

Tabletop Exercise: Active Shooter Event Training Prevention and Response

School Safety

**Indiana State Police and Hogue & Associates,
Incorporated and Dr. Rich Hogue 2022**

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Disclaimer

The “Active Shooter” scenario described in this exercise is a notational or theoretical work product. Characters, places, events, locales, and incidents are not taken from any actual events. Any resemblance to actual persons, living or dead, or actual events is purely coincidental.

Facilitator Selection

- Ideally, the Indiana State Police Department recommends that schools wishing to conduct an “Active Shooter Tabletop Exercise” select a “Facilitator” that is familiar with the challenges facing the organization.
- A facilitator that is intimately familiar with the safety challenges facing the school district.
- The “Facilitator” should also be familiar the most recent “Comprehensive Threat, Vulnerability and or Risk Assessment” and the school’s “Comprehensive Safety Plan.”
 - Remember the “Comprehensive Safety Plan” address the threats, concerns, etc. that are identified by the “Threat, Vulnerability and or Risk Assessment.”
- School’s may wish to have multiple “Facilitators” or utilize a “Team Approach” to facilitating the exercise.
 - An Example: The School Resource Officer and the School’s Certified Safety Specialist” co-facilitating the exercise.

Tips in Assembling Participants

A primary goal in selecting the participants for this exercise is to focus on individuals that will be expected to prevent and respond by implementing the district's "Active Shooter Prevention and Response Plan."

The Indiana State Police believe strongly that prevention is preferable to response. With that in mind, participants should place a priority on the prevention component of this exercise.

In selecting participants for this exercise, organizers must consider selecting individuals that will bring resources that may be utilized in preventing and or responding to an actual "active shooter event."

Remember to assemble a cross-section of individuals from the "School Community" that will be involved and or impacted by an "actual active shooter event."

Sample Participant List for the Tabletop Exercise

- **Central Office Administration: Representatives from the District Adm.**
- **Governing Body Representatives: Representatives from District Board**
- **School Safety Specialists: Certified School Safety Specialists**
- **Communications Director: District Public Relationship Director**
- **Law Enforcement Representatives & SRO's: Certified LE Officers**
- **Medical personnel: District Nursing Coordinator/Physician**
- **Representatives of the School Community: Community Patrons**
- **Representatives for the County EOC: Emergency Op. Representatives**
- **Instructional Staff Representatives: Classroom Educators**
- **Support and ECA Representatives: ECA Sponsors**
- **Facilities Specialists: Buildings & Grounds; Maintenance Staff**
- **Transportation and Food Ser.: Reps from Transportation/Food Services**
- **Intervention Team Rep: Representatives from various levels of the Student Intervention Teams in the District**
- **Facilitator/Timer: Individual Trained in School Safety**

Examples of Suggested Documents

- **Exercise Narrative or Synopsis**
- **“Comprehensive Threat-Vulnerability-Risk Assessment Document”**
- **“Corporation Comprehensive Safety Plans”**
- **District’s “Comprehensive Active Shooter/Attacker Plan”**
- **“District’s Guardian/Student Reunification Plan”**
- **“Comprehensive Safety Plan” from each “Facility.”**
- **Student Intervention or Student Assistance Plan**
- **Evacuation/Reunification Plan**
- **Continuing & Return to Education**
- **Recovery Plan (Students, Parents, Staff, School Community Members)**
- **Applicable County EOC Emergency Plan**
- **Safety Organization’s Staffing Chart**
- **Organization’s Policy Handbook**
- **Facilities Schematic**

Tabletop Procedural Overview

This exercise is intended to assist participants in focusing on the preventative measures and response options found in their respective “Active Shooter Prevention and Response Plan.”

One of the most important characteristics of a “Tabletop Exercise” is the “Learning Phase.” In addition to honing the safety skills of the participants, the exercise must focus on educating the participants on the available response options.

As the exercise progresses, a “Narrative or Synopsis” has been created that describes the development and actions of two active shooters.

After each narrative, “Queries” have been developed that will direct the participants to examine and apply components of their existing “Active Shooter Plan.”

The exercise is intended to be a self-directed learning experience. It is not intended to be a test that points out the inadequacies of an organization’s plan.

On the contrary, it should assist individuals in confirming the measures that are in place while improving and or modifying existing safety procedures and practices.

Warmup: Pre-Exercise Queries for Examining Selected School Safety Policies and Practices

- 1. Can you describe what “Comprehensive Risk, Vulnerability or Threat Assessment” means to your group?**
- 2. Have you conducted a “Comprehensive Risk, Vulnerability or Threat Assessment?”**
- 3. Have you developed a “Comprehensive Safety Plan” that addresses the risks, vulnerabilities and or threats identified in the “Assessment?”**
- 4. Do you have a “Certified School Safety Specialist” in your district?**
- 5. How many “Certified School Safety Specialists” do you have in the district?**
- 6. Do you have “Student Assistance Teams,” “Student Intervention Teams” and or “Student Threat Assessment Teams” in all buildings?**

Note: The “Assistance Team,” the “Intervention Team,” and or the “Threat Assessment Team” are different names for the same entity. These teams assist in monitoring the school community and provide support for those in need of assistance.

- 7. What methods are in place to enhance communication among building level “Assistance Teams.” (i.e. Student Intervention/Threat Assessment Teams, “Assistance Teams,” etc.)?**

Warmup: Pre-Exercise Queries for Examining Selected School Safety Policies and Practices

- 8. Are your “Evacuation Kits” developed to meet the unique needs of the individuals they are intended to support?**
- 9. Has your legal counsel developed an MOU that governs the “information sharing process” among the juvenile courts, law enforcement, health care providers, etc. and the school district?**
- 10. Did you include a cross section of school community members in your “School Safety Planning” process?**
- 11. Have you established building and or district “Crisis Management Teams?”**
- 12. Have you clearly defined the difference between the “Assistance Teams” and the “Crisis Management Teams.”**
- 13. Have you trained the participants of both teams?**
- 14. Do you have an “Emergency Notification System” dedicated to emergency announcements?**
- 15. Have you established various emergency notifications alarms that are clearly distinguishable (one from the other)?**

Warmup: Pre-Exercise Queries for Examining Selected School Safety Policies and Practices

16. At especially vulnerable times during the school day, do you invite law enforcement to visit your campuses?
17. Have you conducted drills at different times of the school day to test your plans?
18. Have you adjusted and or modified your plans based on the results of the drills?
19. Are you familiar with “Debriefing Forms?”
20. Do you use “Debriefing Forms” to improve and or modify your plan?
21. Have you educated members of the “School Community” on the “Early Warning Behaviors?”
22. Have you examined your school “Climate” via the use of a “Climate Assessment Inventory?”

Note: ISP suggests that school districts develop their own climate survey. Sample survey questions are provided on the ISP Home Page. These are intended only as examples. Educators know their school community better than anyone. In that light, they are capable of developing their own survey.

Warmup: Pre-Exercise Queries for Examining Selected School Safety Policies and Practices

- 23. What efforts have been made to create a positive school climate that will promote the anonymous sharing of safety concerns?**
- 24. Can “School Community Members” anonymously share safety concerns with school personnel?**
- 25. Have you educated your school community on the methods available to communicate safety concerns to school personnel, law enforcement, building and corporation level “Assistance Teams,” etc.?**
- 26. Have you worked with your district’s guidance department, school administration and your legal counsel to develop a “Student Transfer Vetting Policy?”**
- 27. Do you have SRO’s in your school district?**
- 28. Have you developed standard interview/hiring procedures that govern the employment process for certified and noncertified staff (i.e. interview questions/model answers, credential evaluation, work experience/reference check procedures, criminal history checks, etc.).**

Pre-Event Synopsis of the Event

Early in student A's Pre-K year, his teachers noted that he had a troubling disregard for the feelings and wellbeing of classmates. He seemed to enjoy intimidating, bullying and creating pain in his classmates. It was not unusual for student A to bring "insects" to school to scare his fellow classmates. During the summer between his first and second grade year, the student placed a lighted firecracker on the shoulder of classmate. The result of this act was the loss of 30 % of the hearing in student's right ear. Due to the age of the students involved, no action was taken by law enforcement. Early in the student's second grade year, his teacher noted that his drawings always had a violent theme. She noted that he seemed to enjoy shocking her with his depictions of naked figures, of individuals being shot, stabbed, set afire, etc. When his behavior was corrected, he fixed a "predator glare" on his teacher and refused to verbally communicate. Even at the very beginning of elementary school, his teachers intimated to his school counselor and later to his therapist that he intimidated them and made them feel uncomfortable.

As a result of this behavior and at the school's request, the student entered into an evaluation and assessment program conducted by the school psychometrist and a certified mental health professional. It was determined that the student suffered from ADHD or "Attention Deficit Hyperactivity Disorder." Students experiencing this disorder can have trouble sustaining attention. In addition, they may become extremely agitated and act impulsively. As frustration builds, they may act aggressive, angry, and defiant.

Pre-Event Queries

- 1. Do you have access to mental and emotional health professionals in your district?**
- 2. Have you educated all members of the school community on the “Early Warning Indicators.”**
- 3. Do you have “Student Assistance Teams” in each building?**
- 4. Have you defined the purpose of the “Student Assistance Team?”**
- 5. Would this student be placed on the “Assistance Team’s radar?”**
- 6. Who serves on these teams and how often do they meet?**
- 7. Has your district’s legal counsel developed policies & practices that govern the operation of the “Student Assistance Teams?”**
- 8. Have you educated all members of the “School Community” on the purpose of the “Student Assistance Team?”**
- 9. Do you have an confidential reporting method, that may be utilized by all members of the “School Community,” to share safety concerns with the “Student Assistance Teams?”**

Pre-Event Synopsis of the Event

As student A progressed through his early elementary grades, he continued to receive services from a mental health professional and the school district's "Exceptional Students Program."

However, his behavior continued to deteriorate. Staff members voiced their concerns that his behavior could be more "deep seated" than the initial determination of cognition issues or "Attention Deficit and Hyperactive Disorder (ADHD).

A new Case Conference was convened. His psychotherapist and the school psychometrist determined that in addition to the cognition issues (ADHD), student A was suffering from "Oppositional Defiant Disorder" (ODD). His therapist suggested a program involving "Cognitive Behavioral Therapy" (CBT) and or "Dialectical Behavior Therapy" (DBT).

Teachers, school counselors and administrators continued to report student A's inappropriate conduct involving lying, stealing, bullying and manipulating students and staff. As a result of this behavior, his school's psychometrist recommended a revision in his IEP to include measures to deal with his "Emotional Behavior Disorder" (EBD). Considering his lack of progress and the progression of his apparent attempts to control others, his therapist suggested that the student's behavior had progressed from (ODD) to a more serious "Conduct Disorder" (CD). A case conference was held and the student's Individualized Educational Program was revised to include accommodations for EBD and CD.

Pre-Event Synopsis of the Event

Even though a new “Individualized Education Program” (IEP) was implemented by his elementary school, student A’s behavior did not improve. Referrals continued to be generated from teachers, counselors & staff as student A began his fourth grade year.

In an annual case conference at the end of his third grade year, his mother voiced several complaints relating to what she referred to as prejudicial treatment of her son by teachers, counselors and administrators.

Over the summer, his guidance counselor encountered the student at a community fair and carnival. She experienced the fixed nonverbal glare ending in a middle finger gesture. She called his home and was able to speak with his stepfather. In conversation, an exasperated stepfather, stated that he understood. He shared that his stepson had “keyed” his new car because he took his computer away for a week for inappropriate use. He apologized and promised to speak with his stepson.

Two weeks later the counselor found her dog dead in the backyard. The veterinarian suspected poisoning. The police investigated and even questioned the boy but his mother indicated he had not been out of her sight for two days. Law enforcement was unable to make a case.

Pre-Event Queries

- 1. Considering that both the actions and the suspected actions of the student occurred during the summer, what action, if any, would the building administration take?**
- 2. Under the guidelines of your “Student Assistance Team,” would this “developing issue” come to the attention of your building “Student Assistance Team,” “Intervention Team” or “Assessment Team?”**
- 3. Since no charges were filed would law enforcement share any information with the school or school district?**
- 4. Since no charges were filed, would the SRO be involved in any way?**
- 5. Could or would any of this information be shared with all teachers having contact with the student?**
- 6. Do you have a policy, that has been developed in cooperation with law enforcement and the district’s legal counsel, that would govern information sharing?**

Pre-Event Synopsis of the Event

As his fourth grade year began, student A continued to receive disciplinary referrals for conduct issues. His teachers noted that his inappropriate and aggressive behavior toward classmates continued. If corrected he quickly lost his temper, began to glare and became nonverbal. He would bully classmates into inappropriate behavior and then tell on them. During his temper tantrums he would kick chairs, trash containers, desks, etc. and use profane language.

During the spring of his fourth grade year, his teacher's handbag disappeared. An hour later, he told her that he saw a fellow student dump it in the hall waste container. When questioned, the alleged thief in fact reported that student A had bragged to him that he had taken the handbag and deposited in the hall waste container. He also shared that he was threatened by student A to stay silent.

Student A adamantly denied the conversation.

Continued

Pre-Event Synopsis of the Event

The school suspended student A pending expulsion for the theft. A “Manifestation Determination Conference” was scheduled and the family hired a special education attorney and special education advocate.

In the conference, the student’s parents expressed a desire to give the student a fresh start with a transfer to his biological father’s school district in northern Indiana.

In the “Manifestation Determination Conference,” the pending transfer was discussed. In the conference, it was determined that the student’s conduct was related and or “linked” to his disability. As a result the expulsion was not upheld.

After considering all the information, the IEP committee determined that more supportive measures were needed.

These measures included but were not limited to a fulltime and dedicated instructional assistant, daily counseling sessions to accommodate his temper related outbursts and daily tutorial instruction.

Pre-Event Queries

- 1. Would your School Resource Officer be involved in this matter in any way?**
- 2. Would your “Student Assistance Team” be involved in any way?**
- 3. Would any assistance be provided during after school hours to the educators involved?**
- 4. Do you believe the school would have agreed to additional support if the student intended to stay in the district?**
- 5. What information will be communicated to the receiving school district during the transfer process?**
- 6. Are your transfer policies for sharing information vetted by your legal counsel?**

Pre-Event Synopsis of the Event

Over the summer between his fourth and fifth grade year, his father obtained custody and student A was transferred to a new school.

Based on the new IEP developed by his former school, his new school assigned an instructional assistant to work with him on a one-on-one basis and establish a daily counseling program.

His father desperately attempted to establish a positive relationship with the student. He noted his fascination with firearms. As a result, he began to use trips to the firing range as a “carrot” or reward for appropriate behavior.

His father noted that their relationship centered totally around the time they spent at the range. His son spent nearly all of his time away from the range locked in his room. Student A did not allow anyone in his room. Except for his time at the range and in school, the student spent all of his free time on the internet.

Pre-Event Queries

- 1. Does your district have an extensive and formal enrollment policy that is vetted by your legal counsel?**
- 2. Does your transfer policy call for obtaining as much information as possible on transfer students.**
- 3. Who is contacted from the sending school to garner as much information relating to the “transferring student” as possible?**
- 4. Would information on the student be shared with teachers?**
- 5. If so, what information would be shared with teachers?**
- 6. Do you have a policy, vetted by your legal counsel, that governs information sharing with your “Student Assistance Team” and the appropriate classroom teachers?**
- 7. If so, what information can be shared?**

Pre-Event Synopsis of the Event

As student A completed the fifth grade, the his poor behavior continued. During the course of the first semester, three different instructional assistance resigned due to concerns for their safety.

During the student's fourth grade year, he begged for a semiautomatic rifle. As a compromise, he received a pellet gun for Christmas.

Between Christmas and New Year's Eve two pets in the neighborhood were killed with what appeared to be a pellet gun.

Law enforcement officers were called to investigate. During the investigation, the student was questioned. He reported that two of his classmates told him that they had shot the pets. Strangely, the interview concluded with an extremely odd question from the student. The student queried, "Is it true that a pellet cannot be traced to the gun from which it was fired?"

Continued

Pre-Event Synopsis of the Event

Detectives questioned the two boys accused by student A. Both adamantly denied telling the student they shot the pets. In fact, both were out of state on vacation at the time of the incident. Law enforcement turned the results of their investigation over to the prosecutor's office.

Student A's father enlisted the assistance of an attorney and negotiations began with the legal system. An agreement was reached with juvenile justice department. Student A's family would pay restitution for the lost pets and submit an apology letter to the pet owners. In addition, student A would enter into a court sanctioned diversion program with a new health care professional.

At the end of the diversion program the "Prognosis" statement penned by those directing his program read, "(Student A's Name) is an exceptionally bright young man. In my view, he is likely to lead a successful life. He has the intellectual ability to achieve the lofty goals he has set for himself."

As the student progressed through his intermediate school years, he was evaluated by a new certified mental health care professional. It was determined that he was struggling with Oppositional Defiant Disorder (ODD) combined Intermittent Explosive Disorder (IED). Individuals suffering from IED may become overwhelmed with anger that results in the loss of control. This impulse-control disorder is typified by sudden emotional outbursts and uncontrolled anger. Regular sessions were scheduled with the therapist.

Pre-Event Queries

- 1. What emotional and mental health resources are available in your district?**
- 2. Does your district have mental health professionals on your “Student Assistance Teams?”**
- 3. What information would be shared between the law enforcement and the district?**
- 4. Has your legal counsel developed an MOU governing the information sharing process (between law enforcement and the district)?**
- 5. Do building level “Student Assistance Teams” have a process for sharing information among buildings?**
- 6. Again, have you developed various methods vetted by your legal counsel for members of the school community to confidentially share safety concerns with the “Assistance Teams?”**
- 7. Again, if so, have you educated school community members on how to share concerns with the school district’s “Assistance Teams?”**

Pre-Event Synopsis

In the sixth grade, his teachers and guidance counselor stated that the student demonstrated a high level of cognitive ability. His teacher also observed that during class participation exercises, he took a great deal of pleasure in making fun of students that failed to provide correct answers. His bus driver witnessed similar behavior. Often, the driver found it necessary to correct the student for making fun of a classmate that had a profound communication disorder.

In the spring of his fourth grade year, the cafeteria manager shared a troubling conversation she overheard. In a discussion with fellow students, the student seemed very excited as he related a news article covering a school cafeteria shooting. He seemed quite fascinated with the fact that the cafeteria presented a “great opportunity” to conduct a school shooting.

His classroom teachers also expressed concern that he had developed a deep fascination for news articles that reported previous “Active Shooter Events.” He would pretend his hand was a gun and point it at fellow students. Then, he would simulate the sound and action of shooting his classmates. The fascination was so extreme that it made staff and students uncomfortable.

His social studies teacher reported that he seemed the most engaged when the class discussion centered on anything to do with violence (civil war, riots in LA, school active shooter events, etc.).

Pre-Event Queries

- 1. Do you include noncertified staff on your “Student Assistance Teams?”**
- 2. Are your flipcharts segregated by “Job Description and Location” on your campuses (i.e. Cafeteria Managers, Bus Drivers, Teachers, Guidance Counselors, ECA Sponsors, etc.).**
- 3. Are noncertified staff members aware of the methods available to communicate with the “Student Assistance Team?”**
- 4. Have you developed and conducted a “Climate Survey” of students and staff?**
- 5. Have you included noncertified staff in your climate studies?**
- 6. Do students feel safe?**
- 7. Do teachers feel safe?**
- 8. Do noncertified staff feel safe?**
- 9. Would the behavior of Student A be shared with the “Student Assistance Team?”**

Pre-Event Synopsis Continues

As student A progressed through his intermediate grade years and into junior high school, teachers noted that he continued to bully classmates and often threaten to “get them” on their way home.

In addition, staff members reported that when corrected in school, he would “glare” back at teachers, counselors, etc. for several minutes without responding to any verbal communication.

In a parent-teacher conference, his stepmother confirmed the same “glaring nonverbal behavior” directed toward her. She also intimated that the student no longer allowed anyone in his room. Laundry, food, etc. were typically left outside the bedroom door.

In the parent-teacher conference, the stepmother indicated that her stepson exhibited behavior that frightened her. She also shared that the father continued in his attempts to establish a functional relationship with the student by utilizing his fascination with guns. The father had been taking the student to the firing range twice a week. However, as the student became more demanding, the trips to the range increased to five times a week.

Pre-Event Queries

- 1. What assistance would be given to classroom teachers when they experience the nonverbal glaring behavior?**
- 2. Have you worked with your legal counsel to develop practices that allow your SRO to be involved in the process?**
- 3. Would your SRO consider doing a home visit?**
- 4. What advice would your school provide to the parents?**
- 5. Would communication take place between the “Exceptional Students Department” and the “Student Assistance Team?”**
- 6. Do you have a policy vetted by your legal counsel that would govern the sharing of information with the student’s teachers, instructional assistances, counselors, etc.?**
- 7. Has your legal counsel explored the options for expanding the information sharing process to include all impacted parties (parents, SRO, counselors, instructional staff, support staff, mental health professionals, etc.).**

Pre-Event Synopsis

As a high school physical education teacher walked to her car after an evening football game, she encountered student A sitting on her car. In a previous assignment, she had served as the student's physical education teacher at the elementary level. As she had not had contact with the student for several years, she was quite taken aback. She asked if she could help him. Without saying a word, he removed himself from her car and walked away. Remembering the student's odd behavior in elementary school, she thought it best to discuss the incident with her principal.

Immediately following the incident, the teacher began to receive "hang-up" phone calls. The calls would be placed at all hours of the day and night.

A preliminary investigation found that the calls were being made from a "burner" phone. The investigation stalled.

Pre-Event Queries

- 1. What actions would the principal take in your district?**
- 2. In your school, would the parents be contacted?**
- 3. Again, are “Student Assistance Teams” in place at all levels?**
- 4. Would the “Student Assistance Teams” be advised?**
- 5. Would the School Resource Officer be involved?**
- 6. Since no charges were filed and no apparent crime (except for harassment via the phone calls from an unconfirmed source) was committed, would law enforcement be involved?**

Pre-Event Synopsis

As student A completed his junior high years, he met what seemed to be a kindred spirit in Student B. Student B had transferred from a neighboring school district.

Student B had been in three different schools in the four years. In his first two years in elementary school, he immediately experienced issues. He ran away from school. He attempted to jump from the bus while it was in motion. While in school he become extremely volatile. He frequently threw temper tantrums. He attacked other students and displayed extremely aggressive behavior toward his teachers. A mental health professional evaluated him and determined that he was suffering from an anxiety disorder (School Phobia). A 504 plan was placed into effect to deal with his anxiety disorder. The accommodation allowed him integrate into school attendance gradually.

A calendar year later, his conduct had worsened. As a result his parents enrolled student B in a private school. There his behavioral issues continued. He frequently challenged authority. His temper tantrums became a daily occurrence. He would pick fights and blame others for the resulting outburst. After the fight he would hold a grudge and often follow up with an assault on the adversary on the playground or after school. As a result he was evaluated by school psychometrist and an independent mental health care professional. It was determined he suffered from (CD) Conduct Disorder. As a result he was place in the Exceptional Learners Program with support to accommodate his disability.

Pre-Event Queries

- 1. What procedures are in place to accommodate children with serious behavior issues?**
- 2. Have you engaged your legal counsel to develop the guidelines for the operation of the “Threat, Intervention and or Assistance Teams?”**
- 3. Have you trained the members of the “Threat, Intervention and or Assistance Team?”**
- 4. Have you trained all members of the school community on the process of sharing information with the “Threat, Intervention and or Assistance Team?”**
- 5. What resources are available for students dealing with mental health issues?**

Pre-Event Synopsis

At the annual case conference in his new school at the end of his six grade year, he was evaluated by the school's psychometrist with a second evaluation from a private sector mental health care professional. It was determined that he was suffering from Conduct Disorder (CD).

During the spring of his six grade year, his behavior became more destructive and aggressive toward teachers, classmates and support staff. He lost his recess privileges for a week due to his abhorrent behavior. While serving his recess-detention, he poured a container of hand sanitizer into the class room aquarium. Initially, he denied responsibility but several of his classmates came forth to indicate he had bragged that he was going to kill the fish because the sound of the aerator bothered him.

Continued

Pre-Event Synopsis

Two weeks after he poisoned the aquarium, he stabbed a student he held responsible for “ratting him out” in the back of the head with his pencil. The blow was sufficient to break the pencil lead off in the wound. Law enforcement was involved and the student was referred to the juvenile justice system. While waiting for a hearing date, he broke into a neighbor’s workroom and stole a laptop computer. He was caught when he attempted to sell it to a classmate.

He was adjudicated in the juvenile justice system on assault and breaking and entering offenses. He was placed on 18 months probation with mandatory counseling sessions with a court appointed health care professional. After completing his probation and counseling program, his parents moved and he was enrolled in a third school.

Pre-Event Queries

- 1. Since the student is not on probation and or not involved in any pending legal proceedings, would any officer of the court or any law enforcement agency communicate information to the receiving school?**
- 2. What records would be sent to the receiving school by the sending school?**
- 3. Again, what procedures do you have in place to garner information from “sending schools” on regular and or “Exceptional Students?”**
- 4. When a student transfers, in addition to the registrar, who do you contact from the “sending” school?**
- 5. Do you have a standardized procedure vetted by your legal counsel for gathering information on transfer students?**

Pre-Event Queries

- 6. Are your procedures for gathering information on transfers vetted and or developed by your legal counsel?**
- 7. Do you contact the sending school's administration for conduct and or disciplinary records?**
- 8. Specifically, who are the individuals contacted from the "sending school" in order to gather information on the pending transfer?**
- 9. Typically, what records are exchanged in order to complete the transfer process?**
- 10. If you see an issue and want to share information with the "Student Assistance Teams," have you had your legal counsel vet the procedures to do so?**

Pre-Event Synopsis

In junior high school he met what appeared to be a kindred spirit in student A. The two students quickly became inseparable.

According to classmates, they seem to pride themselves on “getting away with” acts of harassment, intimidation and theft. It was widely know among the student population that shooting out exterior lighting in the neighborhood was a favorite past time.

As they progressed from the junior high school into high school, the pair began to hunt pets in the neighborhood. After conducting research on the internet, they selected a pellet gun because they believed the pellets could not be traced back to a particular gun.

The first pet taken belonged to an assistant principal that had disciplined student A two years earlier.

Continued

Pre-Event Synopsis

Investigators, recalling previous conversations with one of the students, concentrated their surveillance on student A's home. Law enforcement elected to patrol the neighborhood and caught the two students in the act of shooting a neighbor's pet.

They were arrested by local law enforcement. The juvenile justice court placed the pair in a diversion program. The diversion program included counseling, community service and restitution. At the end of the program, the counseling professional wrote, "I see two remorseful young men who are intelligent and have a bright future." Both boys wrote a fauxpology to the victims. The letters took the form of an apology but did not express remorse. Simply, they expressed how it must have felt to lose such a loved member of the victims families.

Both students were immersed in the Exceptional Learners Program. As a result a Manifestation Determination Conference was held. Both parents attended with their advocates and attorneys. It was determined that a relationship and nexus existed between the students disabilities and their actions. As a result, a new IEP conference was scheduled and additional counseling and intervention strategies were implemented.

Pre-Event Queries

- 1. Again, have you educated the school community on the anonymous avenues to share information with the “Student Assistance Team,” educators, SRO, etc.?**
- 2. Do you have an MOU with local law enforcement that addresses what can and cannot be shared between law enforcement and school officials?**
- 3. Has the MOU been developed and vetted by your legal counsel?**
- 4. Examining the content of the apology letter, what clues may be apparent?**
- 5. Would local law enforcement officers share information with the “Student Assistance Team?”**
- 6. Given the nexus between school personnel and the crime, would the school take disciplinary action?**
- 7. Would your SRO been involved in this process?**
 - a. If so, how?**

Pre-Event Synopsis

At the end of the students' freshman year, local law enforcement was called to a family residence in the school community to investigate vandalism to a detached garage.

The property belonged to one of the neighbors that filed a complaint regarding the disappearance of their pet.

"Narc" had been painted in red letters on the side of the neighbor's garage. Several boards with nails had been placed behind the rear tires of the car in the garage.

School pictures of each student were found displayed on the rear window of the car.

The students claimed that they were being framed. They argued that, "Why would we be so stupid to leave our pictures at the scene?" The parents supported the boys assertion that they were innocent and just being targeted.

No charges were filed!

Pre-Event Queries

- 1. Has the “Student Assistance Team” from the High School met with the “Student Assistance Teams” from the Elementary, Intermediate and Junior High School respectfully?**
- 2. What communication if any would occur between law enforcement and the school (since no charges were filed)?**
- 3. Since the event was not related to school, would any information be shared with the school administration, “Assistance Teams,” students’ teachers, etc.?**
- 4. Do you have a policy vetted by your legal counsel that governs information sharing between law enforcement and school officials.**

Pre-Event Synopsis

As the students entered their sophomore year, they became more isolated. Often, they spent hours together locked in one of their rooms.

Student B's parents were called to school to review a writing assignment. He titled the document "The Value of Pain and Suffering." He selected the conduct of the "Nazi Regime" for the essay assignment. His writings included graphic praise for the horrific procedures performed by Nazis military personnel. He seemed especially fascinated with the experiments performed by Josef Mengele.

Student "B" defended himself in the school conference by stating that the assignment was to pick a difficult viewpoint and convince others of its value. Under pressure from the parents, the teacher agreed that the paper did adhere to the underlying concepts of the assignment. The assistant principal disagreed and voiced her concern to the group.

At lunch, the day of the parent conference, student B told a classmate at his table that he was going to kill the assistant principal's cat and if she did not watch it he would "do" her too.

When confronted by the assist principal, the student said he was misquoted. Upon investigation, the classmate recanted his version of the events. School officials suspected the recanting came as a result of threats.

Pre-Event Queries

- 1. Given the circumstances, what disciplinary actions would likely be imposed on student B in your school?**
- 2. Would you meet with legal counsel to explore the available options to communicate concerns to all affected parties on your staff?**
- 3. Would you meet with your teachers to establish a monitoring and communication strategy to provide a secure and effective educational environment?**
- 4. Would you conduct a meeting between the teachers of these students and the “Student Assistance Team?”**
- 5. Would your legal counsel setup the guidelines for this meeting?**
- 6. Would any additional evaluation, referral, etc. for special services take place?**
- 7. Would any additional communication take place to law enforcement?**

Pre-Event Synopsis

In the second week of April, student A was suspended for an altercation with an elementary student on the bus.

Student A had a crush on a popular female student. He often wrote her name on book covers, notebooks, etc. On the day of the incident, he wrote her name on his arm in ink.

An elementary student made fun of him for doing so. He responded to the elementary student's teasing by tell him that he had killed dogs and he would do the same the him.

The evening of his suspension the student appeared at the female student's door unannounced. She was afraid and refused to come to the door. This infuriated the student. He began to kick the door and yell obscenities.

The student refused to leave. The female student's parents had to call law enforcement to their home to deal with the student threats. No charges were filed.

Pre-Event Queries

- 1. Again, has your legal counsel been involved in setting up an appropriate MOU between law enforcement and your district to govern information sharing?**
- 2. Do you have a procedure in place for information sharing when no charges have been filed?**
- 3. Since this event took place away from school, would the school be involved?**
- 4. If so, how would the school be involved?**
- 5. What precautions would the school take to increase the security of the campuses, when this information is made available to them?**
- 6. What actions would the school administration take?**
- 7. What role would the SRO play in securing the campuses?**
- 8. What actions would the “Student Assistance Team” take?**

The Event

On April 20th, the 911 operator received a call at 11:31am from the parents of student A's "love interest." They indicated that student A & B just left their residence after pounding on the door and making verbal threats to retaliate for against them for calling law enforcement the previous night. They also made threats directed toward students and staff of the high school.

As the mother watched the two students leave, she noted that one of the young men appeared to have a firearm in his belt.

At 11:32 am the 911 operator immediately notified the school of the confrontation. The school indicated that student A had been recently suspended. The secretary taking the call checked the attendance list and noted that student B was also absent. She walked to the teacher's lounge where the principal was having coffee with the SRO.

When notified at 11:35 am, the principal immediately went to the main office to initiate a "Code Yellow" or "Soft Lockdown." Since it was lunchtime, this process secures the external doors but allows for student movement inside the facility.

Response Queries

- 1. Who is empowered to sound the alarm?**
- 2. Can emergency alarms be initiated from anywhere in the building?**
- 3. What are the first actions called for in your “Comprehensive Safety Plan” or “Active Shooter Flipcharts?”**
 - a. For Administration, Instructional and Support Staff?**
- 4. Do you have a School Resource Officer in the school district? If so, how many?**
- 5. What type of “Lockdown” or “Lockdown Procedures” do you have in your building security plan to deal with a potential threat to the school campus?**
- 6. Have you considered going to one type of lockdown that shelters all students in place?**
- 7. Have you applied any technology to the exterior doors to increase perimeter security?**
- 8. Do you have interior and exterior electronic monitoring capabilities?**
- 9. Where is the monitor located for the external electronic surveillance devices located?**
- 10. Do you have staff monitoring the display screen?**
- 11. Does this date have any significance?**

The Event

At 11:42am, there is an explosion in the south student parking lot. The school administration, SRO and other staff members run to the south parking lot to investigate.

At 11:43am a custodian working on the grounds, notices a student walking to an exterior door with what appears to be a rifle. He immediately calls the main office to sound the alarm.

At 11:44am, student A begins shooting his way through an exterior glass door giving him access to the east doors of the cafeteria. He immediately enters the cafeteria and opens fire. At the same time student B shoots his way through an exterior door on the west side of the building. This gives him access to the west doors of the cafeteria. He immediately shouldered his weapon and waits for students to exit the cafeteria via the doors on the west side of the cafeteria.

At 11:44 the food services director, calls the office indicating a student had entered the cafeteria with a long gun and opened fire on students and staff in the cafeteria. Students and staff are running in all directions.

As students exit through the west doors, student B opens fire.

Response Queries

- 1. What are the first actions that administrators will take?**
- 2. What tools are in place to direct students and staff?**
- 3. Once the alarm has been initiated, did you station a staff member outside to meet and assist arriving law enforcement?**
- 4. Have you conducted active shooter and tabletops trainings to deal with “AS” scenarios that may occur at various times of the school day?**
- 5. What procedures are in your “Comprehensive Safety Plan” that would direct your response to a cafeteria shooting?**
- 6. Are all flipcharts segregated by job description?**
- 7. What perimeter security systems do you have in place?**
- 8. Do you utilize support staff to monitor the exterior of the building?**
- 9. Do you include cafeteria staff in training sessions?**

The Event

At 11:45 am, student A continues to take victims in a random fashion. Some students freeze in place while others run in all directions

At 11:48 am, arriving law enforcement, enters the building. Following the sound of gunfire, law enforcement arrives at the cafeteria at approximately 11:49 am.

At 11:49 am student "B" exchanges gunfire with law enforcement. He is immediately taken down. At 11:50 am law enforcement enters the cafeteria. Student "A" turns his firearm on himself taking his own life.

Many of the more than 500 students in the cafeteria are seriously injured.

Response Queries

Triage Procedures (Immediate Response Considerations)

- 1. Do you have a school nurse?**
- 2. Has your school nurse been trained in emergency triage and care?**
- 3. Does your school nurse have the emergency supplies necessary to care for injured persons?**
- 4. Have other staff been trained to assist the school nurse during a mass casualty event?**
- 5. Have you contacted your local EMS to determine what type of triage system they use?**
- 6. Have you practiced this type of medical triage system?**
- 7. Have you contacted your local hospital to determine how many injured persons they can handle at one time?**

Response Queries

Triage Procedures (Immediate Response Considerations)

- 8. Does your school have AED's?**
- 9. Have you trained multiple staff members in the use of the AED?**
- 10. Have you trained at least 5 staff members in the "Stop the Bleed" protocols?**
- 11. Do you have tourniquets available?**
- 12. If your school has to move non-injured students to a reunification site, what first aid supplies will be taken along and who will be in charge of the first aid station if the school nurse stays on the scene?**
- 13. Do you have a tracking system established so that you will know the disposition of each student (those released to parents, those taken to the ER, those taken to the reunification site)?**
- 14. Do you have a relationship or MOU with mental health and grief counselors that can be activated during a crisis?**

The Second Phase

The “Second Phase” of this exercise involves the clearing of the facility, the evacuation, the reunification and finally the investigation resulting from the “Active Shooter Event.”

You may elect to view the [Indiana State Police Home Page](#) to access suggestions on developing an Evacuation and Reunification Plan.