

*Campus Resilience Program*

*Exercise Starter Kit*

**Active Shooter Tabletop Exercise**

Facilitator Guide

[Insert Date]



**Sponsor Logo**



# Facilitator Guide

[**Planner Note:** The purpose of this Facilitator Guide is to provide a baseline exercise document for facilitators to use in the delivery of the Active Shooter Tabletop Exercise. The sample content contained in this document can be tailored as necessary to meet the desired goals and outcomes for the exercise by filling in all bracketed content that is highlighted in red. This document is to be used in tandem with the Active Shooter Tabletop Exercise Conduct Briefing and Situation Manual, therefore any changes made to this document will also need to be carried over into these documents.]

This document is for the use of the facilitator and should not be given to exercise players. It gives the approximate time of delivery for each slide, limited talking points, and possible supplemental questions or issues to raise in discussions if needed. The lead exercise planner and the exercise planning team are responsible for tailoring this document, as appropriate.

| Slide # | Time | Slide Title/Content | Facilitator Notes |
| --- | --- | --- | --- |
| WELCOME AND INTRODUCTIONS, [Insert time – Insert Time] (~ 5 minutes) | | | |
| **[#]** | **[Insert Time]** | **Welcome and Introductions** | *When participants are ready:*   * Introduce yourself as the facilitator and provide a brief explanation of the facilitator’s role during the exercise * Introduce the topic of the exercise: an active shooter incident * Introduce any additional speakers and allow time for welcoming remarks |
| **[#]** | **[Insert Time]** | **Administrative Remarks** | *Provide brief administrative remarks.* |
| **[#]** | **[Insert Time]** | **Exercise Schedule** | *Briefly review the exercise schedule with participants.* |
| EXERCISE OVERVIEW, [Insert Time – Insert Time] (~ 10 minutes) | | | |
| **[#]** | **[Insert Time]** | **Exercise Overview** | *Provide a brief background on the exercise:*   * This Active Shooter Tabletop Exercise (TTX) is made available through the Campus Resilience (CR) Program Exercise Starter Kits, and was developed as part of a collaborative effort between the Department of Homeland Security (DHS) Office of Academic Engagement (OAE), and the Federal Emergency Management Agency (FEMA) National Exercise Division (NED) * The CR Program was initiated by DHS/OAE in 2013 and aims to engage colleges and universities across the nation in developing and testing emergency preparedness and resilience planning processes   *Provide an overview of the purpose of the exercise:*   * Each Exercise Starter Kit aims to support practitioners and senior leaders from the academic community in assessing emergency plans, policies, and procedures while also enhancing overall campus resilience * This specific Exercise Starter Kit aims to provide the opportunity to examine response and recovery operations related to an active shooter incident * The materials used during this exercise were provided as templates and were tailored by the exercise planning team to meet the desired goals for this exercise |
| **[#]** | **[Insert Time]** | **Exercise Overview (cont.)** | *Provide an overview of the scope of the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise**  **Objectives** | *Review the exercise objectives:*   1. Operational Coordination 2. On-Scene Security, Protection, and Law Enforcement 3. Mass Care Services 4. Public Information and Warning 5. Health and Social Services |
| **[#]** | **[Insert Time]** | **Participant Roles and Responsibilities** | *Briefly review the roles and responsibilities of different types of participants in the exercise.* |
| **[#]** | **[Insert Time]** | **Participating Organizations** | *Briefly review the organizations participating in the exercise.* |
| **[#]** | **[Insert Time]** | **Exercise Guidelines** | *Briefly review the exercise guidelines.* |
| **[#]** | **[Insert Time]** | **Assumptions and Artificialities** | *Note that in any exercise there are certain assumptions and artificialities that participants must accept as being true. Briefly review these assumptions and artificialities.* |
| **STARTEX** | | | |
| MODULE 1: INITIAL RESPONSE [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview** | *Announce that this is the Start of the Exercise and that you will now transition into Module 1.*  *Review the exercise scenario:*   * **Background**   + It is the beginning of fall semester midterm exams on your campus and students are congregating in popular campus study locations.   + Upcoming midterm exams plus cold and rainy weather mean that most of the on-campus student population is spending time inside.   + Campus police receive information about a social media post that says, “I just failed my midterm; somebody will pay” |
|  |  | **Module 1: Scenario Overview (continued)** | * **[Insert Date and Time]**   + Two hours later, an unidentified individual with two large duffle bags is seen entering [insert building name] and soon after, loud “popping noises” and screams can be heard.   + The suspect enters classrooms one by one and begins firing a rifle indiscriminately at anyone he sees.   + Several students are seen fleeing the building; some of them are covered in blood and look like they are in shock.   + The gunman enters a stairwell and walks up the stairs towards the second floor and the sound of popping noises and screaming continues sporadically. |
| **[#]** | **[Insert Time]** | **Module 1: Scenario Overview (cont.)** | *Review the exercise scenario:*   * + Campus and local 9-1-1 operators receive calls from students both inside and outside of the building reporting popping noises, screaming, and flashes of light.   + A campus police officer runs into the building and encounters the gunman in a second-floor hallway.   + Additional first responders from campus police, the local police department, fire-rescue, and emergency medical services (EMS) arrive on scene. |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 1. Review the following exercise discussion questions with participants, then begin engaging and facilitating conversations for [insert number] minutes. Repeat this at the beginning of each set of discussion questions.*  **Operational Coordination**   1. What plans, policies, and procedures does your institution have in place to respond to an active shooter event?   [Facilitator Note: If there are no plans in place, ask if there is a need to develop one.]   1. What are your institution’s initial priorities?   [Facilitator Note: If there are any conflicting priorities ask how they would be de-conflicted.] |
|  |  | **Module 1: Discussion Questions (1/4) (continued)** | 1. How would your institution establish a command structure to coordinate your immediate response efforts?   [Facilitator Note: Ask who within the institution would be considered the “lead” for an active shooter incident response and who would be making the key decisions.]   * + Does your institution have an established Emergency Operations Center? If so, how quickly can it be activated? If not, how would your institution coordinate with external stakeholders to track and manage the incident?   + Who are your key internal and external stakeholders and how would your institution incorporate them into this command structure?   [Facilitator Note: Prompt them to identify specific organizations (local, state, or federal) as well as private sector partners. Ask if they have existing relationships / contact with the organizations. For example: local FBI field office or Fusion Center.]   * + How can your institution coordinate with private and public partners to ensure a unified response effort?  1. What resource gaps could limit your institution’s ability to respond to an active shooter?    * What community resources and aid agreements could compensate for these resource gaps? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (2/4)** | **On-Scene Security, Protection, and Law Enforcement**   1. In terms of securing the scene, what are the immediate priorities?    * What plans, policies, or procedures are in place to maintain public safety during initial response efforts?    * What, if any, specialized teams would you utilize (e.g., rescue task forces)?    * How would your institution coordinate with external stakeholders to conduct crowd management and maintain perimeter control? |
|  |  | **Module 1: Discussion Questions (2/4) (continued)** | 1. Given the situation, what protective measures would you adopt at this point, if any? 2. How would initial resource needs be prioritized in the event of a secondary attack? 3. How are external law enforcement assets integrated with campus assets?    * Have you trained or exercised with these law enforcement partners? 4. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (3/4)** | **Health and Social Services**   1. What are your institution’s immediate health and social services priorities (e.g., evacuation, shelter-in-place, additional protective measures)? 2. What stakeholders would you begin to coordinate with?    * Who are your internal stakeholders?    * Who are your external stakeholders?    * Do you have existing partnerships with these stakeholders? 3. What critical decisions might need to be made at this point?    * Who at your institution is responsible for making and coordinating these decisions?   [Facilitator Note: Ask who within the institution would be considered the “lead” for Health and Social Services during an active shooter incident response and who would be making the key decisions.]   1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 1: Discussion Questions (4/4)** | **Public Information and Warning**   1. What plans, policies, and procedures does your institution have in place to guide your internal and external communications strategies?   [Facilitator Note: Ask a follow-on question on awareness of the plan by the appropriate offices or departments and training on the implementation of the plan.]   * + Who are your internal and external stakeholders?   + What information should your institution release to them at this time? |
|  |  | **Module 1: Discussion Questions (4/4) (continued)** | 1. How and when does your institution issue warnings, alerts, and other emergency messaging?    * How does your institution use pre-scripted or automated messaging that would expedite critical communications and public messaging?   [Facilitator Note: How often do you review and / or update these pre-scripted messages?]   1. What individual, office, or department coordinates and delivers your institution’s public messaging? 2. [Insert additional discussion questions]   *Announce that we will now be transitioning to a 10-minute break.* |
| BREAK: [Insert Time – Insert Time] (~ 10 minutes) | | | |
| MODULE 2: CONTINUED RESPONSE [Insert Time – Insert Time] (~ 60 minutes) | | | |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview** | *Announce that you will now transition into Module 2.*  *Review the exercise scenario:*   * **[Insert Date and Time + 15 Minutes]**   + Campus and local law enforcement officials arrive on scene within minutes of the first 9-1-1 call to find that the shooter has barricaded himself inside the third-floor stairwell. * Once he sees armed police officers on the third-floor landing, he fatally shoots himself.   + Police and EMS begin rescue operations. |
| **[#]** | **[Insert Time]** | **Module 2: Scenario Overview (cont.)** | *Review the exercise scenario:*   * **[Insert Date and Time + 1 Hour]**   + Conflicting information is being reported on various national and local media outlets to include multiple suspects involved in a shooting rampage throughout campus.   + Upon hearing the news reports, parents begin inundating the campus with phone calls. |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 2.*  **Operational Coordination**   1. What plans, policies, and procedures does your institution have in place to guide response efforts at this point?    * How have your priorities shifted?   [Facilitator Note: How are these priorities different than those mentioned in Module 1?   1. How would your institution maintain an effective command structure to coordinate emergency response efforts?    * Who are the key decision-makers at this point?   [Facilitator Note: Ask if the same individual (s) is still the “lead” during this phase of the response What are their specific roles and responsibilities?   * + What are their specific roles and responsibilities?   + Has your institution appropriately planned for integrating with an established Unified Command or a Joint Information Center? If not, what strategies would you use to gather critical incident-related information and updates?  1. How do key decision-makers collect information to assess the extent of the situation, to include injuries and fatalities? 2. What resources are currently available?    * What plans, agreements, and contingency contracts are in place to address potential resource shortages?   [Facilitator Note: If yes, ask if there are plans in place to address these limitations. Is it number of personnel? Is it funding? Do they have existing agreements with external partners to assist them as necessary?]   1. Who are the key external stakeholders that would support response efforts?    * How would your institution coordinate and communicate with these stakeholders? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (2/4)** | **On-Scene Security, Protection, and Law Enforcement**   1. What response plans and protocols would your institution activate at this point?    * What stakeholders would be involved in managing and securing the scene? 2. Given the scenario, what protective measures would your institution adopt? Would your institution initiate an evacuation or a shelter-in-place? 3. In the event of an evacuation or a shelter-in-place, how does your institution ensure those with access and functional needs and those who do not speak English as a first language are able to follow correct procedures? 4. Do your campus security and law enforcement personnel have interoperable communications capabilities with external law enforcement personnel?    * Are there any personnel or resource challenges associated with this capability? 5. What strategies are in place at your institution to track deployed assets and account for deployed personnel?    * How do these strategies account for self-deploying personnel? 6. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (3/4)** | **Mass Care Services**   1. What potential mass care challenges does this type of incident pose for emergency managers and law enforcement response personnel?    * What challenges does this incident pose, if any, for resource coordination efforts?    * Will the capacity of regional emergency medical services be sufficient and timely? What is the role of campus responders in supplementing these resources? 2. How would your institution address challenges of injured students both on-scene and those fleeing away from the scene?    * How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport injured or deceased persons? |
|  |  | **Module 2: Discussion Questions (3/4) (continued)** | 1. Do you anticipate the need to establish a shelter at this point in the scenario?    * If so, how is this accomplished? 2. How will your institution account for students, faculty, staff, and campus guests in affected areas? 3. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 2: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent, coordinated public messaging throughout this phase of response operations?    * Who is responsible for delivering this public messaging?   [Facilitator Note: Is the message tailored to the specific audience? Is what you provide to the media and the general public coordinated to a different extent than what is provided to internal stakeholders (students, staff etc.) and to certain external stakeholders (parents, local officials etc.)?]   * + How does this messaging accommodate international students and families as well as students with access and functional needs?   + How do your communication tools account for increased use during an incident?   + Should primary communication means become overwhelmed, what backup or alternative communication systems are in place?  1. How does your institution ensure timely and accurate situational updates for internal stakeholders throughout the response period?    * Who is responsible for delivering these updates?    * What sort of information is your institution releasing at this point? 2. How and when does your institution activate its crisis communications plan? 3. How does your institution notify families, key stakeholders, and the public of fatalities or serious injuries? 4. [Insert additional discussion questions]   *Announce that we will now be transitioning to a 10-minute break.* |
| **BREAK: [Insert Time – Insert Time] (~ 10 minutes)** | | | |
| **MODULE 3: SHORT-TERM RECOVERY [Insert Time – Insert Time] (~ 60 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Module 3: Scenario Overview** | *Announce that you will now transition into Module 3.*  *Review the exercise scenario:*   * **[Insert Date and Time + 4 Hours]**   + Response personnel confirm the threat has been neutralized at this time   + Injured individuals have been transported to healthcare facilities and hospitals in the area.   + Your institution has transitioned from emergency response to fatality management operations for approximately [insert number] fatalities.   + By this time, both local and national media begin criticizing your institution for their response   + Students on social media say that they are worried about returning to campus and your institution is also getting calls from worried parents. |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (1/4)** | *Explain to participants that they will now be engaging in the facilitated discussions portion of Module 3.*  **Operational Coordination**   1. How does your institution coordinate the transition from response to short-term recovery efforts? 2. What plans, policies, and procedures guide your institution’s recovery process?    * Who is responsible for coordinating short- and long-term recovery efforts?   [Facilitator Note: Ask if the same individual is still the “lead” during the recovery phase.]   * + What are your institution’s priorities for short-term recovery?   [Facilitator Note: It is okay if participants respond that they are conducting response and recovery actions concurrently. Ask if there are any conflicting priorities and who would adjudicate these conflicts.] |
|  |  | **Module 3: Discussion Questions (1/4) (continued)** | 1. What resource gaps could limit your institution’s ability to meet these priorities?   [Facilitator Note: Be sure to prompt participants to identify possible solutions.]   * + What community resources or aid agreements could compensate for those gaps?   + How can your institution coordinate with private and public partners to ensure a whole-community recovery effort?   [Facilitator Note: Ask if the individual or entity that serves as the touchpoint for this external coordination stays the same or changes as the response and recovery phases unfold.]   1. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (2/4)** | **On-Scene Security, Protection, and Law Enforcement**   1. What plans or procedures are in place 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? 2. What additional stakeholders would be engaged to assist with these efforts? 3. What is your process for tracking the status and location of individuals who have been injured or fatally wounded? 4. What plans are in place for managing the presence of media and families on-site? 5. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (3/4)** | **Mass Care Services & Health and Social Services**   1. What are your institution’s mass care and health and social services priorities transitioning into the recovery process?    * Why type of information or services are you providing?    * What stakeholders would your institution engage to assist with this effort? 2. How does your institution coordinate, support, and track injuries and fatalities across the campus community? |
|  |  | **Module 3: Discussion Questions (3/4) (continued)** | * + What external stakeholders would you be engaging to support with this effort?   + How does this account for families of international students?   + How has your institution coordinated with local/regional hospitals to address potential HIPPA- and FERPA-related limitations on patient status and shareable information?   + What is your institution’s victim assistance plan?  1. What plans or policies are in place to support affected populations?    * Do these plans provide guidance for supporting counseling and behavioral health needs of affected populations? In the short-term? In the long-term?    * What plans are in place for establishing a Reunification Center? 2. [Insert additional discussion questions] |
| **[#]** | **[Insert Time]** | **Module 3: Discussion Questions (4/4)** | **Public Information and Warning**   1. How does your institution ensure consistent, coordinated public messaging throughout the recovery period?    * How does your institution’s communications strategy transition from response-oriented to recovery-oriented messaging?    * How does this messaging accommodate international audiences and audiences with access and functional needs? 2. How does your institution provide internal stakeholders with timely updates concerning recovery efforts? 3. Who is responsible for monitoring and managing inquiries from affected students, faculty, staff, and alumni? 4. How would you maintain overall brand reputation for an incident involving an active shooter attack?    * How would potentially false or misleading information be handled?    * How would potentially sensitive information (e.g., victim names) be handled? 5. [Insert additional discussion questions]   *Announce that this is the End of the Exercise and that you will now transition to a brief 15-minute hot wash.* |
| **ENDEX** | | | |
| **HOT WASH, [Insert Time – Insert Time]** **(~ 15 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Hot Wash Overview** | *Review the purpose of the Hot Wash noting that it is an opportunity for participants to provide candid feedback on their overall performance as well as the overall delivery of the exercise* |
| **CLOSING REMARKS, [Insert time – Insert Time] (~ 10 minutes)** | | | |
| **[#]** | **[Insert Time]** | **Closing Remarks** | *Thank players for their participation in the exercise. Introduce any additional speakers who will provide closing remarks.* |
| **ADJOURN, [Insert Time]** | | | |