[Insert Cover Picture]

Elementary 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 and Continuity |
| 12:05 p.m. | 12:30 p.m. | Hot Wash / Closing Remarks |

*\*All times are approximate*

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# Exercise Overview

|  |  |
| --- | --- |
| **Exercise Name** | Elementary 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 critical stakeholders.
2. Examine current emergency plans, procedures, and capabilities for incident response to an active shooter threat with a focus on:
* Alert and communication procedures
* Incident Command System (ICS) / National Incident Management System (NIMS)
* Physical and psychological first aid
* Evacuation and shelter-in-place procedures
1. Examine public messaging and media relations procedures during and immediately following an incident, including the role that critical stakeholders play in the aftermath of the incident.
2. Discuss recovery and continuity plans and procedures following an active threat incident, with a focus on family reunification and academic continuation.
3. [Insert additional exercise objectives as necessary]
 |
| **Threat or Hazard** | Active Shooter |
| **Scenario** | An interactive, discussion-based exercise focused on an active shooter threat at an elementary school. The scenario consists of three modules: Pre-Incident Information Sharing, Incident Response, and Short-Term Recovery and Continuity. |
| **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 critical stakeholders, including identifying threat assessment procedures, prevention resources and programs, and community resources to respond and recover from an active shooter incident.  | * Intelligence and Information Sharing
* Operational Communication
* Operational Coordination
* Public Information and Warning
 |
| Examine current emergency plans, procedures, and capabilities for incident response to an active shooter threat with a focus on:* Alert and communication procedures
* ICS / NIMS
* Threat elimination
* Patient triage
* Training programs
* Evacuation and shelter-in-place protocols
 | * Mass Care Services
* On Scene Security, Protection, and Law Enforcement
* Operational Communication
* Operational Coordination
* Planning
* Public Health, Healthcare, and EMS
* Risk Management for Protection Programs and Activities
 |
| Examine public messaging and media relations procedures during and immediately following an incident, including the role that critical stakeholders play in the aftermath of the incident. | * Public Information and Warning
 |
| Discuss recovery and continuity plans and procedures following an incident with a focus on prioritizing health and social services (including behavioral health) in the community and family reunification. | * Community Resilience
* Health and Social Services
* Infrastructure Systems
* Mass Care Services
 |
| [Insert additional objectives as necessary] | * [Insert additional capabilities as needed]
 |

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 and Continuity

## 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 sunny morning a few days before the end of the school year. Your elementary school is preparing for a music and art night where students will perform, and artwork will be displayed throughout the school. Students and parent volunteers are putting up decorations and artwork in the auditorium, hallway display cases, and each of the classrooms.

During these activities, a parent notifies the school that her third-grade child overheard a classmate saying they were worried because their high school-aged sibling made threatening remarks towards younger students in the school district. The classmate is worried that their older sibling will come to your elementary school to hurt students and teachers.

## 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 hear about?
	1. Are students made aware of how to do so, and is the reporting anonymous?
	2. Who would be notified of this incident?
	3. How would law enforcement be made aware of this incident?
	4. At what point would your school report concern about a student’s mental health to local law enforcement?
3. What would school officials be expecting from local, state, and federal government in response to this incident?
4. Does your school or school district have established threat assessment procedures?
	1. What threat assessment team has your school or school district implemented?
	2. Are your faculty and staff trained on privacy protections mandates such as the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA)?
5. Are students educated on how to report concerning behavior? If so, how is this conducted?
	1. Who within your school or school district receives the reports?
6. 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?
7. From a security standpoint, what actions would your school or school district take in response to this incident?
	1. Explain the threat-based training that your school or school district conducts. Does it include topics like active shooters or other threats?
	2. How does your school partner with your state’s education agency for training opportunities?
8. At what point would a potential threat warrant a statement be issued to parents?
	1. What is this threshold based on?
	2. How would you disseminate the information to parents?
	3. How would your school handle parent’s questions after?
9. What mental health resources are available within your school for students?
	1. What additional resources, if any, are there within the greater school district that can be leveraged for students?
	2. How can students and their families access these resources?
10. What programs or policies does your school use to foster an inclusive environment and assist at-risk students?
11. 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 walking into the front hall of [insert school name], where students are continuing to decorate the hallway walls and display cases with art. Students are also inside the school auditorium and classrooms.

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 he sees. Teachers and staff in other classrooms, hearing the shots and screams, begin turning off lights, barricading doors, and hiding their students, trying to keep them focused, quiet, and calm.

Several of the fourth and fifth grade students who had been in the auditorium area are seen fleeing the building, and some of them are covered in blood and look like they are in shock. The gunman leaves the first floor through a stairwell and proceeds to walk up the stairs toward the second floor. Popping noises and screams continue sporadically.

Local 911 operators receive calls from teachers and staff inside the school reporting popping noises, screaming, and flashes of light. Calls are frantic and do not provide a detailed understanding of the threat. First responders from local agencies begin to arrive on-scene.

## Discussion Questions

1. What types of security measures and / or protocols, including security operations and physical infrastructure, are in place to facilitate school safety?
	1. Do you have surveillance cameras, and is the footage actively monitored and / or shared with law enforcement?
	2. How is access to the school controlled?
	3. What physical screening systems does your school employ?
	4. Are all doors lockable with an automated system or by physical means only?
	5. Do you have a security management team, and what are their responsibilities?
2. Does your school have an Emergency Operations Plan (EOP)?
	1. If so, have 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?
3. What does your school’s active shooter training program entail?
	1. How are school staff trained to respond in an active shooter incident?
	2. How are teachers trained to keep children calm during an incident? Is there a specific program that the school district uses? Is this standardized among all elementary schools in the district?
	3. How does your school encourage students, staff, and families to take individual steps to prepare for a potential active shooter incident?
	4. How are students trained to respond in an active shooter incident? Is there age-specific training given to elementary school children?
	5. What sort of training is there on escape routes and meet up points?
	6. Who provides this training?
	7. How often is training conducted?
	8. What type of cross-training is conducted with other local agencies or nearby schools?
4. Based on this scenario, are there any concerns that would inhibit implementing the school’s active shooter plan and procedures?
5. 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?
		1. What plans, agreements, and contingency contracts exist to address potential resource shortages?
	2. Have appropriate stakeholders collaborated on and received the plan, and how is the plan updated?
	3. How will students and staff know when the school is safe and secure?
6. What standard operating procedures (SOPs) are in place for assisting visitors that the incident impacted?
7. What level of security / law enforcement, if any, is at your school daily?
	1. Are they armed or unarmed? What are their rules of engagement?
	2. How does your SRO integrate into active shooter response?
	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?
8. What potential challenges does this type of incident pose for emergency managers and law enforcement response personnel?
9. What are your school’s lock down procedures? 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?
10. 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, codes)?
	3. What message would be sent out?
	4. Is a code system used throughout the school to alert staff and students of a potential incident? If so, what codes are used?
	5. Does your school district have specific alert plans for all schools within the district, and do school staff get trained on these plans?
	6. Do your communications methods include the capability to communicate with students and staff who have language or access and functional needs requirements?
11. What redundancies are set up in school communications in case the primary communications systems fail?
12. 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 an incident? Who would that individual be, and is there anyone else that could take over this responsibility if they are not available?
	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?
13. How would response agencies be alerted?
	1. Who is responsible for alerting them? And who is alerted?
		1. What are their specific roles and responsibilities?
	2. Does the school remain on the line with dispatch until response agencies are on-site or the threat has been neutralized?
	3. 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. How would evacuations be executed if deemed necessary?

Are evacuation procedures incorporated into the school’s EOP?

Who would be responsible for providing security at evacuation locations?

How would accountability be taken for evacuated students and faculty?

1. What protocols exist to alert nearby businesses, neighborhoods, and organizations of 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]

Local law enforcement officials arrive on-scene within minutes of the first 911 call from a staff cell phone. Looking for the gunman, police 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 in a second-floor stairwell and hears police activity below. Once he sees police on the second-floor landing, he fatally shoots himself. SWAT and local authorities begin rescue operations of students, faculty, and visitors.

## Discussion Questions

1. What plans, policies, and procedures does your school have in place to guide response efforts at this point?
	1. What protocols are in place to allow fire department and EMS personnel to make entry into the school to assist injured individuals?
2. What is the role of your school in the incident command structure following an incident like this?
	1. Does your status as a public / private institution shape that role, and if so, in what way?
	2. Are your school personnel trained on incident command procedures? Are staff able to employ these procedures for a variety of emergency situations?
	3. How would your school integrate into the command structure?

How soon would this happen?

Who would oversee this?

Who is involved in the incident response? What are their specific roles and responsibilities?

* 1. How do you communicate with your partners in the response?
1. How is the command structure different at this stage than during the immediate response?
2. How do key decision-makers collect information to assess the extent of the situation, including the number of injuries and fatalities?
3. 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 into plans to facilitate a coordinated and effective response?
4. What are law enforcement’s immediate actions and priorities as they arrive on school grounds?
5. What kind of systems exists to account for students in the immediate aftermath of incident?
	1. What about children who are not in a classroom (e.g., in a bathroom, outside on the playground, etc.)?
	2. Who would be in charge of accounting for students?
	3. What about parents in the building at the time of the incident?
6. Does your school have a 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?

How do the procedures 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? Please describe these.

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

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

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

What challenges does this incident pose, if any, for family reunification efforts?

Have these procedures been trained and / or tested? How often is this done?

1. 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. How is the school coordinating with response agencies and other stakeholders?
	3. How is training on this conducted?
2. 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?

1. How does authority differ for public versus private schools regarding restricting access during response operations?

Can your school tell individuals on campus to leave the grounds to go to a specific area?

What other potential issues or concerns exist regarding differing authority for public and private schools that may inhibit response efforts?

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

1. What measures exist to ensure law enforcement and medical personnel can arrive safely and efficiently on-site?

How do you collaborate with response partners to coordinate this?

Do backup medical resources exist on-site if medical personnel are obstructed from arriving?

1. If applicable, how do first responders manage medical and patient triage?
	1. How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport injured or deceased persons?
2. How would your school address the challenge of injured students and staff both on-scene and those fleeing away from the scene?
3. How is your school prepared to address the needs of students with access and functional needs?

### 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 posts as the event unfolds. Conflicting information is being reported on various networks, including statements suggesting that multiple suspects were involved in a shooting rampage at the school.

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

## Discussion Questions

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 message with response agencies and other stakeholders?

How do you ensure timely and accurate updates to these stakeholders?

* 1. Would incident command establish a JIC? If so, what would that process look like?
	2. Who would be involved in developing public messaging statements and priorities?
	3. How are these messages being released?
	4. When are these messages released?
1. How does your school ensure consistent, coordinated public messaging throughout this phase of response operations?

Who is responsible for delivering this public messaging?

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?

1. 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 the information being shared on social media?

What measures are taken to counter rumors and misinformation?

1. How would your school handle incoming requests for information over the phone?
	1. What about through various social media sources?
2. How does your school handle incoming calls from those desperate for updates and searching for loved ones?

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

If so, who would run and staff this center?

1. 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?

1. Do you have pre-identified Public Information Officers (PIOs) who would answer inquiries about the incident?

How are they contacted?

Are they trained for this type of incident?

How are they integrated into the incident command structure?

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

How will they represent the school immediately following an incident?

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# Module Three: Short-Term Recovery and continuity

### Scenario

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

After a few hours, response personnel confirm that there are no accomplices or secondary devices and that the threat has been neutralized. Law enforcement confirms that the gunman was related to the credible threat the student overheard and the parent 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, there are approximately [insert number] fatalities on several floors of the [insert building name] building.

Some parents who arrived on-scene are reuniting with their children who were able to escape and run away from the school building, while others wait for information regarding their students’ whereabouts. Social media continues to light up with parents posting that they are worried about their children returning to school and participating in upcoming school activities, including end-of-year events.

## Discussion Questions

How does your school coordinate the transition from response to short-term recovery efforts?

What plans, policies, and procedures guide your school’s recovery process?

Who is responsible for coordinating short- and long-term recovery efforts?

What are your school’s priorities for short-term recovery?

Do your recovery communications methods include the capability to communicate with students and staff who have language or access and functional needs requirements?

How does your school ensure consistent, coordinated public messaging throughout the recovery period?

Who in your school is responsible for making this communication?

What is the mechanism for sending the message out?

1. What information are you communicating to the public?
2. What training do employees receive regarding media relations and the release of sensitive information?

What resource gaps could limit your school’s ability to meet its recovery goals?

What community resources or aid agreements could compensate for the gaps?

How can your school coordinate with private and public sector partners to ensure a whole community recovery effort?

What procedures do you have in place to aid in family reunification efforts?

At what point would reunification procedures be activated?

Have your employees been trained on these procedures?

How often do your employees and students train for evacuation?

What are your school’s mass care recovery priorities at this point?

What type of information or services are your providing to victims and families?

What stakeholders would your school engage to assist with this effort?

Does your school have a continuity of operations plan?

If so, does your continuity of operations plan include a crisis communications plan?

Does your facility have trauma or mental health counseling available to students?

1. Is it provided to visiting students? What about visiting volunteers?
2. How would available services be communicated?
3. Do your plans, policies, and procedures outline this?
4. How is participation tracked to ensure outreach is successful?
5. How and what type of messaging will be sent to employees and students?
6. What are the priorities at your facility post-incident?
7. Do your plans, policies, or procedures specify these priorities?
8. How are these priorities communicated internally?
9. Are priorities coordinated with county emergency management as well as state and / or federal agencies?
10. How long will it be before impacted buildings are available for use?
11. Will just the affected building(s) be closed, or will the entire campus be closed?
12. What local, state, or federal resources are available to assist in recovery?
13. Does your facility have memorandums of understanding (MOUs) with local response agencies or other K-12 schools?
14. How is information communicated with personnel and families during the days following the incident?
15. If employees are unable to come back to work because of injury or trauma, do you have a plan for additional resources?
16. How would the loss of personnel impact your daily workload?
17. Are there measures used to mitigate the loss of workforce from this type of incident?
18. How is your facility changing its procedures to ensure students and parents still feel safe?
	1. Do your plans, policies, and procedures outline this?
19. Do recovery procedures affect nearby education organizations in any way? How so?
20. Is social media being monitored to maintain awareness of information spreading that may not be accurate?
21. Who is responsible for this?
22. What procedures exist to counter false information?
23. What is the plan to handle the significant media attention from national and / or international outlets?
24. Are there plans to handle donations management after the incident? Who is responsible for this task?
25. Are there plans to handle memorials after the incident?
	1. Who would be responsible for this task?
26. At what point would you consider your school back to steady-state operations?
27. What actions would be taken to address security concerns at academic institutions following the incident?
	1. How would you ensure that students and faculty feel safe returning to school after this incident?
28. Are there plans to handle possible protests or demonstrations?

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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 Educational Rights and Privacy Act |
| **HIPAA** | Health Insurance Portability and Accountability Act |
| **ICS** | Incident Command System |
| **IP** | Improvement Plan |
| **JIC** | Joint Information Center |
| **MCI** | Mass Casualty Incident |
| **MOU** | Memorandum of Understanding |
| **NIMS** | National Incident Management System |
| **PIO** | Public Information Officer |
| **POC** | Point of Contact |
| **RTF** | Rescue Task Force |
| **SitMan** | Situation Manual  |
| **SME** | Subject Matter Expert |
| **SOP** | Standard Operating Procedure |
| **SRO** | School Resource Officer |
| **SWAT** | Special Weapons and Tactics  |
| **TTX** | Tabletop Exercise  |

