MWC

MIDWEST CONSORTIUM
FOR HAZARDOUS WASTE
WORKER TRAINING

mwc.umn.edu

Emergency Response Refresher - Performance Measures

Facilitator Guide

Acknowledgement

The Midwest Consortium for Hazardous Waste Worker Training developed this program under cooperative agreement number U45ES06184 from the National Institute of Environmental Health Sciences. The Midwest Consortium gratefully acknowledges the support from Ford Motor Company to the Michigan State University training program that resulted in the concept for the program.

See https://mwc.umn.edu for a listing of contacts at each member institution and additional information. We encourage you to comment on these materials.

Warning

 The material was prepared for use by facilitators experienced in the training of persons who are or who anticipate responding to industrial emergencies. Authors of this material have prepared it for the training of this category of workers as of the date specified on the title page. Users are cautioned that the subject is constantly evolving. Therefore, the material may require additions, deletions, or modifications to incorporate the effects of that evolution occurring after the date of this material preparation.

Disclaimer

The Occupational Safety and Health Administration (OSHA) rule to help ensure worker health and safety at hazardous materials responses requires annual refresher training. Refresher training requirements are specified in 29 CFR 1910.120(q)(8). This program is intended to help meet the requirements for knowledge and skills that the employer must certify annually.

Additional training is necessary to perform many activities. These activities include developing an emergency response plan, identifying materials using monitoring instruments, selecting protective equipment, and assuming the role of incident commander. For information about this matter, consult the training facilitator and/or your company emergency response plan or your company health and safety representative.

Content was updated on September 11, 2023 and all web links are active as of that date. If you find an error, please inform your Program Director.

Table of Contents

Program Overview

Introduction to Program

This annual training program follows multi-day emergency response training, including operations or technician-level training. The goals of the program are to:

- Review basic skills and knowledge about hazardous materials response
- Engage in learning and problem-solving activities that will help to improve safety and health conditions at a hazardous material response
- Implement safe work practices
- Demonstrate use of personal protective equipment
- Implement procedures in an emergence response plan to control hazards
- Assist the employer in meeting requirements in Section (q) (8) of the Hazardous Waste Operations and Emergency Response Standard, 29 CFR 1910.120

Activities are used throughout the program to encourage participants to think about the potential hazards at response scenes and develop and implement exposure control strategies.

Delivery of this program requires that the facilitator present a release scenario with chemical exposure hazards and resources for the activities, including SOGs for tasks that will be conducted.

The program is designed to be tailored for the needs of participants. It is expected that 8 hours of training time is needed for the program to fulfill the requirement of 29 CFR 1910.120(q)(8) and the Minimum Criteria. The program assists the employer in certifying competencies needed in the workplace.

Breaks are not part of the training hours.

For each session, it is the responsibility of the training center staff to develop/assemble the following:

- Agenda and Lesson Plan
- Scenario with SOGs
- Training site Safety Plan (see Appendix A)
- Sufficient electronic resources for participant use (as appropriate)
- Registration, sign-in, and evaluation forms
- Fitness for Training documentation (as appropriate)

Program materials are retained for documentation. Scores for the Hazardous Materials Fact Sheet exercise and the final Performance Measure Checklist are also retained.

The Midwest Consortium for Hazardous Waste Worker Training is devoted to professional facilitator freedom while maintaining consistency of training. If you are a new trainer, the lead trainer at your center will provide assistance and initially will observe programs you facilitate. You may be asked to team-teach with an experienced trainer as you gain skills in MWC programs.

Facilitator Preparation

Every facilitator should be familiar with the material in the Participant Guide and this Facilitator Guide. Review HAZWOPER, 29 CFR 1910.120(q).

Carefully review the section(s) of the Facilitator Guide which correspond to the topics/activities you are teaching before preparing your lesson. Lesson plan forms shown on the next two pages may be helpful when drafting your presentation outline.

Agenda

The following is a sample agenda:

Introduction	30 minutes
Training	7.25 hours
Introduction	
Initial Actions	
Planning	
Sustained Actions	
Termination	
Closing and Evaluation	15 minutes

The duration for the introduction and each of the four phases will depend on the scenario. File the final agenda with other program materials.

Lesson Plan Form 1

Teaching Methods for This Lesson Plan (check each method you will use)	**Audiovisual Requirements** (check each that is needed)
_ Presentation _ Discussion _ Question and answer _ Hands-on simulation _ Team teaching _ Small-group exercises _ Case study _ Other (describe):	_ Training handbook _ Supplemental handbook material _ Websites loaded on devices: _ Whiteboard or Easel _ Hands-on simulation _ Other (describe):
Reference Materials (list all materials needed-paper or electronic)	**Special Space or Facility Requirements**
	(List any room size or special facility regulations here, such as set-up areas, equipment storage concerns, etc.)

Suggested Discussion Questions (think in advance what you might be asked, and prepare responses)	**Suggested Facilitator Preparation** (consult with others as needed to improve preparation skills)

Lesson Plan Form 2

Subject Area or Element	Detail	Reference Number or Citation
Major subject heading or Roman numeral item from outline format.	Detailed breakdown of subject area or element. This detail will necessarily occupy more space than shown here.	e.g., page number in training handbook, section number of regulation, or audiovisual material.

Resources for Program Development

The following are resources to be used in program development, and delivery as appropriate for the agenda used:

- ERR Performance Measures Participant Guide
- Facilitator Guide from the 24-hour Operations-level, 24-hour Ammonia and 40-hour Technician-level programs (see training manuals here https://mwc.umn.edu.)
    - NOTE: The 8HR-Performance Facilitator Guide includes 6 training only Safety and Health Plans that might be used to build scenarios.
    - NOTE: The 40T includes 6 emergency response scenarios. Each includes a map of the work area as is needed for any response, and monitoring data.
    - NOTE: The 24-hour Ammonia program appendix includes a tabletop scenario and SOG.
- Training-only Emergency Response Plan https://mwc.umn.edu

National Incident Management System shown here: https://training.fema.gov/nims/

Presentation of Material

Graphics and Audiovisuals

Photographs, sketches, charts, posters, short videos, and PowerPoint slides are useful training tools and may be introduced in the lesson where appropriate.

Always provide one or more diagrams of response site and surrounding features.

PowerPoint slides should be limited to those which support lesson presentation. Avoid using one-word slides, slides with term definitions, and slides as lecture outlines. These types of slides are not effective at keeping participant attention. Effective slides contain color graphics, questions, and short review lists.

Resources

The following are needed for the Hazardous Materials Fact Sheet:

- Emergency Response Guidebook (ERG)
- Safety Data Sheets (SDS)
- NIOSH Pocket Guide (NPG)

SOGs consistent with the scenario are required

Depending on your lesson plan, you may want to provide the following to each group:

- Paper copy of HAZWOPER https://www.osha.gov/laws-regs/regulations/standardnumber/1910/1910.120
- Written summary of scenario

If available, provide an iPad or other device to access these resources on-line as well.

Activities

Small-Group Activities

Small-group activities are incorporated to involve participants in clarifying information, identifying options, and applying skills.

Participants may complete the activities or exercises on their own and share their results in class, or as small groups, with report back to the class.

Class activities and exercises enhance the learning process; therefore, it is strongly recommended that you make activities and discussions comfortable so that everyone can participate. Assume that every class will have participants with a wide range of communication skills. Some participants will have no problems participating in group discussion, while others may have a hard time talking in front of the group.

Suggestions for facilitating group activities and discussions include:

- Allow participants to freely express their values, attitudes, and opinions.
- Do not judge a participant's responses.
- Facilitate discussion by paraphrasing and clarifying. It is seldom appropriate for the facilitator to give opinions.

- Avoid putting people on the spot. Instead of asking individuals for answers, have a volunteer spokesperson present findings to the entire group.
- Keep the groups focused on the task at hand. Because small-group exercises can draw heavily on the participants' personal experience, sometimes conversation can drift.
- Be alert to the potential for one person to dominate work in small groups. If you see this happening, facilitate participation by other members of the group.
- Keep the participants alert and interested by encouraging participation. If the groups are not participating or giving only cursory answers, ask them probing questions linked to previous work or life experiences.

Scenario Development

- Review site safety plan for training facility (Appendix A is MWC policy)
- Review relevant sections of the Operations and/or Technician Program Facilitator Guides, depending on the level of initial training of participants
- Prepare a response scenario
  - Use/modify an existing scenario shown in Resources, above

    or

  - Prepare tailored version (see below for factors to consider)
    - Include scene map
    - Description of the situation - time, weather, topography, surrounding buildings and populations
    - Available PPE and equipment resources

- Complete lesson plan using:
  - reconnaissance from the employer(s)
  - evaluation report from last presentation to this group (contract program only)
  - select work activity(s) for the response, based on training level of participants (example, no plugging unless there are Technician-level participants)
  - assemble required SOPs/SOGs (minimum: Hazard Assessment, PPE, Monitoring, Confinement and other Work Task(s), Decon, Debriefing/Critique)

- complete ‘correct answers’ for the Hazardous Materials Fact Sheet
- prepare a list of Materials Needed for each phase of the response
- brainstorm with others ‘questions you may be asked’ for each phase of the scenario; use a ‘parking lot’ for any that have not been anticipated and for which you need other resources

- Assemble additional resources - SDS, ERG, NIOSH Pocket Guide, glove charts, Levels of Protection graphics, etc.
- Copy the Fact Sheet and the Checklist for participant use.; see Appendix B for set of materials
- Print or be prepared to display the final agenda, as part of program introduction
- File agenda and lesson plan including scenario, documented need for medical clearance for training, training site safety plan per Training Center procedures
    - This becomes the Facilitator Guide documentation for the program

Training center personnel will ensure that all registration and evaluation materials are available for use in the program and processed appropriately.

Evaluation

Evaluation provides input from participants regarding value to them, achievement of learning objectives and insights into how to improve the program. NIEHS supports ‘model programs’ that employ interactive training methods to build skills; see https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=11266&file_name=WTP_Minimum_Criteria_062818_Final_508.pdf. Collection and use of evaluation data are key to program improvement. Adherence to these criteria is a term-and-condition of NIEHS funding.

Evaluation forms are shown at: https://mwc.umn.edu.

Successful Completion for this program is defined as:

- Attendance for the entire program
- >=70% on Hazardous Materials Fact Sheet
- 100% completion of Performance Measure Checklist, shown below

All must be documented in the Program File.

Introduction

Time Requirement: 30 minutes

Number of Facilitators: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Registration forms
- Open-space room which will allow for group discussion and small group activities
- Whiteboard or equivalent; Markers
- Sign in sheet
- Participant and Facilitator Guides

Objectives

During the introduction, the following will be accomplished:

- Complete any paperwork
- Participant introductions and experience
  - Experience review especially important if open-enrollment
- Review overall program objectives

After completing this program, participants will be better able to:

- Size up a scene
- Work within the system set up for response actions
- Use personal protective equipment (PPE)
- Perform response actions appropriate for their level of training

Teaching Methods

The introduction combines presentation with discussion. It is important as a facilitator to gauge the level of knowledge and skills of the participants. A discussion of experience of each participant may be useful.

Suggested Facilitator Preparation

- Review lesson plan
- Review lesson plan with any other facilitators

Minimum Content Requirements

- Introduction of facilitator(s), program, participants
- Complete registration forms (if not done in advance)
- Everyone signs in
- Review overall objectives
- Review levels of emergency response training
- Review successful completion
- Introduce the four phases of a response

Questions You May be Asked

1. Why do we have to do a refresher?

Be prepared to show the requirement in the standard. Facilitate a discussion regarding the competencies that are required at each level of emergency response training, and the use of training as part of employer certification of those competencies.

2. Some of our responses involve folks with only limited English skills. How can we ensure that SOPs are followed?

For responders who may be called to multiple locations, communication before a release is critical. Facilitate a discussion of approaches, such as working with the LEPC, identifying on-call translators who may be reachable through language centers or local health care providers.

Remind participants that training at all worksites must be in a language understood by the participants.

Post any questions that will be answered later in the program to a ‘parking lot’ and display where everyone can see. Check the items off as the program progresses.

Presentation of the Session

The session can be presented as follows:

Introduce facilitator(s) and provide needed orientation to the training space. Review the Midwest Consortium, NIEHS ‘model programs’, and uses of evaluation. Note that attendance is required for the duration of the program.

Ask participants to introduce themselves, including experience and level of previous training that is being refreshed.

Turn to the Participant Guide. Review the overall update in skills listing.

Ask: What is the difference between an SOP and an SOG?

Clarify is there is confusion.

Ask participants to compare the competencies shown for the level of training completed.

Facilitate a discussion of any item that questioned.

Note that the employer, not the training center, certifies competencies.

Discussion may be stimulated by reports of any recent releases that have occurred. If participants have no responses, ask the participants how they would assess hazards and respond to the following:

1500-gallon spill of water and gasoline mixture that overflowed a containment tank. It went across the facility drive, out the gate, and into a road ditch across the street. Plant staff and responding fire service repeatedly drove over the spilled areas.

No planned response, no proper notification, no isolation, no zones set

Point to the elements of an Emergency Response Plan, and

Ask: When did you last review something in your employer Plan?

Facilitate of discussion of what motivated access to the plan, and the outcome.

After noting the definition of successful completion, show the relation between the overall objectives, the Performance Measure Checklist, and the four phases of a response.

Present the agenda that has been prepared, noting that training time does not include lunch or breaks. Post where all can see, if desired.

Collect any forms and provide to program staff for retention.

Scenario

Time Requirement:	7.25 hours
Number of Facilitators:	Dependent on the scenario; for Level A or B, a ratio of 5 participants to 1 facilitator is required; for Level C or D, a ratio of 10 Participants to 1 facilitator is required. Classroom work requires 1 facilitator for 25 participants. An assistant may be needed to grade performance measures.

Materials Needed

This will depend on the scenario and should be part of the lesson plan.

Objectives

Vary by phase.

Minimum Content Requirements

Checklists provided for each phase

Note: Only the Hazardous Materials Fact Sheet and the final Performance Measure Checklist are retained as for documentation. These are completed by each participant; other checklists are group activities.

Suggested Facilitator Preparation

Review the scenario and supporting materials

Assemble all materials needed

Ensure training site plan is in place and reviewed by all facilitators

Ensure that fitness-for-training has been documented for participants, as appropriate

Questions you May be Asked

Varies by participant workplace and phase. Consider when developing the lesson plan and use a parking lot as needed.

Presentation of the Session

The session is presented by following the Participant Guide for the scenario.

Below, the objectives of each phase are shown, with the activities listed afterward.

Initial Actions

After completing this section, participants will better be able to:

- Implement the initial action step according to the Standard Operating Guide (SOG)
- Use a Safety Data Sheet (SDS) and the Emergency Response Guidebook (ERG) to gather basic hazardous materials information
- Conduct a hazard assessment for the hazardous material released
- Determine the appropriate distances, zones and staging area
- Identify personal protective equipment and air monitoring equipment

Initial Action Activity 1 - Notification

Participants complete checklist in this part of the Participant Guide

Initial Action Activity 2 - Basic Hazardous Materials Terms

Participants each complete Work Sheet, graded by facilitators. Use training center remediation policy for any score <70%.

Initial Action Activity 3 - Hazard Assessment

Participants complete checklist in this part of the Participant Guide

Initial Action Activity 4 - Isolation

Participants complete checklist in this part of the Participant Guide

Initial Action Activity 5 - PPE and Air Monitoring Selection

Participants complete checklist in this part of the Participant Guide

Use summary question to guide a discussion.

Plan Development

After completing this section, participants will better be able to:

- Identify the components of the Plan Development Phase
- Identify the tactical operations for a hazardous material incident according to the SOG
- Identify resources used to support the hazardous materials incident control plan according to the SOG
- Identify the job assignments made to support the hazardous materials incident control plan according to the SOG

Review listing of tactical operations

Incident Command System

Ask group to diagram the response assignments for the scenario, using the NIMS template.

Phase 2 Activity - Plan Development

Participants complete checklist in this part of the Participant Guide

Use summary question to guide a discussion.

Sustained Actions

After completing this section, participants will better be able to:

- Demonstrate tasks implemented for the sustained action step according to the Standard Operating Guide (SOG)
- Identify elements of an entry briefing
- Don and doff personal protective equipment according to the SOG
- Demonstrate confinement or containment techniques for a HAZMAT scenario, depending on training level
- Demonstrate basic decontamination procedures

Phase 3 Activity 1 – Entry Briefing

Participants complete checklist in this part of the Participant Guide

Phase 3 Activity 2 - Donning/Doffing PPE

Participants complete checklist in this part of the Participant Guide

Phase 3 Activity 3 - Confinement

Participants complete checklist in this part of the Participant Guide

Phase 3 Activity 4 - Decontamination

Participants complete checklist in this part of the Participant Guide

Use summary question to guide a discussion.

Termination

After completing this section, participants will better be able to:

- Demonstrate participation in the termination step according to the Standard Operating Guide
- Identify the elements of the termination phase as it applies to personnel
- Identify site transfer procedures
- Resupply equipment used in the scenario
- Conduct a final inventory of equipment

Phase 4 Activity - Resupply and Inventory

Participants complete checklist in this part of the Participant Guide

Use summary question to guide a discussion.

Following completion of the Phase 4 activity, ask participants to complete the overall Performance Measure Checklist. Collect these, score them, and remediate any deficiencies according to Training Center remediation policy. Retain completed documents in the program file.

Closing and Program Evaluation

Time Requirement: .25 hour

Number of Facilitators: 1 or more, consistent with ratio shown in Minimum Criteria

Materials

- Whiteboard or equivalent; marker
- Evaluation forms

Objectives

- ➢ Review activities conducted as part of the response scenario
- ➢ Answer questions
- ➢ Review need for annual refresher
- ➢ Thank participants

Teaching Methods

Discussion

Suggested Facilitator Preparation

Review agenda and chemicals included in the scenario

Minimum Content Requirements

The following are minimum content requirements for the section:

- Answer questions
- Review any items in the parking lot - if not resolved announce plan to provide information as soon as possible
- Participants complete and hand in evaluation forms
- Thank participants

Questions You May Be Asked

"What happens if I do not take a refresher?" If needed for a job, you will not be up-to-date and may be required to take this program again. Some employers 'stretch' the requirement to 18 months, if the refresher is taken ASAP, but it is a gamble.

Presentation of the Session

Thank participants for attending the program.

This is an opportunity for final questions and to ensure that the list of questions generated on day has been addressed during the program.

Evaluation is important to continued program improvement. This should not be rushed. Provide 15 minutes to complete the program evaluation forms and collect them.

The following is MWC Policy. Use this template to develop a Plan for training area. Retain for documentation.

Appendix A

Midwest Consortium Site Safety Plan for Emergency Response Refresher

Location: ___________________________________ Date: ___________

Lead Facilitator: ______________________________

Associate Facilitator: __________________________

INCIDENT MANAGEMENT SYSTEM

Training Center Personnel Roles and Responsibilities:

1. ____________________________________will serve as the Incident Commander (IC) and is responsible for implementing the Site Safety Plan.
2. ____________________________________ will serve as the Site Safety Officer (SSO) and is responsible for identifying and controlling hazards during all hands-on activities.

HAZARD CONTROL

The IC and SSO will take the following steps to control hazards during all hands-on activities.

- A written plan will be developed for conducting the response simulation. The IC and SSO will eliminate possible hazards from the site where the activity will occur or they will select a site that is free of foreseeable and potential hazards.
- The IC and SSO will ensure the use of the buddy system for all hands-on activities.
- The IC and SSO will instruct participants in the emergency signals that will be used during hands-on activities.
- Participants will wear the appropriate protective equipment based on the hazards that are being simulated.
- Participants will conduct themselves appropriate to the seriousness of the emergency response simulation.
- At least two entry/exit points will be available at the site.
- During periods of high ambient temperatures (>90 degrees F), the SSO will pay special attention to the potential for heat stress. The SSO will monitor all participants and ensure adequate fluid in-take. A shady rest area will be available if the site is out-of-doors.

ZONING

- The exercise area will be zoned into three areas: hot zone, warm zone, and staging.
- The hot zone will be established at the simulated hazards.
- The warm zone will be designated for decontamination activities.
- Staging is where all participants are assigned when not performing a task in the other zones as assigned by the facilitators.
- All zones will be clearly marked with cones and tape.
- No more than 4 participants per facilitator will be allowed in the hot zone at one time.

ACCOUNTABILITY

To ensure accountability:

- All participants will sign in at the beginning of each day.
- Any visitors or observers will sign in and out during any hands-on activities.
- ________________________________ will be responsible for taking the roster to the exercise area during the hands-on activities.
- Immediately after any emergency, the SS will conduct a roll call of all participants and visitors.
- Any personnel leaving the area must check out and provide time and date.
- All participants must sign out at the end of each day.

COMMUNICATION

- The SSO will use an air horn or other effective method as a warming device. When the air horn is sounded, all participants will assemble in the staging area for a personnel accountability report.
- A communication device will be available during hands-on activities to contact the appropriate author during an emergency. The SSO will verify the communication device is functioning properly before the simulation begins.

NOTIFICATION

The IC will arrange to contact the following should the need arise:

- For site Emergencies: ____
- Environmental: ____
- Local Fire Department: ____
- The IC will establish a procedure whereby facilitators or participants can be contacted during the training program. For training conducted at this site, the phone number is: ____.
- Appropriate contact numbers will be posted at the site.

MEDICAL CARE

- At least one facilitator will be certified in basic first aid and CPR.
- A basic first aid kit will be available in the exercise area and in the classroom.
- Participants will be advised to discuss any special medical concerns they may have with the lead facilitator.

SAFETY BREIFING

- The IC and SSO will conduct a safety briefing for participants prior to any hands-on activities.
- The safety briefing will cover the following areas: hazard control, zoning, accountability, communications, notification, and medical care.

Site Supervisor ________________________ Date ___________

Site Safety Officer ________________________ Date ___________

Appendix B

The Hazard Materials Fact Sheet

The final Performance Measure Checklist

Copies of these are retained in the Program File to document ‘successful completion’ of the program that requires 70% on the Fact Sheet and 100% on the Checklist.

Only the employer can certify the competencies.

Hazardous Materials Fact Sheet

Shipping Name ____

DOT Hazard Class ____

UN Number/Guide Number ____

Odor Threshold ____

Solubility in water ____

Specific Gravity _______________________Vapor Density ________________________

Vapor Pressure____________________________________pH______________________

Flash point/LEL/UEL ____

Incompatible Materials ____

____

Hazardous Decomposition Products ____

____

Routes of Exposure ____

Acute Effects ____

____

Chronic Effects ____

____

PEL/STEL/IDLH ____

Hazard Statement ____

____

Signal Word ____

Performance Measure Checklist

Participant ID__________________ Assigned role/task______________________________

	Yes	No	N/A	Facilitator Comments
CPC Selection				
Selected the correct CPC for hazard				
Respirator Selection				
Selected correct protection for hazard				
CPC Don/Doff				
Correctly checked tears and other flaws				
Made pull-tabs for buddy				
Did not touch outside of suit when it was being removed				
Respirator Donning				
Correctly inspected the valve(s)				
Correctly performed a user seal check				
Correctly adjusted straps				
Decon				
Always moved toward cleaner area				
Correctly removed inner gloves at end of decon				
Deposited contaminated equipment in proper container				
Confinement				
Selected correct method and materials				
Worked to minimize contamination				
Visually verified if confinement effective				
Resupply				
Identified one item that needed to be resupplied				

Appendix C

The following are described in the next pages:

- Incident Command System
- Unified Command
- Emergency Operations Center
- Area Command

Communication is the Key

NIMS was established to improve communication among public sector responders and those seeking assistance by using a uniform set of terms.

- An ERP should include NIMS terms
- Training must include NIMS terms
- Training coordination with outside responders is detailed in the ERP

Private sector employers are not required to use NIMS, but use may facilitate communication with responders who likely include public sector employees.

NIMS-trained personnel, such as local fire department responders, may assist at work sites covered by an EAP.

- Plan for communication by meeting with responders BEFORE an incident
- Update responders when changes are made to the EAP
- Train with outside personnel included in the EAP

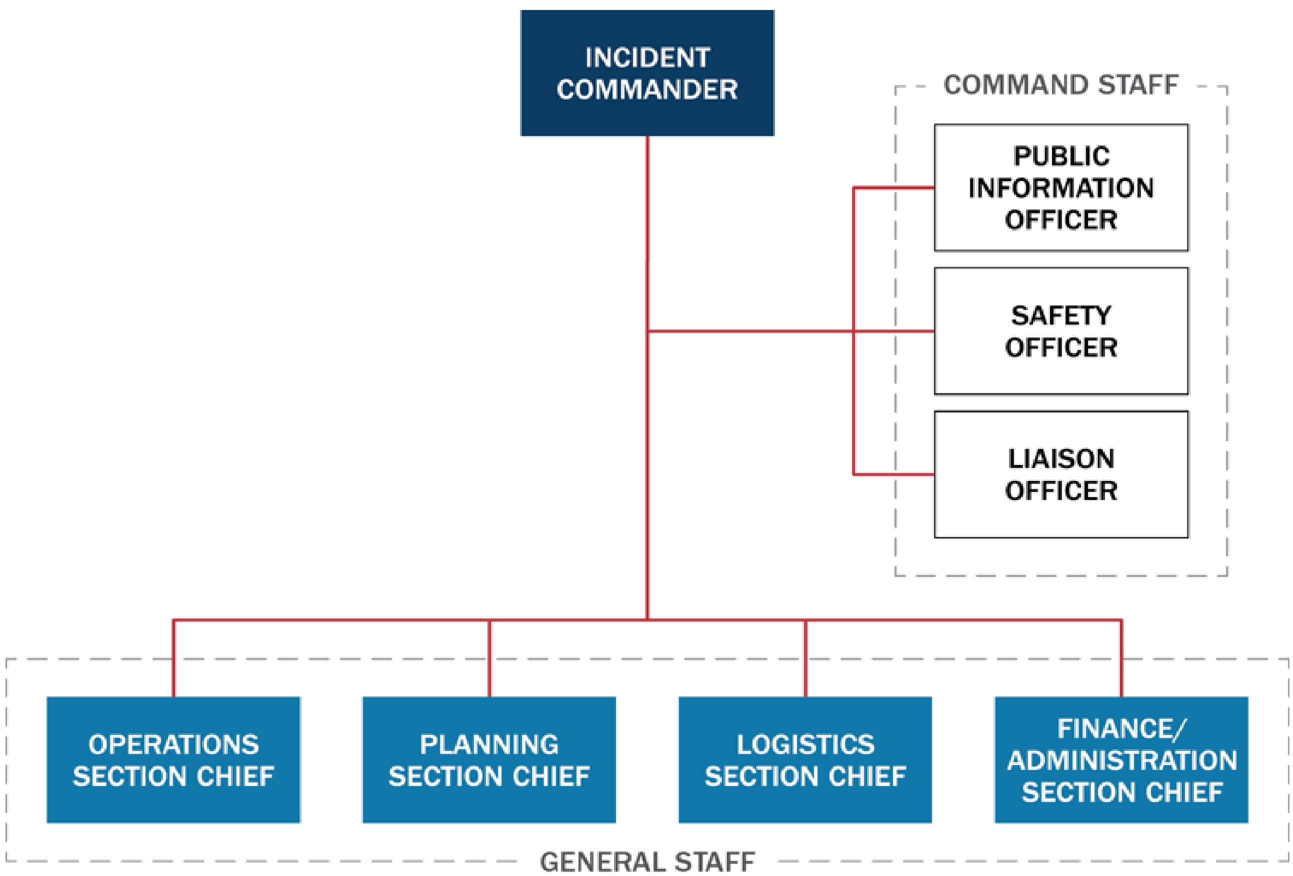
If you have an EAP, **it is critical** that outside personnel who may be called to the workplace be aware of your terminology, and you of theirs.

ERP or EAP - communicate **in advance** with responders who may assist when the plan is activated; if possible do drills or tabletop exercises with responders.

Incident Command System

The Incident Command System (ICS) illustrates an organizational structure for incident management that coordinates the procedures, personnel, equipment, facilities and communication.

An example of the structure of a response team follows, using the standard terms in the National Incident Management System (NIMS). This system was promoted after the 9/11 attack where the need for uniform terminology was identified as essential to ensure effective communication between parties.



Source: https://training.fema.gov/nims/

Key functions of the Incident Commander (person in charge of a response), and response team members in the Command Staff and General Staff are shown below: (reference under figure above).

Incident Commander – (The person in charge who oversees all aspects of the response)

Functions:

- Establishes a single Incident Command Post (ICP) for the incident
- Establishes consolidated incident objectives, priorities, and strategic guidance, and updating them every operational period
- Selects a single section chief for each position on the General Staff needed based on current incident priorities
- Establishes a single system for ordering resources
- Approves a consolidated Incident Action Plan (IAP) for each operational period
- Establishes procedures for joint decision making and documentation
- Captures lessons learned and best practices

Command Staff (see figure above)

Public Information Officer (PIO)

Functions:

- Interface with public, media and/or other agencies with information needs
- Gathers, verifies, coordinates and disseminates information to both internal and external parties
- Monitors the media and other sources and provides information to relevant components of the responders
- Releases accurate information concerning the incident after it is cleared by the Incident Commander

Safety Officer

Functions:

- Reports directly to the Incident Commander
- Monitors incident operations
- Advises the IC on health and safety matters of incident personnel
- Establishes the systems and procedures to assess, communicate and mitigate hazardous environments
    - Developing and maintaining the Safety Plan
    - Coordinating safety efforts
    - Implementing measures to promote safety
- Stops or prevents unsafe acts

Liaison Officer

Functions:

- IC's point of contact for representatives from agencies such as fire and law enforcement or other jurisdictions
- Receives input from outside groups to Maintains communication between outside agencies and in-house response
- Point of contact to facilitate coordination of assisting or cooperating agencies or jurisdictions

General Staff (see figure above)

Operations Section, led by Section Chief

Functions:

- Section Chief appointed by the IC; assigned personnel may change as the incident evolves
- Directing management of tactical activities to achieve objectives established by the IC
- Developing and implementing strategies and tactics to achieve incident objectives
- Section Chief organizes the group to meet the needs, maintain manageable span

of control and optimize use of resources
- Supporting Action Plan development for each part of the response

Planning Section, led by Section Chief

Functions:

- Collect, evaluate and disseminate incident information to the IC or other personnel
- Prepare status reports, display information, maintain the status of resources
- Facilitate the incident action planning process and prepare the incident Plan sing input from other sections and command staff and IC guidance
- Facilitate incident planning meetings
- Record status of resources and anticipated needs
- Collecting, organizing, displaying and disseminating status information and analyzing the situation as it changes
- Planning for the orderly, safe and efficient demobilization of resources
- Collecting, recording and safeguarding incident documents

Logistic Section, led by Section Chief

Functions:

- Ordering, receiving, storing/housing and processing incident-related resources
- Providing ground transportation during an incident, maintaining and supplying vehicles, keeping vehicles usage records and developing incident traffic plans
- Setting up, maintaining, securing and demobilizing incident facilities
- Determining food and water needs, including ordering food, providing cooking facilities, maintaining food service areas and managing food security and safety (in cooperation with the Safety Officer)
- Maintaining an incident Communications Plan and acquiring, setting up, issuing, maintaining and accounting for communications and IT equipment
- Providing medical services to incident personnel

Finance/Administration Section, led by Section Chief

Functions:

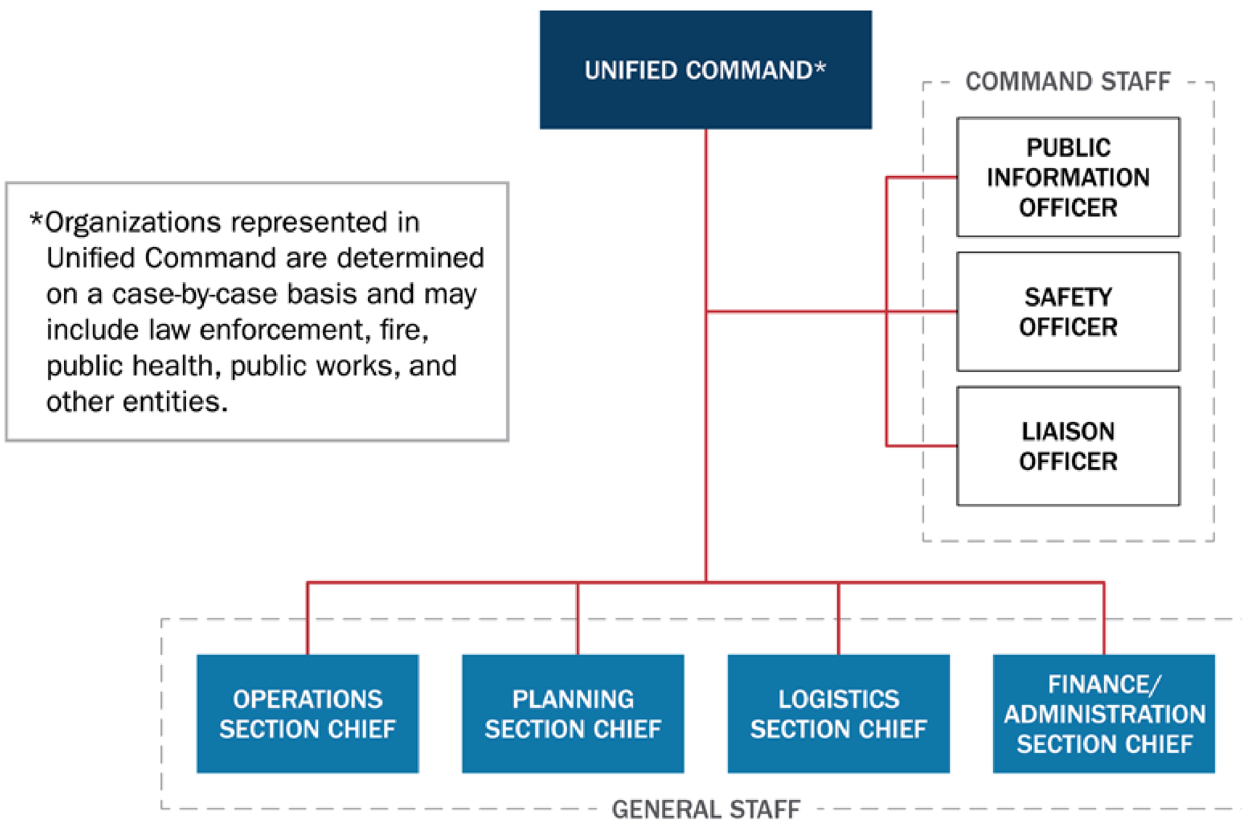
- Tracking costs, analyzing cost data, making estimates and recommending cost savings measures
- Analyzing, reporting and recording financial concerns resulting from property damage, responder injuries or fatalities at the incident
- Managing financial matters concerning leases and vendor contracts
- Managing administrative databases and spreadsheets for analysis and decision making
- Recording time for incident personnel and leased equipment

Additional functions may be integrated into the ICS. For example, in a response that could involve criminal activity, an Intelligence/Investigations Section might be activated by the IC. The basic ICS structure is flexible and can be scaled for more complex incidents, including events that involve multiple geographical or governmental jurisdictions or take place in more than one location.

Unified Command

When multiple jurisdictions or agencies are involved in a response, the use of Unified Command enables those in charge of each authority to jointly manage and direct response activities through a common set of incident objectives, strategies and a single Incident Action Plan (IAP). In Unified Command, there is not a single Incident Commander, rather each participating partner maintains authority, responsibility and accountability for its personnel and other resources. Each member of the Unified Command assumes responsibility to inform other members of the Unified Command of activities.

The Command structure mirrors that for ICS as shown below.



Source: https://training.fema.gov/nims/

As shown the participants in the Unified Command are developed based on the specific situation. Other groups that might be involved include various federal agencies such as US Coast Guard, Federal Railroad Administration or Environmental Protection Agency. There may be others that have no jurisdictional responsibilities; these groups are referred to as cooperating or assisting agencies.

All groups in the Unified Command or cooperating or assisting agencies are responsible for communicating agency-specific information including:

- Statutory authorities and responsibilities
- Resource availability and capabilities
- Constraints, limitations, concerns
- Areas of agreement and disagreement between officials

For those outside the Unified Command, communications should be made to the Liaison Officer.

Key functions of the Incident Commander (person in charge of each group represented in the Unified Command), and response team members in the Command Staff and General Staff build on the ICS functions; these additions for Unified Command are underlined in the listing below.

Functions

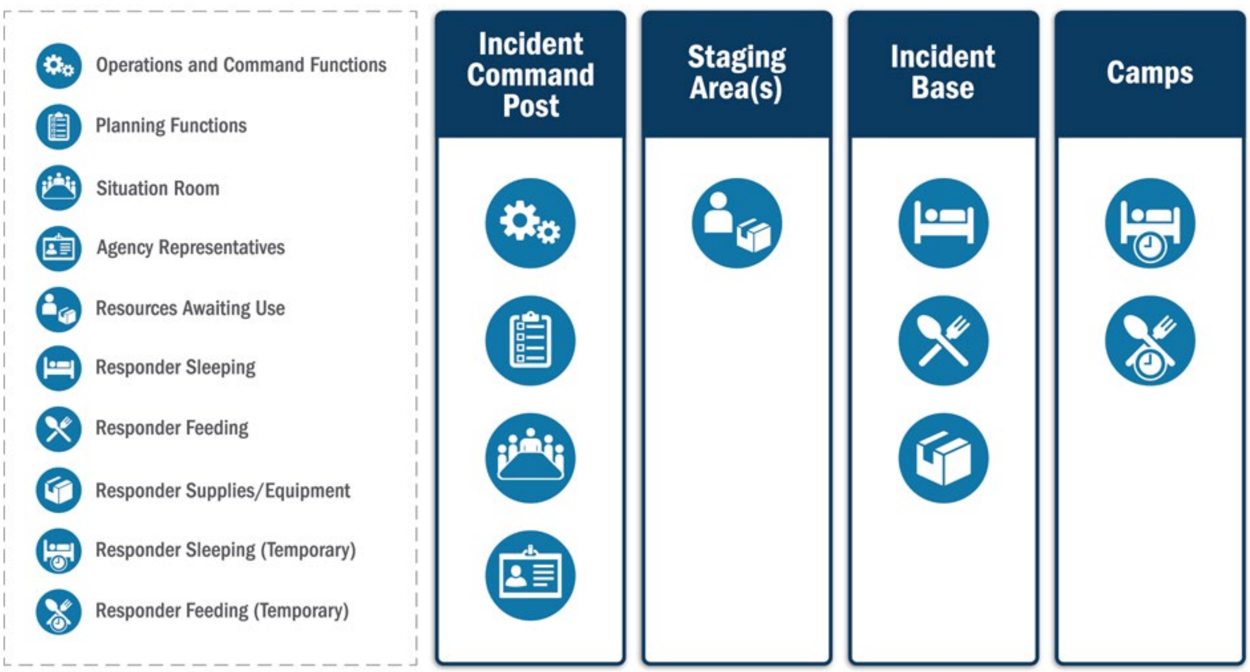
Incident Commander – (The person in charge who oversees all aspects of one group in the Unified Command; all collaborate in the Unified Command)

Functions:

- Establishes a single Incident Command Post (ICP) for the incident
- Establishes consolidated incident objectives, priorities, and strategic guidance, and updating them every operational period
- Selects a single section chief for each position on the General Staff needed based on current incident priorities
- Establishes a single system for ordering resources
- Approves a consolidated Incident Action Plan (IAP) for each operational period

- Establishes procedures for joint decision making and documentation
- Captures lessons learned and best practices
- Collaboratively, appoint one PIO as the lead PIO
- Collaboratively select an Operations Section Chief based on current priorities
- Collaboratively establish an incident communications center at the ICP
- Collaboratively establish an incident base, often co-located with the ICP; temporary satellite camps may be established for personnel

Facilities and activities are shown graphically in the Figure.



Source: https://training.fema.gov/nims/

Public Information Officer (PIO)

Functions:

- Interface with public, media and/or other agencies with information needs
- Gathers, verifies, coordinates and disseminates information to both internal and external parties
- Monitors the media and other sources and provides information to relevant components of the responders
- Releases accurate information concerning the incident after it is cleared by the Incident Commander
- Work in unified manner, speak with one voice, ensure consistent messaging. In very large incidents, the PIO participates in or leads a Joint Information Center.

Safety Officer

Functions:

- Reports directly to the Incident Commander
- Monitors incident operations
- Advises the IC on health and safety matters of incident personnel
- Establishes the systems and procedures to assess, communicate and mitigate hazardous environments
    - Developing and maintaining the Safety Plan
    - Coordinating safety efforts
    - Implementing measures to promote safety
- Stops or prevents unsafe acts

Liaison Officer

Functions:

- IC's point of contact for representatives from agencies such as fire and law enforcement or other jurisdictions
- Receives input from outside groups to Maintains communication between outside agencies and in-house response
- Point of contact to facilitate coordination of assisting or cooperating agencies or

jurisdictions

General Staff (see figure above)

Operations Section, led by Section Chief

Functions:

- Section Chief appointed by the IC; assigned personnel may change as the incident evolves
- Directing management of tactical activities to achieve objectives established by the IC
- Developing and implementing strategies and tactics to achieve incident objectives
- Organizing the group to meet the needs, maintain manageable span of control and optimize use of resources
- Supporting Incident Action Plan development for each part of the response
- Establishing a staging area to position and track resources

Planning Section, led by Section Chief

Functions:

- Collect, evaluate and disseminate incident information to the IC, UC or other incident personnel
- Prepare status reports, display information, maintain the status of resources
- Facilitate the incident action planning process and prepare the incident Plan using input from other sections and command staff and IC guidance
- Facilitate incident planning meetings
- Record status of resources and anticipated needs
- Collecting, organizing, displaying and disseminating status information and analyzing the situation as it changes
- Planning for the orderly, safe and efficient demobilization of resources
- Collecting, recording and safeguarding incident documents

Logistic Section, led by Section Chief

Functions:

- Ordering, receiving, storing/housing and processing incident-related resources
- Providing ground transportation during an incident, maintaining and supplying vehicles, keeping vehicles usage records and developing incident traffic plans
- Setting up, maintaining, securing and demobilizing incident facilities
- Determining food and water needs, including ordering food, providing cooking facilities, maintaining food service areas and managing food security and safety (in cooperation with the Safety Officer)
- Maintaining an incident Communications Plan and acquiring, setting up, issuing, maintaining and accounting for communications and IT equipment
- Providing medical services to incident personnel

Finance/Administration Section, led by Section Chief

Functions:

- Tracking costs, analyzing cost data, making estimates and recommending cost savings measures
- Analyzing, reporting and recording financial concerns resulting from property damage, responder injuries or fatalities at the incident
- Managing financial matters concerning leases and vendor contracts
- Managing administrative databases and spreadsheets for analysis and decision making
- Recording time for incident personnel and leased equipment
- Monitoring multiple sources of funds; track and report the accrued costs as incident progresses

Other functions such as an Intelligence/Investigations Section might be activated by the ICs in the Unified Command, if criminal activity is suspected.

Emergency Operations Center (EOC)

For responses that involve multiple jurisdictions or organizations, an Emergency Operations Center may support the activity. These may be fixed site, temporary or virtual facilities that serve the multidisciplinary needs of more than one response function in the ICS.

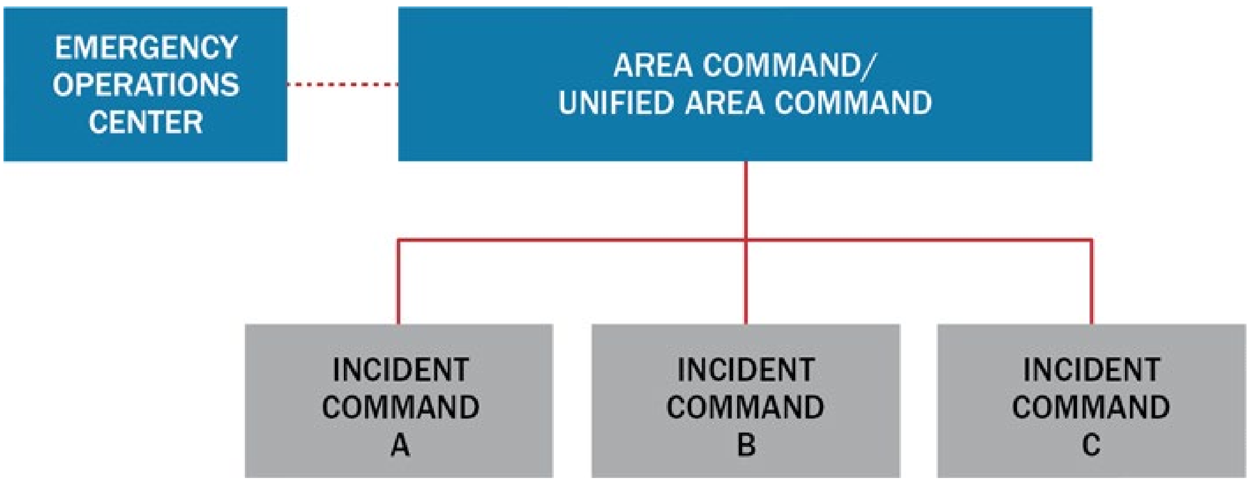
Primary staff functions in an EOC include:

- Collecting, analyzing and sharing information
- Supporting resource needs and requests, including allocation and tracking
- Coordinating plans and determining current and future needs
- Providing coordination and policy direction as needed

Consideration of the need and composition of an EOC should be part of emergency planning. Detailed consideration of ‘worst case’ scenarios is very useful in identifying changes in composition, depending on the incident.

Area Command

When multiple, concurrent incidents occur, an ICS may be established at each of the incidents. This organization is referred to as Area Command, as illustrated below.



Source: https://training.fema.gov/nims/

As shown in the figure, the Area Command may be organized as a Unified Command. Staff at an Emergency Operations Center (EOC) coordinate support.

Responsibilities of an Area Command include:

- Developing broad objectives for the affected area
- Coordinating development of incident objectives and strategies for each incident
- Allocating and reallocating resources as priorities change
- Ensuring the Incident Commanders and or Unified Commands properly manage incidents
- Ensuring effective communications and data coordination
- Ensuring that incident objectives are met and do not conflict with each other or with agency policies
- Identifying needs for scarce resources and reporting the needs to Agency Administrators directly or through another group as directed
- As appropriate, ensuring that short-term recovery is coordinated with EOC staff to assist in the transition to long-term recovery