

# Active Shooter Tabletop Exercise

---

## Situation Manual

This Situation Manual provides exercise participants with the necessary information for their roles in the exercise. The exercise scenario is a fictitious storyline designed to encourage and facilitate coordination among schools, law enforcement, and other partners.

Joint Comm. On Kansas Security  
November 7, 2013  
**Attachment 7-1**

**THIS IS AN EXERCISE!**

## EXERCISE OVERVIEW

<b>Exercise Name</b>	Active Shooter Tabletop Exercise
<b>Exercise Dates</b>	<ul style="list-style-type: none"><li>• October 28, 2013 – Pittsburg</li><li>• October 30, 2013 – Garden City</li><li>• November 6, 2013 – Manhattan</li></ul>
<b>Scope</b>	This exercise is a tabletop exercise (TTX) planned for 1-4 p.m., following a morning training session on best practices from law enforcement and school leaders. Exercise play is limited to school officials, law enforcement, emergency management, and other response partners.
<b>FEMA Core Capabilities</b>	<ul style="list-style-type: none"><li>• Operational Coordination</li><li>• On-Scene Security and Protection</li></ul>
<b>Scenario</b>	A scheduled meeting with the school care team and a student's parents goes awry and becomes violent. The father retrieves a firearm from his vehicle and begins shooting inside the school.
<b>Sponsors</b>	<ul style="list-style-type: none"><li>• Kansas Highway Patrol (KHP)</li><li>• Kansas Center for Safe &amp; Prepared Schools (KC-SPS)</li><li>• Kansas Juvenile Officers' Association (KSJOA)</li><li>• Kansas Division of Emergency Management (KDEM)</li></ul>
<b>Points of Contact</b>	<ul style="list-style-type: none"><li>• Major Jason DeVore, KHP Special Operations, <a href="mailto:jdevore@khp.ks.gov">jdevore@khp.ks.gov</a></li><li>• Capt. Rick Peters, KHP Troop S-SRT, <a href="mailto:rpeters@khp.ks.gov">rpeters@khp.ks.gov</a></li><li>• Lt. Robert Keener, KHP Troop S-SRT, <a href="mailto:rkeener@khp.ks.gov">rkeener@khp.ks.gov</a></li><li>• Technical Trooper Chris Bowling, KHP Troop S-SRT, <a href="mailto:cbowling@khp.ks.gov">cbowling@khp.ks.gov</a></li><li>• Master Trooper Matthew Mullen, KHP Troop F-Wichita, <a href="mailto:mmullen@khp.ks.gov">mmullen@khp.ks.gov</a></li><li>• Dr. Bob Hull, KC-SPS, <a href="mailto:hull@olatheschools.org">hull@olatheschools.org</a></li><li>• Jerry Tenbrink, KC-SPS, <a href="mailto:jerry.tenbrink@ksag.org">jerry.tenbrink@ksag.org</a></li><li>• Cait Purinton, KDEM, <a href="mailto:cathleen.e.purinton.nfg@mail.mil">cathleen.e.purinton.nfg@mail.mil</a></li></ul>

## GENERAL INFORMATION

### Exercise Objectives

- All exercise participants will identify and evaluate their roles and responsibilities in response to a school-based incident in their community.
- All exercise participants will assess gaps in current plans, policies, and procedures, and identify corrective actions to integrate those plans with community partners.
- Law enforcement will identify the proper tactical procedures in response to a school-based incident, in accordance with current training standards and best practices.
- School officials will discuss the protocols to initiate lock-down procedures upon awareness of an active shooter threat and coordinate those procedures with the tactical law enforcement response.
- All exercise participants will assess the need for future joint training and exercises to address all-hazards with whole community partners.

### Participant Roles & Responsibilities

- **Players:** Players are personnel who have an active role in discussing or performing their regular roles and responsibilities in response to the incident presented in the scenario.
- **Facilitator:** A Lead Facilitator will provide situational updates and additional information to the Players.
- **Table Moderators:** Moderators will be assigned to each table group of Players. Moderators will help guide the Players' discussions to ensure the exercise objectives are met successfully.

### Exercise Structure

All Players will receive the same information at the same time. Each module begins with a scenario update provided by the Lead Facilitator that summarizes key events occurring within that time period.

- **Module 1:** Incident Notification
- **Module 2:** Response Actions
- **Module 3:** Immediate Aftermath

After each update, Players will review the situation and engage in group discussions of appropriate response issues. There is not an expectation that you answer every question. The questions are provided as a guide for your table group and are designed to provide you with discussion topics for future meetings and exercises with your community partners when you leave the exercise today.

After the group discussions, Players will engage in a plenary discussion in which a spokesperson from each group will present a synopsis of the group's discussions.

## **Exercise Guidelines**

- Previous experience with real-world incidents may be a factor in how exercise participants respond to the scenario and discussion questions. All exercise participants should be sensitive and respectful of previous traumatic experience of others.
- This exercise will be held in an open, low-stress, no-fault environment. Varying viewpoints, even disagreements, are expected.
- Respond to the scenario using your knowledge of current plans and capabilities (i.e., you may use only existing assets) and insights derived from your training.
- Decisions are not precedent setting and may not reflect your organization's final position on a given issue. This exercise is an opportunity to discuss and present multiple options and possible solutions.
- Issue identification is not as valuable as suggestions and recommended actions that could improve response efforts. Problem-solving efforts should be the focus.

## **Exercise Evaluation**

- Players are encouraged to use the Participant Worksheet to document corrective actions and lessons learned identified during the exercise. (A copy is provided in this Situation Manual.) The Situation Manual and Participant Worksheet are tools to assist participants with developing a collaborative process among local partners (e.g., schools, law enforcement, emergency management, EMS, etc.) to plan and prepare for an act of school violence.
- After the exercise, Players will be asked to complete Feedback Forms to identify strengths and areas of improvement from the exercise. (A copy is provided in this Situation Manual.) Your feedback, coupled with observations and notes from the Facilitator and Moderators, will be used to evaluate the exercise and compile an executive summary that will be presented to public policy-makers, including the Governor and other key leadership positions.

## MODULE 1: INCIDENT NOTIFICATION

### Scenario Update

Mid-terms have just been released, confirming that Mary is having increased difficulties in school. Today, her situation will be reviewed before the school's Care Team. Her mother, step-father, and biological father have been invited to the meeting. This is the first meeting of the day for the Care Team at Sunflower Elementary School. According to the school's most recent records, all parents have a court order to shared custodial arrangement and rights.

The meeting is held in the conference room adjacent to the main office. Dad arrives first for the meeting and sits in the conference room with members of the Care Team. As Mom and Step-Dad arrive, Mom presents a letter from her lawyer indicating Dad no longer has custodial rights and there is an impending restraining order not allowing Dad to be within 1000 feet of her.

It is obvious this is new information for Dad. The Step-Dad and Mom become loudly vocal and out of control, and demand Dad be removed from the school before the meeting begins. While Dad is sitting in his chair trying to respond to these accusations, Mom and Step-Dad back him into the corner and begin to physically assault him. The scene is quickly becoming out of control.

Suddenly, Dad breaks free and runs out of the building toward the parking lot. He charges back inside with gun and additional magazines. He enters the office, where the Principal is attempting to calm down Mom and Step-Dad, and fires multiple shots. The Principal is wounded. The school secretary dials 911.

### Group Discussion

Participate in a group discussion concerning the issues raised thus far. There is not an expectation that you answer every question. The questions are a guide for your table group and are designed to provide you with questions to ask of your community partners when you leave the exercise today.

#### All Functional Groups

- What are you doing to build relationships between the school and community first responders throughout the year? What challenges do you face?
- Do any of your priorities or response procedures conflict with another functional group at your table? How do they conflict?
- What school resources are available to help you in this situation (e.g., SRO)?

#### Functional Group – Schools

- What are your emergency notification procedures for an incident at the school? Who makes the notifications? Who do you notify and in what sequence?
- Do you have redundant systems in place for emergency notifications? Would you call 911 from a landline or a cell phone? Do you have cell phone reception inside the school

to call for help? Does your jurisdiction's dispatch center require that the caller stay on the line?

- What proactive measures for building security do you have in place during normal business? Do the exterior doors lock automatically?
- What precautionary steps could you have taken prior to the Care Team meeting? Would you have called 911 prior to Dad leaving the meeting room? Why or why not?
- What warning and alert systems do you have in place within the school? Would you alert other buildings in the school district? If so, how?
- Would you use the PA system in this situation and what would you say? Who can use the PA system to make an announcement? Who has access to it?

### **Functional Group – Law Enforcement**

- How are you notified of the event (other than dispatch)? What are your initial actions upon arriving on scene?
- What is your department's average response time?
- Does the first arriving officer wait for backup before entry? Why or why not? What if backup is 60 seconds to 2 minutes away?
- How many officers do use for an entry formation? What formation do you use, and why?
- How familiar are you with the school's layout and breach points? How are you gaining entry to the building?

## MODULE 2: RESPONSE ACTIONS

### Scenario Update

Contact has been made with 911, and law enforcement is en route. Lockdown procedures have been initiated at the school.

Meanwhile, Dad sprints to his daughter's 3rd grade class room. He enters the classroom and draws his gun on the 23 students and 2 teachers inside the room. He fires additional shots, and screaming is heard coming from the classroom.

### Group Discussion

Participate in a group discussion concerning the issues raised thus far. There is not an expectation that you answer every question. The questions are a guide for your table group and are designed to provide you with questions to ask of your community partners when you leave the exercise today.

#### All Functional Groups

- What are your response actions at this point? Are these guided by procedures, policies, and/or protocols?
- How does your response to the situation change if Dad had taken hostages (e.g., barricaded in the classroom) or if you find a suspicious package or device?
- What information do you have (realistically) at this point? What information do you need and from whom? How are you going to get it? How quickly can you get it?

#### Functional Group – Schools

- If you hear gunshots, what do you do? Are substitute teachers and itinerant staff members trained and/or knowledgeable of your school's emergency procedures?
- Do your emergency protocols include sounding the fire alarms? Why or why not? What would you do when a fire alarm is activated to evacuate during a lock-down situation?
- What are the procedures for an all-clear on the lock-down? How is that information communicated? Who receives those messages?
- If law enforcement is entering your school in an emergency situation, are your interior classroom doors clearly marked so it would be visible and easily understood to law enforcement? Are hallways marked? How are they marked?

#### Functional Group – Law Enforcement

- If you're not the first officer on scene, what is your strategy? If you have extra time, what gear would you grab? What do you have in your vehicle? What is your weapon selection?
- How does law enforcement know where to go inside the school to find the shooter? How do you move toward the shooter? If you do not hear shots or cannot pinpoint where it's coming from, how do you know where to go?

## MODULE 3: IMMEDIATE AFTERMATH

### Scenario Update

Dad, taking his daughter Mary with him, leaves the classroom and fires shots at anyone he sees entering the hallway as he attempts to escape. As he and Mary run down the hallway, officers enter the building, locate Dad, and fatally shoot him. There are gunshot victims throughout the building, including the main office, conference room, classroom, and hallways. It is not known how many victims or the extent of their injuries.

### Group Discussion

Participate in a group discussion concerning the issues raised thus far. There is not an expectation that you answer every question. The questions are a guide for your table group and are designed to provide you with questions to ask of your community partners when you leave the exercise today.

### All Functional Groups

- Who is in charge of the incident/scene at this point?
- What are your priorities actions at this point?
- How are you notified the shooter is no longer a threat? Who makes that determination? How is that information communicated? Who is it communicated to?

### Functional Group – Schools

- What are your priorities actions at this point? What are your immediate responsibilities/priorities to the children and staff?
- How do you manage the children and staff upon receiving notice the shooter is no longer a threat?
- What responsibility do you have to law enforcement at this time?
- What are the roles and responsibilities of your building's Crisis Management Team at this point? What elements of your Crisis Management Plan would you activate?

### Functional Group – Law Enforcement

- What other first responding agencies do you need to coordinate with at this point? What are the priority actions of those agencies?
- At what point do you transition to the investigative stage?



## PARTICIPANT WORKSHEET

Use this space to document your ideas and questions to follow-up on when you leave today. This is a tool for you to take home and continue to build relationships in your community.

Corrective actions to be considered / completed:	Responsibility assigned to:

Questions / issues to be asked / addressed:	Primary follow-up contact:

**After this exercise, what is one thing I plan to share with staff from my organization?**



## FEEDBACK FORM

Please take a moment to complete this evaluation. Your responses will be valuable in planning future training and exercises and guiding overall program activity.

### Part I: Morning Session Presentations

Please rate each of the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<b>“School Violence Awareness” with Master Trooper Matt Mullen</b>					
The training was informative and useful.					
The length of the presentation was appropriate.					
The presentation reached the intended goals.					
The facilitator was effective and well-organized.					
<b>“Assumptions, Challenges, and Changes in School Safety &amp; Preparedness” with Dr. Bob Hull</b>					
The training was informative and useful.					
The length of the presentation was appropriate.					
The presentation reached the intended goals.					
The facilitator was effective and well-organized.					
<b>“Active Shooter Law Enforcement Response” with Lt. Robb Keener</b>					
The training was informative and useful.					
The length of the presentation was appropriate.					
The presentation reached the intended goals.					
The facilitator was effective and well-organized.					

**7-11**

**Part II: Afternoon Session Tabletop Exercise (TTX)**

Please rate each of the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The handout materials were pertinent and helpful.					
Exercise participants included the right people in terms of mix of disciplines.					
Participants were actively engaged in the exercise.					
The facilitators/moderators were effective and well-organized.					
The exercise increased my understanding and familiarity of the response capabilities and resources in my community.					
What actions will you initiate as a result of today's training and exercise?					
What challenges may hinder your actions?					
What additional information or training would be helpful?					
Are there any questions not answered during this event?					
Additional comments:					
Optional Information					
Name	Agency/Organization		Phone/Email		