



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?
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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 #5 School power outage (longTerm)

Season: early winter

Day: Tuesday

Time: 10:36 A.M.

Weather: overcast w/ intermittent snow -wind N/NE 18-22 mph

Temperature: 23 degrees and dropping

Your school has just suffered a power loss. Your P.A. system, phone system and computer network are down. What steps do you take?

30 minutes later, you are notified that the power will be out the rest of the school day with restoration scheduled for between 4 and 6 P.M. Power for a 3-mile radius is out affecting a large number of your students' homes as well. What steps do you take now?

Outcome

Hallway and classroom emergency lights are functioning and provide dim illumination sufficient for student movement. Students from interior classrooms without windows are moved to perimeter classrooms with windows. Directions for this process are delivered classroom to classroom by the principal and office staff. The principal initially called the district office and in consultation with the Superintendent. The decision is made to wait for more information from the power company as to the expected duration of the outage. The lack of power effects the heating plant fans and the temperature in the building begins to slowly drop. The kitchen/cafeteria is in the center of the building and largely without windows. Plans are made for sack meals to be prepared at an unaffected school.

The power company calls and the outage is expected to run the remainder of the school day. The time is now 11:22 A.M. and the Superintendent has just arrived on site. The temperature in the building is noticeably cooler with the hall thermometer reading 59 degrees. The sack meals arrive. The decision is made to distribute the meals to classrooms and begin the process to close the school. The local media is notified, and teachers are asked to use their personal cell phones to call parents. The school staff is unable to contact approximately 20% of parents. Lack of access to the student information system (S.I.S.) for emergency contact information complicates this process. By 1:15 P.M. 80% of the student population has been picked-up and have left the building. This leaves just under 100 students in the school.

Movement in and out of the school as parents get their children has caused the temperature to drop under 50 degrees in most of the school. The principal decides to move the remaining student to an unaffected school in the district and utilize access to the S.I.S. to complete the parent notification process. Busses are dispatched and loaded by 1:43 P.M. and the movement to the new school is complete by 2:10 P.M. Notification is not left on the door of the school and no staff members are left at the school.

By 1:55 P.M. the district office is receiving angry and panicked calls from parents who have gone to the now empty school expecting to pick-up their children.

The Superintendent calls the local media at 2:20 To inform them of the change in student location. At Approximately 2:30 staff begins calls to student's emergency contacts provided them by the S.I.S. at the relocation school. As parents are coming to the relocation school to pick-up their children a significant number of parents discuss the lack of notification. By 3:10 all students have been returned to the parents. The local TV news runs an uncomplimentary story on the process and this begins a public relations issue that ends with several angry parents at the next board meeting.

After Action Review

The AAR in this case determined the loss of power incident was generally well handled with the exception of communications and public relations.

- Communications processes reviewed, and a parent mass notification system developed.
- Specific process for school relocation developed to include notification and staff at the school to direct parents to the relocation site.
- The need for a trained PIO available at the school level is noted. A timeline for deployment is identified.
- Parent/student reunification process reviewed and updated.

