FEMA Logo



*Campus Resilience Program*

*Exercise Starter Kit*

**Hazardous Material Spill Tabletop Exercise**

Situation Manual

[Insert Date]

**Sponsor Logo**

# 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 Hazardous Material Spill Tabletop Exercise Conduct Briefing and Facilitator Guide, therefore any changes made to this document will also need to be aligned with those documents.]

The title of this document is the *Hazardous Material Spill 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

**Hazardous Material Spill 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: Initial Response [Recommended Time: 60 Minutes]** |
| [00:00 a.m.] | **Break [Recommended Time: 10 Minutes]** |
| [00:00 p.m.] | **Module 2: Continued Response [Recommended Time: 60 Minutes]** |
| [00:00 a.m.] | **Break [Recommended Time: 10 Minutes]** |
| [00:00 p.m.] | **Module 3: Short-Term Recovery [Recommended Time: 60 Minutes]** |
| [00:00 p.m.] | **Break [Recommended Time: 10 Minutes]** |

# Overview

|  |  |
| --- | --- |
| **Exercise Name** | Hazardous Material Spill 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 hazardous materials (HazMat) response and recovery operations. |
| **Mission Areas** | 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 respond to and recover from a hazardous material incident. 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, and distribution of emergency supplies in the aftermath of a hazardous material incident. 3. **Public Health, Healthcare, and Emergency Medical Services:** Assess the ability to coordinate with emergency services personnel to provide lifesaving medical treatment and targeted public health, medical, and behavioral health support to all affected populations on and around campus following a hazardous material incident. 4. **Public Information and Warning**: Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with a hazardous material incident. |
| **Scenario** | The exercise scenario will include a train derailment and HazMat spill resulting in a campus health crisis. |
| **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 Hazardous Materials (HazMat) Spill 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 HazMat Spill 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 response and recovery operations related to a HazMat incident.

## 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 respond to and recover from a hazardous materials incident. | * 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, and distribution of emergency supplies in the aftermath of a hazardous materials incident. | * Mass Care Services |
| 1. Assess the ability to coordinate with emergency services personnel to provide lifesaving medical treatment and targeted public health, medical, and behavioral health support to all affected populations on and around campus following a hazardous materials incident. | * Public Health, Healthcare, and Emergency Medical Services |
| 1. Assess the ability to deliver coordinated, actionable, and timely information to critical partners and stakeholders when faced with a hazardous materials incident. | * 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 HazMat Spill Tabletop Exercise will consist of three [insert duration]-minute Modules that focus on 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 initial response operations in the aftermath of a train derailment and subsequent HazMat incident
* **Module 2** will examine continued response operations in the aftermath of a HazMat incident
* **Module 3** will examine short-term recovery operations following a HazMat incident

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: Initial Response

## Scenario (0 Hours – 2 Hours)

**[Insert Date and Time]**

It is the end of the spring semester, and students and faculty are taking advantage of the warm weather to congregate outside for meals, study sessions, and various social events. Consequently, a large percentage of [insert institution name] students, faculty, and staff are out of doors at the time of a major train collision on [insert nearby railway] that caused a tanker car carrying dangerous chemicals to rupture. As a result, a gas cloud begins to quickly move throughout the surrounding area, of which your institution is located.

Figure #1: Train Tracks



[Note: If your institution is not located near railway tracks, you can substitute a rail accident for a roadway accident involving tanker trucks transporting the same or similar chemicals].

**[Insert Date and Time]**

Local 9-1-1 call centers receive a swarm of calls from panicked individuals regarding the gas cloud. Your institution also begins to receive a number of calls from concerned students, faculty, and staff in the area. The [insert institution name] health center also receives multiple complaints from individuals with symptoms of headaches, dizziness, uncontrollable coughing, and difficulty breathing. One professor calls 9-1-1 when a student who suffers from asthma goes into severe respiratory distress.

**[Insert Date and Time]**

The local fire department alerts your campus of an ongoing HazMat incident. At [insert time], a train transporting industrial chemicals derailed, releasing an unknown toxic gas into the surrounding environment. The collision also caused a small fire, impeding efforts to identify and contain the scene.

By this time, images and videos of the incident begin to rapidly circulate across social media with many expressing panic and confusion about the situation.

## Discussion Questions

### Operational Coordination

1. How does your institution maintain awareness of hazardous materials that travel near or are stored on your campus?
   1. Who is responsible for this action?
2. What plans, policies, and procedures does your institution have in place to guide response efforts during a potential HazMat incident?
   1. What are your institution’s initial priorities at this point?
3. How would your institution establish a command structure to coordinate your response efforts?
   1. Who are your key internal and external stakeholders, and how would your institution incorporate them into this command structure?
   2. How will 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 ensure the safety and security of students, faculty, and staff during a HazMat incident?
   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. Who would you likely be coordinating with to provide these services?
2. What are your institution’s evacuation/shelter-in-place plans, procedures, and protocols?
   1. Are there identified locations where people should go in the event of an evacuation or shelter-in-place order?
   2. Are students, faculty, and staff aware of these locations and of your institution’s evacuation/sheltering procedures?
   3. How do these plans account the following groups?

* International students
* Students with access and functional needs
* Campus visitors
  1. How does your institution track and monitor self-evacuating students, faculty, and staff?

1. What resource gaps could limit your institution’s ability to provide mass care services?
2. What community resources and aid agreements could compensate for these gaps?
3. [Insert additional discussion questions as appropriate]

### Public Health, Healthcare, and Emergency Medical Services

1. What plans, policies, and procedures does your institution have in place to guide your actions during a campus medical crisis?
   1. At what point would you consider an event of this nature a medical emergency?
   2. At what point would your institution request additional medical resources?
   3. At what point would your institution alert local hospitals or other medical facilities?
2. At this point in the scenario, what would be your health and medical priorities?
3. What other immediate actions would your institution take in order to identify and treat on-campus victims of potential chemical exposure?
4. How does your institution encourage students, faculty, and staff to take individual steps to mitigate the potential impacts of a HazMat incident?
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. What plans, policies, and procedures does your institution have in place to guide your internal and external communications strategies?
2. What internal and external stakeholders are you engaging at this time?
3. What information would you release to them?
4. 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?
5. What individual, office, or department coordinates and delivers your institution’s public messaging?
6. How will your institution use social media platforms in support of incident communications and public messaging?
7. [Insert additional discussion questions as appropriate]

# Module 2: Continued Response

## Scenario (2 Hours – 48 Hours)

**[Insert Date and Time]**

Figure #2: Decontamination Procedures



Many students, faculty, and staff members begin to self-evacuate from the area, and your institution is inundated with phone calls from worried parents asking what your institution is doing to respond to the incident. The incident also begins to receive local and national media attention.

The number of patients exhibiting or claiming to exhibit symptoms continues to rise. So far, there have been [insert number] complaints and [insert number] hospitalizations. Additionally, chaos resulting from the incident has resulted in traffic buildups in and around your campus, further slowing emergency personnel.

Students circulate Snapchat and Facebook Live videos of the overwhelmed Health Center, emergency personnel, and other incident-related images. Some of the social media posts have incorrect or misleading information and are directing followers in large numbers to campus phone numbers and hotlines. Several posts reporting a “large yellow-green mushroom cloud” appear on social media platforms, and one post suggests the derailment may have been the result of a targeted attack.

**[Insert Date and Time]**

First responders confirm that the train was transporting chlorine and due to shifting wind conditions, additional concerns are raised regarding how previously unaffected areas around the incident site may be impacted. After extinguishing the fire, first responders begin containment and clean-up operations, but HazMat specialists estimate that it may take several hours before there is measurable improvement to air quality.

Patients reporting symptoms of exposure to chlorine overwhelm student health services. Furthermore, your emergency management office and health center are inundated with calls from students, faculty, and staff asking whether they are housed in the affected area, what type of protective measures they should be taking, and whether they should be seeking medical assistance.

## Discussion Questions

### Operational Coordination

1. How have your institution’s priorities changed as more information about the HazMat incident has become available?
   1. What actions would your institution take at this point to ensure the safety and security of students, faculty, and staff?
2. How would your institution maintain an effective command structure to coordinate emergency response efforts?
   1. How would your institution coordinate with first responders to maintain situational awareness?
   2. Who are the key decision-makers at this point?
   3. What are their specific roles and responsibilities?
3. What resources are currently available?
   1. What plans, agreements, and contingency contracts are in place to address potential resource shortages?
4. Who are the key external stakeholders that would support response efforts?
   1. How would your institution coordinate and communicate with these stakeholders?
5. [Insert additional discussion questions as appropriate]

### Mass Care Services

1. How have your mass care priorities changed as the HazMat incident unfolds?
2. How would your institution track hospitalizations, fatalities, and self-evacuations?
   1. Who is responsible for this action?
3. How will your institution account for students, faculty, staff, and campus visitors in affected areas?
4. What emergency housing plans, policies, and procedures does your institution have in place?
   1. What resource gaps could limit your institution’s ability to meet your community’s emergency housing needs?
   2. What community resources and aid agreements could compensate for those resource gaps?
5. In addition to housing, what other services will your institution need to provide for the duration of this incident?
   1. How might the HazMat incident impede your ability to provide these services?
   2. What resource gaps could limit your institution’s ability to meet these needs?
   3. What community resources and aid agreements could compensate for those resource gaps?
6. [Insert additional discussion questions as appropriate]

### Public Health, Healthcare, and Emergency Medical Services

1. What unique considerations are there to inform medical response efforts (e.g., the type of hazardous material involved, geographic impacts on chemical dispersal, etc.)?
2. At this point in the scenario, what are your health and medical priorities?
3. What resource gaps could hinder your ability to provide emergency healthcare and medical services?
   1. What community resources could compensate for those resource gaps?
4. How would your institution coordinate with emergency responders to implement decontamination procedures (e.g., removal and disposal of contaminated clothing, appropriate bathing measures, etc.)?
   1. Who at your institution is responsible for leading this effort?
5. How will you coordinate with emergency responders and emergency care facilities to identify, locate, and transport sick individuals?
   1. How would your institution treat cases where unaffected patients claim to experience symptoms?
6. [Insert additional discussion questions as appropriate]

### Public Information and Warning

1. How does your institution ensure consistent and coordinated public messaging throughout this phase of response operations?
   1. Who is responsible for delivering public messaging?
   2. How does this messaging accommodate international students? Students with access and functional needs?
2. How does your institution ensure timely and accurate situational updates for internal stakeholders throughout the response period?
3. Who is responsible for delivering these updates?
4. What sort of information is your institution releasing at this point?
5. How do your messaging priorities change as you receive more information concerning the HazMat incident?
6. How does your institution notify families, key stakeholders, and the public of students who have been sick or hospitalized due to the HazMat spill?
   1. Who is responsible for leading this effort?
7. How does your institution counteract false or misleading information?
8. [Insert additional discussion questions as appropriate]

# Module 3: Short-Term Recovery

## Scenario (48 Hours – 1 Week)

**[Insert Date and Time]**



Figure #3: Media Personnel Conducting Interviews

Clean-up efforts were initially estimated to be complete within 48 hours but may now last up to five days. In total, [insert number] students, faculty, and staff have reported symptoms of chemical exposure, [insert number] have been hospitalized, [insert number] are in critical condition, and [insert number] have died as a result of their injuries. Some hospitalized students begin speaking with the media, and your institution is inundated with calls asking for information and interviews. Posts containing false or incendiary information continue to circulate through social media.

**[Insert Date and Time]**

Emergency response personnel clear the incident site to resume normal operations but there are still some lingering concerns about air quality and safety. Many students, parents, faculty, and staff members have expressed fears over returning to campus and some have even noted that they refuse to come back at all. Some staff members with pre-existing respiratory conditions have even requested temporary work accommodations, including office relocations or the ability to work remotely.

Additionally, some local businesses on and around campus have given notice that they will temporarily close as a result of the incident. Media coverage of the incident has shifted from the immediate impact of the HazMat incident to long-term effects and analysis of campus response and recovery efforts. Some have criticized the ability of your institution to prepare for and respond to this incident.

## 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. [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., behavioral health services, transition out of temporary housing)?
2. How would your institution provide, track, and communicate these services to members of the campus community who may be geographically dispersed?
   1. Who is responsible for leading this effort?
   2. What mutual aid or community agreements exist to support this effort?
3. What resource gaps could limit your institution’s ability to meet your community’s mass care service needs in the aftermath of this type of incident?
4. [Insert additional discussion questions as appropriate]

### Public Health, Healthcare, and Emergency Medical Services

1. How would your institution monitor the recovery of students, faculty, and staff?
2. What are your recovery priorities in terms of providing healthcare and medical services?
3. Are there processes in place to handle the medical insurance claims for an incident of this magnitude?
   1. At what point would your institution be able to determine if the campus can be considered safe again?
   2. Who is responsible for making this determination?
4. What types of information and resources may be available to educate the campus community about the types of impacts to expect from an incident of this type?
   1. How is this information distributed to affected populations?
5. [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. Who is responsible for monitoring and managing inquiries from the media?
5. How does your institution reinforce or restore its reputation in the aftermath of a HazMat incident?
6. How does your institution continue to combat false or misleading information, particularly through social media?
7. [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.]

| Acronym | Term |
| --- | --- |
| CR Program | Campus Resilience Program |
| DHS | Department of Homeland Security |
| EMS | Emergency Medical Services |
| FEMA | Federal Emergency Management Agency |
| HSEEP | Homeland Security Exercise and Evaluation Program |
| HazMat | Hazardous Material |
| IHE | Institution of Higher Education |
| NED | National Exercise Division |
| NWS | National Weather Service |
| OAE | Office of Academic Engagement |
| SitMan | Situation Manual |
| TTX | Tabletop Exercise |
| [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. |
| **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 the FEMA’s Training Glossary.