student, he has become very argumentative.
- During one of the year's first Health Club meetings, he gets into a verbal altercation with another student.
- The teacher breaks up the argument, but instead of apologizing for his behavior, Jackie swears and storms out of the meeting.

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Questions

- Do you find out about this situation?
- How do you find out about the information?
- What do you need to know?
- What does your EOP/Safety Plan address something like this?
- What are you going to do?

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Inject #1

(Late September/early October)

- Jackie has quit the Health Club.
- One day at approximately 1:15 in the afternoon, Jackie goes to the main office. He wants to see the nurse. He says he has a bad headache.
- The principal is sympathetic and mentions that he hasn't seen much of him lately. Jackie responds is that he doesn't care about school much anymore.
- Over the next few weeks, Jackie stops in the office more and more. Each time his complaints are more vague.

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Inject #1

(Late September/early October)

- One day when Jackie shows up in the office, the principal again starts a conversation.
- Jackie is withdrawn, reluctant to talk.
- After several attempts to get him to talk he finally opens up:
 - Jackie's dad canceled their summer trip and his parents separated.
 - Jackie now lives with his mother and only sees his father every other weekend.

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Inject #1

(Late September/early October)

- You also find out that:
 - He girlfriend broke up with him and started going out with his buddy.
 - He did not get a part in the upcoming school play.
 - Right now, he thinks school sucks!
- Jackie says that he is so upset and angry that he wishes he – and everyone - would all just die.
- In follow-up conversations with his friends, they report that he has been posting some “weird s***” on his social media pages. They are worried.

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Questions

- What do you do?
- What does your EOP/safety plan call for?
- Who needs to know?
- How will you communicate with those who need to know?
- What are your next steps?

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Inject #2

(Monday of the following week)

10:45: A series of popping noises that sound like fire crackers is heard.

- A few seconds later, there is a loud noise that shakes the building.
- The office staff run out into the hall to see if they can determine where the popping came from.

10:46: There are more popping sounds.
Someone is shooting a gun.

- The students are running in the halls. Some are screaming, some crying.

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Questions

- What do you need to know *now*?
- How do you find the information?
- What does your Safety Plan direct?
- What actions will you take?
- Do you activate your ICS incident command?
- What is your ICS structure?
- What are you going to do?

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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

(10:47 am)

- There is screaming coming from the other end of the hallway.
- There is another loud bang, obviously some sort of a bomb.
- The PA system announces a lockdown.
- People are running through the halls; some fall onto the floor.
- Smoke begins to fill the hallway.
- Two staff members run toward the office.
- They think the shooter is Jackie.

- You can hear sirens and loud horns in the distance. They are getting closer and closer.

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Questions

- What happens next?
- What actions have you taken to deal with this incident in-progress?
- What is happening inside the school?
- What will happen once law enforcement arrives?
- What do you need to do?
- Who do you contact?
- How do you contact them?

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Inject #4

(2 minutes later/10:49 am)

- Law enforcement and first responders have arrived.
- The police send in a contact team.
- The team moves throughout the school looking for the shooter.
- They hear more gun fire and move towards the sound of shots.
- The team makes contact the shooter.
Gun fire is exchanged.
The shooter neutralized.

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Inject #4

(2 minutes later/10:49 am)

- The media has arrived and is busy interviewing staff and especially students outside the school.
- Families are also arriving on campus.
- Initial report:
 - 9 dead: 2 staff, 7 students, including Jackie;
 - 35 staff and students wounded, several with life threatening injuries;
 - Serious damage.

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Questions

- What happens next?
- What is happening inside the school?
- How is incident command working?
- What is happening outside the school?
- What do you need to know?
- What do you need to do?
- What are your first, next steps?

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Inject #5 (Next)

- In the coming hours, days, weeks, and beyond, even as response continues, recovery begins and continues:
 - Grief and loss
 - Reporters
 - Makeshift memorials
 - Funerals
 - More permanent memorials
 - Empty desks
 - Reconstruction
 - And more ---

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Questions

- How is the incident command going to deal with the aftermath of this extremely complex incident?
- What do you need to know?
- What do you need to do in the short term?
- What do you need to do in the mid- and long term?
- What is your recovery plan?
- What happens next?
- How are *you*?

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TAKE A
DEEP
BREATH
THEN
CONTINUE

....

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Hot Wash



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Hot Wash

- What can be done to improve safety and security?
- What internal school district departments and offices are required to work together?
- What external agencies need to be involved?
- Who will the liaison officer 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 this incident?*
- *How long can you anticipate the **recovery** process lasting?*
- *Have you built **recovery** into your safety plan?*
- 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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