



Division of Building Safety

1090 E. Watertower Street
Meridian, ID 83642
Phone: (208) 332-7155
Fax: (208) 855-2164
Email: SchoolSafety@dbs.idaho.gov



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

A tabletop exercise simulates an emergency situation in a low stress environment. 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?

Brad Little
Governor

Ron Whitney
Administrator

Mike Munger
Manager

- Can an operational change be made to mitigate or prevent a future occurrence of this type of incident?
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Be aware your answers to these questions will drive the improvement process for your Emergency Operations Plans.

T-M-T Scenario #3 The Disruptive Parent

Season: late-fall
Day: Tuesday
Time: 12:56 P.M.
Weather: Cold and clear
Temperature: 33 degrees

You are returning to your office following the post lunch loop of the hallways. As you approach the office you hear loud male voices. As you open the office door there is a strong smell of alcohol and you see three males in a heated discussion with your secretary. You recognize one of the men as the father of one of your students.

What steps do you take?

Outcome

The school secretary was in her first year in a school and the district had not provided any de-escalation training for office staff in the District. The principal noting the potential issue in the office used his cell phone and called SRO in the physically adjacent middle school. The SRO did not answer his cell phone and the principal left a message. The principal entered the office and began a conversation with the three individuals. The three males were the father and uncles of a 5th grade female special needs student.

The group were expressing concern over a playground incident from the previous week. Two 5th grade boys (neighbors of the girl in question) had been disciplined for taking a basket ball away from the girl. The three demanded to know what disciplinary steps were taken. The principal refused any information based on FEPA. The conversation became more heated as the group demanded stronger disciplinary action for the boys involved. One of the men indicated that if the school will not effectively deal with the issue he will handle the issue when the young men get home.

At this point a group of six 2nd grade students enter the office. The secretary quickly removes the 2nd grade students then goes to an adjacent classroom and places a 911 call for police assistance. General movement in the school continues as normal. Dispatch notifies the SRO by radio. The SRO arrives 4 minutes later and removes the three men from the school. All members of the group were charged with disrupting the educational process.

After Action Review

The AAR in this case determined a number of procedural changes were indicated.

- De-escalation training to be provided at hire and renewed annually for all school office staff.
- A security hold procedure that stops movement in the school but does not stop educational activities is developed and instituted
- Communications processes reviewed and radio connection to the SRO developed
- Review of the procedures for the escalating situation reviewed and updated.