

Nebraska Outdoor Sports Event

Track Meet: Tabletop Exercise

Situation Manual

This Situation Manual (SitMan) provides exercise participants with all the 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 Overview

Exercise Name	Nebraska Schools Outdoor Sports Event Exercise
Exercise Dates	
Scope	This exercise is a workshop planned for 1.5 hours. Exercise play will include facilitated participant discussion.
Mission Area(s)	Protection, Response
Core Capabilities	Standard Response Protocol, Operational Coordination, Operational Communication, Public Information and Warning, On-Scene Security, Protection, Access Control, and Identity Verification, and Law Enforcement
Objectives	<ol style="list-style-type: none">1. Establish the Standard Response Protocol and envision how it might be implemented.2. Test plans and identify strategies and processes for Standard Response Protocol during the incident.3. Test coordination of school resources and collaboration among stakeholders during the incident and incident response.4. Ensure capacity for accurate and timely communication in support of operations and reunification among and between team members and first responders.5. Ensure staff from other schools, parents, and community members receive needed information in an accurate, timely manner.
Threat or Hazard	Bank Robbery at the same time as an outdoor school event (track meet).
Scenario	School has dismissed for the day, but after school and extracurricular activities are taking place, namely, track practice. At the same time, a local bank has been robbed, and two suspects are on the loose. School staff and administration are concerned they may try to enter the school. Scenario 2 is similar except for an invitational track meet with two other schools in attendance and fans and boosters of the local school.
Sponsor	Nebraska Department of Education; University of Nebraska Public Policy Center

Exercise Name	Nebraska Schools Outdoor Sports Event Exercise
Participating Organizations	Nebraska Department of Education; University of Nebraska Public Policy Center; local Nebraska Educational Service Units (ESUs); local Nebraska school officials/staff/faculty
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General Information

Exercise Objectives and Core Capabilities

The following exercise objectives in Table 1 describe the expected outcomes for the exercise. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s). The objectives and aligned core capabilities are guided by elected and appointed officials and selected by the Exercise Planning Team.

Exercise Objectives	Core Capability
Test plans and identify strategies and processes for standard response protocol during the incident.	Standard Response Protocol; On-Scene Security, Protection, and Law Enforcement, Access Control, and Identity Verification
Test coordination of school resources and collaboration among stakeholders during the incident and incident response.	Operational Coordination
Ensure capacity for accurate and timely communication in support of operations and reunification among and between team members and first responders.	Operational Communication
Ensure staff from other schools, parents, and community members receive needed information in an accurate, timely manner.	Public Information and Warning

Table 1. Exercise Objectives and Associated Core 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:** Players are personnel who 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:** 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:** Facilitators provide situation updates and moderate discussions. They also provide additional information or resolve questions as required. Key Exercise Planning Team members also may assist with facilitation as subject matter experts (SMEs) during the exercise.
- **Evaluators:** Evaluators are assigned to observe and document certain objectives during the exercise. Their primary role is to document player discussions, including how and if those discussions conform to plans, policies, and procedures.

Exercise Structure

This exercise will be a multimedia, facilitated activity conducted through a web-based platform (Zoom). Players will participate in the following scenarios:

- Scenario 1: The school has just been notified that a bank robbery has occurred at the local bank six blocks from the school. There are two suspects that have not been captured and are considered armed and dangerous. School is “out” for the day, but track practice is taking place. There are a few parents watching as this is the last tune-up before districts. School staff and administration fear that the suspects may enter the track area or the nearby school building.
- Scenario 2: Similar to Scenario 1, in this scenario, your school is hosting an outdoor track invitational with two additional schools. The suspects have split up in order to confuse the police. One of the suspects is headed directly towards the school.

Participants review the situation and engage in group discussions. After these discussions, participants will engage in a moderated plenary discussion in which a spokesperson from each group will present a synopsis of the group’s actions based on the scenario.

Exercise Guidelines

- This exercise will be held in an open, low-stress, no-fault environment. 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 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 response and recovery efforts. Problem-solving efforts should be the focus.

Exercise Assumptions and Artificialities

In any exercise, assumptions and artificialities may be necessary to complete play in the time allotted and/or account for logistical limitations. Exercise participants should accept that assumptions and artificialities are inherent in any exercise and should not allow these considerations to negatively impact their participation.

- The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will be evaluated.
- The exercise scenario is plausible, and events occur as they are presented.
- All players receive information at the same time.

Exercise Evaluation

Evaluation of the exercise is based on the exercise objectives and aligned capabilities, capability targets, and critical tasks, which are documented in Exercise Evaluation Guides (EEGs).

Evaluators have EEGs for each of their assigned areas. Additionally, players will be asked to complete participant feedback forms. These documents, coupled with facilitator observations and notes, will be used to evaluate the exercise and compile the After-Action Report (AAR).

Scenario 1: Outdoor Track Practice

School has just let out for the day. High school students are being picked up by parents, some are hanging out at school talking with friends, and others are heading to activities. One of these activities is track practice, and the district meet is just a couple of days away, so a handful of parents and school supporters can be found walking around the grounds and sitting in the bleachers watching the track and field practice.

Cheerleaders and the booster club are working on spirit signs at the north end of the track by the gym entrance. The track compound is surrounded by a fence. There are three exits that are usually staffed during events, but otherwise, they are chained and locked. There is a ticket booth at the main entrance on the west side that is open.

At the same time school was dismissed, Mid-Plains Commercial bank, located four blocks from the school, was robbed. Two suspects, considered armed and dangerous, have not been apprehended. School staff and administration are concerned the suspects may attempt to enter the track and field complex or one of the other nearby school buildings.

Key Issues

- Standard Response Protocol
- Communication
- Response

Questions

1. What elements of the Standard Response Protocol would you implement for school buildings? (Hold, Secure, Lockdown, Evacuate, Shelter) How would this be done outside of school hours?
2. What is your procedure for identifying who can be allowed into a building (i.e., non-students such as parents, boosters, fans)? How do you communicate this to those inside and outside of the school building and on the track?
3. What is your procedure for releasing students after the suspects are apprehended? How do you communicate the situation and the process for dismissing students to parents and community members?

Scenario 2: Outdoor Track Meet

School has just let out for the day. High school students are being picked up by parents, some are hanging out at school talking with friends, and others are heading to activities. One of these activities is an invitational track meet with two other schools that started at 2:00 p.m., an hour before school dismissed for the day.

There are numerous parents, boosters, and school supporters in the stands taking in all of the track and field events. Cheerleaders can be found in front of the stands. The track compound is surrounded by a fence. There are two exits open. One is staffed by the high school English teacher, the other by a local deputy sheriff picking up some off-duty work hours. There is a ticket booth at the main entrance on the west side.

At the same time school was dismissed, Mid-Plains Commercial bank, located four blocks from the school, was robbed. Two suspects, considered armed and dangerous, have not been apprehended. In fact, both suspects have split up to confuse the police. One of the suspects was last seen headed towards the school. School staff and administration are concerned the suspects may attempt to enter the track and field complex or one of the other nearby school buildings.

Key Issues

- Standard Response Protocol
- Communication

Questions

1. Is your implementation of the Standard Response Protocol (Hold, Secure, Lockdown, Evacuate, Shelter) at the school and/or track different in this scenario than in Scenario 1? If so, how?
2. What is your procedure for identifying who can be allowed into a building (i.e., non-students such as parents, boosters, fans)? How is this different than your response during Scenario 1? How is this communicated to students, other individuals at the track, and school staff?
3. What is your communication plan with the other schools at the track meet? What about parents of the students participating in the meet or still at the school?