



## 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 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?

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

### **T-M-T Scenario #7 Law Enforcement activity near Campus**

Season: spring  
Day: Tuesday  
Time: 12:06 A.M.  
Weather: clear sunny  
Temperature: 71 degrees

You have a large portion of your student body is outside on the school grounds following lunch. You receive a phone call from local law enforcement that the suspect from an armed robbery has barricaded themselves in a house immediately adjacent to the west of your campus. Most of your playground is on the west side of your school. You are informed that the suspect is considered heavily armed.

What steps do you take?

#### **Outcome**

During the initial call the principal requested a police officer be sent to the school. The dispatcher informed him that SRO from the nearby high school was already on the way. The principal then used the end of recess bell and school P.A. system to notify staff and students to return to the school. There was not an SOP for this process. It takes nearly 9 minutes for all the students to clear the playground and return to the building.

Once students are inside the school the principal institutes a lockdown with students and staff moving to the nearest available securable space. The process for accounting for all students and staff in the school is ineffective at this time due to the confusion. The SRO arrives at the school. The SRO suggests moving students and staff away from the west side of the building and using the school structure as a shield. With the lock down in progress the staff will not respond to a P.A. announcement. The principal, secretary, counselor, custodian and SRO move through the school with keys opening locked doors and instructing students and staff to move to the multi-purpose room on the east side of the building. This process takes approximately 35 minutes.

While this is in progress parents notified by text messages from their student begin to arrive at the school and demand access. The SRO using his police radio requests law enforcement assistance to control the growing crowd. Once in the multi-purpose room the students are returned to their assigned teacher for positive accounting. Nine students and one staff member are determined to be missing. The custodian begins a sweep through the building looking for the missing staff member and students. 22 minutes later they are found having locked themselves into a janitorial storage space.

The principal went to the main entrance and spoke to the growing number of concerned parents indicating that once all students and staff were accounted for parents would be allowed entrance. The inference that not all students were accounted for further increased the level of concern among the growing crowd of parents. Local media has begun to arrive during this period. By 1:25 P.M. parents are allowed entrance and most choose to remove their student from school for the day at this point. The student check-out/ parent reunification process for an event of this size is not well defined and has not been exercised. Staff confusion slows the process causing further parental distress. The resulting public relations issues consume several days.

#### **After Action Review**

The AAR in this case determined the action taken did provide for student safety but was not an effective response to the incident and increased the level of parental concern unnecessarily.

- Slow movement of students into the school indicated a need for development of a SOP, training and exercise for a “Reverse Evacuation” procedure to move students from the campus grounds into the school building in an emergency.
- Use of the Lock down complicated the student accounting and prohibited effective movement of students once inside the building. Use of the intermediate security protocol would have allowed for the needed adjustment in student location.
- A review of district training on the appropriate use of the Lock Down protocol is instituted.
- Timely communication to parents/guardians was completely lacking with student use of text messaging exacerbating the lack of official communications.
- The need for an onsite PIO to address communications requirements with parents and the media. One is appointed and trained.
- The need for a Mass text communications process for timely dissemination of the needed information to parents was developed.
- A well-defined sop for parent/student reunification process was developed and training and exercise for all district staff implemented.

