

# ACTIVE ASSAILANT



## FULL SCALE EXERCISE

(MAY 30<sup>TH</sup>, 2019)  
Kirksville, Missouri)

**DRAFT** Version: 05/22/19

### Situation Manual (SitMan)

May 30, 2019

0800-0846

**Participant Registration**

0900-1400

**Exercise (with Hot Wash/Debriefing)**

Ray Miller Elementary:

2010 E Normal

Kirksville, Mo. 63501

This situation manual (SitMan) provides exercise participants and monitors with the necessary tools for their roles in the exercise. The exercise materials in this SitMan are for use by anyone participating in this exercise.



## EXERCISE OVERVIEW

Exercise Name	Kirksville/Adair County Active Assailant Full-Scale Exercise
Exercise Dates	May 30, 2019
Scope	<p>This exercise is a full-scale exercise, planned for 8:00 a.m. (check-in) to 2:00 p.m., at Ray Miller Elementary School on the Campus of the Kirksville RIII School District in Kirksville, Missouri. Exercise play is limited to this location, and nearby satellite staging area(s), in accordance with parameters specified in this document.</p> <p><b>Although exercise play will involve law enforcement quickly resolving the active threat, this exercise is designed to more fully assess interagency collaboration/communication, school response, care of the injured (including warm triage) and patient transport.</b></p> <p>If the Exercise Director determines that time allows, player assignments will be shuffled and a narrowly focused second effort will assess individual component(s) of the original exercise, as recommended by Exercise Staff.</p>
Mission Area(s)	Response
Core Capabilities	Operational Coordination; Operational Communication; Public Health and Medical Services/Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services); Situational Assessment
Objectives	<p><b>Objective 1:</b> Evaluate adequacy of the current plans and preparedness of all actively participating organizations.</p> <p><b>Objective 2:</b> Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.</p> <p><b>Objective 3:</b> Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.</p> <p><b>Objective 4:</b> Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.</p>

Threat or Hazard	Terrorism/Active Assailant
Scenario	With no prior warning, a single active assailant, armed with multiple firearms, will enter Ray Miller Elementary School and inflict 35-40 total casualties (approximately 10 dead and 30 injured requiring transport).
Sponsor	Adair County RIII School District and the City of Kirksville
Participating Organizations	See Appendix B
Point of Contact	<b>Exercise Director/Facilitator</b> Jim Hughes Police/Fire Chief/EMD City of Kirksville 401 N. Franklin Kirksville, Mo. 63501 660-665-3734 jhughes@kirksvillecity.com

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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 Objective	Core Capability
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

**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.
- **Controllers.** Controllers plan and manage exercise play, set up and operate the exercise site, and act in the roles of organizations or individuals that are not playing in the exercise. Controllers direct the pace of the exercise, provide key data to players, and may prompt or initiate certain player actions to ensure exercise continuity. In addition, they issue exercise material to players as required, monitor the exercise timeline, and supervise the safety of all exercise participants.
- **Safety Officers.** Safety Officers ensure exercise participant safety under the direction of the Safety Controller. Safety officers will conduct weapons checks prior to the exercise and observe exercise play to ensure a safe environment is perpetuated for the duration of the exercise. Safety concerns must be immediately reported to the Safety Controller. The Safety Controller and Exercise Director will determine if a real-world emergency warrants a pause in exercise play and when exercise play can be resumed.
- **Evaluators.** Evaluators evaluate and provide feedback on a designated functional area of the exercise. Evaluators observe and document performance against established capability targets and critical tasks, in accordance with the Exercise Evaluation Guides (EEGs).
- **Actors.** Actors simulate specific roles during exercise play, typically victims or other bystanders.
- **Observers.** Observers visit or view selected segments of the exercise. Observers do not play in the exercise, nor do they perform any control or evaluation functions. This exercise will involve two levels of observers: 1) First level observers will view the exercise from a designated observation area and must remain within the observation area during the exercise. This will include Very Important Persons (VIPs). 2) Second level observers will have unlimited access to the exercise. So as not to disrupt the exercise this will necessitate that the number be limited. These observers will be clearly identified by orange safety vests. Based on requests the Exercise Team will decide on those authorized to participate at level two.
- **Support Staff.** The exercise support staff includes individuals who perform administrative and logistical support tasks during the exercise (e.g., registration, catering).

## **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.

### **Assumptions**

Assumptions constitute the implied factual foundation for the exercise and, as such, are assumed to be present before the exercise starts. The following assumptions apply to the exercise:

- Planning and broad-based exercise are critical to emergency management.
- The exercise is conducted in a no-fault learning environment wherein capabilities, plans, systems, and processes will be evaluated.
- The exercise will foster safe/open conversation/discussion (with all input and views encouraged).
- The exercise scenario is plausible, and events occur as they are presented.
- Exercise simulation contains sufficient detail to allow players to react to information and situations as they are presented as if the simulated incident were real.
- Participating agencies may need to balance exercise play with real-world emergencies. Real-world emergencies take priority.

### **Artificialities**

During this exercise, the following artificialities apply:

- The Kirksville/Adair County 911 Center will be operating normally for the duration of this exercise; for this reason, normal communication channels will not be used for exercise play. Alternate communications as outlined in Appendix C will be used for the duration of the exercise.

### **Audio/video recording**

- There will be a limited number of authorized videographers in use during this exercise. They will be identified by a yellow arm band. No one can record any portion of this exercise without the specific authorization from the Exercise Director.
- Many Law Enforcement Officers participating in this exercise will be wearing Body Worn Cameras (BWC). All agencies using BWC's will make copies of such recordings available to the Exercise Director (if requested).

## EXERCISE LOGISTICS

### Safety

Exercise participant safety takes priority over exercise events. The following general requirements apply to the exercise:

- A Safety Controller is responsible for participant safety; any safety concerns must be immediately reported to the Safety Controller. The Safety Controller and Exercise Director will determine if a real-world emergency warrants a pause in exercise play and when exercise play can be resumed.
- For an emergency that requires assistance, use the phrase **“real-world emergency.”** The following procedures should be used in case of a real emergency during the exercise:
  - Anyone who observes a participant who is seriously ill or injured will immediately notify emergency services and the closest controller, and, within reason and training, render aid.
  - The controller aware of a real emergency will initiate the **“real-world emergency”** broadcast and provide the Safety Controller, Senior Controller, and Exercise Director with the location of the emergency and resources needed, if any. The Senior Controller will notify the all exercise participants as soon as possible if a real emergency occurs.

### Fire Safety

Standard fire and safety regulations relevant to the jurisdiction, venue, or organization will be followed during the exercise.

### Emergency Medical Services

The sponsor organization will coordinate with local emergency medical services in the event of a real-world emergency.

### Weapons Policy

All participants will follow the relevant weapons policy for the exercising organization or exercise venue. Please see Appendix F for a detailed description of the weapons policy.

### Participant Waiver (all levels)

Participating in a full scale exercise is not like participating in a table-top exercise. As a result, all participants (including roll players/actors, controllers, evaluators, observers, exercise staff, and others) must complete a waiver form (see Appendix J).



## Site Access

### Security

To prevent interruption of the exercise, access to exercise sites is limited to exercise participants, or authorized observers. Players should advise their venue's controller or evaluator of any unauthorized persons.

### Media/Observer Coordination

Organizations with media personnel and/or observers attending the event should coordinate with the sponsor organization for access to the exercise site. Media/Observers are escorted to designated areas and accompanied by an exercise controller at all times. Sponsor organization representatives and/or the observer controller may be present to explain exercise conduct and answer questions. Exercise participants should be advised of media and/or observer presence.

### Exercise Identification

**Exercise staff and controllers** will be identified by red vests that clearly display exercise roles; additionally, uniform clothing will show agency affiliation of the exercise participants.

**Evaluators** will be identified by orange vests.

Authorized **observers** will be identified by yellow safety vests.

**Registration staff (and greeters)** will be identified by green vests.

## **\*\*\*\*PRE-STAGING/STAGING OFFICER\*\*\*\***

This will be a real-time event.

In order to ensure a realistic response, while taking steps to lessen risk to participants and the public, all resources to be used in the exercise will be pre-staged.

Staging will occur at: **Primary Staging Area** (Passenger or similar size vehicles)

Jesus Christ of Latter-Day Saints  
2000 East Normal  
Kirksville, Missouri

### **Firetruck/Ambulance Staging Area**

2000-2100 Block of Normal  
Kirksville, Missouri

### **Back-up/Overflow Staging Area**

Moberly Area Community College (west half of lot)  
2105 E. Normal  
Kirksville, Missouri

The Staging Officer, who will wear a red vest, will start a stop-watch when the first 911 call is dispatched.

The Staging Officer will follow the Master Scenario Events List (MSEL) listed in Appendix G.

The Staging Officer for this event will be: Ray Jagger (KPD)

## **POST-EXERCISE AND EVALUATION ACTIVITIES**

### **Debriefings**

Post-exercise debriefings aim to collect sufficient relevant data to support effective evaluation and improvement planning.

### **Hot Wash**

A facilitated Hot Wash to discuss strengths and areas for improvement will be conducted at the conclusion of the event. The Hot Wash will be conducted at the William Matthew Middle School Auditorium (on the same campus as the exercise). All participants, observers, controllers, exercise planning team members and evaluators are welcome and encouraged to attend.

### **Participant Feedback Form/Registration**

In addition to a hard copy of the Participant Feedback Form being included in the SitMan, an electronic copy will be available to participants on line at [www.academs.us/2019activeshooterdrill](http://www.academs.us/2019activeshooterdrill). The Participant Feedback Form will provide players with the opportunity to comment candidly on exercise activities and exercise design.

## **Evaluation**

### **Exercise Evaluation Guides**

EEGs assist evaluators in collecting relevant exercise observations. EEGs document exercise objectives and aligned core capabilities, capability targets, and critical tasks. Each EEG provides evaluators with information on what they should expect to see demonstrated in their functional area. The EEGs, coupled with Participant Feedback Forms and Hot Wash notes, are used to evaluate the exercise, and compile the After-Action Report (AAR).

### **After-Action Report**

The AAR summarizes key information related to evaluation. The AAR primarily focuses on the analysis of core capabilities, including capability performance, strengths, and areas for improvement. AARs also include basic exercise information, including the exercise name, type of exercise, dates, location, participating organizations, mission area(s), specific threat or hazard, a brief scenario description, and the name of the exercise sponsor and POC.

## **Improvement Planning**

Improvement planning is the process by which the observations recorded in the AAR are resolved through development of concrete corrective actions, which are prioritized and tracked as a part of a continuous corrective action program.

### **After-Action Meeting**

The After-Action Meeting (AAM) is a meeting held among decision- and policy-makers from the exercising organizations, as well as the Lead Evaluator and members of the Exercise Planning Team, to debrief the exercise and to review and refine the draft AAR and Improvement Plan (IP). The AAM should be an interactive session, providing attendees the opportunity to discuss and validate the observations and corrective actions in the draft AAR/IP.

### **Improvement Plan**

The IP identifies specific improvement actions, assigns them to responsible parties, and establishes target dates for their completion.

## PARTICIPANT INFORMATION AND GUIDANCE

### Exercise Rules

The following general rules govern exercise play:

- Real-world emergency actions take priority over exercise actions.
- Exercise players will comply with real-world emergency procedures, unless otherwise directed by the control staff.
- All communications (including written, radio, telephone, and e-mail) during the exercise will begin and end with the statement “**This is an exercise.**”

### Players Instructions

Players should follow certain guidelines before, during, and after the exercise to ensure a safe and effective exercise.

#### Before the Exercise

- Review appropriate organizational plans, procedures, and exercise support documents.
- Be staged at the appropriate site at least 30 minutes before the exercise starts. Wear the appropriate uniform and/or identification item(s).
- Sign in when you arrive. **Pre-registration is offered and encouraged.** You can pre-register at [www.academs.us/2019activeshooterdrill](http://www.academs.us/2019activeshooterdrill). If you gain knowledge of critical unreleased details of the scenario before the exercise, notify a controller so that appropriate actions can be taken to ensure a valid evaluation.
- If you have a previously issued **Elliot Identification Card**, bring that to the exercise.

#### During the Exercise

- Respond to exercise events and information as if the emergency were real, unless otherwise directed by an exercise controller.
- Controllers will give you only information they are specifically directed to disseminate. You are expected to obtain other necessary information through existing emergency information channels.
- Do not engage in personal conversations with controllers, evaluators, observers, or media personnel. If you are asked an exercise-related question, give a short, concise answer. If you are busy and cannot immediately respond, indicate that, but report back with an answer as soon as possible.
- If you do not understand the scope of the exercise, or if you are uncertain about an organization’s participation in an exercise, ask a controller.
- Parts of the scenario may seem implausible. Recognize that the exercise has objectives to satisfy and may require incorporation of unrealistic aspects. The exercise’s trusted agents

have made every effort to balance realism with safety and to create an effective learning and evaluation environment.

- All exercise communications will begin and end with the statement **“This is an exercise.”** This precaution is taken so that anyone who overhears the conversation will not mistake exercise play for a real-world emergency.
- Speak when you take an action. This procedure will ensure that evaluators are aware of critical actions as they occur.
- You may want to maintain a log of your activities. Many times, this log may include documentation of activities that were missed by a controller or evaluator.

### After the Exercise

- Follow instructions provided by the exercise staff, controllers, or evaluators.
- Complete the electronic Participant Feedback Form. This form allows you to comment candidly on emergency response activities and exercise effectiveness. Provide the completed form to a controller or evaluator.
- Provide any notes or materials generated from the exercise to your controller or evaluator for review and inclusion in the AAR.

## CONTROLLER INFORMATION AND GUIDANCE

### Exercise Control Overview

Exercise control maintains exercise scope, pace, and integrity during exercise conduct. The control structure in a well-developed exercise ensures that exercise play assesses objectives in a coordinated fashion at all levels and at all locations for the duration of the exercise.

### Exercise Control Documentation

#### Controller Package

The controller package consists of this Exercise Plan and other exercise tools (e.g., MSEL) as necessary. Controllers must bring their packages and any additional professional materials specific to their assigned exercise activities.

#### Incident Simulation

Because the exercise is of limited duration and scope, certain details will be simulated. Venue controllers are responsible for providing players with the physical description of what would fully occur at the incident sites and surrounding areas.

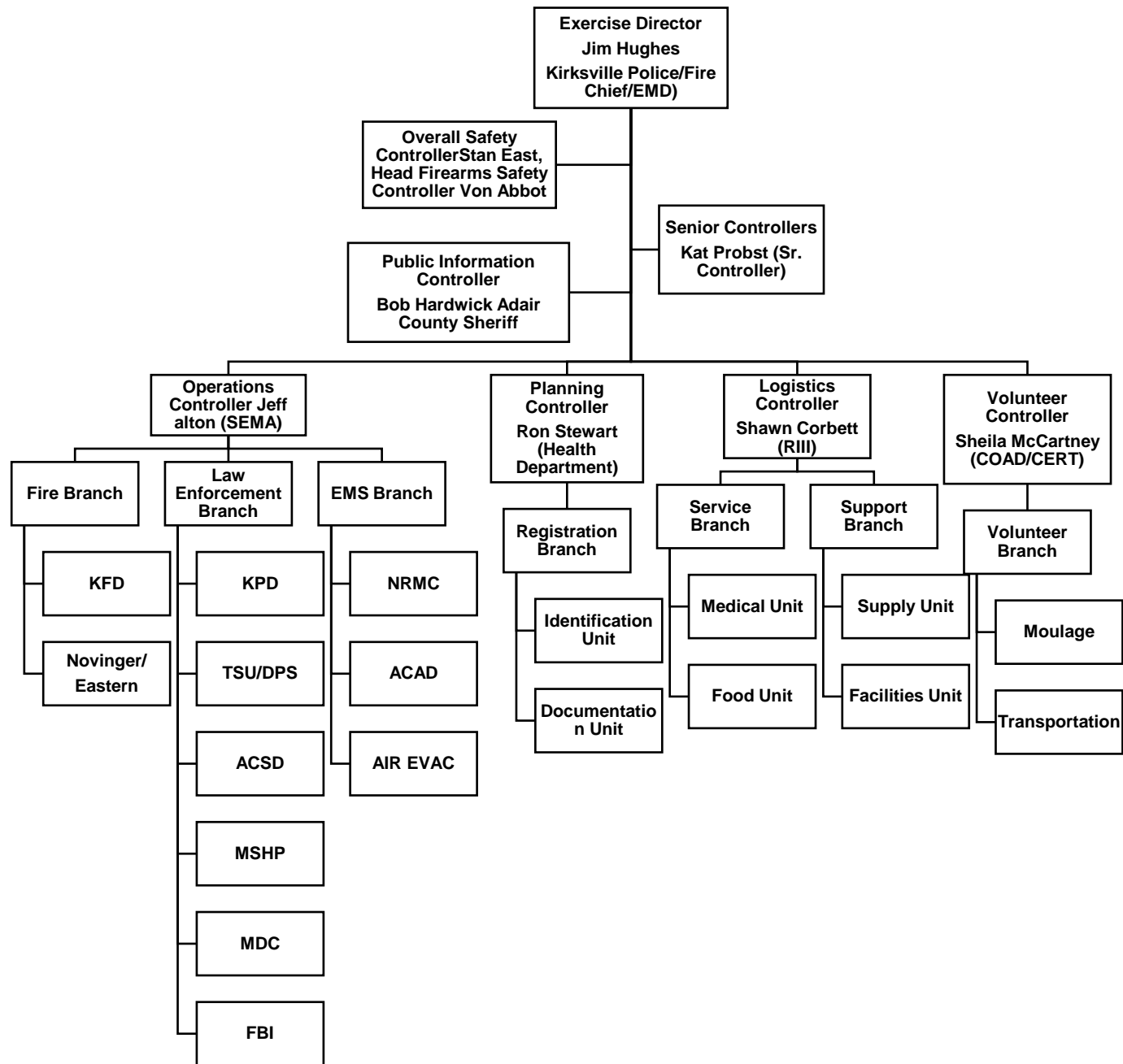
#### Scenario Tools

The MSEL outlines benchmarks and injects (if any) that drive exercise play. It also details realistic input to exercise players, as well as information expected to emanate from simulated organizations (i.e., nonparticipating organizations or individuals who usually would respond to the situation). This exercise will be in real-time. As a result, the MSEL will consist of just one part:

- **Timeline.** This is a list of key exercise events, including scheduled injects and expected player actions. The timeline is used to track exercise events relative to desired response activities.

### Exercise Control Structure

Control of the exercise is accomplished through an exercise control structure. The control structure is the framework that allows controllers to communicate and coordinate with other controllers to deliver and track exercise information. The control structure for this exercise is shown in Figure 1 on the next page.



## Controller Instructions

### Before the Exercise

- Review appropriate emergency plans, procedures, and protocols.
- Review appropriate exercise package materials, including the objectives, scenario, injects, safety and security plans, and controller instructions.
- Attend required briefings.
- Report to the exercise check-in location at the time designated in the exercise schedule, meet with the exercise staff, and present the Player Briefing.
- Be at the appropriate location at least 15 minutes before the exercise starts.
- Obtain, locate and test necessary communications equipment.

### During the Exercise

- Wear controller identification items (red vest).
- Avoid personal conversations with exercise players.
- If you have been given injects, deliver them to appropriate players at the time indicated in the MSEL (or as directed by the Exercise Director). **Note:** If the information depends on some action to be taken by the player, do not deliver the inject until the player has earned the information by successfully accomplishing the required action.
- When you deliver an inject, notify the Senior Controller or Exercise Director and note the time that you delivered the inject and player actions.
- Receive and record exercise information from players that would be directed to nonparticipating organizations.
- Observe and record exercise artificialities that interfere with exercise realism. If exercise artificialities interfere with exercise play, report it to the Exercise Director.
- Begin and end all exercise communications with the statement, **“This is an exercise.”**
- Do not prompt players regarding what a specific response should be, unless an inject directs you to do so. Clarify information but do not provide coaching.
- Ensure that all observers and media personnel stay out of the exercise activity area. If you need assistance, notify the Exercise Director.
- Do not give information to players about scenario event progress or other participants’ methods of problem resolution. Players are expected to obtain information through their own resources.

### After the Exercise

- Complete your electronic Participant Feedback Form at the link provided below:  
[www.academs.us/2019activeshooterdrill](http://www.academs.us/2019activeshooterdrill).



- All controllers are expected to attend the Hot Wash immediately after the conclusion of the exercise. Be sure to bring your notes to the Hot Wash to discuss.
- At exercise termination, summarize your notes from the exercise. Have your summary ready for the Exercise Director.

## Controller Responsibilities

The following table details controller responsibilities. For controller assignment details, see Appendix F.

<b>Controller Responsibilities</b>	
<b>1. Incident Commander/Exercise Director – Jim Hughes</b>	
2.	Oversees all exercise functions
3.	Oversees and remains in contact with controllers and evaluators
4.	Oversees setup and cleanup of exercise, and positioning of controllers and evaluators
5.	Coordinates decisions regarding deviations or significant changes to the scenario
6.	Oversees setup and takedown of the exercise
	<ul style="list-style-type: none"> <li>• Monitors exercise progress</li> <li>• Monitors controller actions and ensures implementation of designed or modified actions at the appropriate time</li> <li>• Debriefs controllers and evaluators after the exercise</li> </ul>
<b>Safety Controller – Stan East</b>	
	<ul style="list-style-type: none"> <li>• Monitors exercise safety during exercise setup, conduct, and cleanup</li> <li>• Serves as safety officer for the entire exercise location.</li> <li>• Oversees other exercise personnel acting as Safety Officers.</li> <li>• Receives any reports of safety concerns from other controllers or participants</li> </ul>
<b>Public Information Controller – Bob Hardwick</b>	
	<ul style="list-style-type: none"> <li>• Provides escort for observers</li> <li>• Provides direction to videographer(s)</li> <li>• Provides narration and explanation during exercise events, as needed</li> <li>• Performs pre-exercise and post-exercise public affairs duties</li> <li>• May act as media briefer and escort at exercise site</li> <li>• Serves as safety officer for his/her area</li> </ul>
<b>Operations Controller – Jeff Alton</b>	
	<ul style="list-style-type: none"> <li>• Oversees exercise staging area</li> <li>• Monitors exercise timeline</li> <li>• Provides input to players (i.e. injects) as described in the MSEL</li> <li>• Serves as safety officer for his/her area</li> </ul>
<b>Fire Branch</b>	
<b>Kirksville Fire Department</b>	
<b>Eastern Volunteer Fire Department</b>	
<b>Novinger/Northern Volunteer Fire Department</b>	
<b>Law Enforcement Branch</b>	
<b>Kirksville Police Department</b>	
<b>Adair County Sheriff's Office</b>	
<b>Truman State University Department of Public Safety</b>	
<b>Missouri State Highway Patrol</b>	

<b>FBI</b>
<b>Missouri Department of Conservation</b>
<b>EMS Branch</b>
<b>Adair County Ambulance District</b>
<b>Northeast Regional Hospital</b>
<b>Air Evac.</b>
<b>Volunteer Controller – Sheila McCartney</b>
<ul style="list-style-type: none"> <li>• Oversees exercise volunteer and actor staging and Moulage</li> <li>• Monitors exercise timeline</li> <li>• Provides input to players (i.e. injects) as described in the MSEL</li> <li>• Serves as safety officer for his/her site</li> </ul>
<b>Volunteers Branch</b>
<b>Moulage Unit</b>
<b>Participant Registration</b>
<b>Transportation Unit</b>

## EVALUATOR INFORMATION AND GUIDANCE

### Exercise Evaluation Overview

Exercise evaluation assesses an organization's capabilities to accomplish a mission, function, or objective. Evaluation provides an opportunity to assess performance of critical tasks to capability target levels. Evaluation is accomplished by the following means:

- Observing the event and collecting supporting data;
- Completion of the Exercise Evaluation Guide (EEG);
- Participation in the Hot Wash.

### Exercise Evaluators

- |                             |  |
|-----------------------------|--|
| • Law Enforcement           | Troy Link (Moberly Police Department)        |
| • Fire Department           | George Albert (Moberly Fire Department)      |
| • Task Force Operations/EMS | Corey Sloan (NTA/EMS/Rescue)                 |
| • Patient Management        | John Barclay (NTA/EMS/Rescue)                |
| • School Response           | Pat Williams (Bruce Normile Juvenile Center) |
| • Command Post              | Chris Blomgren (Fire Chief/EMD Clark County) |

### Evaluation Documentation

#### Evaluator Package

The evaluator package contains this Situation Manual and other items as necessary. Evaluators should bring the package to the exercise. They may reorganize the material so information that is critical to their specific assignment is readily accessible. Evaluators may bring additional professional materials specific to their assigned activities.

#### Exercise Evaluation Guides

EEGs provide a consistent tool to guide exercise observation and data collection. EEGs are aligned to exercise objectives and core capabilities, and critical tasks. Data collected in EEGs by each evaluator will be used to develop the analysis of capabilities in the AAR.

Each evaluator is provided with an EEG for each capability that he/she is assigned to evaluate. Evaluators should complete all assigned EEGs and submit to the Exercise Director at the conclusion of the exercise. The Exercise Director and Senior Controller compile all evaluator submissions into the first working draft of the AAR.

#### After Action Report/Improvement Plan

The main focus of the AAR is the analysis of core capabilities. For each core capability exercised, the AAR includes a rating of how the exercise participants performed, as well as strengths and areas for improvement.

Following completion of the draft AAR, identified officials confirm observations identified in the AAR, and determine which areas for improvement require further action. As part of the

improvement planning process, identified officials identify corrective actions to bring areas for improvement to resolution and determine the appropriate organization with responsibility for those actions. Corrective actions are consolidated in the IP, which is included as an appendix to the AAR.

## **Evaluator Instructions**

### **General**

- Avoid personal conversations with players.
- Do not give information to players about event progress or other participants' methods of problem resolution. Players are expected to obtain information through their own resources.

### **Before the Exercise**

- Review appropriate plans, procedures, and protocols.
- Attend required evaluator training and other briefings.
- Review appropriate exercise materials, including the exercise schedule and evaluator instructions.
- Review the EEGs and other supporting materials for your area of responsibility to ensure that you have a thorough understanding of the core capabilities, capability targets, and critical tasks you are assigned to evaluate.
- Report to the exercise check-in location at the time designated in the exercise schedule, and meet with the exercise staff.
- Obtain or locate necessary communications equipment, and test it to ensure that you can communicate with other evaluators and the Exercise Director.

### **During the Exercise**

- Wear evaluator identification items (red vests).
- Stay in proximity to player decision-makers.
- Use EEGs to document performance relative to exercise objectives, core capabilities, capability targets, and critical tasks.
- Focus on critical tasks, as specified in the EEGs.
- Your primary duty is to document performance of core capabilities. After the exercise, that information will be used to determine whether the exercise capability targets were effectively met and to identify strengths and areas for improvement.

### **After the Exercise**

- After the exercise, complete all EEGs, summarize your notes, and return to the Exercise Director within one week of the exercise date.

- Complete your electronic Participant Feedback Form at the link provided below:  
[www.academs.us/2019activeshooterdrill](http://www.academs.us/2019activeshooterdrill)
- All evaluators are expected to attend the Hot Wash immediately after the conclusion of the exercise. Be sure to bring your notes to the Hot Wash to discuss.

## Using Exercise Evaluation Guides

### *Terminology*

The EEGs are structured to capture information specifically related to the evaluation requirements developed by the Exercise Planning Team. The following evaluation requirements are documented in each EEG:

- **Core capabilities:** The distinct critical elements necessary to achieve a specific mission area (e.g., prevention).
- **Critical tasks:** The distinct elements required to perform a core capability; they describe *how* the capability target will be met. Critical tasks generally include the activities, resources, and responsibilities required to fulfill capability targets. Critical tasks are based on operational plans, policies, and procedures to be exercised and tested during the exercise.
- **Performance ratings:** The summary description of performance against target levels. Documenting Observations

### *Documenting Observations*

For each EEG, evaluators provide a target rating, observation notes and an explanation of the target rating, and a final core capability rating. In order to efficiently complete these sections of the EEG, evaluators should focus their observations on the capability targets and critical tasks listed in the EEG.

Observation notes should include *if* and *how* quantitative or qualitative targets were met. For example, a capability target might state, “*Within 4 hours of the incident....*” Notes on that target should include the actual time required for exercise players to complete the critical tasks. Additionally, observations should include:

- How the target was or was not met;
- Pertinent decisions made and information gathered to make decisions;
- Requests made and how requests were handled;
- Resources utilized;
- Plans, policies, procedures, or legislative authorities used or implemented; and
- Any other factors contributed to the results.

Evaluators should also note if an obvious cause or underlying reason resulted in players not meeting a capability target or critical task. However, the evaluators should not include recommendations in the EEGs. As part of the after-action and improvement planning processes,

elected and appointed officials will review and confirm observations documented in the AAR and determine areas for improvement requiring further action.

*Note:* Observation notes for discussion based exercises will focus on *discussion* of the how critical tasks would be completed, rather than actual actions taken.

### *Assigning Ratings*

Based on their observations, evaluators assign a target rating for each capability target listed on the EEG. Evaluators then consider all target ratings for the core capability and assign an overall core capability rating. The rating scale includes four ratings:

- Performed without Challenge (P)
- Performed with Some Challenges (S)
- Performed with Major Challenges (M)
- Unable to be Performed (U)

### **Placement and Monitoring**

Evaluators should be located so they can observe player actions and hear conversations without interfering with those activities. In certain conditions, more than one evaluator may be needed in a particular setting or area. Specific evaluator assignments will be designated during the Evaluator Briefing.

**APPENDIX A: EXERCISE SCHEDULE**

Time	Personnel	Activity	Location
<b>May 30, 2019</b>			
0700	Exercise management team, initial greeters, sign-in staff, staging personnel and other identified support staff	Greeters and identified staff arrive and set-up sign in tables. Exercise staff arrive, sign in and check in with Exercise Director.	William Matthew Middle School
0730	All controllers, safety officers, evaluators, actors and other critical identified support staff	Registration/check in/instructions to identified staff. Exercise set-up.	William Matthew Middle School
0800-0845	All other participants (including observers)	Check in of all other participants (including observers) and initial weapons check  Pre-staging of equipment	William Matthew Middle School  Jesus Christ of Latter-Day Saints
0900-0945	All	Common briefing for everyone involved	William Matthew Middle School
0945-1000	All	Final positioning of all participants, including actors, controllers and evaluators. Second weapons safety check.	Ray Miller Elementary. Identified staging areas.
1000	All	Exercise begins	Ray Miller Elementary
1000-1200	All	Phased deployment of previously staged responders/equipment and final weapons safety check (prior to actual deployment)	Ray Miller Elementary. Identified staging areas.
1200-1300	All	Lunch and initial scene exercise clean-up	William Matthew Middle school
1300-1430	All	Hot wash and sign-out	William Matthew Middle School
<b>Post Event</b>			
1430-1600	Identified exercise staff/volunteers	Scene clean-up	Exercise area

## APPENDIX B: EXERCISE PARTICIPANTS

Participating Organizations
<b>Federal</b>
Federal Bureau of Investigation (FBI)
<b>State</b>
Missouri State Highway Patrol (MSHP)
Truman State University Department of Public Safety (TSU?DPS)
Missouri Department of Conservation (MDC)
Missouri Department of Transportation (MDOT)
State Emergency Management Agency (SEMA)
Adair County Health Department
<b>Local</b>
Kirksville Police Department (KPD)
Adair County Sheriff's Office (ACSD)
Kirksville/Adair County 911 Center (911)
Kirksville Fire Department (KFD)
Novinger/Northern & Eastern Volunteer Fire Departments
Kirksville Public Works Department
Kirksville RIII School District (RIII)
Adair County Ambulance District
<b>Non-Governmental Organizations (NGOs)</b>
Northeast Regional Medical Center (NERMC)
Air Evac



## APPENDIX C: COMMUNICATIONS PLAN

**All spoken and written communications will start and end with the statement “THIS IS AN EXERCISE.”**

### Player Communications

Exercise communications do not interfere with real-world emergency communications. Players use routine organization communications systems. Additional communication assets may be made available as the exercise progresses. Each venue or organization coordinates its internal communication networks and channels.

### Controller Communications

The principal method of information transfer for Controllers during the exercise is:

Common Name	Fire Department Color Designator	TX Frequency	RX Frequency	CTCSS/PL
VTAC11	N/A	151.1375 MHz	151.1375 MHz	CSQ

The controller communications network allows the Exercise Director or Senior Controller to make and announce universal changes in exercise documentation, such as changes to the Master Scenario Events List (MSEL).

The primary means of communication among the Controllers, and Players:

Assignment	Common Name	Fire Department Color Designator	TX Frequency	RX Frequency	CTCSS/PL
Dispatch	TAC1(KFD TAC)	N/A	154.145MHz	154.145MHz	141.3
Law Tactical	Law Mutual Aid VLAW31	N/A	155.4750 MHz	155.4750 MHz	CSQ
Exercise Staff					
Fire Tactical	VFIRE21	N/A	154.280 MHz		CSQ
Available Law	VTAC12	N/A	154.4525 MHz	154.4525 MHz	CSQ
Available Fire	VFIRE22	N/A	154.265 MHz	154.265 MHz	CSQ
Available Fire/EMS	VFIRE25	N/A	154.2875 MHz	154.2875 MHz	CSQ

## Full-Scale Exercise

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A list of key telephone numbers will be available before the exercise starts.

### Communications Check

Before the exercise, the Control Cell conducts a communications check with all interfacing communications nodes to ensure redundancy and uninterrupted flow of control information.

### Player Briefing

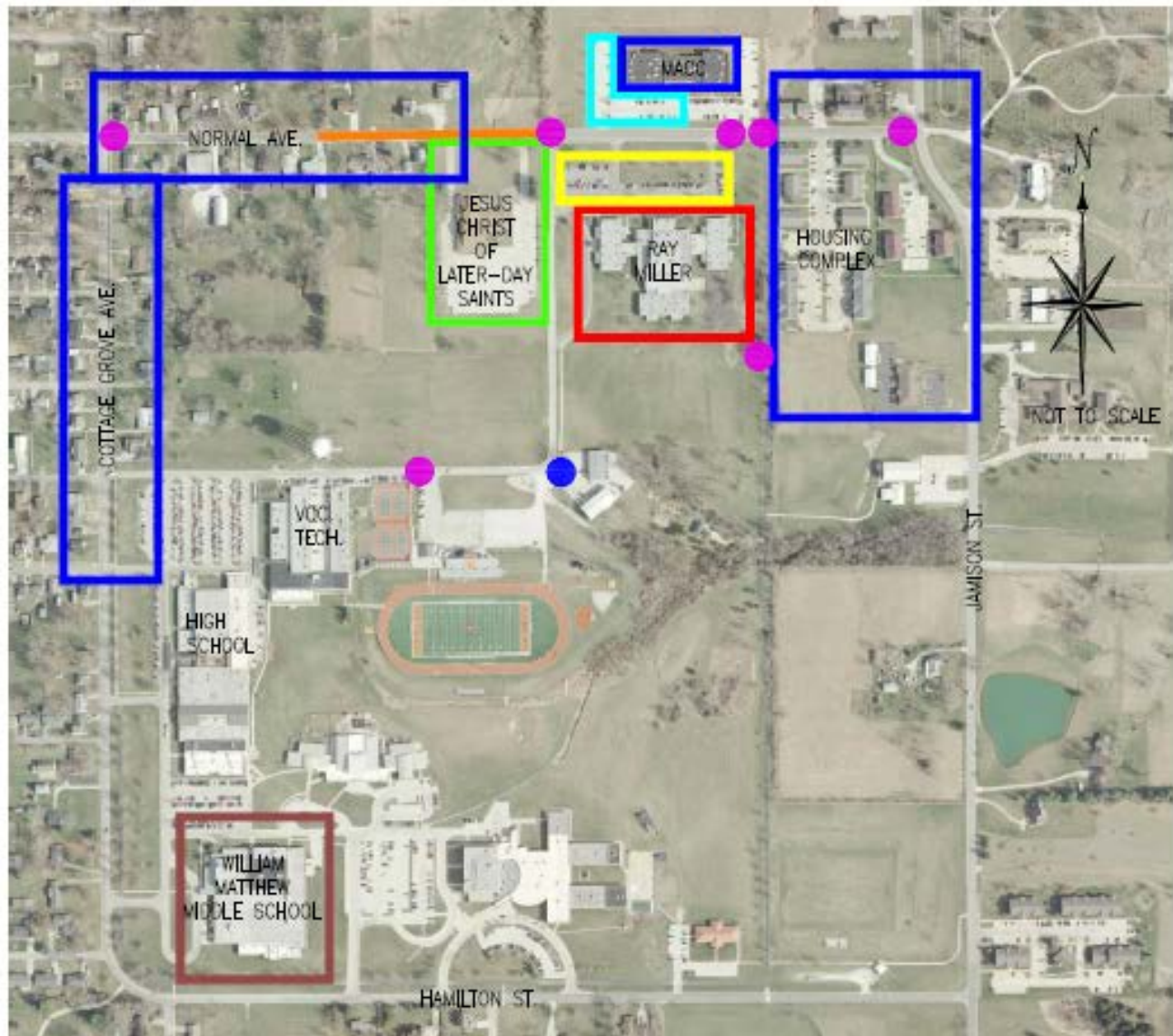
Controllers may be required to provide scenario details to participants to begin exercise play. Technical handouts or other materials also may be provided to orient players with the exercise.

### Public Affairs

The sponsor organization and participating organizations are responsible for coordinating and disseminating public information before the exercise. Each venue should follow internal procedures.

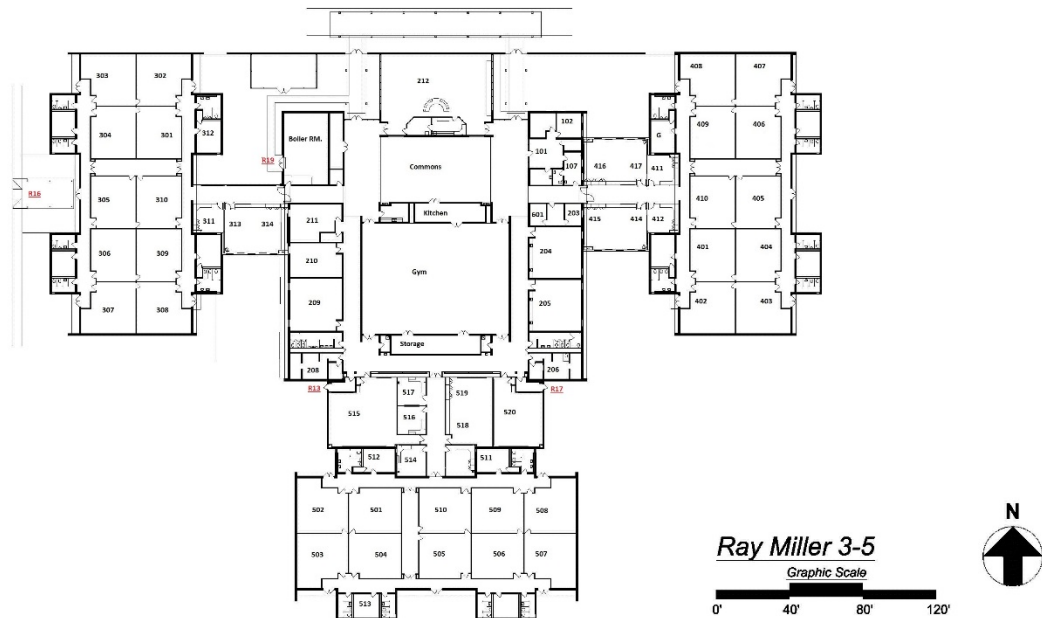
**All spoken and written communications will start and end with the statement “THIS IS AN EXERCISE.”**

## APPENDIX D: EXERCISE SITE MAPS



- PRIMARY STAGING
- FIRE TRUCK/AMBULANCE STAGING
- BACKUP/OVERFLOW STAGING
- RAY MILLER EXERCISE AREA
- WILLIAM MATHEW MIDDLE SCHOOL
- VOLUNTEER PARKING
- INFORMATION LEAFLETS
- TRAFFIC/FED BLOCKAGE
- ICV/911 OPERATIONS

Full-Scale Exercise



Kirksville R-III School District

FLOOR PLAN

## APPENDIX E: WEAPONS POLICY

It is the policy of the U.S. Department of Homeland Security (DHS)/Federal Emergency Management Agency (FEMA) National Preparedness Directorate to ensure that every effort is made to provide a safe and secure environment during National Preparedness Directorate-sponsored exercises for its participants, observers/VIPs, control and evaluation staff members, volunteers, and the general public. The Exercise Director will uphold and enforce this policy as outlined in the sections below. Those participating in the exercise in any capacity not adhering to the stated safety or weapons policies in this document will be removed from the exercise location.

### Weapons

Federal and contractor exercise planners and controllers plan for and promulgate control measures regarding weapons, whether introduced as a simulated device during exercise play or used by law enforcement officers in their normal scope of duties. For the purpose of this policy, a weapon includes all firearms (and live ammunition); knives; less-than-lethal weapons, tools, and devices; and any other object capable of causing bodily harm.

Qualified personnel who have legal authority to carry weapons (e.g., law enforcement, security, military) and who have an assigned exercise role (e.g., responder, tactical team) with the potential for interaction with other exercise participants (i.e. volunteers, role-players), will NOT carry ANY weapon within the confines of the exercise play area. Officers involved in this exercise, will be using “**rubber training weapons**” ONLY. Officers should store any weapon (and ammunition) they have, inside their vehicle, or other safe location, not within exercise area. There will be two armed uniformed officers outside the exercise area for scene security.

All other personnel with no legal authority to carry weapons will not bring, introduce, or have in their possession any weapon of any type in any area associated with the exercise. All exercise participants will be provided with a safety briefing that specifies provisions and policies regarding weapons before the exercise starts. Fire and EMS personnel are not expected to be in possession of any weapons, and will be inspected by Safety Officers prior to responding to the exercise scenario.

### Safety Officers

All exercise Safety Officers will be required to wear a high-visibility safety vest. The designated Safety Officers for this exercise are as follows:

Lead Safety Controller  
Lead Firearms Safety Officer  
Firearms Safety Officer  
Firearms Safety Officer

Stan East – Kirksville Codes Dept.  
Von Abbot Firearms Inst (TSU/DPS Retired)  
Craig Crouse (KPD Retired)  
Margie Hughes (Private Firearms Instructor)

## Full-Scale Exercise

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### Exercise Simulation

Prior to the beginning of the exercise, all Safety Officers will be involved in the search of each participant and role player (including the assailant), for any weapons, ammunition, or any other object that could be used to cause harm to anyone involved in the scenario. This search will be done at the William Matthews Middle School, at sign in.

A second search of all law enforcement participants, and the assailant, will be conducted at the staging area prior to officers being released for deployment. This search will be conducted by Von Abbot the lead Firearms Safety Officer.

There will be ONLY two authorized entrances into Ray Miller Elementary. One Firearms Safety Officer will be posted at each entrance. A third quick cursory search will be conducted by Firearms Safety Officers Crouse and Hughes, before responding officers will be allowed into Ray Miller Elementary School.

### Explosives and Pyrotechnics

Simulated explosive devices will not be used in the building.

### Aggressive Behavior

Aggressive behavior will not be tolerated during exercise conduct, except in matters of self-defense. Examples of aggressive behavior may include excessive speeding; uncontrolled animals (e.g., K-9s, horses); use of defense products (e.g., mace, pepper spray, stun guns, Tasers, batons); and forceful use of operational response equipment or tools (e.g., pike poles, hose lines used at full stream on victims).

### Exercise Notification

If you see anyone not adhering to the above outlined weapons and safety policies specified in this document, please notify any exercise personnel such as the Exercise Director, Senior Controller, Exercise Controllers, and/or Safety Officers IMMEDIATELY.

## APPENDIX F: ACRONYMS

Acronym	Term
911	Kirksville/Adair Regional 911 Center
AAR	After Action Review/Report
ACAD	Adair County Ambulance District
ACSO	Adair County Sheriff's Office
C&E	Controller and Evaluator Handbook
EEG	Exercise Evaluation Guide
EOC	Emergency Operations Center
ExEnd	Exercise End
ExPlan	Exercise Plan
ExStart	Exercise Start
FBI	Federal Bureau of Investigation
HSEEP	Homeland Security Exercise and Evaluation Program
ICS	Incident Command System
ICV	Incident Command Vehicle
IP	Improvement Plan
JIC	Joint Information Center
KFD	Kirksville Fire Department
KPD	Kirksville Police Department
LE	Law Enforcement
MDC	Missouri Department of Conservation
MDOT	Missouri Department of Transportation
MSEL	Master Scenario Events List
MSHP	Missouri State Highway Patrol
NGO	Non-governmental Organization
NIMS	National Incident Management System
NRMC	Northeast Regional Medical Center
SEMA	State Emergency Management Agency
SME	Subject Matter Expert
TSU/DPS	Truman State University Department of Public Safety



## APPENDIX G: MASTER SCENARIO EVENTS LIST (MSEL)

T-Time (+/-)	Event Description	Responsible Person/ Assignment	Comm. Channel	Recipients (Players)	Expected Outcomes
5/28/19	Exercise Notifications	JIC Supervisor	All Media Channels		<ul style="list-style-type: none"> <li>• Notifications sent to senior officials</li> <li>• Press release sent to local media outlets</li> </ul>
5/28/19	Neighborhood Exercise Notifications	Shawn Corbett	Door hangers on identified locations		<ul style="list-style-type: none"> <li>• See map</li> </ul>
T-180 min.	Arrival of exercise staff and other identified support positions	Exercise Director	Phone	Identified exercise staff	<ul style="list-style-type: none"> <li>• Set up exercise infrastructure</li> </ul>
T-150 min.	Public Works drops off cones/barricades for closures	Exercise Director	Phone		<ul style="list-style-type: none"> <li>• Public Works drops off cones/barricades for closures</li> </ul>
T- 150 min.	Arrival of controllers, safety officers, evaluators, actors and other identified support	Exercise Director	Phone	All controllers/ safety officers, evaluators, actors and other staff	<ul style="list-style-type: none"> <li>• Brief exercise/critical staff</li> </ul>
T-150 min.	Weather Evaluation	Lt. Wellman (KPD)	Phone	Exercise Director	<ul style="list-style-type: none"> <li>• Confirm weather</li> </ul>
T-150 min	Staging Officer at pre-staging area(s)	Officer Ray Jagger (KPD)	Phone	Exercise Director	<ul style="list-style-type: none"> <li>• Prepare for pre-staging</li> </ul>
T-135 min.	Radio check/controller & final evaluator briefing	Exercise Director	VTAC11	All controllers and exercise staff	Controllers/staff confirm working communications Controllers/staff receive task assignments



T-Time (+/-)	Event Description	Responsible Person/ Assignment	Comm. Channel	Recipients (Players)	Expected Outcomes
T-135 min.	Pre stage mobile EOC with 911 operators	911 Director	VTAC11		<ul style="list-style-type: none"> <li>On scene 911 services</li> </ul>
T-120 min.	Check-in begins/staging of equipment/first weapons check	Staging Officer/Vol. controller		All other participants	Check-in begins/staging of equipment/first weapons check
T-120 min.	Walk through	Exercise Director	VTAC11	All controllers and staff	Confirm logistical requirements are met
T-120 min.	Have ICV brought to designated location	Exercise Director			ICV on scene to be used by 911 personnel
T-90 min.	Begin moulage & instructions for volunteers	Volunteer Controller		All medical volunteers	<ul style="list-style-type: none"> <li>Begin moulage &amp; instructions for volunteers</li> </ul>
T-60 min.	Notify KV Public Works to close streets	Exercise Director	Notify via 911 on normal channels		<ul style="list-style-type: none"> <li>Ensure Streets are closed to non involved traffic</li> </ul>
T-60 min.	Notify School District to block pedestrian path east of school	Exercise Director			<ul style="list-style-type: none"> <li>Block p</li> <li>edestrian path near school</li> </ul>
T-60 min.	Briefing, instructions, safety briefings	Exercise Director, Senior Controller and Safety Controller		All, not previously excused/ briefed	<ul style="list-style-type: none"> <li>Briefing, instructions, safety briefings</li> </ul>
T-60 min.	Traffic blockages in place	Exercise Director	VTAC11		<ul style="list-style-type: none"> <li>See exercise map</li> </ul>
T-30 min.	Controllers, evaluators and other identified staff in final position	Senior Controller	VTAC11		<ul style="list-style-type: none"> <li>Controllers, evaluators and other identified staff in final position</li> </ul>
T-30 min.	All volunteers in place	Volunteer Controller	VTAC11		<ul style="list-style-type: none"> <li>All volunteers in place</li> </ul>
T-15 Min	All Safety Officers in place	Safety Controller	VTAC11		<ul style="list-style-type: none"> <li>All Safety Officers in place</li> </ul>

T-Time (+/-)	Event Description	Responsible Person/ Assign ment	Comm. Channel	Recipients (Players)	Expected Outcomes
T-15 Min	All evaluators in place	Senior Controller	VTAC11		All evaluators in place
					•
<b>1000</b>	<b>Exercise Start -</b>	<b>All Controllers</b>	<b>All Channels</b>	<b>All Participants</b>	<b>Assailant enters school</b>
Clock(C)0	<b>First 911 call received &amp; dispatched (clock starts)</b>	Senior Controller	TAC1(KFD Tac)	All Participants	• Call dispatched to Police/Fire/EMS
C+60 sec	SRO released from staging to respond. Upon arrival immediate entry to engage assailant	Operations Controller	VTAC11	KPD	Engagement/Isolation of Assailant(s)
C+120 sec	First 2 KPD Officers released from staging to respond	Staging Officer	VTAC11	KPD	Engagement/Isolation of Assailant(s)
C+150 sec	Three officers released from staging to respond (KPD/ACSD/TSU)	Staging Officer	VTAC11	KPD ACSD TSU	Engagement/Isolation of Assailant(s)
C+210 sec	Three officers released from staging to respond (KPD/ACSD/MSHP)	Staging Officer	VTAC11	KPD ACSD MSHP	Engagement/Isolation of Assailant(s)
C+240 sec	Three officers released from staging to respond (KPD/ACSD/MSHP)	Staging Officer	VTAC11	KPD ACSD MSHP	Engagement/Isolation of Assailant(s)
C+240 sec	First KFD Fire apparatus released from staging to respond (3 FF's). Establish incident command.	Staging Officer	VTAC11	KFD	• Assist with Incident Command and medical assistance
C+300 sec	Three officers released from staging to respond (KPD/ACSD/TSU)	Staging Officer	VTAC11	KPD ACSD TSU	• Engagement/Isolation of Assailant(s), establishment of perimeters,
C+360 sec	Second KFD Fire apparatus released from staging to respond (2 FF's)	Staging Officer	VTAC11	KFD	• Assist with Incident Command and medical assistance

T-Time (+/-)	Event Description	Responsible Person/ Assignment	Comm. Channel	Recipients (Players)	Expected Outcomes
C+360 Sec	Release 2 additional officers (if available)	Staging Officer	VTAC11	All LE	<ul style="list-style-type: none"> <li>Engagement/Isolation of Assailant(s), building sweeps/searches</li> </ul>
C+360 sec	Release first two ambulances from staging to respond	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Medical</li> </ul>
C+390 sec	Begin release of any NRMCC resources on scene. Gradual release every 2 minutes hereafter	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Additional medical</li> </ul>
C+480 sec	Release 2 additional officers (if available)	Staging Officer	VTAC11	All LE	<ul style="list-style-type: none"> <li>Engagement/Isolation of Assailant(s), building sweeps/searches, assist with Rescue Teams/Task forces</li> </ul>
C+480 sec	Release third Ambulance	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Medical</li> </ul>
C+600 sec	Begin releasing individual officers at one minute intervals	Staging Officer	VTAC11	All LE	<ul style="list-style-type: none"> <li>Engagement/Isolation of Assailant(s), building sweeps/searches, assist with Rescue Teams/Task forces</li> </ul>
C+600 sec	Begin releasing individual NRMCC staff at one minute intervals	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Medical</li> </ul>
C+630 sec	Release 4 <sup>th</sup> ambulance	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Medical</li> </ul>
C+630 sec	Release ACAD administrative personnel	Staging Officer	VTAC11		<ul style="list-style-type: none"> <li>Medical</li> </ul>
C+ 15 min	Begin releasing additional ACAD staff at one minute intervals				<ul style="list-style-type: none"> <li></li> </ul>
C+ 19.5 min	Release third KFD apparatus (3 FF's)	Staging Officer	VTAC11	KFD	<ul style="list-style-type: none"> <li>Assist with Incident Command and medical assistance</li> </ul>

T-Time (+/-)	Event Description	Responsible Person/ Assign ment	Comm. Channel	Recipients (Players)	Expected Outcomes
C+ 19.5 sec	Begin/continue to release additional resources in 60 second intervals (if/as available) at discretion of staging officer	Staging Officer	VTAC11	All LE/FIRE/EMS	<ul style="list-style-type: none"> <li>Begin/continue to release additional resources in 60 second intervals (if/as available) at discretion of staging officer</li> </ul>
C+ 19.5 min	Incident unfolds		Various tactical channels		<ul style="list-style-type: none"> <li>Manage incident per directions of on scene command</li> </ul>
C+ 20 min	Media arrives	Staging Officer			<ul style="list-style-type: none"> <li>Direct media to media location</li> </ul>
C+ 2hr	Turn scene over to LE crime scene				End of rescue phase
C+ 2hr	Unified Command ensures all objectives are met		VTAC11		<ul style="list-style-type: none"> <li>Unified Command ensures all objectives are met</li> </ul>
C+ 2hr	Lunch (provided)	Sr. Controller	All channels	all	<ul style="list-style-type: none"> <li>On scene lunch</li> </ul>
C+ 3r	Hot wash/Debriefing			All	<ul style="list-style-type: none"> <li>All participant hot wash/debrief</li> </ul>
C+ 4.5hr	Exercise end	All controllers	All channels	All	<ul style="list-style-type: none"> <li>Mic drop</li> </ul>

## APPENDIX H: PARTICIPANT FEEDBACK FORM

Kirksville RIII Ray Miller Elementary School

Active Assailant

May 30, 2019

PARTICIPANT NAME (optional): \_\_\_\_\_

### PART I – Participant Evaluation

Please rate, on a scale of 1 to 5, your overall evaluation of the exercise relative to the questions provided below, with 1 indicating a rating of **Strongly Disagree** and 5 indicating a rating of **Strongly Agree**.

Assessment Factor	Strongly Agree				Strongly Disagree
The exercise scenario was plausible and realistic.	1	2	3	4	5
The exercise included participants from diverse and appropriate disciplines?	1	2	3	4	5
Participants were actively involved in the exercise.	1	2	3	4	5
Exercise participation was appropriate for someone in my field with my level of experience/training.	1	2	3	4	5
The exercise increased my understanding about and familiarity with the capabilities and resources of other participating organizations.	1	2	3	4	5
The exercise provided the opportunity to address significant decisions in support of critical mission areas.	1	2	3	4	5
After this exercise, I am better prepared to deal with the capabilities and hazards addressed.	1	2	3	4	5
The length of the exercise was appropriate?	Too Long	Long	Just Right	Short	Too Short

### PART II – Participant Feedback

Did the exercise support an effective activity to enhance the awareness of your region's capabilities to respond to similar major incidents?

☐ **YES**

☐ **No**

**If no, please**

**explain:**

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## APPENDIX H: PARTICIPANT FEEDBACK FORM

Kirksville RIII Ray Miller Elementary School

Active Assailant

May 30, 2019

**PARTICIPANT NAME (optional):** \_\_\_\_\_

**What strengths did you observe during this exercise? What went well?**

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**What weaknesses did you observe during this exercise? What could have gone better?**

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**Please provide any recommendations on how to improve the ability of Kirksville and Adair County to respond to similar major events:**

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**Please identify three things that you learned from participating in this full scale exercise.**

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# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – POLICE OPERATIONS**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

### **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.

<b>Exercise Objective</b>	<b>Core Capability</b>
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) –**

### **POLICE OPERATIONS**

#### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

In an effort to achieve listed Exercise Objectives and Core Capabilities, did the participants/organizations:

Engage in a rapid/immediate response/entry

As soon as practical achieve threat elimination/containment/engagement

Use only needed resources for assailant mission

Establish an obvious command structure

Clearly communicate the command structure and update if/when appropriate to field units

Develop a collaborative plan with/among responding agencies

Establish effective perimeters inside impacted building (related to assailant, if necessary), around Ray Miller Elementary and the larger impacted area (school complex), and any others as may be necessary to fulfill operational objectives

As soon as practical conduct secondary searches/sweeps

Mark/track what was searched and not searched

Look for additional suspects or other risks (e.g. hazmat/explosives)

Locate and verify those injured/dead

Locate hiding survivors

Search exterior including parking lot

Designate the building clear/safe ASAP



# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) –**

### **POLICE OPERATIONS**

#### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

Tertiary searches/sweeps

Mark/track what was searched and not searched

Look for additional suspects or other risks (e.g. hazmat/explosives)

Locate and verify those injured/dead

Locate hiding survivors

Search exterior including parking lot

Designate the building clear/safe ASAP

Check other schools and address any issues at these schools

Call for additional specialized resources (e.g. SWAT, bomb, hazmat)

Communicate effectively with other emergency responders

Provide timely updates to field units

Communicate progress and needs clearly and timely (to field units)

Render aid, if appropriate

When appropriate, did anyone in Operation's assign/reassign limited resources to essential non assailant focused activities (e.g. perimeter, crowd control, task force participation)

Identify haz mat component (any participant)

**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**POLICE OPERATIONS**

**ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

Develop/maintain Good working relationship/collaboration with other law enforcement agencies/staff

Adequately managed available resources

Have at least one representative at the CP

Establish Unified Command?

Have adequate protective/response gear/equipment

Protect crime scene as appropriate

Switch from active assailant to barricade/hostage (if appropriate)

Appropriately switch from active component to post investigative activities

**For each task please assign a rating (below) and note pertinent information concerning performance and/or relevant participant discussions/decisions.**

**(P) Performed without challenge**

**(S) Performed with some challenges**

**(m) Performed with major challenges**

**(U) Unable to perform**

# APPENDIX I

## EXERCISE EVALUATION GUIDE (EEG) – SCHOOL RESPONSE

### ACTIVE ASSAILANT EXERCISE

Ray Miller Elementary School - Kirksville, Missouri

May 30, 2019

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

### 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 Objective	Core Capability
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – SCHOOL RESPONSE**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

In an effort to achieve listed Exercise Objectives and Core Capabilities, did the participants/organizations:

Utilize 911 to contact law enforcement

Relay critical information to first responders

Know where to go during an active assailant

Know who can begin/end a lockdown

Use simple language to make an emergency announcements (i.e. lockdown, evacuation)

Initiate an emergency announcement(s) in such a fashion that it was heard everywhere on the school grounds, including outside, gym, cafeteria, bathroom, etc.

Have a means/method for the teachers/classrooms to communicate with the main office/command post

Issue an “All Clear” procedure to terminate the action

Follow procedures and protocols according to the school’s emergency procedures

**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**SCHOOL RESPONSE**

**ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

Follow procedures for Kirksville School staff in hallways, bathrooms, cafeteria, gym, outside, and open areas

Lock classroom doors in a timely manner

Initiate some type of school command structure

Send appropriate representative(s) to participate in the unified Field Command Post/Incident Command Structure

Assist with secondary and tertiary searches as appropriate

**For each task please assign a rating (below) and note pertinent information concerning performance and/or relevant participant discussions/decisions.**

**(P) Performed without challenge**

**(S) Performed with some challenges**

**(m) Performed with major challenges**

**(U) Unable to perform**

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) –**

### **FIRE RESPONSE**

#### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

### **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.

<b>Exercise Objective</b>	<b>Core Capability</b>
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**FIRE RESPONSE**

**ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

In an effort to achieve listed Exercise Objectives and Core Capabilities, did the participants/organizations:

Engage in a rapid/immediate response

Establish Incident Command, early in event and prior to scene being rendered safe

Help establish unified command (or some other structure)?

Demonstrate a general understanding of the basic principles of NIMS/ICS

Know who was in charge and when

Clearly communicate the command structure and update if/when appropriate, to field units

Arrange for a transfer of command if/as appropriate

Engage in an initial scene size up (cold/safe zones)

Establish a tactical radio frequency for Fire/EMS

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) –**

### **FIRE RESPONSE**

#### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

Ensure initial staging locations are identified/announced to field units/staffed

Develop a collaborative plan with all agencies responding

Call for additional resources/specialized resources (e.g. More FF's, EOD, hazmat)

Communicate with other emergency responders in the field and the Command Post

Help establish rescue task force teams (with EMS and PD)

Help with triage and casualty collection points

Help with patient transport

Provide timely updates

Communicate progress and needs clearly and timely with Command Post and field units

Identify and/or work any hazmat component



**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**FIRE RESPONSE**

**ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

Maintain working relationships/collaboration with other emergency responders

Manage available resources

Have at least one representative at the CP

Have protective/response gear/equipment (e.g. hard body armor)

**For each task please assign a rating (below) and note pertinent information concerning performance and/or relevant participant discussions/decisions.**

**(P) Performed without challenge**

**(S) Performed with some challenges**

**(m) Performed with major challenges**

**(U) Unable to perform**

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – FIELD COMMAND POST**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

### **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.

<b>Exercise Objective</b>	<b>Core Capability</b>
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) –**

### **FIELD COMMAND POST**

#### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

This exercise is being conducted in real-time with resources available at the time. Even if time allowed, there would, in all probability, not be sufficient resources to establish a formal EOC. However, Incident Command and some type of Field Command Post would be essential in managing this event. With that in mind, and in an effort to achieve listed Exercise Objectives and Core Capabilities, did the participants/organizations:

Establish incident command in the early stages of the event

Communicate the command structure and update if/when appropriate to field units

Communicate with other emergency responders

Demonstrate a general understanding of the basic principles of NIMS/ICS

Know who was in charge and when

Arrange for a transfer of command if/as appropriate

Establish unified command? If not, what kind of command structure was in place

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – FIELD COMMAND POST**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

Have representatives, from the major players, at the Field Command Post as soon as practicable

Come up with some type of collaborative plan, with other emergency responders

Notify SEMA and/or request IST or other support

Call for additional local resources

Request regional mutual aid (what and how)

Assign a Staging officer(s)/location(s) for incoming resources and notify field units

Address public ingress/egress (perimeters)

Initiate the EOC activation list

Provide timely updates to field units

Initiate some level of planning function

**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**FIELD COMMAND POST**

ACTIVE ASSAILANT EXERCISE

Ray Miller Elementary School - Kirksville, Missouri

May 30, 2019

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

**For each task please assign a rating (below) and note pertinent information concerning performance and/or relevant participant discussions/decisions.**

**(P) Performed without challenge**

**(S) Performed with some challenges**

**(m) Performed with major challenges**

**(U) Unable to perform**

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – EMERGENCY MEDICAL SERVICES (EMS)**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

### **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.

<b>Exercise Objective</b>	<b>Core Capability</b>
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish initial command and coordinate on-site incident management operations, using the Unified Command concept, during an active assailant incident.	Operational Coordination
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will establish multi-agency and multi-jurisdictional communications and interoperability during an active assailant incident. This will include a test of the City/County EOP and NIMS familiarity of all active participants.	Operational Communication
Local agencies' (School District, Fire, Law Enforcement, EMS, and a myriad of others as identified) will triage (including warm zone), treat and transport all people in need within the affected area during an active assailant incident.	Emergency Triage & Pre-Hospital Treatment (Public Health and medical Services)
Evaluate adequacy of the current plans and preparedness of all actively participating organizations.	Situational Assessment

# **APPENDIX I**

## **EXERCISE EVALUATION GUIDE (EEG) – EMERGENCY MEDICAL SERVICES (EMS)**

### **ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

This exercise is being conducted in real-time with resources available at the time. Even if time allowed, there would, in all probability, not be sufficient resources to establish a formal EOC. However, Incident Command and some type of Field Command Post would be essential in managing this event. With that in mind, and in an effort to achieve listed Exercise Objectives and Core Capabilities, did the participants/organizations:

Clearly establish incident command and/or unified command in the early stages of the event

Clearly communicate the command structure and update if/when appropriate

Clearly establish triage, treatment, and transport divisions as necessary for management of patient

Communicate effectively with other emergency responders

Demonstrate a general understanding of the basic principles of NIMS/ICS

Know who was in charge and when

Notify SEMA and/or request IST or other support

Call for additional local resources (including air)

**APPENDIX I**  
**EXERCISE EVALUATION GUIDE (EEG) –**  
**EMERGENCY MEDICAL SERVICES (EMS)**

**ACTIVE ASSAILANT EXERCISE**

**Ray Miller Elementary School - Kirksville, Missouri**

**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_

(Please Print)

Request regional mutual aid (what and how)

Provide appropriate initial triage of patients

Provide resources for rescue task force and establish casualty collection points (if fire unable)

Track all patients from contact through transport

Setup appropriate treatment area and request additional supplies

Send out all crew notification for personnel to come in off duty

Utilize alternate resource for patient transportation arrangements where necessary?

**For each task please assign a rating (below) and note pertinent information concerning performance and/or relevant participant discussions/decisions.**

**(P) Performed without challenge**

**(S) Performed with some challenges**

**(m) Performed with major challenges**

**(U) Unable to perform**



**APPENDIX J**  
**KIRKSVILLE R-III SCHOOLS ACTOR WAIVER FORM**  
**ACTIVE ASSAILANT EXERCISE**  
**Ray Miller Elementary School - Kirksville, Missouri**  
**May 30, 2019**

Evaluator name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

WAIVER: I know that participating in this exercise is potentially hazardous. I should not enter unless I am medically able. I understand that the exercise will be filmed and the footage will be used for training purposes now and in the future. I also assume any and all risks associated with this event including but not limited to falls, contact with other participants and the effects of the weather including high heat and/or humidity, all such risks being known and appreciated by me.

Knowing these facts, and in consideration of your accepting my entry, I hereby, for myself, my heirs, executors, administrators, or anyone else who might claim on my behalf, covenant not to sue, and waive, release and discharge Kirksville R-III School District and/or agents authorized by them for any purpose relating to this event.

This release and waiver extends to all claims of every kind of nature, whatsoever, foreseen or unforeseen, known or unknown.

Applications for minors are accepted only with a parent/guardian signature.

Please Print Name

\_\_\_\_\_

Signature of Participant

Date

\_\_\_\_\_

\_\_\_\_\_

Signature of Parent/ Guardian if Participant is under age 18

Date

\_\_\_\_\_

\_\_\_\_\_

