



## 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 #2 Gas leak in the school**

Season: mid-fall

Day: Tuesday

Time: 9:56 A.M.

Weather: overcast w/ intermittent rain

Temperature: 43 degrees

School Type: Elementary

You noticed a faintly unpleasant smell upon your entrance to the school. The smell becomes much worse through the morning. A teacher sends a student to the report a student in her classroom with a severe asthma attack. As you enter the hall your eyes begin to water and your nose burns.

What steps do you take?

#### **Outcome**

The principal instated an immediate evacuation using the fire alarm system. Students left the building in the most expedient manor, most failing to take the coats that were available to them in the classroom. The principal called the district office to notify them of the evacuation and the reason for leaving the building. Buses are not dispatched at this time. Both Fire and L.E. respond to the alarm and are onsite eight minutes later. The student with the severe asthma is treated by arriving EMS. Students are beginning to get cold and a light rain has started. The Special education staff spontaneously begin to move eleven medically fragile students into staff cars for shelter.

The Fire captain determines that the school cannot be reoccupied until the gas Co. and maintenance department have determined the source of the smell and resolved the issue.

The rain intensifies. Smaller students are becoming dangerously chilled. The school is now approx. 14 minutes into the incident. The principal requests buses and is told it will be at least 20 minutes before busses will arrive. Some parents begin to arrive, and some students are "leaking" away without any formal record keeping or accountability.

The decision is made to move to a church building four blocks away. However, no one had a key to the facility and prior approval has not been obtained. During the movement the principal is attempting to contact church officials. The special needs students are transported in staff cars. The walk to the church takes about twelve minutes students continue to leak away as they go their homes as they pass. (total incident time 26 min.) A church official has been reached and 7 more minutes pass prior to his arrival. (total incident time 33 min.) Approximately 70% of the student body remain and gain access to the Church for shelter. The first buses begin to arrive at the school unaware the students have been moved. The bus drivers find out from the first responders on site that the students are at the church and begin to move that direction. Buses arrive at the church and students are loaded for transport to another district school. (total incident time 41 min.) Students are unloaded into the Gym of the middle school and parents are notified to retrieve their students. There is no formal process and accountability is not provided. (total incident time 1 hour 51 min.)

#### **After Action Review**

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

- Evacuation procedure was changed to include students taking their coats when readily available, as a standard part of the school evacuation process.
- District response procedure is changed to provide for coordination with and mobilization of school busses as a part of any unplanned evacuation of a school.

- The use of staff vehicles as shelter and potential transport for medically fragile students is formalized and a form for parental authorization is developed. (this serves as both informed consent and liability coverage)
- Off site relocation sites are identified and MOU's are developed and executed to provide for both access (Keys) and use.
- Parent/student reunification processes and procedures are developed to provide for positive accountability all students at the school and assure and document only authorized persons receive students in the process.
- Mass notification processes for parents are reviewed and enhanced

