[Insert Cover Picture]

Middle 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** | Middle School Active Shooter Tabletop Exercise (TTX) |
| **Exercise Dates** | [Indicate the start and end dates of the exercise] |
| **Scope** | This is a tabletop exercise 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 necessary]
 |
| **Objectives** | 1. Examine pre-incident threat intelligence, information sharing, and notification and communication procedures between public and private sector partners.
2. Evaluate the ability to establish an effective command structure; provide a safe and secure environment for students, staff, and first responders; and provide mass care services during the response to an active shooter incident occurring on school grounds.
3. Assess the ability to deliver coordinated, actionable, age-appropriate, and timely information to critical partners and stakeholders when faced with an active shooter incident and immediately following an incident.
4. 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 family reunification.
5. [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 middle 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
* Operational Coordination
* Risk Management for Protection Programs and Activities
 |
| Assess the ability to establish an effective command structure that integrates all critical stakeholders to ensure school and community resources are used efficiently to respond to and recover from an active shooter incident. | * Operational Coordination
 |
| Evaluate the ability to provide a safe and secure environment for students, staff, and first responders during the response to an active shooter incident occurring on school grounds.  | * On-Scene Security, Protection, and Law Enforcement
* Planning
 |
| Examine processes and procedures to provide and coordinate mass care services, including life-sustaining human services and Psychological First Aid for Schools (PFA-S), during the response to and recovery from an active shooter incident. | * Mass Care Services
* Public Health, Healthcare, and EMS Operation
 |
| Assess the ability to deliver coordinated, actionable, age-appropriate, and timely information to critical partners and stakeholders when faced with an active shooter incident and immediately following an incident. | * Operational Communication
* Public Information Warning
 |
| Assess recovery and continuity plans that capture expectations, priorities, and actions of students, staff, families, and the community in the aftermath of an active shooter incident with a focus on prioritizing health and social services (including behavioral health) in the community and family 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 the annual spring dance at your school, and students and staff are preparing for the festivities. Students are putting up decorations in the gymnasium, the band is practicing in the auditorium, and teachers are conducting physical education classes outside in the sports fields.

A student notifies a teacher [insert school resource officer (SRO), if applicable] that another student has posted disturbing messages on social media about wanting to hurt students and teachers at the school.

## 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 reports?
	5. At what point would you report concerns about a student’s mental health to 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. Would local, state, or federal entities be notified of this potential threat?
	1. What would school officials be expecting from local, state, and federal government in response to this threat?
5. 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)?
6. From a security standpoint, what actions would your school or school district take in response to this incident?
	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?
7. What mental health resources are available within your school for students?
	1. Are there additional resources within the greater school district that can be leveraged for students?
	2. How can students and their families access these resources?
8. Would this information prompt law enforcement to visit the student’s home?
	1. If so, how would they communicate this decision to your school?
	2. How would they communicate with your school what they find at the home?
	3. What information from law enforcement would change your school’s security position, and how would it change?
	4. Who is responsible for making the decision to increase or alter the security posture?
9. What programs or policies does your school have in place 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]

Two hours later, an unidentified individual with two large duffle bags is seen entering the [insert building name], where classes are currently taking place.

Soon after, loud “popping” noises and screams can be heard coming from a hallway on the first floor. The suspect enters classrooms one by one and begins firing a rifle indiscriminately at anyone they see. 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; several of these students appear to be wounded or in shock. The gunman leaves the first floor through a stairwell and proceeds to walk up the stairs towards the second floor. Popping noises and screams continue sporadically.

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 on social media from students frantically reporting their experience both in and out of the [insert building name] begin trending. Students who had been in the sports fields begin to flee the grounds.

## Discussion Questions

1. What established 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. How often is training conducted?
	4. What type of cross-training is conducted with your local response agencies, nearby schools, or local first responders?
3. Does your school have an Emergency Operations Plan (EOP)?
	1. If so, have the appropriated 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?
4. What plans, policies, or procedures exist to maintain the safety of your students and staff during initial response efforts?
5. Do you have plans for students, staff, and visitors to evacuate, lock down, or shelter-in-place?
	1. Do these plans address accessibility concerns for shelter sites and evacuation routes for those with access and functional needs and / or language needs?
	2. Do these plans address students who may not be with staff or in a classroom?
6. 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 of procedure implementation, etc.), and how?
	2. Is there redundancy set up in school communications in case the primary communications systems fail?
7. 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. Do you have a security management team, and what are their responsibilities?
8. What level of security / law enforcement is at your school daily, if any?
	1. Are they armed or unarmed?
	2. How do response protocols differ between school security and responding law enforcement?
	3. What type of training and coordination takes place between staff, security, and law enforcement regarding active shooter response?
9. How would a command structure be established to coordinate your immediate response efforts?
	1. Is there a single individual or position within your school who would make leadership decisions during the response?
	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 sector partners to ensure a unified response effort?
10. What resources gaps could limit your school’s ability to respond to an active shooter event?
	1. What community resources and aid agreements could compensate for these resource gaps?
11. Given the situation, what protective measures would you adopt at this point, if any?
	1. Do your staff and local first responders have access to the building schematics and other pertinent information regarding locations of locks and access controls?
	2. Do your local first responders have advance information on where students and staff are likely to be sheltering or evacuating based on your existing plans?
	3. Do your staff and local first responders know the location of public address systems, security cameras, and alarm controls?
12. How would response agencies be alerted?
	1. Who is responsible for alerting them?
	2. What information is included in the message (e.g., building, floor, room number, physical description of the shooter, direction of movement, weapons, number of victims and injuries)?
13. How would resource needs be prioritized in the event of a secondary attack?
14. What are your school’s immediate mass care priorities?
	1. Do your staff and your local first responders know the location of medical supplies?
	2. Do your students know where first aid kits are?
	3. Have any of your staff participated in the “Stop the Bleed” campaign?
	4. Are any of your staff trained to provide PFA-S?
15. What are the established alert and notification protocols to alert students, school staff, visitors, and parents of an active shooter?
	1. Who is in charge of enacting these protocols?
	2. What communication method(s) is / are used to disseminate the alert (e.g., intercoms announcement, email, radios, other information sharing platforms / devices)?
	3. What is the message that would be sent out? Does your school use pre-scripted or automated messaging that would expedite critical communications?
	4. Is a code system used?
	5. Does your school have age-appropriate messaging for this type of incident?
	6. Do your communications methods include the capability to 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?
	8. Does your school practice these systems to familiarize students and staff with the procedures?
16. What protocols exist to alert nearby businesses, neighborhoods, and organizations to an incident?
	1. Who is in charge of enacting them, and how is this person alerted?
17. How does your school encourage students, staff, and families to take individual steps to prepare for a potential active shooter incident?

## Scenario Update

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

Within minutes of the first 911 call, first responders from local law enforcement, fire rescue, and EMS begin to arrive on-scene. Law enforcement quickly enter the building and ascend the stairs to the second floor, where 911 callers reported hearing the shooter.

Looking for the gunman, they begin a systematic search of the building and call for the local special weapons and tactics (SWAT) team to respond and aid in the search for the suspect.

The shooter barricades himself inside a second-floor stairwell and hears law enforcement activity below. Once he sees SWAT on the second-floor landing, he fatally shoots himself. SWAT and local authorities begin rescue operations.

## Discussion Questions

How quickly can law enforcement arrive on-scene?

Does your jurisdiction have a Rescue Task Force (RTF) capability?

How familiar is law enforcement with the school layout?

What responder access considerations have been incorporated into your plans to facilitate a coordinated and effective response?

What are law enforcement’s immediate actions and priorities as they arrive on school grounds?

What is the SRO’s role in the initial response, if any?

Would responding agencies establish an incident command structure?

How would your school integrate into the command structure?

Does your status as a public / private institution shape that role?

Are your school personnel trained on incident command procedures?

Who are the key decision-makers at this point?

Does your school cross-train with local law enforcement on incident command procedures?

If applicable, what is the role of your school district, the district authorities, and public officials during the response?

How do key decision-makers collect information to assess the extent of the situation (e.g., information regarding injuries and fatalities)?

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).

How and when would that take place?

How is the school coordinating with response agencies and other stakeholders?

How is training on this conducted?

If applicable, how do first responders manage medical and patient triage?

Does your community have an MCI management plan?

What protocols exist to allow fire department and EMS personnel to make entry into the school to assist injured individuals?

How does the school conduct an accountability check of its staff?

Do your plans and procedures outline this?

What resources are currently available for incident response?

What plans, agreements, and contingency contracts exist to address potential resource shortages?

Who are the key external partners that would support response efforts?

How would your school coordinate and communicate with these partners?

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?

If deemed necessary, how would individuals still inside the school be evacuated?

Are evacuation procedures incorporated into the school’s EOP?

Does the plan address primary and alternate rally locations?

Who would be responsible for providing security for those locations?

What training do students and faculty receive on evacuation procedures?

Are staff trained to assist individuals with access and functional needs during an incident?

How would you begin to conduct personnel accountability for students and staff?

How does authority differ for public versus private schools regarding access restriction during response operations?

Can your school tell people to leave the grounds to go to a specific area?

Are there potential areas for concern regarding differing authority for public and private schools that may inhibit response efforts?

How are off-duty responders handled regarding access to the school?

## 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 platforms as the event unfolds. Various reports contain conflicting or erroneous information; one social media post suggests that there are multiple suspects involved in a shooting rampage at the school.

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

## Discussion Questions

What potential mass care challenges does this type of incident pose for emergency managers and law enforcement response personnel?

What challenges does this scenario update pose, if any, for resource coordination efforts?

How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport injured or deceased persons?

How would your school address the challenge of injured students and staff both on-scene and those fleeing away from the scene?

What plans or procedures exist to manage and secure the scene following the incident?

How do these account for situations involving mass fatalities or casualties?

At what point can a scene be considered safe or secure?

Who is responsible for making this determination?

How will students and staff know when the school is safe and the scene is secure?

How does your school handle incoming calls from those searching for loved ones and desperate for updates?

Would you establish a call center to assist with answering and fielding inquires?

If so, who would run and staff this center?

How does your school notify families, key partners, and the public of fatalities or serious injuries?

Does your school have comprehensive, established reunification procedures to reunite loved ones efficiently?

If yes, has the plan been shared with parents, guardians, and designated emergency contacts? With your staff and with the applicable local first responders?

How quickly are reunification procedures activated?

Does the plan address communications requirements?

Do you have a pre-identified reunification center for parents, students, and school staff to reunite with loved ones?

If so, has the reunification center already been pre-communicated to parents and other applicable external stakeholder (e.g., through school orientation materials or other school preparedness materials)?

Who would you be coordinating with to activate the reunification center?

If applicable, do you have existing agreements with other contiguous schools or organizations to assist in providing resources or shelter?

If the reunification center is off-site, how are students and school staff transported there?

How would you address crowd and media control, including directing parking?

What external partners, if any, would support family reunification?

What challenges exist at this point in the response that could hinder family reunification efforts?

Have these procedures been trained and / or tested at your facilities?

Does your school have a crisis communications plan?

If so, how and when does your school activate its crisis communications plan?

What resources are available for public messaging during and immediately following an incident?

What social media platforms would you use as part of the response, and how would you use them?

How would you vet information that is being shared on social media?

What measures are taken to counter rumors and misinformation?

How would you address inquiries from the media?

Is there a specified location for media members to gather?

How does the media receive updates?

How are media inquiries coordinated with Incident / Unified Command?

How does your school ensure consistent, coordinated public messaging throughout this phase of response operations?

Who is responsible for delivering this public messaging?

What information is being shared with the public at this time, and how is it being distributed?

How are you coordinating this messaging with response agencies and other stakeholders?

Would incident command establish a JIC?

Who would be involved in developing public messaging statements and priorities?

How does this messaging accommodate students, staff, and families with language needs or access and functional needs?

How will parents / caretakers receive notifications that an incident has occurred at the school? What guidance will be provided in these notifications?

Do you have pre-identified Public Information Officers (PIOs)?

How are they contacted?

Are they trained for this type of incident?

How are they integrated into the incident command structure?

How will they represent the school immediately following an incident?

How and what type of messaging will be sent to employees and students?

What training do employees receive regarding media relations and the release of sensitive information?

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# Module Three: Short-Term Recovery

## Scenario

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

Law enforcement has cleared the building and searched the grounds for possible accomplices or secondary devices and rendered the area safe. Response personnel have confirmed that the assailant has been neutralized. Law enforcement confirms that the gunman was related to the credible social media post threat reported earlier in the day.

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, your school is still compiling information on the number of wounded individuals and how many patients each hospital has received. Additionally, your school has transitioned from emergency response to fatality management operations for approximately [insert number] fatalities on several floors of the [insert building name]. Your school is working to confirm the identities of the deceased.

Your school has implemented family reunification protocols to support reunification and to provide other resources and services to the impacted families, students, and staff.

Students 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?
	1. Does your school have a continuity of operations plan?
	2. Does your continuity of operations plan include a crisis communications plan?
2. What are the priorities at your facility immediately post-incident?
	1. Do your plans, policies, or procedures specify these priorities?
	2. How are these priorities communicated internally?
	3. Are priorities coordinated with local emergency management?
	4. Are priorities coordinated with state or federal agencies?
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 trauma or mental health services are available for students, employees, and responders?
	1. Are these services provided to individuals visiting the school?
	2. How would available services be communicated?
	3. Is participation tracked to ensure outreach is successful?
5. What capabilities, if any, does your school have to support long-term behavioral health needs for students and staff?
	1. Are there public or private sector resources that can support these efforts?
	2. What partners would be engaged to assist with these efforts?
6. What is the process for tracking the status and location of individuals who have been injured?
7. 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?
8. What additional resources, if any, would be needed to support continued family reunification and other support services for families, students, and staff?
9. How does your school provide internal and external partners with timely updates concerning recovery efforts? With 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 would your school handle incoming requests for information over the phone?
12. Is social media being monitored to maintain awareness of information spreading that may not be accurate?
	1. Who is responsible for this?
	2. What procedures exist to counter false information?
13. What is the plan to handle the significant media attention from national and / or international outlets?
14. How does your school handle the notification of death or injury to relatives of the deceased or injured?
	1. How does this account for families of international students?
15. Do your recovery communications methods include the capability to communicate with students, families, and staff who have language or access and functional needs requirements?
16. Has your school and your community thought about the aftermath of this type of incident and what the priorities, needs, and expectations of the students, staff, families, and community will be?
	1. What plans exist to ensure students feel safe on campus after this incident?
17. What actions, if any, have been identified to help the community heal?
18. How long will it be before impacted buildings are available for use?
	1. Will just the affected building(s) be closed, or will the entire campus be closed?
19. Are there plans to handle donations management after the incident? Who is responsible for this task?
20. Are there plans to handle memorials after the incident?
	1. Who would be responsible for this task?
21. What local, state, or federal resources are available to assist in recovery?
	1. Does your facility have memorandums of understanding (MOUs) with local response agencies or other middle school organizations?
22. How is information communicated with personnel and families during the days following the incident?
23. 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?
24. Do recovery procedures affect nearby education organizations in any way?
25. At what point would you consider your school back to steady-state operations?
26. What actions would be taken to address security concerns at your academic institutions following the incident?
27. Are there any plans to handle possible protests or demonstrations following this type of incident?

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# 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** |
| --- |
| [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  |
| **IP** | Improvement Plan |
| **JIC** | Joint Information Center |
| **MCI** | Mass Casualty Incident |
| **MOU** | Memorandums of Understanding  |
| **PFA-S** | Psychological First Aid for Schools |
| **PIO** | Public Information Officers  |
| **POC** | Point of Contact |
| **RTF** | Rescue Task Force |
| **SitMan** | Situation Manual  |
| **SME** | Subject Matter Expert |
| **SRO** | School Resource Officer |
| **SWAT** | Special Weapons and Tactics |
| **TTX** | Tabletop Exercise  |

