VIOLENT INTRUDER TABLETOP EXERCISE

THE FOLLOWING TABLETOP EXERCISE IS AN EFFECTIVE WAY TO HELP YOU LEARN WHAT YOU MAY NEED TO CONSIDER WHEN DEVELOPING YOUR EMERGENCY RESPONSE PROCEDURES.

PROVIDE YOUR GROUP WITH THE FIRST SCENARIO FOLLOWED BY AN UPDATE EVERY 15 MINUTES. THE DEBRIEFING CAN TAKE PLACE AT THE END OF THE EXERCISE AFTER THE THIRD AND FINAL UPDATE. ALLOW THE PARTICIPANTS TIME TO OPENLY DISCUSS THEIR RESPONSE TO THE QUESTIONS.
As students arrived at school on the first day after spring break, a woman in her middle 20s is noticed entering through the main entrance. Because she is known to faculty and staff as the spouse of an English Instructor, no one thought to question her as she entered the building. The woman went directly to her husband’s classroom along with the students.

When the woman arrived in the classroom, she pulled out a 9mm hand gun and began screaming at her husband. *(Her husband had told her the evening before that he was going to file for divorce and request custody of their child.)* Immediately, the instructor shouted for the students to hit the deck.

Upon hearing the commotion, an instructor in a nearby room called the main office. The schools emergency plan was immediately activated.
Scenario Questions

1. To respond to this incident, you will establish your management structure using the ICS model. Draw your initial emergency organization, including the personnel assigned to each position (by title), in the space provided below.

2. Where will you establish your Command Post for this Incident?

3. What will you do first? Why?

4. What is your first concern in this situation?

5. What special concerns should you have?

6. For what contingencies must you plan?
The police have been called and are on their way. According to an instructor in an adjacent classroom, a male instructor who went to the classroom in an attempt to calm the shooter has also been taken hostage. The woman is highly agitated and is screaming at her husband and his students.

A custodian has told a secretary that he is going to sneak down the hallway to see if he can gather more information about what’s going on in the classroom.

**Update #1 Questions:**

1. Does this information change your planning? If so, how?

2. What should you do about the custodian?

3. Will you evacuate some or all of the school?

4. For what contingencies must you plan now?

5. What will you tell parents? How will you notify them?
INTRUDER SCENARIO UPDATE #2

The police and a hostage negotiator have arrived at the scene. They have cordoned off the area surrounding the school. Fire personnel and several emergency medical services crews have also been dispatched to the school.

Just as the police arrive, the phone rings in the main office. The instructor who has been reporting the situation is calling to report that she has just heard a loud crash. She says the shooter just left the classroom and is heading in the direction of the school’s mechanical room.

Update #2 Questions

1. What information will you provide to the police?

2. How will you work with the police throughout the remainder of this incident?

3. Now that the shooter has left the classroom, what should your immediate concerns be?
4. What does the fact that the male instructor tried to intervene tell you about your emergency plan?

5. For what long-range processes must you plan?
SCHOOLS COMMITTEE
INTRUDER SCENARIO UPDATE #3

It is now approximately 1½ hours since the incident started. Through the efforts of the police department’s hostage negotiator, the shooter has surrendered without further violence. Police are escorting her to a police vehicle.

The media picked up on the incident and began interrupting regularly scheduled programming about 30 minutes ago. Since that time, the telephone at the school has been ringing constantly as parents try to find out about their children. Parents are starting to arrive and are upset that the police will not allow them past the barrier to talk to school personnel and find their children.

Update #3 Questions:

1. What can you do to assist the police in addressing the parents’ concerns?

2. How will you handle the media?

3. What insights has participating in this exercise provided you about your school’s or district’s state of readiness for an emergency situation involving a terrorist? What revisions would you recommend to your emergency plan as a result?