[Insert Cover Picture]

High School Active Shooter Tabletop Exercise

Situation Manual

[Insert Date]

**\*[Insert Caveat]\***

This Situation Manual (SitMan) provides exercise participants with all necessary tools for their roles in the exercise. Some exercise material is intended for the exclusive use of exercise planners, facilitators, and evaluators, but players may view other materials that are necessary to their performance. All exercise participants may view the SitMan.

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# Exercise Agenda

| Start Time | End Time | Activity |
| --- | --- | --- |
| 7:45 a.m. | 8:30 a.m. | Registration |
| 8:30 a.m. | 8:45 a.m. | Welcome and Participant Briefing |
| 8:45 a.m. | 9:45 a.m. | Module One: Pre-Incident Information Sharing |
| 9:45 a.m. | 9:55 a.m. | Break |
| 9:55 a.m. | 10:55 a.m. | Module Two: Incident Response |
| 10:55 a.m. | 11:05 a.m. | Break |
| 11:05 a.m. | 12:05 p.m. | Module Three: Short-Term Recovery |
| 12:05 p.m. | 12:30 p.m. | Hot Wash |

*\*All times are approximate*

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# Exercise Overview

|  |  |
| --- | --- |
| **Exercise Name** | High School Active Shooter Tabletop Exercise (TTX) |
| **Exercise Dates** | [Indicate the start and end dates of the exercise] |
| **Scope** | This exercise is a TTX planned for [insert exercise duration] and will focus on [insert scope].  This exercise was developed using materials created by the Cybersecurity and Infrastructure Security Agency (CISA) for a CISA Tabletop Exercise Package (CTEP). |
| **Mission Area(s)** | Prevention, Protection, Mitigation, Response, and Recovery [Select appropriate Mission Areas] |
| **Capabilities** | * Community Resilience * Health and Social Services * Infrastructure Systems * Intelligence and Information Sharing * Mass Care Services * On-Scene Security, Protection, and Law Enforcement * Operational Communication * Operational Coordination * Planning * Public Health, Healthcare, and Emergency Medical Services (EMS) * Public Information and Warning * Risk Management for Protection Programs and Activities * [Insert additional Capabilities as needed] |
| **Objectives** | 1. Examine pre-incident threat intelligence, information sharing, and notification and communication procedures between public and private sector partners. 2. Evaluate response procedures to an active shooter event at a high school with a focus on Incident Command Systems (ICS) / National Incident Management System (NIMS), mass care services, coordination and communication, and evacuation and shelter-in-place procedures. 3. Assess recovery and continuity plans in the aftermath of an active shooter incident with a focus on prioritizing health and social services (including behavioral health) in the community and reunification. 4. [Insert additional exercise objectives as necessary] |
| **Threat or Hazard** | Active Shooter |
| **Scenario** | An interactive, discussion-based exercise focused on an active shooter threat at a high school. The scenario consists of three modules: Pre-Incident Information Sharing, Incident Response, and Short-Term Recovery. |
| **Sponsor** | [Insert the name of the sponsor organization, as well as any grant programs being used, if applicable] |
| **Participating Organizations** | [Please see Appendix A.] |
| **Point of Contact** | [Insert the name, title, agency, address, phone number, and email address of the primary exercise point of contact (POC) (e.g., exercise director or exercise sponsor).] |

# General Information

## Exercise Objectives and Capabilities

The exercise objectives in Table 1 describe the expected outcomes for the exercise. The objectives are linked to capabilities, which are the means to accomplish a mission, function, or objective based on the performance of related tasks, under specified conditions, to target levels of performance. The objectives and aligned capabilities are guided by senior leaders and selected by the Exercise Planning Team (EPT).

| **Exercise Objectives** | **Capability** |
| --- | --- |
| Examine pre-incident threat intelligence, information sharing, and notification and communication procedures between public and private sector partners. | * Intelligence and Information Sharing * On-Scene Security, Protection, and Law Enforcement * Operational Coordination * Risk Management for Protection Programs and Activities |
| Evaluate response procedures to an active shooter event at a high school with a focus on ICS / NIMS, mass care services, coordination and communication, and evacuation and shelter-in-place procedures. | * On-Scene Security, Protection, and Law Enforcement * Operational Communication * Operational Coordination * Planning * Mass Care Services * Public Information and Warning * Public Health, Healthcare, and EMS |
| Assess recovery and continuity plans in the aftermath of an active shooter incident with a focus on prioritizing health and social services (including behavioral health) in the community and reunification. | * Community Resilience * Infrastructure Systems * Health and Social Services |
| [Insert additional objectives as necessary.] | * [Insert additional capabilities as necessary.] |

Table 1. Exercise Objectives and Associated Capabilities

## Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are as follows:

* **Players** have an active role in discussing or performing their regular roles and responsibilities during the exercise. Players discuss or initiate actions in response to the simulated emergency.
* **Observers** do not directly participate in the exercise. However, they may support the development of player responses to the situation during the discussion by asking relevant questions or providing subject matter expertise.
* **Facilitators** provide situation updates and moderate the discussion. They also provide additional information or resolve questions as required. Key EPT members also may assist with facilitation as subject matter experts (SMEs) during the exercise.
* **Moderators** are responsible for admitting and signing in all participants to the virtual exercise, monitoring the chat area for questions and / or issues, and controlling participant audio.
* **Data Collectors** are assigned to observe and document the discussion during the exercise, participate in data analysis, and assist with drafting the After-Action Report (AAR).

## Exercise Structure

This exercise will be a discussion-based, facilitated exercise. Players will participate in the following three modules:

* Module One: Pre-Incident Information Sharing
* Module Two: Incident Response
* Module Three: Short-Term Recovery

## Exercise Guidelines

* This exercise will be held in an open, no-fault environment wherein capabilities, plans, systems, and processes will be evaluated. 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 jurisdiction’s / 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 [insert mission area] efforts. Problem-solving efforts should be the focus.
* The assumption is that the exercise scenario is plausible, and events occur as they are presented. All players will receive information at the same time.

## Exercise Evaluation

Evaluation of the exercise is based on the exercise objectives and aligned core capabilities. Players will be asked to complete a participant feedback form. These documents, coupled with facilitator observations and evaluator notes, will be used to evaluate the exercise and then compiled into the AAR / Improvement Plan (IP).

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# Module One: Pre-Incident Information Sharing

## Scenario

## [Insert location]

### [Insert Month, Day, Year]: [Insert time]

It is a few days before homecoming at your school, and students and staff are arriving early to help set up decorations. One student pulls a teacher [or insert school resource officer (SRO), if applicable] aside to notify them that another student has posted disturbing messages on social media about wanting to hurt students and teachers at the school. The posts link articles about previous school shootings and cite those as motivation.

The teacher immediately follows school protocols and reports the incident to school administration. Law enforcement responds to the student’s home, where a parent says their child left for school that morning. While searching the student’s bedroom, officers discover articles describing the Columbine school shooting and plans for a similar incident.

## Discussion Questions

1. What tools and / or methods does your school or school district use to collect information on possible threats to your institution?
2. Do students have a way to report, other than to a teacher, suspicious behavior they find on social media?
   1. Are students aware of how to do so? What education do they receive on reporting suspicious behavior online?
   2. Is the reporting anonymous?
   3. Who will receive these reports?
   4. Would law enforcement be made aware of these threats?
   5. What is the threshold for reporting student mental health concerns to local law enforcement?
3. Does your school participate in a School Resource Officer (SRO) program or have established arrangements for school patrols?
   1. If so, what information sharing procedures do the officers use with other schools in the district or state?
   2. Who is responsible for contacting your SRO or on-site officer? How quickly does this occur during an emergency?
   3. What would you be expecting from your SRO or on-site officer at this point?
4. What does your school do with the information found when speaking with the student’s parents?
   1. What does law enforcement do with this information?
5. What would school officials be expecting from local, state, and federal government in response to this threat?
   1. Would law enforcement choose to search the student’s home?
   2. If law enforcement finds nothing unusual at the student’s home, does that change the school’s security position at all?
      1. What communication would occur with internal and external stakeholders? Would this include communication with parents at the school?
   3. If law enforcement does find concerning evidence at the student’s home, indicating he is planning an attack on the school, how is this communicated back to the school?
      1. What does the school do in response to this substantiated threat?
      2. What communication must occur with internal and external stakeholders?
6. Does your school or school district have established threat assessment procedures?
   1. What, if any, threat assessment team has your school or school district implemented?
   2. Are your faculty and staff trained on privacy protection mandates such as the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA)?
7. What actions would your school or school district take in response to this incident from a security standpoint?
   1. Does your school or school district conduct threat-based training, such as for active shooters or other threats?
   2. Does your school partner with your state’s education agency for training opportunities?
8. What mental health resources are available within your school for students who have posted threats and are struggling with their mental health?
   1. Are there additional resources within the greater school district that can be leveraged for these students?
   2. How can students and their families access these resources, either proactively or once the social media post is identified?
9. What programs or policies does your school have to foster an inclusive environment and assist at-risk students?
10. What steps does your school or school district take to mitigate bullying?
    1. What about cyberbullying?

# Module Two: Incident Response

## Scenario

### [Insert Month, Day, Year]: [Insert time + 2 hours]

An unidentified individual with two large duffle bags is seen entering [insert school name], where classes are currently taking place.

Soon after, loud “popping” noises and screams are heard coming from a hallway on the first floor. The suspect enters classrooms one by one and begins firing a rifle indiscriminately at anyone he sees. Hearing the shots and screams, students and staff in other classrooms begin turning off lights, barricading doors, and hiding. Many students are seen fleeing the building, and several of them are covered in blood and appear to be in shock. The gunman leaves the first floor through a stairwell and proceeds to walk up the stairs towards the second floor.

Local 911 operators receive calls from students and staff reporting popping noises, screaming, and flashes of light. The callers are frantic and do not provide a detailed description of the threat.

Additionally, posts begin trending on social media from students frantically reporting their experience both inside and outside of [insert school name]. Some of the 911 calls and social media posts indicate that there might be more than one shooter in the building.

## Discussion Questions

1. What plans, policies, and procedures does your school have to respond to an active shooter event?
   1. What are your school’s immediate actions / priorities?
2. What does your school’s active shooter training program entail?
   1. How are school staff trained to respond in an active shooter incident?
   2. Who provides this training?
   3. Does the school run active shooter or lockdown drills for all students to participate in? How often?
   4. What type of cross-training is conducted with other outside stakeholders, including with first responders?
   5. How does your school encourage students, staff, and families to take individual steps to prepare for a potential active shooter incident?
3. What are your school’s lockdown procedures?
4. Does your school have an Emergency Operations Plan (EOP)?
   1. If so, have the appropriate partners, including local first responders, collaborated on and received the EOP? How is the plan updated?
   2. How does your school’s EOP address an active shooter?
   3. How do you verify that everyone understands their roles and responsibilities as outlined in the plan?
   4. Based on this scenario, are there any concerns that would inhibit implementing the school’s active shooter plan and procedures?
5. What types of security measures and / or protocols, including security operations and physical infrastructure, exist to facilitate school safety?
   1. Do you have surveillance cameras?
   2. Is the camera footage actively monitored and / or shared with law enforcement?
   3. How is access to the school controlled?
   4. What physical screening systems does your school employ?
   5. Are all doors lockable with an automated system or by physical means only?
6. What level of security / law enforcement is at your school daily, if any?
   1. Are they armed or unarmed?
   2. What are their responsibilities?
   3. How do response protocols differ between security and law enforcement?
   4. What type of training and coordination takes place between staff, security, and law enforcement regarding active shooter response?
   5. Who manages this security / law enforcement team at the school?
7. Given the situation, what protective measures would you adopt at this point, if any?
8. In terms of securing the scene, what are the immediate priorities?
   1. What plans, policies, or procedures exist to maintain the safety of your students and staff during initial response efforts?
   2. Do these plans address accessibility concerns for shelter sites and evacuation routes for those with access and functional needs and / or language needs?
   3. Do these plans address those students who may not be with staff or in a classroom?
9. How would your school establish a command structure to coordinate your immediate response efforts?
   1. Is there a single individual (or position) within your school who would make leadership decisions?
   2. Who are your key internal and external partners, and how would your school incorporate them into this command structure?
   3. How can your school coordinate with private and public partners to ensure a unified response effort?
10. What resource gaps could limit your school’s ability to respond to an active shooter?
    1. What community resources and aid agreements could compensate for these resource gaps?
    2. How would resource needs be prioritized in the event of a secondary attack?
    3. Do you have plans for students, staff, and visitors to evacuate, lock down, or shelter-in-place?
    4. Do your staff and your local first responders have access to the building schematics and other pertinent information regarding locations of locks and access controls?
    5. Would existing plans notify local first responders on where students and staff are likely to be sheltering or evacuating?
    6. Do your staff and your local first responders know the location of public address systems, security cameras, and alarm controls?
11. How would a fire alarm activation complicate an active shooter response?
    1. What elements of response would be negatively impacted (e.g., alerting active shooter, procedure implementation, etc.), and how?
    2. Is there redundancy set up in school communications in case the primary communications systems fail?
12. What are the established alert and notification protocols to alert students, school staff, visitors, and parents to an active shooter threat?
    1. Who is in charge of enacting these protocols?
    2. What communication method(s) is / are used to disseminate the alert (e.g., intercom announcement, email, radios, other information sharing platforms / devices)?
    3. Is a code system used?
    4. Does your school use pre-scripted or automated messaging that would expedite critical communications?
    5. Does your school have age-appropriate messaging for this type of incident?
    6. Can your communications methods communicate with students and staff who have language or access and functional needs requirements?
    7. Are your communications protocols known and accessible to staff and your local emergency responders who may need to implement these protocols?
13. How would response agencies be alerted?
    1. Who is responsible for alerting them?
    2. What information is included in the message to these stakeholders (e.g., building, floor, room number, physical description of the shooter, direction of movement, weapons, number of victims and injuries)?
14. What plans, policies, and procedures does your school have in place to guide your internal and external communications strategies?
    1. Who are your internal and external partners?
    2. What information should your school release to them at this time?
15. What protocols are in place to alert nearby business, neighborhoods, and organizations to an incident?
    1. Who is in charge of enacting them, and how are they alerted?

## Scenario Update

### [Insert Month, Day, Year]: [Insert Time + 15 minutes]

Within 15 minutes of the original gunfire, local law enforcement officials arrive on-scene. First responders from local law enforcement, fire rescue, and EMS also begin to arrive on-scene.

Looking for the gunman and any accomplices, police begin a systematic search of the building and call for the local special weapons and tactics (SWAT) team to respond and help. A shooter barricades himself inside a second-floor stairwell and hears police activity below. Once he sees SWAT on the second-floor landing, he fatally shoots himself.

Rescue operations begin to help the victims. As the SWAT team is clearing the area, law enforcement secures the area to allow EMS to begin triage of victims.

## Discussion Questions

1. How quickly can law enforcement arrive on-scene?
   1. Does your jurisdiction have a Rescue Task Force (RTF) capability?
   2. How familiar is law enforcement with the school layout?
   3. What responder access considerations have been incorporated to facilitate coordinated and effective response?
2. What are law enforcement’s immediate actions and priorities as they arrive on school grounds?
3. Would responding agencies establish an incident command structure?
   1. How would your school integrate into the command structure?
   2. Does your status as a public / private institution shape that role?
   3. Are your school personnel trained on incident command procedures?
   4. Who are the key decision makers at this point?
   5. Does your school cross-train with local law enforcement on incident command procedures?
   6. If applicable, what is the role of your school district, the district authorities, and public officials?
4. How would school security or law enforcement integrate with local response agencies?
5. What plans, polices, and procedures does your school have in place to guide response efforts at this point?
   1. How have your priorities shifted since th initial response?
6. If applicable, does your school district have specific plans for all schools within the district?
7. Are there other organizational command structures that would be established? Consider elements such as an emergency operations center (EOC), joint information center (JIC), or mass casualty incident (MCI).
   1. How and when would that take place?
   2. Who are the key decisions makers at this point?
      1. How is the school coordinating with response agencies and other stakeholders?
      2. If applicable, what is the role of your school district, the district authorities, and public officials?
      3. What are their specific roles and responsibilities?
   3. How is training on this conducted?
8. How do key decision-makers collect information to assess the extent of the situation, including the number of injuries and fatalities?
9. What additional protective measures would be implemented at this time based on your earlier decision to either evacuate, shelter-in-place, or lock down the school?
10. What plans, agreements, and contingency contracts are in place to address potential resource shortages?
11. Who are the key external partners that would support response efforts?
    1. How would your school coordinate and communicate with these partners?
12. What rescue plans and protocols would your school activate at this point?
    1. What partners would be involved in managing and securing the scene?
    2. Are your students and staff familiar with rescue operations and procedures and the expected actions of the local first responders at the scene?
13. What protocols are in place to allow fire department and EMS personnel to make entry into the school to assist injured individuals?
14. How would you begin to conduct personnel accountability for students and staff?
15. How would an evacuation be executed if deemed necessary?
    1. Are evacuation procedures incorporated into the school’s EOP?
    2. Does the plan address primary and alternate rally locations?
    3. Who would be responsible for providing security for those locations?
    4. How would accountability be taken for evacuated students and faculty?
    5. What training do students and faculty receive on evacuation procedures?
    6. How will you coordinate an effective evacuation of students with access and functional needs?
16. If applicable, how do first responders manage medical and patient triage?
    1. Does your community have an MCI management plan?
17. What potential mass care challenges does this type of incident pose for emergency managers and law enforcement response personnel?
    1. What challenges does this incident pose, if any, for resource coordination efforts?
18. How does your school ensure consistent, coordinated public messaging throughout this phase of response operations?
    1. Does your school have a crisis communications plan? If so, how and when is it activated?
    2. Who is responsible for delivering this public messaging?
    3. How does this messaging accommodate students, staff, and families with language needs or access and functional needs?
    4. How will parents / caretakers receive notifications that an incident has occurred at the school? What guidance will be provided in these notifications?
19. How does your school ensure timely and accurate updates for internal and external partners throughout the response period?
    1. Who is responsible for delivering these updates?
    2. What sort of information is your school releasing at this point?

## Scenario Update

### [Insert Month, Day, Year]: [Insert Time + 1 hour]

National and local media outlets are beginning to provide coverage of the incident, and there is reporting on social media as the event unfolds. Conflicting information is being reported on various networks, and some reports claim multiple suspects were involved in a shooting rampage at the school. Social media has exploded with images and posts about the incident, creating various versions of the story and vastly different estimates of injuries, fatalities, and the number of shooters.

Law enforcement also conducts a building and grounds search for possible accomplices and to clear the school and campus of any additional suspects or threats. They have not yet ruled out an accomplice and begin to investigate the scene while EMS continues providing medical assistance to victims.

With the help of law enforcement officials, students and school staff who did not flee when the shooting began are starting to exit the school. Many students are seen fleeing on foot, in their vehicles, and on bikes potentially complicating accountability and reunification efforts.

Upon hearing the news reports, parents begin arriving at the school and inundating the school with phone calls. They want to know if their children are safe and are demanding information.

## Discussion Questions

1. What plans or procedures are in place to manage and secure the scene following the incident?
   1. How do these account for situations involving mass fatalities or casualties?
   2. At what point can a scene be considered safe or secure?
   3. Who is responsible for making this determination?
2. How will students and staff know when the school is safe and the scene is secure?
   1. How long might law enforcement need to secure the scene?
3. How would your school address the challenges of injured students and staff both on-scene and those fleeing away from the scene?
   1. How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport injured or deceased persons?
4. Do you have pre-identified Public Information Officers (PIOs)?
   1. How are they contacted?
   2. Are they trained for this type of incident?
   3. How are they integrated into the incident command structure?
   4. How will they represent the school immediately following an incident?
   5. How and what type of messaging will be sent to employees and students?
   6. Does your public messaging for this incident need to be coordinated with other organizations?
   7. Do PIOs have pre-built templates for use in this kind of emergency?
   8. How do PIOs receive information from the incident?
   9. Have your PIOs had the opportunity to collaborate with other supporting organization’s PIOs during this crisis?
5. What training do employees receive regarding media relations and the release of sensitive information?
6. What information is being shared with the public at this time, and how is it being distributed?
   1. Who is responsible for public messaging?
   2. How are you coordinating this messaging with response agencies and other stakeholders?
   3. Would incident command establish a JIC?
   4. Who would be involved in developing public messaging statements and priorities?
   5. How are these messages being released?
7. What resources are available for public messaging during and immediately following an incident?
   1. What social media platforms would you use as part of the response and how would you use them?
   2. How would you vet information to be shared on social media?
   3. What measures are taken to counter rumors and misinformation?
8. How would you address inquiries from the media?
   1. Is there a specified location for media members to gather?
   2. How does the media receive updates?
   3. How are media inquiries coordinated with Incident / Unified Command?
9. How does authority differ for public versus private schools regarding restricting access during response operations?
   1. Can your school tell people to leave the grounds to go to a specific area?
   2. Are there other potential issues or concerns regarding differing authority for public and private schools that may inhibit response efforts?
   3. How are off-duty responders handled regarding access to the school?
10. How does your school handle incoming calls from those searching for loved ones and desperate for updates?
    1. Would you establish a call center to assist with answering and fielding inquiries?
    2. If so, who would run and staff this center?
11. Do you have comprehensive, established reunification procedures to reunite loved ones efficiently and quickly?
    1. Does the plan address pre-designated locations for reunification and communications requirements?
    2. If so, has the reunification center already been pre-communicated to parents, guardians, and designated emergency contacts? With your staff and the applicable local first responders? (e.g., through school orientation materials or other school preparedness materials)?
    3. How quickly are reunification procedures activated?
    4. Have these procedures been trained and / or tested?
    5. Who would you be coordinating with to activate the reunification center?
    6. If applicable, do you have existing agreements with other contiguous schools or organizations to assist in providing resources or shelter?
    7. If the reunification center is off-site, how are students and schools staff transported there?
    8. What external partners, if any, would support family reunification?
    9. What challenges does this incident pose, if any, for family reunification efforts?
    10. How would you address crowd control and media control, including directing parking?

# Module Three: Short-Term Recovery

## Scenario

### [Insert Month, Day, Year]: [Insert Time + 4 hours]

Law enforcement confirms that the gunman was indeed related to the credible social media post threat reported earlier in the day and was acting alone. Individuals that sustained gunshot wounds and other injuries at the scene of the shooting have been transported to local healthcare facilities and hospitals. At this time, [insert your school’s name] is still compiling information on the number of wounded and how many patients each hospital has received.

Additionally, responders have transitioned from emergency response to fatality management operations for approximately [insert number] fatalities on several floors of the [insert your school’s name] building. Investigators are still working to confirm the identities of the deceased. [Insert your school’s name] has implemented family reunification protocols to provide other resources and services to the impacted families, students, and staff.

Local and national media continue to cover the story. Students and parents are active on social media, posting that they are worried about returning to school and participating in upcoming school activities and sports events.

## Discussion Questions

1. How does your school coordinate the transition from response to short-term recovery efforts?
2. What plans, policies, and procedures guide your school’s recovery process?
   1. Who is responsible for coordinating short- and long-term recovery efforts?
   2. What are your school’s priorities for short-term recovery?
3. What resource gaps could limit your school’s ability to meet these priorities?
   1. What community resources or aid agreements could compensate for those gaps?
   2. How can your school coordinate with private and public partners to ensure a whole-community recovery effort?
4. What partners would be engaged to assist with recovery efforts?
5. What is the process for tracking the status and location of individuals who have been injured or fatally wounded?
6. What are your school’s mass care recovery priorities at this point?
   1. What type of information or services are you providing?
   2. What stakeholders would your school engage to assist with this effort?
7. How does your school communicate death or injury notifications to the relatives of the deceased or injured?
   1. How does this account for families of international students?
8. What plans or policies exist to support affected populations with counseling and behavioral health resources?
   1. What mental health services are available for students, employees, and responders?
   2. What standard operating procedures (SOPs) are in place for assisting visitors the incident impacted?
   3. How would available services be communicated?
   4. Is your school able to support long-term behavioral health needs for students and staff? If not, are there public or private resources that can support these requirements?
9. What additional resources, if any, would be needed to support family reunification and other support services for families, students, and staff?
10. How does your school ensure consistent, coordinated public messaging throughout the recovery period?
    1. How does your school’s communications strategy transition from response-oriented to recovery-oriented messaging?
11. How does your school provide internal and external partners with timely updates concerning recovery efforts? With families, students, staff, and alumni?
12. Can your recovery communications methods communicate with students and staff who have language or access and functional needs requirements?
13. What actions, if any, have been identified to help the community heal?
14. If employees are unable to come back to work because of injury or trauma, do you have a plan for additional resources?
    1. How would the loss of personnel impact your daily workload?
    2. Are there measures used to mitigate the loss of workforce from this type of incident?
15. Do recovery procedures affect nearby education organizations in any way?
16. At what point would you consider your school back to steady-state operations?
17. At this time, what actions would be taken to address security concerns at your school?
18. Are there plans to handle possible protests or demonstrations following this type of incident?
19. Has your school and your community thought about the aftermath of this type of incident and what the priorities, needs, and expectations are of the students, staff, families, and community?
20. Has your school considered additional resources or advocacy students might require to remain competitive through the college application process, especially if the trauma from this incident substantially impacted them?
    1. Are there non-profits or other external partners that can assist in this process?

# Appendix A: Exercise Participants

| **Participating Private Sector Organizations** |
| --- |
| [Insert private sector participants] |
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| **Participating Local Organizations** |
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| [Insert local participants] |
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| **Participating State Organizations** |
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| [Insert state participants] |
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| **Participating Federal Organizations** |
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| [Insert federal participants] |
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| **Other Participating Organizations** |
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| [Insert other participants] |
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# Appendix B: Relevant Plans

[Insert excerpts from relevant plans, policies, or procedures to be tested during the exercise.]

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# Appendix C: Acronyms

| Acronym | Term |
| --- | --- |
| **AAR** | After-Action Report |
| **CISA** | Cybersecurity and Infrastructure Security Agency |
| **CTEP** | CISA Tabletop Exercise Package |
| **EMS** | Emergency Medical Services |
| **EOC** | Emergency Operations Center |
| **EOP** | Emergency Operations Plan |
| **EPT** | Exercise Planning Team |
| **FERPA** | Family Education Rights and Privacy Act |
| **HIPAA** | Health Insurance Portability and Accountability Act |
| **ICS** | Incident Command Systems |
| **IP** | Improvement Plan |
| **JIC** | Joint Information Center |
| **MCI** | Mass Casualty Incident |
| **NIMS** | National Incident Management System |
| **PIO** | Public Information Officers |
| **POC** | Point of Contact |
| **RTF** | Rescue Task Force |
| **SitMan** | Situation Manual |
| **SME** | Subject Matter Expert |
| **SOP** | Standard Operating Procedures |
| **SRO** | School Resource Officer |
| **SWAT** | Special Weapons and Tactics |
| **TTX** | Tabletop Exercise |

