



## Division of Building Safety

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### T-M-T Ten-Minute Tabletop IOS3 Scenario Based Training Series

A tabletop exercise simulates an emergency situation where participants discuss the scenarios presented and general problems and procedures in the context of response to a specific emergency incident. The focus is on the roles of individuals and departments, protocols, procedures or responsibilities.

All scenario incidents used in this training program are based on actual events that have occurred in Idaho schools. Included are the actual outcome and the After Action findings.

The purpose is threefold:

- First, to increase awareness and develop an if-then mindset for school staff, building level and district level administrators.
- Second is to determine if current district and building policy, procedure and practice is adequate to the incident in the exercise.
- Last is to facilitate the updating of District and school policy and procedure for the types of incidents that may occur in Idaho Schools.

The entire process is designed to be completed in 10 to 15 minutes during and as a part of a faculty or administrative meeting.

To be most effective a review of your response should be completed as a part of the process.

Following is a list of the types of questions that should be used to review your response:

- Is the response adequate to the magnitude of the incident?
- Does the response fall within your current policy and procedure?
  - If not should policy or procedure be changed?
    - If so, who is responsible for the change?
    - What is the time line?
- Is the developed response capable of translation to operational reality. (can you do what you say)?
- Is any individual, agency, or resource tasked as a part of the response aware of their role, trained to act and available?
  - Do you have a current MOU?
- Was communication adequate to the needs of the response?
  - Can you assure that everyone who needed to know notified as a part of the response?
- Are there Public Relations concerns in the scenario?
  - Are they adequately addressed in your response?
- Can an operational change be made to mitigate or prevent a future occurrence of this type of incident?

Be aware your answers to these questions will drive the improvement process for your Emergency Operations Plans.

Brad Little  
Governor

Ron Whitney  
Administrator

Mike Munger  
Manager

## **T-M-T Scenario #1 Suicidal Student**

Season: Late Spring  
Day: Wednesday  
Time: 10:37 (3<sup>rd</sup> period)  
Weather: Sunny  
Temperature: 47 Degrees  
School type: High School

The school office is notified by a student runner that a substitute teacher needs help with a biligerent student. The substitute teacher is on her first day and the student has a known and documented history of defiance. An administrator responds to the 3<sup>rd</sup> floor classroom to assist and finds the class and the substitute teacher in the hallway highly anxious. The substitute teacher informs you that the student has found an unlocked window and has climbed out onto a parapet overlooking the football field and is threatening to jump if anyone attempts to make contact.

What steps do you take?

### **Outcome**

The administrator contacted (through the SRO) local law enforcement. The entire facility was placed into a “Hall Check” response to curtail normal student movement and students were confined to classrooms. Since the student was directly above one of the primary evacuation routes and in full view of the primary assembly area the school could not be effectively evacuated.

Students in the affected wings of the building on all three floors were moved to unaffected parts of the building out of view of the incident and the response.

The School Resource Officer and an assistant principal started an initial dialog with the student in an attempt to build rapport while the rest of the students were being moved. City Crisis Negotiators arrived after approximately 30 minutes and were able to support the SRO and the Assistant Principal in their conversations with the student. The standoff persisted for nearly 2 hours resulting in large disruptions to school operations, including mid-day bussing, lunch service, class changes and garnered a significant level of media interest.

Law enforcement worked in conjunction with a District spokesperson to give clear information and control rumors. Student social media content generation was significant, uncontrollable and created a significant barrier to getting clear information to the parents and community.

Eventually the SRO, Assistant Principal and the Crisis Negotiation team wer able to convince the student to come back into the school and receive a medical and mental health evaluation.

### **After Action Review**

Overall the school emergency team was faced with a dynamic and unusual situation and handled the incident appropriately and in a manner that protected student safety. As with any incident, the AAR revealed several areas of potential improvement or planning gaps

- High levels of disinformation from student social media accounts effectively buried the traditional media outlets and bypassed the standard informational gatekeepers and fact checkers.
- Alternative evacuation plans and assembly points were developed to allow for an evacuation when a primary route is compromised.
- Meal service, medication delivery and behavioral supports for students developed alternative plans for service delivery during an extended Hall Check or Lockdown.
- Transportation Coordination became a designated role within the district response plan as a result of the continual close management needed for bus cancellation, routing and rerouting.