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*Campus Resilience Program*

*Exercise Starter Kit*

**Hurricane Tabletop Exercise**

Situation Manual

[Insert Date]

# Handling Instructions

[**Planner Note:** The purpose of this Situation Manual is to provide a baseline exercise document that institutions of higher education can use to assess their emergency plans, policies, and procedures. The sample content contained in this document can be tailored as necessary to meet the desired goals and outcomes for the exercise by filling in all bracketed content that is highlighted in red. This document is to be used in tandem with the Hurricane Conduct Briefing and Facilitator Guide so any changes made to this document will also need to be carried over into those documents.]

The title of this document is the *Hurricane Tabletop Exercise (TTX) Situation Manual*. This document should be safeguarded, handled, transmitted, and stored in accordance with appropriate security directives. Reproduction of this document, in whole or in part, is prohibited without prior approval from the exercise planning team. This document has been marked as “FOR DISCUSSION PURPOSES ONLY.”

For more information on this exercise, please consult the following point of contact:

**[Lead Planner Name]**

[Position]

[Organization]

[Division within Organization]

[Phone]

[Email]

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# Agenda

**Hurricane Tabletop Exercise**

**[Date]; [Time]**

**[Location of Exercise]**

[**Planner Note:** The agenda items and times listed below are general suggestions for the exercise breakdown. Activities and times may be adjusted based on an institution’s exercise scope, planned attendance, and duration.]

|  |  |
| --- | --- |
| [00:00 a.m.] | **[Welcome and Introductions] [Recommended Time: 5 Minutes]** |
| [00:00 a.m.] | **[Exercise Overview] [Recommended Time: 10 Minutes]** |
| [00:00 a.m.] | **Module 1: Preparedness [Recommended Time: 60 Minutes]** |
| [00:00 a.m.] | **Break [Recommended Time: 10 Minutes]** |
| [00:00 p.m.] | **Module 2: Response [Recommended Time: 60 Minutes]** |
| [00:00 p.m.] | **Break [Recommended Time: 10 Minutes]** |
| [00:00 p.m.] | **Module 3: Short-Term Recovery [Recommended Time: 60 Minutes]** |
| [00:00 p.m.] | **[Exercise Hot Wash] [Recommended Time: 15 Minutes]** |
| [00:00 p.m.] | **[Closing Comments] [Recommended Time: 10 Minutes]** |

# Overview

|  |  |
| --- | --- |
| **Exercise Name** | Hurricane Tabletop Exercise |
| **Exercise Date** | [Insert Date]; [Insert Start Time – End Time] |
| **Scope** | This exercise is a discussion-based tabletop exercise, planned for [insert exercise duration] at [insert exercise location]. Divided into three Modules, this exercise will examine hurricane preparedness, response, and recovery operations. |
| **Mission Areas** | Mitigation, Response, and Recovery |
| **Objectives** | 1. **Operational Coordination:** Assess the ability to establish an effective command structure that integrates all critical stakeholders to ensure campus and community resources are used efficiently to prepare for, respond to, and recover from a hurricane impacting campus operations. 2. **Mass Care Services:** Examine the ability to provide life-sustaining and human services to affected populations at your institution to include hydration, feeding, sheltering, temporary housing, evacuee support, reunification, and distribution of emergency supplies. 3. **Infrastructure Systems:** Evaluate the ability to protect, restore, and revitalize your institution’s critical infrastructure systems and assets to minimize threats to health and safety. 4. **Public Information and Warning:** Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with a hurricane impacting campus operations. |
| **Scenario** | The exercise scenario will include a hurricane that results in injuries, fatalities, and damages on [insert your institution’s name] campus. |
| **Participating Groups/Departments** | * [Insert Participating Organization]   + [Insert Participating Sub-Organization] * [Insert Participating Organization]   + [Insert Participating Sub-Organization]   A full list of participating organizations is provided in **Appendix B.** |
| **Sponsoring Organization** | [Insert Sponsoring Organization(s)] |
| **Point of Contact** | [Insert Point of Contact Name], [Position], [Organization]  [Phone number], [Email] |

# General Information

## Introduction

This document serves as the Hurricane Tabletop Exercise Situation Manual (SitMan). It includes the exercise goals and objectives, scenario details, as well as discussion questions for use during the exercise. In addition to aligning with the National Preparedness Goal, the content contained in this SitMan has been designed in accordance with Homeland Security Exercise and Evaluation Program (HSEEP) doctrine.

## Overview

The U.S. Department of Homeland Security (DHS), Office of Academic Engagement (OAE) is pleased to support the Hurricane Tabletop Exercise as part of the broader Campus Resilience (CR) Program Exercise Starter Kits. This Exercise Starter Kit was made possible through collaboration and coordination with the Federal Emergency Management Agency (FEMA) National Exercise Division (NED).

The broader purpose of each Exercise Starter Kit offered through the CR Program is to support practitioners and senior leaders from the academic community in assessing emergency plans, policies, and procedures while also enhancing overall campus resilience. Specifically, this Exercise Starter Kit will provide the opportunity to examine mitigation, response, and recovery operations related to a Category 2 hurricane.

## Objectives and Core Capabilities

The following objectives in **Table 1** describe the expected outcomes for this exercise. The objectives are linked to core capabilities, which are distinct critical elements necessary to achieve the specific mission area(s).

Table 1: Exercise Objectives and Core Capabilities

|  |  |
| --- | --- |
| Exercise Objective | Core Capability |
| 1. Assess the ability to establish an effective command structure that integrates all critical stakeholders to ensure campus and community resources are used efficiently to prepare for, respond to, and recover from a hurricane impacting campus operations. | * Operational Coordination |
| 1. Examine the ability to provide life-sustaining and human services to affected populations at your institution to include hydration, feeding, sheltering, temporary housing, evacuee support, reunification, and distribution of emergency supplies. | * Mass Care Services |
| 1. Evaluate the ability to protect, restore, and revitalize your institution’s critical infrastructure systems and assets to minimize threats to health and safety. | * Infrastructure Systems |
| 1. Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with a hurricane impacting campus operations. | * Public Information and Warning |

# Participant Information and Guidance

## Participant Roles and Responsibilities

The term *participant* encompasses many groups of people, not just those playing in the exercise. Groups of participants involved in the exercise, and their respective roles and responsibilities, are detailed below.

### Facilitator(s)

The Facilitator will guide exercise play and is responsible for ensuring that participant discussions remain focused on the exercise objectives. They provide additional information and resolve questions as required. They are also responsible for making sure everyone is included in the conversation and has the opportunity to participate.

### Players

Players have an active role in discussing their preparedness, response, and recovery activities during the exercise. Players should discuss or initiate actions based on the simulated exercise scenario.

### Observers

Observers may visit or view selected segments of the exercise but do not actively engage in exercise discussions.

### Support Staff

The exercise support staff includes individuals who perform administrative and logistical support tasks during the exercise (e.g., registration, catering, etc.).

## Exercise Structure

The Hurricane Tabletop Exercise will consist of three, [insert duration]-minute Modules that focus on mitigation, response, and recovery operations. Each Module will consist of two separate activities: a scenario overview and facilitated discussions. The exercise facilitator will first provide an overview of the scenario and will then engage participants in facilitated discussions around a set of questions. Discussions should focus on key actions, activities, and decisions that each player would perform given the specific scenario conditions. The three exercise Modules include:

* **Module 1** will examine preparedness operations leading up to a hurricane
* **Module 2** will examine response efforts once the hurricane makes landfall
* **Module 3** will examine short-term recovery operations following a hurricane

The approximate duration of each exercise activity is noted in **Table 2** below.

[**Planner Note:** The timing of the items in Table 2 are general suggestions. Activities and times may be adjusted based on an institution’s exercise scope, planned attendance, and duration.]

Table 2: Module Structure

|  |  |  |  |
| --- | --- | --- | --- |
|  | Module 1 | Module 2 | Module 3 |
| **Total Minutes** | **[60 Minutes]** | **[60 Minutes]** | **[60 Minutes]** |
| **Scenario Updates** | **[5 Minutes]** | **[5 Minutes]** | **[5 Minutes]** |
| **Facilitated Discussions** | **[55 Minutes]** | **[55 Minutes]** | **[55 Minutes]** |

## Exercise Guidelines

This exercise will incorporate a scenario-based format guided by the event objectives. The Modules and associated discussion questions support achievement of the objectives by initiating discussions, facilitating decision-making, and assisting participants in the arrival of appropriate response outcomes. This approach allows the discussions to focus on situations within a moving timeline and for participants to contribute to the discussion from the perspective of their role in the scenario. The Facilitator will ensure that the scenario moves along at an appropriate pace and that all participants have an opportunity to contribute.

## Assumptions and Artificialities

### Assumptions

Assumptions are the implied factual foundation for the exercise and are assumed to be present before the exercise starts. The following assumptions apply to the exercise:

* Exercise players will use existing plans, policies, procedures, and resources to guide responses
* Participants may need to balance exercise play with real-world emergencies; real-world emergencies take priority
* [Insert any additional assumptions that may be relevant to the exercise]

### Artificialities

During this exercise, the following artificialities apply:

* The scenario is plausible, and events occur as they are presented
* There is no “hidden agenda” nor are there any trick questions
* The scenario assumes certain player actions as it moves through each phase; players should first discuss the actions stipulated by the scenario
* Players are welcome to engage in “what if” discussions of alternative scenario conditions
* [Insert any additional artificialities that may be relevant to the exercise]

# Module 1: Preparedness

## Scenario

[Insert Date and Time; 72 Hours Before Landfall]

Your institution receives word of a Category 2 hurricane that is tracking towards your area. The National Hurricane Center (NHC) provides updated models depicting possible landfall regions, which include yours and surrounding jurisdictions. Over the next 24 hours, the National Weather Service (NWS) continues to update the hurricane’s predicted storm track, and forecast models confirm that the hurricane will make landfall in your area. As the hurricane accelerates towards land, the NWS warns people within your area to expect heavy rainfall, 98 mph winds, and moderate to severe flooding. The NHC issues a hurricane watch for your area, and families start reaching out to your institution's administrative personnel asking what steps your institution plans to take to protect student health and welfare.



Figure 1: Aerial Hurricane Image

**[Insert Date and Time; 24 Hours Before Landfall]**

Other institutions in your area begin cancelling classes, athletic events, and social functions, and several of your student groups ask whether they should postpone their own scheduled events. Faculty members and students express concern over the impact of power outages or systems damage on research equipment and perishable materials.

## Discussion Questions

### Operational Coordination

1. What plans, policies, and procedures does your institution have in place to prepare for an approaching hurricane?
2. What are your institution’s initial priorities?
   1. What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?
3. How would your institution establish a command structure to coordinate your preparedness efforts?
   1. Who are your key internal and external stakeholders and how would your institution incorporate them into this command structure?
   2. How can your institution coordinate with private and public partners to ensure a whole-community preparedness effort?
4. What resource gaps could limit your institution’s ability to prepare for a hurricane?
   1. What community resources and aid agreements could compensate for these resource gaps?
5. [Insert additional discussion questions as appropriate]

### Mass Care Services

1. What plans, policies, and procedures does your institution have in place to mitigate the disruption of essential campus services?
   1. What are your initial priorities in terms of providing mass care services?
2. What risks does a hurricane pose to your institution’s facilities?
3. Is your institution equipped to serve as an emergency shelter?
   1. If so, how would you establish and supply on-campus emergency shelters?
   2. If not, how does your institution coordinate potential shelter needs?
4. What are your institution’s plans, policies, and procedures for conducting an evacuation?
   1. How do these account for international students as well as students with access and functional needs?
   2. How does your institution track and monitor self-evacuating students, faculty, and staff?
   3. What stakeholders, if any, would you engage to assist with this process?
5. [Insert additional discussion questions as appropriate]

### Infrastructure Systems

1. What risks does a hurricane pose to your institution’s key infrastructure (e.g., campus facilities)?
   1. What resources and systems constitute your institution’s key infrastructure?
   2. How might a hurricane damage those assets and systems?
2. What steps can your institution take to protect your critical infrastructure?
   1. How do these steps account for on-campus and off-campus infrastructure systems?
3. What plans, policies, and procedures does your institution have in place to mitigate a temporary loss of critical infrastructure?
4. [Insert additional discussion questions as appropriate]

### Public Information and Warning

1. What plans, policies, and procedures does your institution have in place to guide your internal and external communications strategies?
   1. What internal and external stakeholders are you engaging at this time?
   2. What information would you release to them?
2. How and when does your institution issue warnings, alerts, and other emergency messaging?
   1. How does your institution use pre-scripted or automated messaging that would expedite critical communications and public messaging?
3. What individual, office, or department coordinates and delivers your institution’s public messaging?
4. How does your institution encourage students, faculty, and staff to take individual steps to mitigate the potential impacts of a hurricane?
5. How will your institution use social media platforms in support of incident communications and public messaging?
6. [Insert additional discussion questions as appropriate]

# Module 2: Response

## Scenario

[Insert Date and Time; Landfall]

The hurricane makes landfall in your area as a Category 1 storm. The immediate impacts include flooded nearby roadways as well as fallen trees. Over the next 24 hours, hurricane-force winds and broken branches damage multiple academic and administrative buildings, and floodwaters inundate low-lying areas including several first-floor student housing facilities. Uprooted trees sever power lines resulting in cascading power outages across campus.



Figure 2: Storm Damage on Campus

**[Insert Date and Time: 36 Hours After Landfall]**

After 36 hours, the hurricane weakens to a tropical storm. In total, your institution has received 10 inches of rain and experienced hurricane-force winds of up to 75 mph. Utility companies estimate that power outages will continue for the next 3 to 5 days. Local officials warn people not to drink the public water, which might have become contaminated during the storm. Additionally, law enforcement provides notification of curfews across the area as well as many road closures affecting key routes to and from campus.

**[48 Hours After Landfall]**

In the aftermath of the storm, you learn of multiple student and staff fatalities and several dozen hospitalizations due to injury. Several faculty members and students remain unaccounted for, including some international students. After local media reports several hurricane-related fatalities within your area, your institution receives a flood of calls and emails from anxious families who have been unable to contact their children.

## Discussion Questions

### Operational Coordination

1. What plans, policies, and procedures does your institution have in place to guide response efforts?
   1. What are your initial response priorities?
2. How would your institution establish and maintain an effective command structure to coordinate emergency response efforts?
   1. Who are the key decision-makers at this point?
   2. What are their specific roles and responsibilities?
3. How do key decision-makers collect information on damages and critical needs?
4. What resources are currently available?
   1. What plans, agreements, and contingency contracts are in place to address potential resource shortages?
5. Who are the key external stakeholders that would support response efforts?
   1. How would your institution coordinate and communicate with these stakeholders?
6. [Insert additional discussion questions as appropriate]

### Mass Care Services

1. What plans, policies, and procedures does your institution have in place to ensure the life safety and health of all students, faculty, and staff?
   1. What are your response priorities in terms of providing mass care services?
   2. Does this strategy account for international students and students with access/functional needs?
2. What resource gaps could limit your institution’s ability to provide mass care services?
   1. What community resources and aid agreements could compensate for these gaps?
3. What emergency housing plans, policies, and procedures does your institution have in place?
4. What resource gaps could limit your institution’s ability to meet your community’s emergency housing needs?
   1. What community resources and aid agreements could compensate for those resource gaps?
5. [Insert additional discussion questions as appropriate]

### Infrastructure Systems

1. How will your institution facilitate the speedy restoration of critical infrastructure systems and services?
   1. How does your institution conduct damage assessments?
   2. Which infrastructure resources and systems would your institution prioritize during the response period?
2. How would your institution coordinate the restoration of critical infrastructure?
   1. What stakeholders would you engage to facilitate this process?
3. What mechanisms does your institution implement to ensure continuity of operations during this response period?
4. How does your institution collect real-time updates on the status of its critical infrastructure?
5. [Insert additional discussion questions as appropriate]

### Public Information and Warning

1. How does your institution ensure consistent and coordinated public messaging throughout the initial response period?
   1. Who is responsible for delivering this public messaging?
   2. How does this messaging accommodate international students or students with access and functional needs?
2. How does your institution ensure timely and accurate situational updates for internal stakeholders throughout the response period?
   1. Who is responsible for delivering these updates?
   2. What sort of information is your institution releasing at this point?
3. Does your institution have a crisis communications plan or other means of communicating with all stakeholders in case of a breakdown of standard communications?
   1. How and when does your institution activate its crisis communications plan?
4. How does your institution notify families, key stakeholders, and the public of fatalities or serious injuries?
5. [Insert additional discussion questions as appropriate]

# Module 3: Short-Term Recovery

## Scenario

[Insert Date and Time; Three Days After Landfall]



Figure 3: Flooded Roads

After three days, the tropical storm has dissipated. However, roadways leading to and from your institution remain partially flooded and clogged with debris, delaying traffic and causing several accidents. Power outages continue across your campus; multiple academic and administrative buildings require repairs, and some student housing facilities remain uninhabitable.

**[Insert Date and Time; One Week After Landfall]**

Over the course of the following week, students and families contact faculty and staff asking how class cancellations will impact their academic schedules as well as financial requirements and obligations. The families of international students also reach out to their embassies and consulates requesting information on how class cancellations could impact their children’s immigration statuses.

## Discussion Questions

### Operational Coordination

1. How does your institution coordinate the transition from response to short-term recovery efforts?
2. What plans, policies, and procedures guide your institution’s recovery process?
   1. Who is responsible for coordinating short- and long-term recovery efforts?
   2. What are your institution’s priorities for short-term recovery?
3. What resource gaps could limit your institution’s ability to meet these priorities?
   1. What community resources or aid agreements could compensate for those gaps?
   2. How can your institution coordinate with private and public partners to ensure a whole-community recovery effort?
4. How well is your institution’s finance team prepared to process and submit FEMA claims?
   1. Who would you coordinate with to complete this action?
5. [Insert additional discussion questions as appropriate]

### Mass Care Services

1. What plans, policies, and procedures does your institution have in place to return your campus to a healthy and safe environment?
   1. What are your recovery priorities in terms of providing mass care services (e.g., mental health services)?
   2. Does this strategy account for international students and students with access and functional needs?
2. What long-term housing plans, policies, and procedures does your institution have in place?
   1. How does your institution monitor the needs of students, faculty, and staff while they are housed in emergency shelters or housing facilities?
3. What resource gaps could limit your institution’s ability to meet your community’s long-term housing needs?
   1. Do you have mutual-aid agreements in place to provide long-term housing for students?
4. [Insert additional discussion questions as appropriate]

### Infrastructure Systems

1. Which infrastructure systems would your institution prioritize during the recovery period?
2. How would your institution coordinate the complete restoration of critical infrastructure?
   1. What stakeholders would you engage to facilitate this process?
   2. How does your institution secure funds to support infrastructure restoration projects?
   3. What plans, policies, and procedures does your institution have in place to restore infrastructure systems that support and revitalize aspects of campus life, such as athletic programs and social events?
3. What mechanisms does your institution have in place to maintain continuity of operations throughout the recovery period?
   1. How does your institution build back safer and stronger so that future infrastructure systems are less susceptible to hurricane damage?
4. [Insert additional discussion questions as appropriate]

### Public Information and Warning

1. How does your institution ensure consistent, coordinated public messaging throughout the recovery period?
   1. How does your institution’s communications strategy transition from response-oriented to recovery-oriented messaging?
   2. How does this messaging accommodate international audiences and audiences with access and functional needs?
2. How does your institution provide internal stakeholders with timely updates concerning recovery efforts?
3. Who is responsible for monitoring and managing inquiries from affected students, faculty, staff, and alumni?
4. [Insert additional discussion questions as appropriate]

# Appendix A: Relevant Plans

[List any relevant plans, policies, or procedures to be tested during the exercise]

# Appendix B: Participating Organizations

[**Planner Note**: This section is in a table format. As you add/delete terms, you will need to do so by adding and/or deleting identified rows. To do this, highlight the identified row, right click, and choose add/delete as appropriate.]

|  |
| --- |
| Participating Organizations |
| [Insert Participating Organization] |
| [Insert Participating Organization] |
| [Insert Participating Organization] |
| [Insert Participating Organization] |
| [Insert Participating Organization] |
| [Insert Participating Organization] |
| [Insert Participating Organization] |

# Appendix C: Acronyms

[**Planner Note**: This section is in a table format. As you add/delete terms, you will need to do so by adding and/or deleting identified rows. To do this, highlight the identified row, right click, and choose add/delete as appropriate.]

| Term | Definition |
| --- | --- |
| CR Program | Campus Resilience Program |
| DHS | Department of Homeland Security |
| FEMA | Federal Emergency Management Agency |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| IHE | Institution of Higher Education |
| MPH | Miles Per Hour |
| NED | National Exercise Division |
| NHC | National Hurricane Center |
| NWS | National Weather Service |
| OAE | Office of Academic Engagement |
| SitMan | Situation Manual |
| TTX | Tabletop Exercise |
| [Acronym] | [Term] |
| [Acronym] | [Term] |
| [Acronym] | [Term] |

# Appendix D: Glossary

[**Planner Note**: This section is in a table format. As you add/delete terms, you will need to do so by adding and/or deleting identified rows. To do this, highlight the identified row, right click, and choose add/delete as appropriate.

This Glossary is not meant to be inclusive. Please tailor to your specific exercise and the needs of your participants. Once completed, be sure to delete this row, and any rows at the end that are not used.]

| Term | Definition |
| --- | --- |
| **Academic Recovery** | A component of the Continuity of Operations (COOP) annex identifying strategies to continue teaching after an incident. |
| **Access and Functional Needs** | A population whose members may have additional needs before, during, and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities, who are from diverse cultures, who have limited English proficiency, who are non-English-speaking, or who are transportation disadvantaged. |
| **Active Shooter** | An individual actively engaged in killing or attempting to kill people in a conﬁned and populated area. In most cases, active shooters use firearms and there is no pattern or method to their selection of victims. |
| **After Action Report (AAR)** | A document intended to capture observations of an exercise and make recommendations for post-exercise improvements. The final AAR and Improvement Plan (IP) are printed and distributed jointly as a single AAR/IP following an exercise. |
| **Capabilities-Based Planning** | Determining capabilities suitable for a wide range of threats and hazards while working within a framework that necessitates prioritization and choice. Capabilities-based planning addresses uncertainty by analyzing a wide range of scenarios to identify required capabilities. |
| **Chain of Command** | The orderly line of authority within the ranks of the incident management organization |
| **Command Staff** | The staff who report directly to the Incident Commander, including the Public Information Officer, Safety Officer, Liaison Officer, and other positions as required. They may have an assistant or assistants as needed. |
| **Community Hazards** | Natural, technological, or human-caused hazards in the community that affect the school both directly, such as damage to the school building, and indirectly, such as making a road to the school impassable. |
| **Comprehensive Planning Guide (CPG) 101** | A guide designed to assist jurisdictions with developing plans. It promotes a common understanding of the fundamentals of planning and decision-making to help emergency planners examine a hazard and produce integrated, coordinated, and synchronized plans. |
| **Concept of Operations (CONOPS)** | A component of the basic plan that clarifies the school’s overall approach to an emergency (i.e., what should happen, when, and at whose direction) and identifies specialized response teams and/or unique resources needed to respond to an incident. |
| **Continuity of Operations (COOP)** | A functional annex providing procedures to follow in the wake of an incident where the normal operations of the school are severely disrupted. |
| **Critical Infrastructure** | Assets, systems, and networks, whether physical or virtual, so vital to the United States that the incapacitation or destruction of such assets, systems, or networks would have a debilitating impact on security, national economic security, national public health or safety, or any combination of those matters. |
| **Disaster** | An occurrence of a natural catastrophe, technological accident, or human-caused event that has resulted in severe property damage, deaths, and/or multiple injuries. |
| **Emergency** | Any incident, whether natural, technological, or human-caused, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States. |
| **Emergency Operations Center (EOC)** | The physical location at which the coordination of information and resources to support incident management (on-scene operations) activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e.g., fire, law enforcement, medical services), by jurisdiction (e.g., Federal, State, regional, tribal, city, county), or by some combination thereof. |
| **Emergency Operations Plan (EOP)** | An ongoing plan for responding to a wide variety of potential hazards. An EOP describes how people and property will be protected; details who is responsible for carrying out specific actions; identifies the personnel, equipment, facilities, supplies, and other resources available; and outlines how all actions will be coordinated. |
| **Emergency Support Functions (ESF)** | ESFs provide the structure for coordinating Federal interagency support for a Federal response to an incident. They are mechanisms for grouping functions most frequently used to provide Federal support to States and Federal-to-Federal support, both for declared disasters and emergencies under the Stafford Act and for non-Stafford Act incidents. |
| **Evacuation** | The organized, phased, and supervised withdrawal, dispersal, or removal of students, personnel, and visitors from dangerous or potentially dangerous areas. |
| **Family Reunification** | See Parent-Student Reunification |
| **Hazard** | Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome. |
| **Hazard Mitigation** | Any action taken to reduce or eliminate the long-term risk to human life and property from hazards. The term is sometimes used in a stricter sense to mean cost-effective measures to reduce the potential for damage to a facility or facilities from a disaster or incident. |
| **Homeland Security Exercise and Evaluation Program (HSEEP)** | A capabilities- and performance-based exercise program that provides standardized policy, doctrine, and terminology for the design, development, conduct, and evaluation of homeland security exercises. |
| **Human-caused Hazards** | Hazards that rise from deliberate, intentional human actions to threaten or harm the well-being of others. Examples include school violence, terrorist acts, or sabotage. |
| **Incident** | An occurrence, natural or human-caused, that requires a response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, civil unrest, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, tsunamis, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response. |
| **Incident Command System (ICS)** | A standardized on-scene emergency management construct specifically designed to provide an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. The Incident Command System is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. ICS is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations. |
| **Incident Management** | The broad spectrum of activities and organizations providing effective and efficient operations, coordination, and support applied at all levels of government, utilizing both governmental and nongovernmental resources to plan for, respond to, and recover from an incident, regardless of cause, size, or complexity. |
| **Joint Information Center (JIC)** | A facility established to coordinate critical emergency information, crisis communications, and public affairs functions. The Joint Information Center is the central point of contact for all news media. The Public Information Officer may activate the JIC to better manage external communication. |
| **Joint Information System (JIS)** | A structure that integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, accurate, accessible, timely, and complete information during crisis or incident operations. The mission of the Joint Information System is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the Incident Commander (IC); advising the IC concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort. |
| **Mass Care** | Actions taken to protect evacuees and other disaster victims from the effects of the disaster. Activities include providing temporary shelter, food, medical care, clothing, and other essential life support needs to the people who have been displaced because of a disaster or threatened disaster. |
| **Mitigation** | Includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Mitigation seeks to fix the cycle of disaster damage, reconstruction, and repeated damage. These activities or actions, in most cases, will have a long-term sustained effect. Examples: Structural changes to buildings, elevating utilities, bracing and locking chemical cabinets, properly mounting lighting fixtures, ceiling systems, cutting vegetation to reduce wildland fires, etc. |
| **Multi-jurisdictional Incident** | An incident requiring action from multiple agencies that each have jurisdiction to manage certain aspects of an incident. In the Incident Command System, these incidents are managed under Unified Command. |
| **National Disaster Recovery Framework (NDRF)** | The NDRF serves as a companion document to the National Response Framework, and is a guide to promote effective recovery, particularly for those incidents that are large-scale or catastrophic. |
| **National Incident Management System (NIMS)** | A set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. |
| **National Infrastructure Protection Plan (NIPP)** | A coordinated approach used to establish national priorities, goals, and requirements to protect U.S. critical infrastructure and key resources. |
| **National Preparedness Goal (NPG)** | A document outlining the top priorities intended to synchronize pre-disaster planning, prevention, and mitigation activities throughout the nation, and to guide Federal, State, and local spending on equipment, training, planning, and exercises. The Goal provides an overarching vision, tools, and priorities to shape national preparedness. |
| **National Response Framework (NRF)** | A guide establishing a comprehensive, national, all-hazards approach to domestic incident response. It intends to capture specific authorities and best practices for managing incidents ranging from the serious but purely local, to large-scale terrorist attacks or catastrophic natural disasters. |
| **Natural Hazard** | Hazards related to weather patterns and/or physical characteristics of an area. Often natural hazards occur repeatedly in the same geographical locations. |
| **Parent-Student Reunification** | A common procedure implemented after an incident or emergency. A reunification area away from the incident is established for parents/guardians to reunite with their children. Parent-student reunification may be needed if the school is evacuated or closed as a result of a hazardous materials incident, fire, school violence, or other hazard. Related word: Relocation. |
| **Preparedness** | A continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action in an effort to ensure effective coordination during incident response. Within the National Incident Management System (NIMS), preparedness focuses on the following elements: planning, procedures and protocols, training and exercises, personnel qualification and certification, and equipment certification. Examples: Conducting drills, preparing homework packages to allow continuity of learning if school closures are necessary, etc. |
| **Prevention** | Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. Examples include: cyberbullying prevention, pandemic influenza sanitation measures, building access control procedures, security systems and cameras, etc. |
| **Psychological Healing** | A functional annex describing how schools will address medical and psychological issues resulting from traumatic incidents. |
| **Public Information** | Processes, procedures, and systems for communicating timely, accurate, and accessible information on an incident's cause, size, and current situation; resources committed; and other matters of general interest to the public, responders, and additional stakeholders (both directly affected and indirectly affected). |
| **Recovery** | Encompasses both short-term and long-term efforts for the rebuilding and revitalization of affected communities. Short-term recovery focuses on crisis counseling and restoration of lifelines such as water and electric supply, and critical facilities. Long-term recovery includes more permanent rebuilding. |
| **Relocation** | A common procedure implemented when the school building or environment surrounding is no longer safe. Students and staff are moved to an alternative facility where parents/guardians can reunite with children and/or teaching can continue. Related word: Parent-Student Reunification. |
| **Resilience** | Ability to adapt to changing conditions and withstand and rapidly recover from disruption due to emergencies. |
| **Response** | Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into the nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice. Examples: lockdown, shelter-in-place, evacuation of students, search and rescue operations, fire suppression, etc. |
| **Reverse Evacuation** | A common procedure implemented when conditions inside the building are safer than outside the building. |
| **Shelter-in-Place** | A common procedure implemented in the event of a chemical or radioactive release. Students and staff take immediate shelter, sealing up windows and doors, and turning off air ducts. |
| **Special Needs Population** | See Access and Functional Needs |
| **Specialized Procedures** | Standardized actions for specific populations or situations during an incident or emergency. Examples include special needs population, off-campus events, continuity of operations, mass care, and psychological healing. |
| **Technological Hazards** | These hazards originate from technological or industrial accidents, infrastructure failures, or certain human activities. These hazards cause the loss of life or injury, property damage, social and economic disruption, or environmental degradation, and often come with little to no warning. |
| **Terrorism** | As defined in the Homeland Security Act of 2002, activity that involves an act that is dangerous to human life or potentially destructive of critical infrastructure or key resources; is a violation of the criminal laws of the United States or of any State or other subdivision of the United States; and appears to be intended to intimidate or coerce a civilian population, to influence the policy of a government by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping. |
| **Threat** | Natural, technological, or human-caused occurrence, individual, entity, or action that has or indicates the potential to harm life, information, operations, the environment, and/or property. |
| **Unified Command** | In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, unified command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability. |
| **Warning** | The alerting of emergency response personnel and the public to the threat of extraordinary danger and the related effects that specific hazards may cause. A warning issued by the National Weather Service (e.g., severe storm warning, tornado warning, tropical storm warning) for a defined area indicates that the particular type of severe weather is imminent in that area. |
| **Watch** | Indication by the National Weather Service that in a defined area, conditions are favorable for the specified type of severe weather such as flash floods, severe thunderstorms, tornadoes, and tropical storms. |
| **[Term]** | [Term] |
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\*NOTE: The terms listed in this Glossary are gathered from FEMA sources, specifically Ready.gov and FEMA’s Training Glossary.