

“All Hazards” School Safety Planning Toolkit Glossary

- A. After Action Review – This document captures observations of an exercise or event and makes recommendations for post-exercise/event improvements.
- B. Aggression/Anger – toward those who might have prevented the loss and sometimes toward the lost person (may have trouble acknowledging anger toward the person of loss, but if such anger can be expressed it can help with recovery).
- C. Anxiety – panic reactions as reality sets in.
- D. Assumptions – Outlines hazards that the All Hazards Plan is meant to address, characteristics about the community that could affect response activities, and information used in preparing the plan that is hypothesis rather than fact.
- E. Command Post – the area from which the command function will operate during an emergency.
- F. Concept of Operations – Overall approach to an emergency incident that explains what should happen, when, and at whose direction.
- G. Crisis - An incident, or series of incidents, expected or unexpected, that has a significant effect on one or more persons, but may not involve the entire school or community.
- H. Denial – acting as if no loss has occurred.
- I. Depression – feeling pain, despair, emptiness--may not be accompanied by some emotional release such as crying (if the person can cry, it helps release stress).
- J. Disaster - Any incident which results in multiple human casualties and/or disruption of essential public health services or any incident which requires an increased level of response beyond the routine operating procedures, including increased personnel, equipment, or supply requirements.
- K. Drills - Focuses on a single function of the School district/School All Hazards Plan. It allows the responders to gain field experience and practice a single incident response.
- L. Emergency - A sudden, generally unanticipated event that has the potential to profoundly and negatively impact a significant segment of the school.
- M. Evacuation Procedures – All school district/school personnel, students, and visitors exit the building.
- N. Full-Scale Exercise - Tests the community’s total response capability. This exercise is as close to reality as possible with role players and field equipment being deployed. A full-scale exercise can be several hours to one or more days in length.
- O. Functional Exercise - Simulates a real emergency under high-stress conditions involving multiple responders. This type of exercise utilizes communications equipment and lasts between three and eight hours.
- P. Guilt – self-blame for not having expressed more caring or belief the loss was his/her fault.
- Q. Incident Command – The organizational structure that the school will use during an emergency.
- R. Lock-Down Procedures – All school district/school personnel, students, and visitors remain in locked classrooms.
- S. Nonstructural: all items that are not part of the structure of the building, including windows, heating, ventilation, air conditioning systems, emergency generators, storage racks, electrical components, and piping.

- T. Psychological First Aid - provides assessment and referral information in order to restore emotional stability and learning.
- U. Reintegration – loss is accepted (although there may be periods of relapse).
- V. Resilience – individuals show positive adaptation in spite of significant life adversities. It is the process and outcome of successfully adapting to difficult or challenging life experiences, especially highly stressful or traumatic events.
- W. Reverse Evacuation Procedures – All school district/school personnel, students, and visitors go to safe places in the building, from outdoor recess, events, or Physical Education classes.
- X. Safety Committee - Comprehensive school district/school level steering committee responsible for all aspects of school safety, emergency planning, and emergency management. It should not be considered a safety committee concerned only with workers' compensation and injury reduction. Other terms for this committee may be Crisis Management Team, Emergency Management Planning Committee, School Safety Coordinating Team, etc.
- Y. Shelter-In-Place Procedures – All school district/school personnel, students, and visitors remain in sealed classrooms.
- Z. Shock – usually the first reaction--often experienced as numbness or physical pain and associated with withdrawal.
- AA. Situation – Types of information that should be addressed in the plan including high risk hazards, probability of occurrence, areas of the facilities that would most likely be affected, and critical resources.
- BB. Structural: the components that keep the building standing: the roof, foundations, and load-bearing walls.
- CC. Tabletop Exercise - Simulation activity in which a certain scenario is presented and participants explain what they would do to respond. The scenario for a tabletop exercise can be presented orally, in written text, or by audio/video means by an exercise facilitator. Additional information, or injects, can be presented in its entirety at the start of the exercise or as the situation unfolds.
- DD. Unified Command – Designated individuals from response agencies work jointly with the school commander to carry out the response.