FIRE COMMAND 2D

Planning For Large-Scale Disasters
Instructor Guide

accredited by

for the

CALIFORNIA FIRE SERVICE
TRAINING AND EDUCATION SYSTEM

Fifth Edition, August 1996

RETIRED CURRICULUM

C F S T E S

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for Fire Service Training in California. CFSTES is a composite of all the elements that contribute to the development, delivery and administration of training for the California Fire Service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating and assisting in the development and implementation of standards and certification for the California Fire Service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests, accredited courses leading to certification, approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals and other related support materials.

This system is as successful and effective as the people involved in it. It is a fire service system developed by the fire service, for the fire service . . . and we believe it is the best one in the country.

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ACKNOWLEDGEMENTS

The development of the material contained in this guide was coordinated by the Training Division of the California State Fire Marshal's Office and approved by the State Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS). This curriculum is appropriate for fire service personnel and for personnel in related occupations who are pursuing one or more of the certification programs.

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The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California Fire Service.

We gratefully acknowledge the following individual who served as the principal developer for this document.

MARCIA THOMPSON
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INTRODUCTION

Welcome to Fire Command 2D, "Planning for Large-Scale Disasters."

This course is part of the California Fire Service Training and Education System (CFSTES). There are fifty-seven (57) classes which comprise the course study requirements in order to qualify for certification in twenty (20) career "tracks." The certification tracks range from Fire Fighter, Fire Prevention Officer, Fire Instructor to Chief Officer. CFSTES outlines certification tracks for both volunteer and paid fire fighters. The system identifies a "core" of certification prerequisites such as experience requirements, completing a specific course of study, and passing appropriate certification examinations. The majority of CFSTES classes are delivered throughout the state in conjunction with the California community college system.

The Fire Command 2D course is designed to address fire department emergency management responsibilities at the district, local, county, and state level. The target audience is the fire service Chief Officer, Company Officer and Planner. There are currently two prerequisites for this class: Fire Command 2A and I-220.

The Fire Command 2D course is also designed to provide the student with a basic understanding of: the definition of a disaster; the requirements for disaster planning; governmental emergency management organizations; function of an Emergency Operations Center; planning requirements; basic components of a written plan; federal and state concepts; legal agreements and legislative measures; testing and evaluation of emergency management programs; and actual case studies.

The Instructor Guide contains lesson plans and related overhead transparencies, classroom exercises and the Class Project. Instruction is to be presented in conjunction with Fire Command 2D Student Manual. Materials included in the Student Manual and the Instructor Guide are adequate to permit the instructor to become familiar with the subject areas covered in the course. Actual personal experience in emergency management programs and disaster response will be extremely useful. The instructor must be well prepared to use several processes and small group techniques required to conduct the course. A substantial portion of the course depends on effective facilitation during both the classroom discussion and other group-based exercises.

The course requires the instructor to constantly update the course materials with information obtained on recent disasters, such as lessons learned and effective actions taken before, during and after the incident. Current legislative actions which impact emergency management should also be included in the course.

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CFSTES COURSE CATALOG DESCRIPTION

Title: **FIRE COMMAND 2D**
PLANNING FOR LARGE SCALE DISASTERS

Hours: 40

Designed for: Chief Officers,
Company Officers and Planners

Description: Key topics include:

- principles of disaster planning and management;
- fire service emergency plans;
- emergency operations centers;
- case studies of various natural and man made disasters;
- roles of local, state and federal OES and Emergency Management agencies;
- discussion of multi-hazard and ICS planning techniques;
- and principles of exercising emergency management staffs.

Prerequisites: Command 2A and
I-220 (Basic ICS)

Certification Credit:
This course applies to CHIEF OFFICER certification.

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COURSE REQUIREMENTS

Time Requirements

This course is designed to be covered in 40 hours during five sessions. The Session Guide in this Instructor Guide is based on the State Fire Academy schedule of four nine-hour days and one four-hour day. Additionally, the students are expected to complete reading assignments and organize themselves to prepare and present their group's class project outside of the scheduled classroom time.

Physical Requirements

This course, as described, is designed for 15 to 50 students, and requires large and small group discussions. The lesson plans should be enhanced with current experiences in disaster situations (i.e., slides, videotapes, pictures) and a variety of audio-visual activities. Some lesson plans use exercises and feature small group discussion. Refer to the Instructor Guide Classroom Exercises for further information.

The facility in which the course is offered should have adequate lighting and acoustical features. In addition, it should have available reproduction or copier capacity, audio-visual equipment, flipcharts with writing pads and markers for small group sessions. Minimum space needs for the program are:

- One large room for classroom sessions. This room should be large enough to afford a maximum of 50 students to be divided into equally sized discussion groups;

- Up to four breakout rooms are desirable for small group sessions. At various points in the program, participants divide into small groups to work on exercises or assignments. Each breakout room should be large enough to accommodate 12 people comfortably. The breakout rooms should be located in close proximity to the large classroom.

The large classroom should allow for maximum instructor flexibility and participant contact; and should offer the instructor a variety of positions from which to make presentations and interact with students. Finally, the large classroom should allow for easy personal contact among students and the instructor, and groups in small group exercises.

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Course Schedule

To effectively conduct this course, the instructor(s) must have a thorough knowledge of the course sequence and flexibility regarding individual lesson plans. The twenty-nine (29) lesson plans involve an approximate total of 38 hours of instruction, with two (2) hours allowed for the course evaluation and examination.

The instructional staff should be completely familiar with the lesson plans and the transitions from one phase of the course to another. Few of the lessons overlap in terms of content; however, each lesson builds on the information presented in previous lessons. There are options available to the instructor in determining the most workable length of individual sessions. In recognition of the differences that will exist in student knowledge and experience, some sessions may have to be extended to meet ensure that important points are understood. The instructor should be certain to summarize all lessons and permit short stretch breaks between them. Active participant involvement is built into most lessons; however, use discretion to the extent in which minor digressions and the sharing of individual experiences are permitted when important points are being discussed, Keep in mind that although the schedule is flexible, the course is extremely full.

Course Manager/Instructor Checklist

This course requires a few tasks of the students before they arrive on the first day of class; and requires that they bring a few items to class with them. A letter addressed to each enrolled student should inform them of the following requirements:

In preparation for class, students are to review their jurisdiction's Emergency Plans and supporting components (i.e., annexes, standard operating procedures, guidelines, action checklists).

Students are to specifically review the Table of Contents of their jurisdiction's Emergency Plan.

Students are to bring with them to class their jurisdiction's:

- ☐ *Emergency Plan*
- ☐ *Emergency Organization Chart*
- ☐ *Diagram of the Emergency Operations Center, if available*
- ☐ *Department specific Emergency Annexes or Action Checklists*
- ☐ *5 tab notebook dividers, optional.*

Outside classroom reading assignments are required to pass this class.

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Equipment and Supplies Checklist

Equipment

- ❑ VCR with monitor(s)
- ❑ Carousel Slide Projector
- ❑ PA System
- ❑ Podium
- ❑ Overhead Projector & spare bulbs
- ❑ Screen
- ❑
- ❑ Pencil Sharpener
- ❑ Flip charts (minimum of 4)
- ❑ Flip chart paper (minimum of 4 pads)
- ❑
- ❑ Clock
- ❑ Extension Cords
- ❑ Stool

Supplies

- ❑ Name Tags or Table Cards
- ❑ Pencils
- ❑ Paper
- ❑ Chalk, eraser & board
- ❑ Pointer
- ❑ Blank Transparencies
- ❑ Marking Pens/Washable
- ❑ Marking Pens/Permanent
- ❑ Scotch Tape
- ❑ Stapler/Staples
- ❑ Scissors
- ❑ Tape, Scotch and Masking
- ❑ Three-hole punch
- ❑ Timing Device

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CFSTES COURSE OUTLINE

COURSE TITLE: **Fire Command 2D**
Planning for Large-Scale Disasters

COURSE OBJECTIVES: To...

a) Provide class participants with a brief history of emergency management programs at the local, state and federal level; their current function and available funding sources.

b) Provide class participants with the management tools, techniques and resources currently available to develop an on-going emergency management program, that would involve a range of local government departments, community agencies and private entities.

c) Provide class participants with the basic principles and components of emergency management plan development, available guidance and related terminology, to include the usage of the Incident Command System (ICS) and Standardized Emergency Management System (SEMS) concept.

d) Provide class participants with the basic principles, technical aspects, equipment components and common features of facilities/areas that may be used as an Emergency Operations Center (EOC), and a description of mutual aid agreements and their application in disaster situations.

e) Provide class participants with basic techniques for day-to-day management and how to make the emergency management program a valuable asset to their jurisdiction, to include interface with community groups, private businesses, support groups and other organizations through appropriate training and an exercise development program.

f) Provide class participants with the current legislative and liability issues, as well as community pressures, that are currently influencing emergency management programs, to include current information received from recent disaster situations and their impact upon emergency management programs.

g) Provide class participants with an opportunity to demonstrate their acquired knowledge through programmed exercises and simulations.

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COURSE CONTENT: 40 HOURS

1.	Orientation and Administrative Details	1:00
2.	Introductions and Purpose of the Course	1:00
3.	Description of Emergency Situations	1:30
4.	Project Assignment Description	0:30
5.	Incident Command System	0:30
6.	Functions of An Emergency Operating Center	2:00
7.	Design of An Emergency Operating Center	1:30
8.	History and Purpose of Federal Emergency Mgmt Program	1:00
9.	Structure of Emergency Management Organizations	1:00
10.	Jurisdictional Responsibility for Emergency Management	1:30
11.	Fire Department Role in Emergency Management	1:00
12.	Role of Emergency Management Coordinator	1:00
13.	The Planning Process	1:30
14.	A Usable Plan	1:00
15.	Disaster Service Worker	0:30
16.	Comprehensive Emergency Management - Mitigation	1:30
17.	Comprehensive Emergency Management - Preparedness	1:00
18.	Comprehensive Emergency Management - Response	1:00
19.	Comprehensive Emergency Management - Recovery	2:00
20.	Mutual Aid	1:30
21.	Procedures for Declaring a Local Emergency	1:00
22.	Resources and Other Types of Assistance	2:00
23.	Types of Exercises	1:30
24.	Exercise Development Program	1:00
25.	Tabletop Exercise Development	1:30
26.	Functional & Full Scale Exercises	1:00
27.	Project Presentations	4:00
28.	Review of Recent Emergency Situations (Summary)	2:00
29.	Course Review and Final Examination	2:00

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TEXTS & REFERENCES:

- California Fire Service & Rescue Emergency Mutual Aid System, *Mutual Aid Plan*, 9/88
- *Fire Service Emergency Management Handbook* published by the Federal Emergency Management Agency and distributed through the International Association of Fire Chiefs, Inc., 1985
- International City Management Association (ICMA) *Emergency Management: Principles and Practices for Local Government*, Washington, D.C., 1991
- State of California Office of Emergency Services, Fire and Rescue Division, *Fire and Rescue Mutual Aid System* (4/88)
- State of California *Multihazard Functional Planning Guidance*, 1985
- California Standardized Emergency Management System (SEMS) *Syllabus for Approved Courses of Instruction*, including Instructor Guides and Student Reference Manuals for all courses, March 1, 1995
- *Urban Guide for Fire Prevention and Control Master Planning* published by the National Fire Prevention and Control Administration (now the U.S. Fire Administration in FEMA)
- William M. Kramer, Ph.D. and Charles W. Bahme, J.D., *Fire Officer's Guide to Disaster Control*, Second Edition, Saddle Brook, New Jersey, Fire Engineering Books & Videos, 1992

- FEMA Publications Catalog (7/92), (FEMA 20) available through FEMA, PO Box 70274, Washington, D.C. 20024.
- *Capability Assessment and Standards,* FEMA (CPG 1-102, November 1983)
- *CCA General Program Guidelines,* FEMA (CPG 1-3)
- *Comprehensive Cooperative Agreement Policies and Procedures Guide,* FEMA
- (CPG 1-38)
- *Comprehensive Earthquake Preparedness Planning Guidelines*: City
- (FEMA 73, May 1985)
- *Disaster Assistance Programs, A Guide to Federal Aid in Disasters,* FEMA DAP 19/July 1993
- *Disaster Assistance Programs, Digest of Federal Disaster Assistance Programs,* FEMA DAP-21/June 1989
- *Disaster Planning Guide for Business and Industry* (FEMA 141, August 1987)
- *Disaster Mitigation Guide for Business and Industry* (FEMA 190, February 1990)
- *Exercise Design Course*, (FEMA SM 170.3), January 1989
- *Financial Assistance Guidelines*, FEMA (CPG 1-32)
- *Guide for the Development of a State and Local Continuity of Government Capability,* FEMA (CPG 1-10, July 1987)
- *Guide for the Development of State and Local Emergency Operations Plans,* FEMA (CPG 1-8, September 1990)
- *Guide for the Review of State and Local Emergency Operations Plans*, FEMA (CPG 1-8A, September 1988)
- *Hazards Analysis for Emergency Management*, FEMA (CPG 1-101, Sept. 1983)

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TEXTS & REFERENCES continued:

- *Multi-Year Development Planning,* FEMA (CPG 1-103, January 1984)
- *Process Overview,* FEMA (CPG 1-100, September 1983)
- *The CEO's Disaster Survival Kit* (FEMA FA-81, October 1988)

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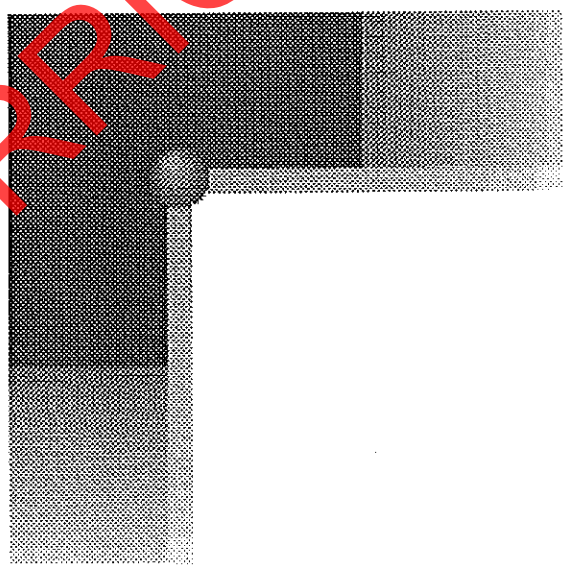

ASSIGNMENT SHEET

SESSION ONE

- ❑ Be prepared for class activities each day of the course.
- ❑ Review the Session Guide and Assignment Sheet.

Read the following and be prepared for a quiz at the next class session:

- ❑ Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*
- ❑ Information Sheet #2, *SEMS and the Incident Command System*
- ❑ Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*
- ❑ Information Sheet #4, *Factors to Consider in the Design of An EOC*
- ❑ Information Sheet #5, *Activation Criteria and EOC Staffing Levels*
- ❑ Class Project and Position Descriptions

SESSION TWO

Read the following and be prepared for a quiz at the next class session:

- ❑ Information Sheet #6, *Federal Emergency Management Agency*
- ❑ Information Sheet #7, *Acronyms, Terms and Definitions*
- ❑ Information Sheet #8, *State Office of Emergency Services (OES)*
- ❑ Information Sheet #9, *Jurisdictional Responsibility for Emergency Management*
- ❑ Information Sheet #10, *Standardized Emergency Management System*
- ❑ Information Sheet #11, *Operational Area Satellite Information System*
- ❑ Information Sheet #12, *Fire Department Role in Disaster Planning*
- ❑ Information Sheet #13, *Major Duties of Local Emergency Management Coordinator*
- ❑ Information Sheet #14, *Emerg. Operations Plan, What's In It For You*
- ❑ Information Sheet #15, *Plan Format*
- ❑ Information Sheet #16, *A Usable Plan*
- ❑ Information Sheet #17, *Suppression Company, Station Checklist*

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SESSION THREE Read the following and be prepared for a quiz at the next class session:

- ❑ Information Sheet #10, *Standardized Emergency Management System*
- ❑ Information Sheet #18, *CEM - Four Phases of Planning*
- ❑ Information Sheet #19, *CEM - Mitigation Planning*
- ❑ Information Sheet #20, *The Integrated Emergency Management System*
- ❑ Information Sheet #21, *Planning for Disaster Recovery*
- ❑ Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement*
- ❑ Information Sheet #23, *Declaration of a Local Emergency*
- ❑ Information Sheet #24, *Disaster Service Worker*

SESSION FOUR Read the following and be prepared for a quiz at the next class session:

- ❑ Information Sheet #25, *Orientation Seminar*
- ❑ Information Sheet #26, *Drills*
- ❑ Information Sheet #27, *Tabletop Exercises*
- ❑ Information Sheet #28, *Functional Exercises*
- ❑ Information Sheet #29, *Full-Scale Exercises*
- ❑ Information Sheet #30, *Tabletop Exercise Development Examples*

- ❑ **Prepare for Final Examination to be conducted on last class meeting.**

Optional Reading/Resource Materials

			Reference
❑	A	Introduction: Disaster Relief Program (FEMA)	LP # 8
❑	B	Public Safety Officers' Benefit Program	LP # 8
❑	C	California Disaster and Civil Defense Master Mutual Aid Agreement	LP #20
❑	D	Senate Bill Number 1841 (Petris Bill), SEMS Law	LP #10
❑	E	Guidelines: Standard Operating Procedures	LP #13
❑	F	Battling Disaster Profiteering	LP #19
❑	G	Disaster Relief and Disaster Application Centers (DACs)	LP #18
❑	H	Volunteer Organizations Active in Disasters	LP #19

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LISTING OF INFORMATION SHEETS

(Actual Materials in Student Manual)

Number	*Topic*	*# of Pages*
1	Natural, Human-Caused (Technological) and Civil Disasters	1
2	Incident Command System	4
3	Functions to be Performed in an Emergency Operating Center	4
4	Factors to Consider in the Design of an EOC	4
5	Activation Criteria and EOC Staffing Levels	4
6	Federal Emergency Management Agency	2
7	Acronyms, Terms and Definitions	17
8	State Office of Emergency Services Organizational Chart	2
9	Jurisdictional Responsibility for Emergency Management	2
10	Standardized Emergency Management System (SEMS)	8
11	Operational Area Satellite Information System (OASIS)	5
12	Role of Fire Department in Emergency Management	2
13	Major Duties of Local Emergency Management Coordinator	2
14	Emergency Operations Plan, What's in It for You?	5
15	Plan Format	2
16	A Usable Plan	3
17	Suppression Company, Station Checklist	4
18	CEM - Four Phases of Planning	3
19	The Stafford Act (Mitigation Planning)	2

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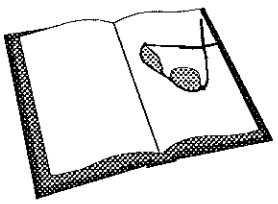
Number	Topic	# of Pages
20	The Integrated Emergency Management System (IEMS)	4
21	Planning for Disaster Recovery	2
22	SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement	6
23	Declaration of a Local Emergency	2
24	Disaster Service Worker	2
25	Orientation Seminar	1
26	Drills	1
27	Tabletop Exercises	3
28	Functional Exercises	2
29	Full-Scale Exercises	2
30	Tabletop Exercise Development Examples	3

Optional Reading/Resource Materials

A	Introduction: Disaster Relief Program (FEMA)	10
B	Public Safety Officers' Benefit Program	3
C	California Disaster and Civil Defense Master Mutual Aid Agreement	6
D	Senate Bill Number 1841 (Petris Bill), SEMS Law	14
E	Guidelines: Standard Operating Procedures	2
F	Battling Disaster Profiteering	2
G	Disaster Relief and Disaster Application Centers (DACs)	2
H	Volunteer Organizations Active in Disasters	1



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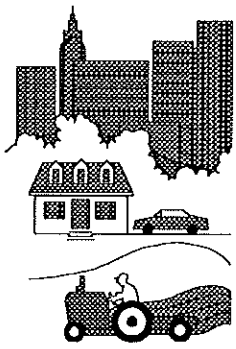
Exercises

[ ]	Disaster Categories	1
[ ]	Emergency Operations Center, Message Priority Exercise	2
[ ]	EMD Hiring Exercise	2
[ ]	Audit Exercise	2
[ ]	Mitigation Measures Exercise	1
[ ]	CEM-Four Phases of Planning Exercise KEY	1
[ ]	Preparedness Measures Exercise	2
[ ]	Response Activities Exercise	4



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LESSON PLANS

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LESSON PLANS

Number	Topic	Page Number
1	Orientation and Administrative Details	17
2	Introductions and Purpose of the Course	24
3	Description of Emergency Situations	39
4	Project Assignment Description	54
5	Incident Command System	64
6	Design of an Emergency Operating Center	83
7	Functions of an Emergency Operating Center	103
8	History and Purpose of Federal Emergency Mgmt Agency	115
9	Structure of Emergency Management Organizations	126
10	Jurisdictional Responsibility for Emergency Management	141
11	Fire Department Role in Emergency Management	163
12	Role of Emergency Management Coordinator	173
13	The Planning Process	181
14	A Usable Plan	198
15	Disaster Service Worker	218
16	Comprehensive Emergency Management - Mitigation	226
17	Comprehensive Emergency Management - Preparedness	237
18	Comprehensive Emergency Management - Response	245
19	Comprehensive Emergency Management - Recovery	257
20	Mutual Aid	266
21	Procedures for Declaring a Local Emergency	281
22	Resources and Other Types of Assistance	294
23	Types of Exercises	312
24	Exercise Development Program	332
25	Tabletop Exercise Development	345
26	Functional & Full Scale Exercises	380
27	Project Presentations	373
28	Review of Recent Emergency Situations (Summary)	384
29	Course Review and Final Examination	389

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Lesson Plan #1

TOPIC: **Orientation and Administrative Details**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Class requirements, administrative details, introduction of instructor and office staff, and written documents.

Behavior: Students will become familiar with the facilities and areas that require their attendance (classroom, office, restrooms, lodging, and other functional areas).

Standard: With a minimum 70% accuracy.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead projector
- ☐ Map of area with classroom facilities, registration office and restrooms.
- ☐ Telephone number where messages can be received.
- ☐ Attendance sign-in sheet
- ☐ Registration information and future class offerings
- ☐ Overhead Transparencies #1, #2, #3, #4 and #5
- ☐ One per student Student Manual, including
  - Session Guide
  - Course Objectives (Overhead Transparency #3)
  - Assignment Sheet

REFERENCES:

CFSTES Course Catalog 1990 - 1991
Chief Officer Career Development Guide DRAFT, December 1992

PREPARATION

To introduce students to the facilities and area, and expected routine in which they will be functioning for the duration of the class. Intent: to make the students comfortable and at ease to absorb class lessons.

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PRESENTATION	APPLICATION

Administrative Details
 	
• attendance sign-up sheet
• college registration
• facility rules and regulations
• special dining arrangements
•
•
 	
• Student Manual contains:
  ° Session Guide
  ° Assignment Sheet
  ° Information Sheets
  ° Classroom Exercises
  ° Overhead Transparencies
  ° Class Project and
  ° References.	

Instructor's: • name • employment history • education obtained • experience level in subject.	Introduce self
Where and when students can contact instructor, during and after course presentation.	Write on board

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PRESENTATION	APPLICATION
Introduce Course	Show Overhead Transparency #1
• Course description from CFSTES catalog • Length of class = 40 hours • Designed under the new Chief Officer certification guidance NFPA #1021 • Tasks required of a Chief Officer in the fire service will be covered.	Direct students to Session Guide in Student Manual. Show Overhead Transparency #2 (Session Guide)
Brief review of daily routine • meeting time • student absence, maximum 4 hours • location of each session • subjects to be covered • allow at least one hour for homework.	
As the instructor, I should ensure that I present material that will enable you to meet the course objectives	Direct students to OBJECTIVES in Student Manual, Overhead Transparency #3
At the completion of this class each participant is expected to be able to:	Show Overhead Transparency #4

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PRESENTATION	APPLICATION
• identify specific terms related to emergency management programs • identify the proper procedures to activate Mutual Aid • identify the proper procedure to declare a Local Emergency • identify the proper procedure to request State and Federal assistance during a disaster • describe how an emergency management program can be established • identify the basic principles of plan development • identify the basic components of a comprehensive emergency management program • identify the components of disaster response operations to include the Incident Command System • define the purpose of an EOC • define the purpose and type of exercises • identify the current laws, regulations, pending legislation and liability issues of emergency management. Class will consist mostly of lecture and class discussion.	

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PRESENTATION	APPLICATION
Certain assumptions have been made about the performance of each student: Course Assumptions: • Active participation and learning is encouraged in this course. Each student is expected to learn by doing and you are encouraged to involve yourself actively in this course. • Focus on identifying your own learning needs. We will be asking you to share your expectations for this course and you are asked to continually reflect on your learning needs throughout the course. • Learn from each other, remember that each person in this class is a resource. You are encouraged to interact with each other and establish a future contact for continued learning. • Take risks. Stretch yourself. In this course there is no such thing as making a mistake. The environment should remain a comfortable place for you to try new things. Let the instructor know when changes are required. • Working in small groups will be important to our learning, since time will be spent on doing tasks and performing exercises within small groups.	Show Overhead Transparency #5

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PRESENTATION	APPLICATION

Assignment Sheet
 	
• reading requirements
• quiz first of each session
  ° to aid retention
  ° to discuss and review important points.
 	
Questions will be welcomed at any time. Help yourself, others and the instructor to make this class profitable for each of us.
 	
A written 50-question multiple choice test will be given at the end of class. Each student must obtain at least 70% accuracy (35 out of 50 questions to pass).
 	
[Encourage students to make notes on the content of the course each day, so that the critique at the end of the course will be more effective and valuable. Use Session Guide to remind you of the day's activities.]
	Refer to Assignment Sheet in Student Manual and review with students

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LESSON SUMMARY

This lesson's purpose was to introduce you to the facilities, the topics of this course, and to identify the requirements of each student.

Please take notice of the course content and manner in which it is presented (lecture, classroom activities, written documentation, etc.) and be prepared to offer constructive criticism and ways in which the course could be improved. You can offer your comments verbally or in writing, and you can do so anonymously. Please feel free to wait a little while after you have attended this course to offer your comments. You can mark upon the handout materials, compose a letter or send newspaper clippings --- whatever you wish. Your positive comments will be appreciated.

EVALUATION

The course evaluation (test) will consist of 50 multiple choice questions. A passing score will require that the student answer 70% of the questions correctly (35 of the 50 questions).

ASSIGNMENT

Review the Session Guide and Assignment Sheet; be prepared for class activities each day of the course.

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Lesson Plan #2

TOPIC: **Introductions and Purpose of Course**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Instruction on topics described in Course Outline and supplemental documents for study.

Behavior: Student will develop primary interest in the class, identify various components of emergency management and recognize the purpose of the course.

Standard: With a minimum 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead projector
- ☐ Instructor's name and telephone number printed for students
- ☐ Short biographical sketch of instructor
- ☐ Overhead Transparencies: Overhead Transparency with Instructor's information, #6, #7, #8, #9, #10, #11, #12
- ☐ For each student:
  - 5" x 7" card
  - Session Guide found in Student Manual

REFERENCES:

International City Management Association, *Local Government Disaster Protection, Final Technical Report*, Washington, D.C.; ICMA , February 1981

International Association of Fire Chiefs, *Fire Service Emergency Management Handbook*, Washington, D.C., FEMA, January 1985

International City Management Association, *Emergency Management: Principles and Practice for Local Government,* Washington, D. C., 1991

RETIRED CURRICULUM

PREPARATION:

Welcome to the class! Now that the administrative details have been covered let's talk about why you're here. Present day economics demand the jurisdictions use their resources to the maximum. The Fire Department in most communities, is not only tasked with providing fire protection and prevention, but also emergency medical services. And, at an increasingly high level, the fire service is also expected to administer the emergency management (EM) program. (In 1979, 28% of Fire Chiefs were responsible for EM; in 1992 over 50%).

This class is designed to introduce fire service personnel to: the reasons for and the methods available, to begin and maintain an emergency management program, and to strengthen your ability to plan and implement effective emergency management at the community level.

The frequency of a disaster impacting your community has increased of late, and during your career you will probably be effected at least every five years by an emergency that was beyond the local jurisdiction's capability.

The Federal Emergency Management Agency (FEMA) reports that there were 39 presidentially declared disasters in 1991. By October of 1992, there were all ready 32 major disasters declared. And the many declared disasters of 1993 and 1994, reinforce the variety and widespread damage that can occur everywhere and anywhere.

Remember, the disaster does not have to occur within your jurisdiction's boundaries for your resources to be used, or for your plans/procedures to be implemented. Are you prepared? Is your jurisdiction prepared? Does your fellow employee know what to do? Have you been trained on your emergency responsibility? Where do you find your employer's emergency plan and action checklists?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Introduce self (instructor) • name • employment history • education obtained • experience level in subject	
	Show Overhead Transparency with instructor's information
Instructor's personal information: • contact information for instructor. • where and when [during and after course.]	
	INSTRUCTOR'S NOTE: Have students introduce themselves by giving their: Name, rank, employing agency, and number of years in the fire service. Show Overhead Transparency #6
Students introductions.	
	INSTRUCTOR'S NOTE: Record length of time and rank in fire service of students, use the shortest and longest periods of time as your guideline in addressing class. Collective time, minimum and maximum time of service, nice to have. Issue each student a blank card

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	INSTRUCTOR'S NOTE: request following information be answered on the blank cards issued to each student and returned to instructor:
Students provide this information in writing: 1. Name 2. Employing Agency 3. Rank and years in Fire Service 4. Population 5. Does your jurisdiction have a written emergency plan? 6. Have you read this plan? 7. Are you assigned to an emergency management program? 8. Why are you enrolled in this class?	INSTRUCTOR'S NOTE: Have each student provide the information requested on a card and have them return the card to the instructor **-or-** ask the students to have the student sitting next to them or in close proximity ask them these questions, when the class has completed this task --- then ask them to introduce each other to the class; card must still be returned to the instructor.] Time limit: 15 minutes

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. (No wrong answers, but should be within scope of course description.)	What do you hope to learn while you are attending this course? INSTRUCTOR'S NOTE: Print the student's answers on a flip chart or other permanent display mechanism for future use. As items from the above list are covered in class, refer to them in class and check them off the list.
NFPA #1021 identifies several tasks expected of a Chief Officer. While you are in this class, you will be expected to act as a Chief Officer. This course is designed to help you be prepared for the role of Chief Officer. The fire department in most communities is not only tasked with fire protection, but also emergency medical services, and more and more it is expected to administer the emergency management program (1979 = 28%; 1992 over 50%). This class is designed to introduce fire service personnel to • the reasons for emergency management programs, and • to strengthen you ability to plan and implement an effective program.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The chances of a disaster occurring have iincreased, and you will probably be impacted • either within your jurisdiction • or from a jurisdiction using your resources.	
	Are you prepared? Does your fellow employee know what to do? Have you been trained on your emergency responsibility? Where do you find your employer's emergency plan and action checklists? [Rhetorical] Show Overhead Transparency #7
As a student, you should have received a letter asking you to prepare for this class by doing some specific things before coming to class, such as • reviewing your emergency plan, and • bringing some items with you.	
	Do you have your Emergency Plan here? Your Organization Chart? Were they difficult to find? [Rhetorical]
As we proceed through this course, refer to your own documents and share them with other students and the instructor. These documents may also be helpful in putting together your Class Project.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The purpose of the course is to:	Show Overhead Transparency #8
present the mechanics of • developing, • maintaining, and • reviewing a community's • comprehensive emergency management (CEM) program.	
examine emergency management in terms of the • historical involvement of the fire service in disaster preparedness, • planning styles, and • elements of a community disaster plan.	
We will discuss the principles of • developing, • evaluating, and • revising emergency management plans and • the use of the Integrated Emergency Management System (IEMS).	
	Show Overhead Transparency #9
Current emergency management strategies emphasize two points: 1. an **all hazard approach** emphasizing intra- and inter- governmental community coordination	
	What does "all hazard" mean?
Allow discussion.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
"All hazard" means to write your emergency plan to include each and every "worst case" scenario that may befall your community (i.e., earthquakes, floods, landslides, epidemic, etc.).	
Current planning emphasis: 2. a growing awareness that responsibility for disaster management capability rests with the community as a whole, not merely with the fire, emergency medical service, and other public safety departments.	Return to Overhead Transparency #9
The major focus of this class is on emergency preparedness and planning and will help you to: • evaluate where you are now • determine where you want to go • provide some guidelines to help you get there.	
Many times it is the fire department that has the leadership role in a community's emergency management program.	If not the fire department, than who?
<u>Allow discussion.</u> Whatever the precise nature of a fire department's emergency management responsibilities, they will differ from jurisdiction to jurisdiction.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #10
The terms disaster, hazard, emergency situation, and crisis are frequently used interchangeably to represent any threat to public health and safety.	
Items discussed in this class are not meant to be **all inclusive** but rather provide a point at which to get you started and to stimulate your own ideas in preparing or contributing to your jurisdiction's emergency planning process.	
Local governments are always prepared to expect the unexpected. By establishing and maintaining fire/EMS and police departments, these governing bodies acknowledge that providing emergency public safety services to the community is a normal and routine responsibility.	
Sometimes, a community is confronted by an emergency situation that cannot be managed using the routine procedures and resources of the responsible local department or departments.	
	Show Overhead Transparency #11

RETIRED CURRICULUM

PRESENTATION	APPLICATION
For purposes of this class, this kind of situation is considered a disaster: an unforeseen, unplanned event that exceeds the normal day-to-day capabilities of local government.	
Although the potential for a disaster exists everywhere, and the cost in suffering, life, and property can be devastatingly high, citizens remain apathetic about emergency preparedness.	
Under normal conditions, citizens and the governments serving them, do not place a high priority on developing or participating in emergency management programs. Yet citizens expect their local government leaders to manage a disaster effectively if one should occur in their community.	
Emergency management can be said to be effective if "when applied during a disaster, it provides the levels of protection for life and property and recovery assistance that are acceptable to the citizens of the community."	
To accomplish this degree of emergency management, the governing body needs to know the acceptable levels of service.	
In most cases, however, the citizens cannot tell you what they need or expect until after the disaster has occurred. At that point, they can, and will, tell you what is not acceptable.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
In general, the citizens expect local government to: • provide information on alerting signals; actions to take; instructions; in advance of the disaster; • assess the magnitude of the emergency quickly and accurately, and to keep the public informed throughout the incident • rapidly restore services such as public utilities, even when those services are not the direct responsibility of the local government • provide for recovery services, or access to them, for example: family unification, psychological counseling, insurance claim preparation, and tax guidance • provide information on mitigating the impact of future emergencies. In too many cases, local governments are not prepared to meet these citizen demands. Emergency planning is often nonexistent; plans are frequently out of date, inadequate or irrelevant to the real threats that the community faces.	Show Overhead Transparency #12 Have students look at their Emergency Plan. What is the date on the plan? (Rhetorical)

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Training and simulation exercises, particularly at the **multijurisdictional** and **intergovernmental** levels, rarely take place. All too often emergency management and governmental leaders are NOT prepared to meet their community responsibilities. It is the task of this class, to motivate YOU to prepare your community.

Remember, that the consequences can be serious. In addition to obvious health and safety effects, communities that experience disasters frequently pay a high price in other ways:

- social disruption,
- negative economic impact, and
- psychological after-effects are common after a disaster.

Ineffective disaster management also can jeopardize the political and personal reputations and lives of public officials.

Local municipal and emergency officials who give inadequate attention to their community's ability to respond effectively in an emergency are politically and legally vulnerable. They may be held personally and professionally liable for the quality of the public protection provided.

There exists a considerable risk to those community leaders who do not manage their emergency potentials.

RETIRED CURRICULUM

LESSON SUMMARY

In this lesson we briefly covered the topics within the field of emergency management that we will cover in this class. Program development, the basics of plan writing, citizen expectations in disaster response and recovery, and the reasons emergency management exists = natural and technological disasters which cause human suffering and property damage.

EVALUATION

See attached.

ASSIGNMENT

Review the Session Guide and Assignment Sheet; be prepared for class activities each day of the course.

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

PURPOSE OF COURSE

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor's name for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

Surveys and public opinion polls indicate that the citizens of a community expect the local government to provide for their safety and provide:

A. information prior to a disaster and mitigate the impact of future emergencies
B. for an increased amount of health insurance after a disaster in their area
C. materials and guidance on how to reconstruct their residence
D. certified contractors and consultants to assist them in their preparedness efforts

[Student Source: Overhead Transparency #12, found in Student Manual]

The Federal Disaster Act of 1950 created:

A. the Federal Emergency Management Agency (FEMA)
B. permanent legislation pertaining to disaster relief and the legal basis for a continuing federal role in those programs
C. the first piece of state legislation regarding response to disasters
D. insurance codes for specific disasters and provided protective actions be implemented

[Student Source: Information Sheet #9.]

RETIRED CURRICULUM

The word ***disaster***, is usually defined as:

A. a crisis of unmeasurable proportions
B. a hazard that requires a jurisdiction to pre-plan and train for the inevitable
C. an unforeseen, unplanned event that cannot be managed with routine procedures
D. the unfavorable aspect of a star.

[Student Source: Overhead Transparency #11, found in Student Manual.]

The term ***disaster***, as defined in this class, shall mean:

A. a crisis of unmeasurable proportions
B. a hazard that requires a jurisdiction to pre-plan and train for the inevitable
C. an unforeseen, unplanned event that cannot be managed with routine procedures
D. an incident which threatens life, property or the environment.

[Student Source: Information Sheet #1 and Overhead Transparency #15, found in Student Manual.]

RETIRED CURRICULUM

Lesson Plan #3

TOPIC: **DESCRIPTION OF EMERGENCY SITUATIONS**

TIME FRAME: 25 minutes (with 25 minute exercise)

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to describe natural, human-caused or technological, and war-related (civil) emergency situations

Standard: With a minimum of 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Flip chart and stand
- ☐ Overhead Transparencies #13, #14, #15, #16, #17, #18, #19, #20
- ☐ One for each student
  - Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*
  - Classroom Exercises: *Disaster Categories*

REFERENCES:

William M. Kramer, Ph.D. and Charles W. Bahme, J.D., *Fire Officers Guide to Disaster Control*, (Saddle Brook, New Jersey, 1992, page 2, 9 and 10)

Fire Service Emergency Management Handbook, International Association of Fire Chiefs, Washington, D.C., January 1985

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

RETIRED CURRICULUM

PREPARATION

Have you ever thought about the routine emergency situations that your local fire department responds to and how easily those emergency situations could escalate into an event that is beyond the resources of your department, jurisdiction and surrounding community. Are you prepared for that event?

One of the first steps in preparing yourself and your community is to think about the possibility of an emergency, or a disaster happening while you're on duty. Let's take the first step, let's think about what that emergency could be.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • minor bodily injuries • breaking your favorite toy • absent parent • loss of television • • •	When you were a child, what was an emergency?
Allow discussion. Beyond your • control and • ability to fix -and- • usually there was someone who could help you.	What made these incidents emergencies?
Now think about the type of emergencies that life presented to you when you were a teenager and then later as an adult. As we get older and a little wiser, we learn how to **respond** to different situations and **mitigate** their impact upon our lives. We keep a little extra money (a resource) tucked away, so that we're **prepared** and can **recover** from those **unexpected** events that do occur, usually unannounced.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What types of emergency situations are routine to the fire service?
Allow discussion: Answers may vary, these points may be brought out: • motor vehicle accident • residential fire • industrial fire • medical response • hazardous material release • water leak • •	
The terms emergency situation, hazard, disaster, accident and crisis are frequently used interchangeably to represent any threat to public health and safety. Let's define these terms.	
	What does crisis mean?
Allow discussion.	
	Show Overhead Transparency #13
"Crisis" an unstable or crucial time or state of affairs whose outcome will make a decisive difference for better or worse."	
	What does the word emergency mean?
Allow discussion.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #14
"Emergency: an unforeseen combination of circumstances or the resulting state that calls for immediate action; **a life, property or environment-threatening incident**, that may occur suddenly or unexpectedly."	
	What does disaster mean?
Allow discussion.	
	Show Overhead Transparency #15
"Disaster: An incident which threatens life, property or the environment."	
Remember, for purposes of this class, the words commonly used to describe an emergency, crisis, hazard, and disaster shall mean: • An incident which threatens life, property or the environment."	
	Show Overhead Transparency #16
In the narrowest sense of the word, disaster is a relative term depending on the • number of casualties	
[although, disasters are usually expected to involve fatalities, the victims need not be human as in the Valdez Alaskan oil spill (580K birds, polluted the sea to depth of 300 feet, for 1,200 miles)].	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• the extent of property damage • the length of time involved • the capacity, and strength of forces available to cope with it. • size of the jurisdiction. The amount of publicity received about the incident, does not determine whether or not it is a disaster. [An explosion of railroad tank cars that wipe out half the population of a small community or a bus accident that kills all the graduating class of a local high school would certainly be considered a disaster in a regional sense. However, these incidents might not receive the nation wide publicity resulting from a nuclear power plant accident that actually released radiation.] In the eyes of the victims, it is not important if a mishap receives national publicity. Let us identify how emergency situations are divided into categories. There is a difference in the **cause** of a railroad accident and an earthquake. <u>Allow discussion.</u>	What would be the cause of an earthquake?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Earthquakes normally occur due to earth forces and are not generated by humans. Therefore, earthquakes are called **natural** disasters.	
Other events, like the railroad accident are normally generated by **humans**, through their omission or error. Being designed by humans also gives them that name of **man-made, human-caused** or **technological hazards**.	
For example, industrial complexes that handle hazardous materials. A hazardous materials release may cause a disaster.	
	What disasters have occurred recently?
Allow discussion.	
	List these disasters on the board or flipchart.
	Ask students to identify the type of disaster they were: natural or technological.
	Exercise *refer to Exercises in Instructor Guide* Divide class into groups of about ten persons. Ask each group to develop a list of **natural** disasters and another list of disasters which occur due to **human-caused/technological** reasons.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Provide each group with a flip chart and marking pens. Ask students NOT to use any printed materials or to acquire information from other groups. Time: 10 to 15 minutes only INSTRUCTOR'S NOTES: At the end of the exercise, identify which group has the most events listed under **natural** disasters. INSTRUCTOR'S NOTE: Identify a class participant to present these events in list form, at the front of the class. While that spokesperson is identifying these natural disasters, the other groups should be checking their listings for duplicates and marking them off. As class identifies the types of disasters, instructor should check them off on the overhead transparencies #15, 16 and #17 before displaying them on the projector. INSTRUCTOR'S NOTE: Record the name of the spokesperson for each group; try to ensure that each person acts as spokesperson during the course of the class.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Are there any other natural disasters that have not yet been identified?
Add to the list, as necessary.	Compare with Overhead Transparency #17 INSTRUCTOR'S NOTE: Identify which group has the most events listed under **human-caused/technological** disasters (or choose another group to participate). INSTRUCTOR'S NOTE: The class participant should present the **human-caused/technological** events in list form, under a separate heading. Have that group name off the events from their list, while the other groups review their listings.
Add to list, as necessary.	Are there any other human-caused or technological disasters that have not yet been identified? Compare to Overhead Transparency #18

RETIRED CURRICULUM

PRESENTATION	APPLICATION
These were human-caused/technological disasters that may impact your community.	
There are a few other things that are not covered on this list that would require the forces needed for a small disaster: • a papal or royal visit • massive reception of immigrating people (i.e., boat people, air lifts, etc.) • winter assistance provided to homeless.	
	What ingredient exists that does not qualify these events just mentioned, as a disaster?
These events are usually pre-planned or known about in advance.	
	Show Overhead Transparency #15 (again)
Emergency/Disaster shall mean for purposes of this class: • an unforeseen event that • **threatens life, property or the environment.**	
	What is another way to determine if major emergencies may occur in your community?
<u>Allow discussion.</u> • Past history of disasters in your area, • surrounding areas that may impact your operations and resources --- creating another type of emergency in your jurisdiction.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Another factor to include in emergency planning efforts, is the fact that WAR can still occur at any time. War has been described as a deliberate human act that causes extensive harm, and is therefore, categorized as q CIVIL DISASTER, which includes terrorism.	Show Overhead Transparency #19
Civil Disasters/War including Terrorism, are divided into these types • Biological War ruins crops, land, water, etc. • Chemical War poisonous gas, toxic liquids • Conventional War guns and bombs (needs people) • Nuclear War atomic in nature, radiation • Viral War sicknesses, viruses, etc.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Does your local law enforcement agency keep your department informed or share their plans with you?
Allow discussion.	
	Show Overhead Transparency #20
Terrorism • definition • categories • possibilities.	

RETIRED CURRICULUM

LESSON SUMMARY

Every community is vulnerable to some sort of serious emergency situation or disaster. Disasters of the same type differ widely in severity, depending on such factors as the degree of warning and duration and scope of impact. Remember, there is no such thing as a typical disaster --- **any event that threatens life, property or the environment** can be your next emergency situation.

Remember, that various types of disasters may occur separately, but may also occur in pairs or multiples. A community must prepare for natural, human-caused (technological), and civil disasters (war and terrorism) to truly protect their population, property and environment.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

DESCRIPTION OF EMERGENCY SITUATIONS

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

An avalanche which causes a large-scale emergency is categorized as an example of a:

A. Secondary effect
B. Natural disaster
C. War or Civil Disaster
D. Human-caused/technological disaster

[Student Source: Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*]

An act of terrorism which causes loss of life and property damage can be categorized as an example of a:

A. Secondary effect
B. Natural disaster
C. War or civil disaster
D. Human-caused/technological disaster

[Student Source: Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*]

RETIRED CURRICULUM

To be categorized as a *disaster*, the incident must:

A. Have required the emergency response forces of all levels of government
B. Have required the public and private sectors to mitigate the problem
C. Have generated loss of life and nation wide publicity
D. Have threatened life, property or the environment

[Student Source: Information Sheet #1 and Overhead Transparency #15, found in the Student Manual.]

There are factors that define whether or not a situation is a *disaster*. These factors include the:

A. size of the community and its peak population
B. number of incidents occurring at any one time
C. capabilities, resources, number of casualties and amount of property damage
D. ecological variations and seasonal shift in harmonic influences

[Student Source: Overhead Transparency #16, found in the Student Manual.]

RETIRED CURRICULUM

Lesson Plan #4

TOPIC: **PROJECT ASSIGNMENT DESCRIPTION**

TIME FRAME: 30 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will demonstrate their ability to prepare an oral presentation and their interaction with other members of the class as an Emergency Management Organization and present information to others in reference to emergency activities

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:
- ☐ Student information cards
- ☐ Class Project written materials (should be in Student Manual)
- ☐ Updated *Current Listing of Resources* for each assigned city
- ☐ Listing of students assigned to a specific group
- ☐ Listing of scenarios assigned to different groups
- ☐ Definitions of Nuclear Regulatory Commission's Emergency Classifications

REFERENCES:

PREPARATION

Each class participant will be assigned to a mythical city's Emergency Management Organization. Each "city" will provide a 30 minute presentation to this class. Other members of the class will represent the City Council and the very powerful citizens' Disaster Committee.

The purpose of this simulated activity will be to evaluate how each group prepares for and responds to a disaster. Each presentation should incorporate the reading assignments and the lessons presented during the course of this class. We will now see how jurisdiction's similarly and differently prepare to meet a disaster within their own territory.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
As a part of this class, each student is required to participate in an oral presentation. The premise of this presentation is that *your* city has experienced a disaster. Each group will be allowed 30 minutes for their presentation. Each student will be assigned to a mythical city.	INSTRUCTOR'S NOTE ***Before*** starting this lesson, • arrange a listing of the students into groups • depending upon the number of students in class, establish groups of students that are approximately equal in number • the groups should reflect populations which are close to that of the student's employing agencies • decide the number of mythical cities required, their names, population size and resources (change Current Listing of Resources, as required) • assign each student to a group (City of _____). Direct students to page 3, *Class Project, Basic Information.*

RETIRED CURRICULUM

PRESENTATION	APPLICATION
You will be working with other students who have a similar background, their employing agencies have a population close in numbers to your own. Information will be presented to you throughout this class and in the reading assignments that will help you prepare your presentation. Each group shall represent the Emergency Management Organization (EMO) for the city. The City Council and the Disaster Committee, made up of very influential citizens, have requested that the Emergency Management Organization (EMO) prepare an Incident Action Plan (IAP) for the next 12-hour operational period. Each person in the group must prepare and coordinate their activities with the Incident Commander of their group. Take notice, students who are not presenting will act as members of the City Council and Disaster Committee. These role-players will be encouraged to ask questions of the presenting group. Use this list of questions to prompt you in developing your presentation.	Direct students to page 4 of the *Class Project, Incident Action Plan Considerations*.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Direct students to page 5, *Class Project, City of _____, California USA.*
This page describes your city.	Direct students to page 5, second paragraph from the end of the page. Beginning with "The City of _____."
The information that belongs in these blanks is found on the pages which follow the city map. The city map is on the next page (5).	INSTRUCTOR'S NOTE ***Prior*** to beginning this lesson, develop or modify a *Current Listing of Resources* for each mythical city assigned to a group.
	Direct students to page 6, *Current Listing of Resources, City of Grande.*
Each city will have a listing similar to this one.	
Students have been divided into groups in this manner.	INSTRUCTOR'S NOTE:: Announce the name of each mythical city and the names of the students assigned to that city -or- ***prior*** to this lesson, develop a printed list that can be disseminated to all students.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Direct students to page 7, for the Nuclear Power Plant Classification Definitions.
You may want to review these definitions to understand if there is a threat to your city from the Nuclear Power facility.	
	Direct students to pages 8, 9 and 10. Tell students to listen for their specific information.
Let's go through each city's *Current Listing of Resources*.	
	Read aloud the additions/modifications/changes that have been made to each city's specific listing.
Students are not to deviate from the given equipment, services or personnel counts.	
If you obtain additional resources not listed, the group must provide realistic sources and time frames for the acquisition of that resource during their presentation.	
	INSTRUCTOR'S NOTE ***Prior*** to this lesson, decide which scenario will be assigned to each city. Six scenarios are provided. Do not assign the same scenario to any of the groups.
	Direct students to page 11, *Scenario #1*.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
There are six scenarios provided in this material. Each scenario describes conditions within the city up to the third hour. Your assignment is also provided on these pages. Notice you are to use Incident Command System terminology in your presentation.	
	Direct students to page 17, Action Planning.
Review the Standardized Emergency Management System (SEMS) description of Action Planning and related requirements. Your presentation should include SEMS terminology also.	
	Direct students to *Emergency Operations Center, ICS Disaster Preparenedness Management Guide*, on page 18.
In this package is an example of how one city developed their Emergency Operations Center responsibilities.	
	Direct students to organization chart on page 19.
This is how you are to organizeyour group for the presentation. All positions are to be managed, just like in the ICS.	
	Direct students to pages 20 through 47.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The following pages contain each position's • title • responsibility and • emergency action checklist. Notice on page 20 how the responsibiities of the City Council have been developed and displayed. There is a checklist for each position identified on the organization chart. Use these checklists in developing your presentation. These may not reflect your actual employing agency's organization, but can be used for purposes of this class. You will need to develop this presentation during study periods, classroom breaks and after class.	

RETIRED CURRICULUM

LESSON SUMMARY

Each jurisdiction is vulnerable to a "disaster" of some type or another. This simulated activity will introduce you to one method of organizing a city's Emergency Management Organization. Review the entire Class Project. Read through all of the instructions, the information about the various jurisdictions, each scenario, the EOC's organization chart and each of the position descriptions.

Information provided through classroom instruction and reading assignments will assist you in developing your Class Project.

EVALUATION

To be conducted by the instructor as each group provides their presentation. Refer to Lesson Plan #27, Project Presentations.

ASSIGNMENT

Read all of the Class Project materials.

RETIRED CURRICULUM

The Class Project contains information about the Big Plume Nuclear Power Plant. The students should either find or ask about emergency classifications of a nuclear power plant. Here are the definitions for the instructor.

NUCLEAR POWER PLANT
EMERGENCY CLASSIFICATION SYSTEM

The Nuclear Regulatory Commission (NRC) established an emergency classification system. The four stages of a nuclear power plant incident are:

Unusual Event and ***Alert***

There is little or no threat to public safety during the Unusual Event and Alert classifications. Any releases are within technical specifications set by the NRC or are a fraction of federal and state Protective Action Guides (PAGs). These classifications provide early and prompt notification of minor events which could escalate in the event of operator error or equipment failure, or which are symptomatic of a more serious condition.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. A local jurisdiction may activate their Emergency Operating Center (EOC) at the ***Alert*** level. The state authority is also notified by the utility.

Site Area Emergency

Releases at this classification are not expected to result in exposure levels exceeding the Environmental Protection Agency (EPA) Protective Action Guides (PAGs). Full mobilization of emergency personnel in the nearsite environs is indicated, as well as dispatch of monitoring teams and associated communications.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. . The state authority is also notified by the utility. The utility will also begin dose projections; recommend protective actions to local decisionmakers; provide briefings to authorities on plant conditions; and mobilize radiological monitoring teams.

The local jurisdiction may recommend protective actions for people and animals (domestic and farm); request assistance from the state; close specific facilities, parks and schools; and mobilize radiological monitoring teams. The local jurisdiction may declare a local emergency.

RETIRED CURRICULUM

General Emergency

This is the most severe classification. It is based on potential reactor core melt and threat to public safety. Protective action decisions will be based on projected dose to the general population and time constraints.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. . The state authority is also notified by the utility. The utility will also begin dose projections; recommend protective actions to local decisionmakers; provide briefings to authorities on plant conditions; and mobilize radiological monitoring teams.

The local jurisdiction may recommend protective actions for people and animals (domestic and farm); evacuate and/or shelter within certain areas; request assistance from the state; close specific facilities, parks and schools; and mobilize radiological monitoring teams. The local jurisdiction may declare a local emergency and ask the state to declare a state emergency, as necessary.

RETIRED CURRICULUM

LESSON PLAN #5

TOPIC: **Incident Command System**

TIME FRAME: 30 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVE:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will recognize the basic components of an organizational system and how to adapt the Incident Command System to large-scale disaster planning

Standard: With a minimum of 70% accuracy on a written examination.

MATERIALS NEEDED:
- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Flipchart and markers
- ☐ Overhead Transparencies #21 through #35
- ☐ One per student (should be in Student Manual)
  Information Sheet #2, *Incident Command System*

REFERENCES:
William M. Kramer, Ph.D. and Charles W. Bahme, J.D., *Fire Officer's Guide to Disaster Control*, Second Edition, Saddle Brook, New Jersey, Fire Engineering Books & Videos, 1992
Standardized Emergency Management Systems (SEMS) Guidelines, March 1995, Part I and II, Field Level Response

PREPARATION:
Now that we have defined different types of emergency situations and placed them into categories, let's discuss ways of preparing to manage disasters.

One of the first things we need to do is find a method of organizing our resources. The fire service has been using a system for several years now that allows for a variety of different elements to join together to cope with different types of emergency situations: fires, hazardous materials release, etc. Let's review this structured method of emergency management, known as the Incident Command System, and see if it can be modified for use in larger incidents.

Remember, during this discussion that the advantage of Incident Command System (ICS) is that it is flexible!

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	INSTRUCTOR'S NOTE: This lesson should be a review of Basic ICS for the students since prerequisites for Fire Command 2D are: • Command 2A, Command Tactics at Major Fires; and • I-220 Basic ICS.
Due to the tragic 1970 wildland fire season in southern California, the FIRESCOPE project was developed. (FIRESCOPE = **FI**refighting **RE**sources of **S**outhern **C**alifornia **O**rganized for **P**otential **E**mergencies; 1987 FIRESCOPE = **FI**refighting **RES**ources of **C**alifornia **O**rganized for **P**otential **E**mergencies, now an important cornerstone in the nation's development of an all risk incident command system.) In thirteen (13) days the fires caused the destruction of over 700 homes, burned over 500,000 acres, and sixteen (16) lives were lost.	
	Show Overhead Transparency #21, Major Problems
The major problems recognized related to the response operations were: • mutual aid • incident management • communications and • multi-agency coordination.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
These problems and others were the basic foundation for FIRESCOPE (who received initial funding 1972 - 1977). Their task was to review the problems and find a solution. One of the solutions they found to improving response operations was the Incident Command System.	Show Overhead Transparency #22, ICS provides...
The Incident Command System has now proven itself many times over. It provides a • chain of command that will adapt to emergency events, both large and small • mission-oriented management checklists and • common terminology.	Could the ICS be utilized for other public safety organizations?
Allow discussion. Yes It has become a standard operating procedure for fire departments across the United States. It has **ALSO** been adopted by police departments, hospitals, and private industry. **It is very flexible and bends easily to the needs of any organization** (especially for response operations).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
And the concept has been adopted by the State of California for all of its emergency operations plans.	
	Show Overhead Transparency #23
As a review, the Incident Command System provides: • Common Terminology through standardized terms and titles • Modular Organization meaning it builds from the top down, someone must be "in charge" • Integrated Communications, the method of exchanging information is pre-identified • Unified Command Structure needed to handle the multi-tiered levels of government expected to respond to large-scale emergencies • Consolidated Action Plans identify priorities • Manageable Span of Control is defined into standard sized units which can be supervised effectively • Comprehensive Resource Management utilizing internal and external sources.	
These elements are directly applicable to the requirements of managing a major emergency.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Could the ICS be utilized within your jurisdiction for other agencies/departments/divisions?
Allow discussion. Yes. Police, public works, and others that are tasked to response to various incidents in an organized manner could use the ICS.	
The Incident Command System allows the emergency planner **to modify the basic structure** to fulfill the needs of the jurisdiction's **organizational needs**.	
	Show Overhead Transparency #24, Basic ICS
	(Rhetorical) Could you modify this basic ICS structure to depict your jurisdiction's emergency management organization?
Allow discussion. Yes	
Although the Incident Command System is a thoroughly detailed organization, we will **focus only on the major elements** and **explore their application to the needs of the emergency planner** (plans/procedures and staffing EOC).	
(The major components of the ICS.)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	In a fire ground situation, who might be the Incident Commander?
Allow discussion. Incident Commander may be: • first in officer • Battalion Chief • •	
	Now, the situation is an earthquake and all the jurisdictional forces are under the command of one body, who might be the Incident Commander in your emergency plan?
Allow discussion. The Incident Commander could be: • Mayor/Chairman of the Board • City Manager/County Adm Officer • Fire Chief • Police Chief/Sheriff • Public Works Director • • • (any one with appropriate authority)	
	In a fire ground situation, what is Incident Command?
Allow discussion. • Person in-charge • Overall responsibility •	
	Show Overhead Transparency #25

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Incident Command = overall responsibility for the management of the operation. Command is the action taken to • direct, order, or control resources • by virtue of explicit legal, agency or delegated authority. The on-scene command of an incident or an event is carried out by the Incident Commander who is commonly referred to as the "IC." There are five functions identified in the Incident Command System. We have discussed Incident Command.	What are the other functions, besides Incident Command, that are identified in the Incident Command System?
<u>Allow discussion.</u> • Operations Section • Planning/Intelligence Section • Logistics Section • Finance/Administration Section The IC may assign the authority to conduct the primary functions of operations, planning/intelligence, logistics and finance/administration to others. When these functions are filled with people, the individuals become members of the incident General Staff.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	For an earthquake situation, would the definition of an Incident Commander change?
Allow discussion. No	
	Who in your emergency organization might assume the Incident Command in an earthquake situation?
Allow discussion. Incident Command could be: • Public Safety chiefs • Elected Officials • Public Works Director • (anyone with appropriate authority).	
As a result of the 1991 East Bay Hills Fire in Oakland, Senate Bill 1841 was passed by the legislature and made effective January 1, 1992. The intent of this law, is to improve coordination of state and local emergency response in California. This statute establishes the regulation of the Standardized Emergency Management System (SEMS). [To be discussed further in Lesson Plan #10.]	
	Write "SEMS" on board.
The basic framework of SEMS incorporates the use of the Incident Command System (ICS).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
We will review the ICS and its application to emergency management response operations and emergency plans.	
Under the SEMS regulations, the function with overall responsibility of an incident at the **Field level** should be known as **Incident Command**.	
The position responsible for overall emergency policy and coordination through the joint efforts of governmental agencies and private organizations at any **EOC level** should be known as **Management**, usually called **EOC Director**.	Show Overhead Transparency #26 Could you have titled the position with overall authority within the Emergency Operations Center (EOC) your Incident Commander?
Allow discussion. Yes To clarify communications, the SEMS regulations suggest that Incident Command • at the Field level be known as Incident Command and • at the EOC levels this position be known as Management, and titled as the EOC Director.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Now let's define the other ICS sections.	
	Return to Overhead Transparency #24
	What are the responsibilities of the Operations Section Chief?
Allow discussion. **Operations** responsible for the coordinated tactical response of all field operations directly applicable to, or in support of, the mission(s) in accordance with the Incident Action Plan (IAP).	
	Show Overhead Transparency #27
	Should the definition of Operations change between Field level response and EOC level response?
Allow discussion. No, their definition at each level is very similar.	
	What are the responsibilities of the Planning/Intelligence Section Chief?
Allow discussion. **Planning/Intelligence** is responsible for the collection, evaluation, documentation, and use of information about the development of the incident, and the status of resources.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #28 Should the definition of Planning/Intelligence change between Field level actions and EOC level actions?
Allow discussion. No, their definition at each level is very similar. Now you may be involving personnel and actions at a higher level in the organization.	
	What are the responsibilities of the Logistics Section Chief?
Allow discussion. **Logistics** is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident. All requests for assets, whether internal (from within the original jurisdiction) or external (mutual aid) are directed to this element.	
	Show Overhead Transparency #29 Should the definition of Logistics change between Field level actions and EOC level actions?
Allow discussion. No, their definition at each level is very similar. Now may now involve resources and actions to an expanded area.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What are the responsibilities of the Finance/Administration Section Chief?
Allow discussion. **Finance/Administration** responsible for all financial and cost analysis aspects of the incident, and for any administrative aspects not handled by the other functions.	
	Show Overhead Transparency #30
	Should the definition of Finance/Administration change between Field level actions and EOC level actions?
Allow discussion. No, their definition at each level is very similar. Now you are involving personnel and actions at a higher level in the organization.	
ICS provides an emergency management structure which allows for the most qualified personnel to be used at any position.	
	Return to Overhead Transparency #24
Incident Commanders may at the onset of the emergency be relatively low ranking personnel.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
ICS provides a mechanism for the transfer of command when the emergency requires more qualified personnel.	
	Could the fire department be involved in more than one incident, utilizing the Incident Command System, within your jurisdiction at any one time?
Allow discussion. Yes	
	Could there be another department, within your jurisdiction, such as the police department, using the Incident Command System, at the same time as the fire department is using the Incident Command System?
Allow discussion. Yes Therefore, there may be two Incident Commanders out in the field on two different situations.	
To prevent confusion, the use of the Incident Command System at the EOC level has resulted in some slight name changes.	
The position with overall responsibility for the incident at the field level is the Incident Commander.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Return to Overhead Transparency #26.
The position with responsibility for overall emergency • policy and coordination • through the joint efforts of • governmental agencies and • private organizations at the EOC level is Management, also known as the EOC Director.	
The rest of the General Staff • Operations Section • Planning/Intelligence Section • Logistics Section • Finance/Administration Section retain the same Section titles, but instead of "Chief", the SEMS regulations suggest the use of "Coordinator" be added to their titles.	Show Overhead Transparency #31, SEMS suggested titles
Considerable effort has been made to make ICS adaptable to the needs of other disciplines. ICS provides a common organizational framework within which agencies can work collectively at the scene of an emergency.	Show Overhead Transparencies Point out similarities and differences: #32 = Fire Department example

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	#33 = Smaller Local Gov't EOC Functions example #34 = Larger Local Gov't EOC Functions example #35 = Hospital Example What, if any, requirements of a system are reflected in each of these organization charts?
Allow discussion. • Standardized Terminology • Division of Labor • Readily Adaptable • Ability to Expand or Downsize • Integrates a Wide Variety of Resources The ICS is a viable tool to use for emergency management.	

RETIRED CURRICULUM

LESSON SUMMARY

In this brief discussion of the Incident Command System, the intention was to introduce a system, its major concepts and components. It was not intended to be a complete course on ICS, but should prepare you to adapt the ICS to fit the needs of your jurisdiction's emergency planning efforts.

The Incident Command System is but one of many systems that could be used to manage disasters. What distinguishes this system from most of the others is that it works, and it has worked very well. **It has also been adopted by the State of California for all operational plans, and gains emphasis with the passage of the Petris Senate Bill 1841, the Standardized Emergency Management System law.**

SEMS' intend is to standardize the response to emergencies involving multiple jurisdictions or multiple agencies. SEMS requires emergency response agencies to use the Incident Command System (ICS) as the basic emergency management system. Every incident, no matter how small can be managed according to the principles of ICS, if the first person on the scene who has single discipline management responsibility will always follow the basic principles of ICS.

The Incident Command System combined with a management decision process, can spell success for a jurisdiction to use it during a major emergency.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #2, *Incident Command System*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

INCIDENT COMMAND SYSTEM

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

The Incident Command System provides:

A. A flexible system to implement an emergency plan's response operations
B. A management tool for controlling a jurisdiction's disaster spending
C. A standardized response to various emergency situations
D. A modular concept which delineates command positions.

[Student Source: Information Sheet #2, *Incident Command System.* Overhead Transparency #21

This function of the Incident Command System is responsible for overall management of the incident

A. Incident Command
B. Operations
C. Planning/Intelligence
D. Logistics

[Student Source: Information Sheet #2, *Incident Command System.* Overhead Transparency #25.]

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

INCIDENT COMMAND SYSTEM

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

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The Incident Command System provides:

A. A flexible system to implement an emergency plan's response operations
B. A management tool for controlling a jurisdiction's disaster spending
C. A standardized response to various emergency situations
D. A modular concept which delineates command positions.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.* Overhead Transparency #22.]

This function of the Incident Command System is responsible for overall management of the incident

A. Command/Management
B. Operations
C. Planning/Intelligence
D. Logistics

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.* Overhead Transparency #25.]

RETIRED CURRICULUM

This function of the Incident Command System is responsible for all tactical command and coordination of incident response assets, regardless of agency affiliation or type of asset:

A. Command/Management
B. Operations
C. Planning/Intelligence
D. Logistics

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #27.]

This function of the Incident Command System becomes the organizational focus for all information or knowledge relative to the incident:

A. Command/Management
B. Operations
C. Planning/Intelligence
D. Logistics

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #28.]

This function of the Incident Command System is responsible for obtaining personnel, supplies, materials or items required to control the situation or support the response structure:

A. Command/Management
B. Operations
C. Planning/Intelligence
D. Logistics

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #29.]

RETIRED CURRICULUM

The Incident Command System and the Standardized Emergency Management System identify how many primary functions in an emergency management organization?

A. Four
B. Five
C. Six
D. Seven

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.* Overhead Transparency #24, #26 and #31.]

The primary ICS management functions, known at the field and EOC levels under SEMS, are identified as the:

A. Command Staff
B. Team Liaisons
C. General Staff
D. Management Team

[Student Source: Information Sheet #2, *SEMS and the Incident Command System* and Information Sheet #7, *Acronyms, Terms and Definitions.*]

The basic principles of the Incident Command System encourage:

A. a system that is rapidly and logically expandable from initial response
B. an organizational structure that is explicitly designed for specific events
C. a system that is only applicable to emergency response agencies
D. a system with unfamiliar terminology and procedures.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.*]

RETIRED CURRICULUM

Lesson Plan #6

TOPIC: **FUNCTIONS OF AN EMERGENCY OPERATING CENTER**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify and define functions performed in an EOC prior to and during an emergency

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #36 through #42
- ☐ One per student (should be in Student Manual)
  - Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*
  - Information Sheet #5, *Activation Criteria and EOC Staffing Levels*
  - Classroom Exercises: *EOC Message Priority Exercise*

REFERENCES:

Federal Emergency Management Agency (FEMA), *Emergency Operating Centers Handbook*, CPG 1-20, May 29, 1989.

State of California Standardized Emergency Management System (SEMS), Accredited Course of Instruction, March 1995.

RETIRED CURRICULUM

PREPARATION

Emergencies of all types - floods, droughts, landslides, shore erosion - cause an additional burden to all levels of government. While the demand for service escalates, the ability to deliver those services diminishes. Special skills, equipment, and facilities are needed to efficiently manage these special events. An increased need for communities to direct and control their "assets" is required.

Managing government on a daily basis is NOT the same as during an emergency. The number and nature of problems differs greatly from those encountered during normal governmental operations. To gather information during an emergency, to make decisions quickly, and to direct necessary actions requires close coordination between key officials. Such coordination is best obtained when these officials and key support staff are located near each other, preferably in the same facility, and have direct lines of survivable communication. An EOC is the facility in which the jurisdiction's emergency management process can be implemented effectively.

A central facility from which all local emergency efforts can be coordinated and directed, is essential for emergency response and recovery. A jurisdiction must face the fact that an emergency will significantly change their normal daily operations. An Emergency Operating Center provides that proper setting and can act as the symbol of the community's emergency preparedness efforts.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
An Emergency Operating Center (EOC) is basically a management tool.	Write "EOC" on the board. What are the functions of an EOC?
Allow discussion. A facility or specific location that can enhance a jurisdiction's ability to • direct and control resources, and • make informed decisions during a disaster.	[Rhetorical] How many of you have seen an EOC? How many of you have seen an EOC in action?
Show of hands is adequate. First of all, think of an EOC as a plain square room. Nothing in it.	INSTRUCTOR'S NOTE: Dual-use facility, flexibility, capable of easy use, changeable.
You are now assigned the responsibilities of the Emergency Planner or Emergency Services Coordinator for your jurisdiction.	What could you use this EOC room for on a daily basis?
Allow discussion. Working office	What would you do in this EOC on a daily basis when emergencies are not occurring?
Allow discussion. Use the quiet time to get prepared.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
This period of time, when emergencies are not occurring is known as the **Pre-Emergency Phase**. It is the time effective Emergency Management Coordinator develop the **readiness and capability** of the emergency organization.	Show Overhead Transparency #36
During this Pre-Emergency Phase when normal day-to-day government operations take place, the EOC can be a place in which to: • develop emergency management staff ° identify direction and control personnel within the jurisdiction, community, public, and private resources and ° train these people • write, revise, distribute and test plans for the full range of emergencies that could reasonably be expected to occur in your jurisdiction • train others with emergency responsibilities ° through training sessions, meetings, exercises (employees, volunteers, support groups) • conduct exercises ° tabletop, functional and full-scale to test various components of the emergency management program	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• collect, organize and update information on resources; ° human (volunteer groups, auxiliaries) and ° material (emergency power, water, heavy equipment, food, bedding, medical and sanitation).	
The Pre-Emergency Phase is also the time to establish or improve your jurisdiction's emergency capability.	
	Show Overhead Transparency #37
The EOC can be a place in which to establish or improve your capabilities:	
• by acquiring necessary hardware to perform tasks identified in emergency plans	
• including EOC and alternate EOCs	
• evaluate EOC systems ° communications, telephones, radios, computers, intelligence, etc.	
• inventory local supplies and find alternate sources of: ° tow trucks, cranes, boats, etc. ° vehicles and heavy equipment	
• stockpile necessary emergency supplies and contract/locate other sources of: ° food, bedding, medical and sanitation.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Now let's discuss the **Emergency Phase** usage of an EOC.	
	What types of emergencies can happen <u>without</u> warning?
<u>Allow discussion.</u> • Earthquakes • Flash floods • Transportation accident • •	
	What is the role of the EOC when an emergency occurs without warning?
<u>Allow discussion.</u> General answers • coordination • information gathering • plot information • set priorities • warn public • decide on need for additional resources	
An EOC is established to "direct and control" the actions and resources used to manage a disaster. The most critical role of the "direction and control" element of an EOC when an emergency occurs without warning is to **determine the nature and extent of the event.**	
	Show Overhead Transparency #38 "Emergency w/o Warning"

RETIRED CURRICULUM

PRESENTATION	APPLICATION
In most disaster situations, your efforts to determine the nature and extent of the event will be hindered by communication systems failure or degradation.	
	What types of problems might you encounter as you try to perform one of the primary duties of the EOC, to gather information?
Allow discussion. • initial reports are fragmented • information is difficult to obtain and exchange properly • false reports or partial reports of life-threatening events, property damage, or requests for assistance will waste resources ° the source may not be trustworthy; observers witnessed events from different vantage points; different experience levels; time of observation = all account for mixed information.	
The information gathering function is one justification for a centralized direction and control location, an EOC.	
	Show Overhead Transparency #39
An EOC is the place to plot and depict ALL information on the situation • circumstances can be evaluated and prioritized • "dead areas" can be investigated.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
With valid information, correct priorities can be determined for response operations • response can be planned and coordinated ° prioritize areas of anticipated damage from specific threats before the event occurs • decreases the depletion of resources on minor incidents, usually reported first • continual revision of situation analysis to shift resources where needed. Determine need for additional assistance from other sources • identify type and amount of mutual aid and resources needed to manage emergency (equipment and personnel) • must know what resources have already been deployed, are left in reserve, and still required An EOC is a location where all elements of the emergency service organization • gather and display information in a useful format for the jurisdiction's decision-making body • establish response priorities • decide upon and coordinate emergency response • request outside assistance to mitigate effect (including coordination with other governmental levels) • plot and store resource information.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Tsunami • Tornado • Floods • •	What types of emergencies can occur that provide advance warning?
All of the actions that apply to Pre-Emergency, Normalcy and to Emergencies without Warning, are part of the emergency direction and control function in an Emergency with Warning. Four additional functions must occur: EOC staff must 1. Gather information about the impending situation and warn the public 2. Decide if evacuation of all or part of the community is necessary ° disseminate the evacuation order ° oversee population movement ° manage mass care facilities	What is the role of the EOC when an emergency occurs that was accompanied by a warning? Show Overhead Transparency #40

RETIRED CURRICULUM

PRESENTATION	APPLICATION
3. Provide short-term mitigation measures ° construct or improve levees and dikes ° secure or remove equipment ° shutter windows and doors ° clear storm drains and channels ° shut down hazardous manufacturing processes ° lower reservoir levels, etc. 4. Alert and ready emergency service units ° within jurisdiction ° with neighboring localities and higher governmental levels ° equipment can be prepared, procured, or borrowed ° personnel can be put on longer shifts ° reserve and auxiliaries can be assembled ° mass care centers can be staffed and opened, and public informed of their location and purpose ° stocks of food, water, medical supplies and sanitation equipment can be obtained and pre-positioned. These are the functions that normally take place within an EOC during an Emergency with Warning. <u>Allow discussion.</u> • Supervisory • Management • Executive personnel [students may name specific job titles]	What job level or position from within your organization, do you expect to see in your EOC?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
EOC staffing may consist of personnel from various levels of your organization. Any one, who has as a part of their job duties or by special assignment, the responsibility to perform a function within your EOC.	How do you determine WHO should be in the EOC?
Allow discussion. • Personnel from existing departments of government (within the jurisdiction), may also include non-governmental personnel responsible for resource • Functions described in the emergency plan. • Representatives from industry ° utilities, ° supply providers and distributors ° volunteer organizations, ° trade associations, ° higher levels of government.	
Tendency is to have TOO many people in the EOC space. Yet you need support personnel also • clerical and recorders • messengers and map plotters • runners and supply getters. Careful planning and testing of the emergency plan will help you determine the number of personnel required in the EOC.	
You may use other rooms in close proximity to the EOC or Operations Room.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
All activity within the EOC should be coordinated by a manager, usually the emergency services coordinator or emergency planner, who should report to the chief executive (person in charge). The person-in-charge is usually stipulated in the jurisdiction's ordinance or charter.	
	What might be the person's day-to-day title that acts as the person-in-charge in your jurisdiction's EOC?
Allow discussion. • City Manager • District Manager • County Administrative Officer • Mayor • Chairman, Board of Supervisors • •	
	How would you organize the various components within your jurisdiction to function in the EOC?
Allow discussion. • Several styles available • Recommend ICS	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The Standardized Emergency Management System (SEMS) regulations requires that when the local government EOC is activated or when a Local Emergency is declared or proclaimed, the jurisdiction must: • fulfill the management and coordination role for their own organization, and • provide for the five essential SEMS functions of ◊ management ◊ operations ◊ planning/intelligence ◊ logistics, and ◊ finance/administration.	Show Overhead Transparency #41
The person-in-charge should be easily identifiable and have a title all can relate to as the "boss". This overhead suggests Emergency Services Director. It is this person who MUST make the final decision! SEMS regulations suggest EOC Director. Policy Group • advise Emergency Services or EOC Director ◊ ensure that Field Incident Commanders and the EOC Director know the policies of the organization ◊ the limits of authority which have been delegated, and ◊ any political, environmental or financial constraints that may affect response activities.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

EOC Staff

- advises Emergency Services or EOC Director
  - ◊ legal matters
  - ◊ proper interface with other levels of government
  - ◊ methods of acquiring or activating support groups

The "person-in-charge" whether they be known as the EOC Director, the Emergency Management Director, or Emergency Services Manager is to:

- Coordinate all requests received from Section Chiefs within EOC
  - ° that they could not handle or require policy decision
- Receives periodic updates from Section Coordinators on status of emergency from their vantage point.

Each Section is comprised of those jurisdictional departments or divisions identified in the emergency plan (depicted are only suggestions.)

Checklists and SOPs should be developed and implemented to ensure coordination and that specific tasks are completed.

The Operations Section Coordinator, in this example, has staff representatives from:

- Fire Services
- Law Enforcement
- Public Works and
- Marine Safety.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Those EOC representatives also have representatives from their same discipline • working in the field • gathering information • requesting resources • requiring policy decisions. •	
The Section Coordinators in the EOC may receive information from their representatives in the field and coordinate their activities with others in the EOC.	Show Overhead Transparency #42
The field representatives report to the Field Incident Commander, reporting: • actions taken • anticipated future actions • need for support from other field representatives • status on resource requests.	
Unless otherwise specified by agency or organization policy, the EOC should not be providing tactical direction to the various incidents which are being conducted in the field.	
Under SEMS regulations, the field level Incident Commanders (ICS) have clear authority to command and tactically direct the resources under their control.	
As a rule, EOCs do not directly manage or "command" incidents.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	After an emergency, what could the EOC be used for?
Allow discussion. During the Post Emergency or Recovery Phase the EOC can be used to house and direct the recovery operations of the organization.	
	Exercise Divide class into groups. Designate each group to a different element of city government, such as: Law Enforcement, Fire Services, Public Works or Administrative Services. Ask each group to prioritize the list of messages received in their EOC. Refer to Classroom Exercises in Instructor's Guide for more information.

RETIRED CURRICULUM

LESSON SUMMARY

An EOC should be a room with many purposes. During the Pre-Emergency Phase, it can be used as an Emergency Services Coordinator's office, planning room, training center and resource and data collection point.

During the Emergency Phase, it should be the central focal point for all information. The place where response operation priorities are established and coordinated, and the need for additional resources are decided.

Additionally, it is the location from where to warn the public, consider evacuation measures, provide mitigation measures and prepare your emergency service units for sustained duty. For disasters that occur without warning, the most important function of the EOC is to determine the nature and extent of damage; when it is known that the threat of a disaster exists, then the most important function of the EOC is to warn the public and begin short-term mitigation efforts.

A central facility from which all local emergency efforts can be coordinated and directed, is essential for emergency response and recovery. A jurisdiction must face the fact that an emergency will significantly change their normal daily operations. An Emergency Operating Center provides that proper setting.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

FUNCTIONS OF AN EMERGENCY OPERATING CENTER

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

During the Pre-Emergency Phase, the primary direction and control functions to be performed in an EOC are:

A. Instructing the public and informing them on the location of shelters
B. Preparing for periods of international crisis
C. Alerting and readying emergency service units
D. Developing the readiness and capability of the emergency organization.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparencies #36 and #37.]

The most critical role of the direction and control element of an EOC in responding to an emergency without warning is to:

A. Gather information on damage incurred
B. Determine the nature and extent of the event
C. Ensure that resources are not depleted
D. Establish priorities for response operations.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparency #38.]

RETIRED CURRICULUM

When a jurisdiction has been warned of an impending emergency, additional actions can be taken to prepare and lessen the impact of this disaster. These actions include:

A. Warning the public and short-term mitigation efforts
B. Training the emergency service units
C. Storing resource information
D. Reviewing emergency plans and completing revisions, as necessary.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparency #40.]

The following disastrous event can be categorized as an "emergency without warning":

A. Hurricane
B. Winter Storm
C. Earthquake Aftershock
D. Landslide.

[Student Source: Classroom discussion.]

The following disastrous event can be categorized as an "emergency with warning":

A. Toxic spill
B. Flood
C. Earthquake
D. Epidemic.

[Student Source: Classroom discussion.]

Which of the following governmental levels is responsible for planning, preparing and training for war-related emergencies?

A. District
B. City
C. State
D. Federal.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*.]

RETIRED CURRICULUM

Unless otherwise specified by agency or organization policy, the EOC should be the location where all the emergency service organization:

A. decides upon and coordinates the organization's budget strategies
B. requests Federal assistance and funding
C. determines the appropriate tactics necessary for selected field strategies
D. gathers information and establishes priorities.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC).*]

RETIRED CURRICULUM

Lesson Plan #7

TOPIC: **DESIGN OF AN EMERGENCY OPERATING CENTER**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify and define requirements for the design and use of an Emergency Operating Center (EOC)

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #43 through #49
- ☐ One per student (should be in Student Manual)
  - Information Sheet #4, *Factors to Consider in the Design of an EOC*
  - Information Sheet #5, *Activation Criteria and EOC Staffing Levels*

REFERENCES:

Federal Emergency Management Agency (FEMA), *Emergency Operating Centers Handbook*, CPG 1-20, May 29, 1989

State of California Standardized Emergency Management System (SEMS), Accredited Course of Instruction, March 1995.

PREPARATION

If you had an opportunity to design your own fire Incident Command response vehicle, what would it consist of? What would you ensure was made available to the Incident Commander?

If you had the opportunity to design the facility used to coordinate all of the jurisdiction's resources, a place where the decision-makers could direct and control an emergency, how would you proceed? What would you ensure was available in that facility?

Let's talk about availability and creativity in the design of an Emergency Operating Center.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
An EOC is basically a management tool. A facility that enhances a jurisdiction's ability to direct and control resources, and to make informed decisions. It does NOT have to be a room that is used ONLY for emergency situations. It should be a dual-use facility, easily converted to meet the needs of the incident or program. Management of an emergency differs from one type of incident to another	Under what three types of situations, did we previously define use of an EOC?
Allow discussion. • Pre-Emergency = normalcy • Emergency without warning • Emergency with warning.	What criteria can be used to determine what our EOC might look or act like?
Allow discussion. When it will be used and by whom to: • gather and display information • establish response priorities • decide upon and coordinate emergency response • request outside assistance • plot and store resource information.	Will these actions help us to determine what our EOC should look or act like?
Yes.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #43
Design of EOC is dependent upon when it will be used and by whom. Then these factors can be determined:	
	How large should an EOC be?
Allow discussion. The scope of operations in EOCs throughout California will vary, depending upon the size and complexity of the jurisdiction using the EOC.	
Size of EOC staff and organization • number of personnel essential • determine use of people (start with organization chart)	
	How much room does a person need to do an office job?
Allow discussion. Amount of space required • FEMA = 50 square feet per EOC staff person for a sustained 24-hour basis • Sound proofing extremely important!	
Space available and desired location • first consideration: use space available [maximum available space with maximum available fallout protection (PF 100 desired)] • must consider risks from hazards (survivability) • accessibility to EOC staff and • encourage familiarity ° can you maintain high level of readiness, staff on 24-hour shifts	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Layout of available space
• physically arranged to permit close, continuous coordination and immediate positive action
• "nerve center"
• separate operating and support areas
  ° eating
  ° sleeping
  ° mechanical equipment
  ° health and sanitary facilities
• define operational areas
  ° communications
  ° message centers
  ° office space
  ° operations center
• provide for storage	

Communications and warning equipment • receipt and dissemination of attack warning • siren systems • other methods to alert, inform and instruct public • alerting of staff = paging, radios	Refer to last item on Overhead Transparency #43
Need for supplies and equipment • emergency power • telephones on separate lines or system • commercial television and radio • public safety radio communications • radio link to surrounding jurisdictions/County/State/Federal • news media able feed • public address system that can be controlled into specific rooms	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

• furniture and office equipment
  ◦ FAX
  ◦ computers
  ◦ typewriters
  ◦ copiers
  ◦ basics = paper and writing utensils
	INSTRUCTOR'S NOTE:
	Dual-use is preferable. Easy to convert to purpose of room (i.e., collapsible tables, folding maps, fold-down booths).

• status and situation boards or devices • food supply and water • kitchen equipment and supplies • medical and sanitary supplies • administrative and janitorial supplies (message forms, etc.)	What type of documents need to be developed to make this room work the way it was designed to work?
Allow discussion. • Standard Operations Procedures • Training Program	Show Overhead Transparency #44
Standard Operating Procedures (SOPs) need to be developed to establish a standardized manner in which to use the EOC.	What should these SOPs cover?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • who can activate EOC under what conditions	
	Show Overhead Transparency #45, EOC phased activation
• alerting procedures (who calls who?) • who has or where are the keys • describe anticipated EOC actions and proper steps to follow (establish responsibilities within EOC) ◊ how to use message forms ◊ how to use action or record log ◊ how to use telephones • every position in the EOC should have a checklist • termination/deactivation	
To ensure standardized and effective use of the EOC, people must receive EOC training.	
	How would you train the personnel that must function within the EOC?
Allow discussion. • meetings • drills • periodic exercises ° held locally and ° jointly with other jurisdictions	
The desired characteristics of an EOC are usually compromised when it is necessary to establish an alternate EOC.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
An alternate EOC or EOCs should be identified in your emergency plan. Another location that can be established as an EOC, should your primary one become unavailable.	
Let's compare a few different EOCs.	
	Show Overhead Transparency #46 Basic Room
Any room can perform as an EOC, with a little pre-planning.	
	Ask students to look at their Emergency Plan's EOC diagram; compare with others that will be presented.
	Show Overhead Transparency #47
This example shows an established EOC that has been set aside for the emergency services program use only.	
	Show Overhead Transparency #48
This example is a large conference room that serves as an EOC, when necessary.	
	Show Overhead Transparency #49 County or State EOC
Here is a permanent structure again, but with enough room to be used on a day to day basis and yet when necessary can serve as the EOC.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show other examples, as available. Does anyone have an EOC diagram they would the other students to see? Why? What makes it work? Unique?

RETIRED CURRICULUM

LESSON SUMMARY

An EOC is the central facility from which all local emergency efforts can be coordinated and directed. It is essential for emergency response and recovery operations. A jurisdiction must face the fact that an emergency will significantly change their normal daily operations. Therefore, proper planning and design of an EOC is an important step in a jurisdiction's emergency management program.

There are basically ten steps to remember when considering the design of an Emergency Operations Center:

1. define the functions to be performed;
2. determine the size of the EOC staff;
3. determine the amount of space needed;
4. identify suitable existing space or define the requirements to develop an EOC location;
5. establish EOC location, including provision for day-to-day use;
6. determine the layout of the EOC;
7. determine the need for communications and warning;
8. determine the need for other EOC supplies and equipment;
9. develop EOC Standard Operating Procedures;
10. provide for EOC training.

The first consideration is to use a site readily available. Identify that area to all and use it. Do not wait until you have the facility completed and stocked. Bring people together responsible for functioning within the designated four walls and see if it can work for them and continue to improve upon its design.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #4, *Factors to Consider in the Design of An EOC*
Read Information Sheet #5, *Activation Criteria and EOC Staffing Levels*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

DESIGN OF AN EMERGENCY OPERATING CENTER

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

In planning for the design of an Emergency Operating Center, there are basically how many steps in the process:

A. 2
B. 6
C. 10
D. 12

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC.*]

The direction and control function of an EOC can be categorized into four groups and will help in the design of an EOC by determining the size of the organization. These groups are defined as:

A. Communications, Operations, Status and Finance
B. Policy, Disaster Analysis, Operations and Resources
C. Command, Response, Mitigation and Recovery
D. Coordination, Message Routing, Support and Information Display.

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC.*]

RETIRED CURRICULUM

When considering the location of an EOC, what planning factor will help to ensure immediate availability of the facility to key officials:

A. Secured, remote location
B. Day-to-day use of the designated facility
C. The size and use of storage space
D. The layout of the room(s) associated with the Operations Room.

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC.*]

Once an area has been designated an EOC, it is important to follow through on the last two steps in the process of designing an EOC. These two steps include:

A. Develop and implement a message routing system
B. Determine the need for food and kitchen supplies
C. Post signs on how to convert it to a direction and control room
D. Conduct exercises and establish SOPs on its use.

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC.* Overhead Transparency #44.]

Under the Standardized Emergency Management System, five organizational response levels are identified. These five response levels are:

A. Field, Jurisdictional, County, State and Federal
B. Local Government, Operational Area, Region, and Federal
C. Field, Local Government, Operational Area, Regional, and State
D. Special Districts, Field, Local Jurisdictions, County and Region

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing.*]

RETIRED CURRICULUM

Every identified EOC Staffing Level, under the Standardized Emergency Management System, must provide for five primary SEMS functions within their EOC organization. These five primary functions are:

A. Policy, Disaster Analysis, Operations, Communications and Resources
B. Command, Operations Response, Mitigation and Recovery
C. Management, Operations, Planning/Intelligence, Logistics and Finance/Administration
D. Coordination, Message Routing, Support, Finance and Information Display.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing.*]

What EOC level, under the Standardized Emergency Management System, initiates coordination with the federal disaster response system?

A. County
B. Operational Area
C. State
D. Region

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing.*]

The Standardized Emergency Management System states that when an emergency occurs in a jurisdiction, that jurisdiction's EOC should be:

A. Staffed with the five primary EOC positions for a minimum of 12 hours
B. Activated to the level appropriate to the situation
C. Minimally staffed until the nature and extent of the emergency is known
D. Staffed in a phased manner, following established guidelines.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing.*]

RETIRED CURRICULUM

Lesson Plan #8

TOPIC: **HISTORY AND PURPOSE OF THE FEDERAL EMERGENCY MANAGEMENT PROGRAM**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material.

Behavior: The class participant will be able to identify the evolution of disaster preparedness since the 1950's to the Federal government's present day emergency management organization in the United States of America.

Standard: to 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #50 through #56
- ☐ *Federal Response Plan*
- ☐ One per student (should be in Student Manual)
  - Information Sheet #6, *Federal Emergency Management Agency*
  - Optional Reading Material: #A, *Public Safety Officers' Benefit Program*

REFERENCES:

Fire Officer's Guide to Disaster Control, William M. Kramer, Ph.D., Charles W. Bahme, J.D., Fire Engineering Books & Videos, A Pennwell Publishing Company, 1992, page 14.

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

PREPARATION:

As professionals in the fire service, you all ready have been introduced to emergency response operations. You are probably aware of the resources available to you within your jurisdiction and in the surrounding communities.

Do you know how to access resources when local and state resources are not enough? How do you access military resources?

Let's discuss the founding of the Federal government's emergency management program and how their responsibilities can impact your life.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
During World War II, the nation developed the concept of Civil Defense (Civilian Defense). It consisted of citizens watching their local areas and providing early warning of serious situations (i.e., Air Raid Wardens or Block Wardens to watch for unusual events, incoming aircraft, to alert other of fires, provide shelter instruction, evacuation readiness, etc.)	
Civil Defense is still an internationally recognized symbol (the blue triangle Δ, with the red letters "CD").	Show Overhead Transparency #50
Civil Defense still has a broad public, legal, historical and international acceptance.	
From the early 1900's to about the 1970's the emphasis of this **federal** program was preparing for **war** and protection of the citizens. It was organized under the Department of Defense.	
But the federal government has been called upon, since the 1800's, to provide federal assistance -under very specific decrees- when various types of disasters occurred across the nation - .	
The **first piece of legislation** that created a permanent and general involvement for the federal government in disaster relief was the Federal Disaster Act of 1950.	Show Overhead Transparency #51

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The intent of the Act was to: • provide an orderly and continuing means of assistance to state and local governments • to repair essential public facilities • to foster the development of organizations and plans to cope with major disasters. This Act was also the driving force in California to establish a Master Mutual Aid Agreement. In the late 1970's, the Defense Civil Preparedness Agency (DCPA), became the proper name of this emergency preparedness program at the federal level. Most state and local agencies maintained an office/department name of Civil Defense, but also began to use the title Emergency Services.	Show Overhead Transparency #52
In 1974, the U.S. Fire Administration was created and placed under the Department of Commerce. Their purpose was to attempt to: • coordinate resources and expertise • develop improved planning • standardize training and techniques • and management strategies with respect to fire protection and life safety.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
In 1979, the Federal Emergency Management Agency (FEMA) was established to coordinate federal, state, and local efforts to: • protect citizens during national emergencies and • improve the nation's capability to respond to an emergency when it does occur. (DCPA is now part of FEMA)	Why was FEMA formed?
<u>Allow discussion.</u> Prior to 1979, several programs existed throughout the federal government to protect the citizens. As previously mentioned, • the Office of Civil Defense was under the Department of Defense • the flood program was under the Department of Transportation • •	
In an attempt to streamline government and improve the expenditure of tax dollars on these programs, an advisory panel suggested to President Carter that these different programs be consolidated. With President Carter signing two executive orders in 1979, FEMA was born, and so was the concept of comprehensive emergency management (CEM).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #53
FEMA's programs now include: • disaster preparedness, which they promote by providing guidance and assistance (usually money) • assistance for federally declared emergencies • civil defense (nuclear attack) • law enforcement, • resource and facility acquisitions • reducing the nation's fire loss • **supporting state and local governments in disaster planning** • coordinating preparedness for nuclear power plant accidents, hazardous materials and radiological accidents • coordinating the National Flood Insurance Program.	
The establishment of the Federal Emergency Management Agency in 1979 expanded the approach of disaster management, to include a **comprehensive emergency management** policy that • if you prepare for war-related disasters, you should be able to prepare for natural disasters (dual-use) and • each disaster encompasses four phases of disaster management.	
After 1979, most local and state organizations began to change their office/department names to Emergency Management.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
You will still hear the terms: • Civil Defense • Civil Preparedness • Disaster Services • Emergency Services • Emergency Management.	
By whatever name, the activities of an emergency management program involve:	Show Overhead Transparency #54
The four phases of CEM • mitigation • preparedness • response ° (by government, business and citizens) • and recovery.	
FEMA has adopted these four phases of emergency planning as their comprehensive emergency management program.	
These phases are designed to demonstrate various components to an emergency management organization that should be thought about and acted upon prior to any kind of disaster or emergency that threatens to overwhelm the normal resources of government to respond.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
There are several discussions (thorugh pending legislation) occurring now on how FEMA will be organized in the future.	
	Show Overhead Transparency #55
At the present time, FEMA is headquartered in Washington, D.C.	
	Who is the Director of FEMA?
Allow discussion. James L. Will, Director	
There are ten regional offices.	
	What FEMA region is California in?
Allow discussion. FEMA Region IX	
	Who is the Director of FEMA, Region IX?
Allow discussion. Shirley Mattingly	
You should keep current on the programs and assistance that is and may be offered or cut by the federal government.	
	Show Overhead Transparency #55

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Recently FEMA has distributed the *Federal Response Plan* which details their twelve (12) emergency support functions.	Show students *Federal Response Plan.*
A catastrophic disaster requires a coordinated resonse involving all levels of government.	
To effectively plan for a disaster in your area, you need to know about the resources available to you.	
You need to know specifically what tje resource will be able to provide to you and the proper method of requesting assistance.	

RETIRED CURRICULUM

LESSON SUMMARY

In peace time, the overall direction and coordination of disaster control is a civilian responsibility, with the federal government establishing policy for the nation.

It's important for you to know the history of the Federal government's emergency management policy, so you recognize that programs come and go, change and change again. You must be know that the Federal Emergency Management Agency has adopted a comprehensive emergency program that encompasses four phases of planning: mitigation, preparedness, response and recovery.

You should also realize that the protection of the population rests with the local governing bodies. The military is not responsible for the protection of the citizens, unless the emergency situation is war-related (a civil disaster).

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #6, *Federal Emergency Management Agency*

Inform students that Optional Reading Material: #A, *Public Safety Officers' Benefit Program* is related to this lesson.

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

FEDERAL EMERGENCY MANAGEMENT PROGRAM

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The acronym of FEMA is an abbreviation that substitutes for:

A. Federal Emergency Mitigation Authority
B. Financial Emerging Migratory Agency
C. Federal Emergency Management Agency
D. Fiscal Emergence Mitigation Authority

[Student Source: Information Sheet #6, *Federal Emergency Management Agency* and Information Sheet #7, *Acronyms, Terms and Definitions]*

FEMA has adopted a comprehensive emergency management program which consists of how many phases in the planning process:

A. Three
B. Four
C. Five
D. Six

[Student Source Information Sheet #6, *Federal Emergency Management Agency*. Overhead Transparency #54.]

RETIRED CURRICULUM

For local jurisdiction's, FEMA routinely provides:

A. Disaster preparedness guidance
B. Unlimited resources toward emergency planning
C. Professional staff to present necessary training to local officials
D. Insurance programs that protect elected officials during disasters.

[Student Source: Information Sheet #6, *Federal Emergency Management Agency*; Overhead Transparency #53.]

The Federal Disaster Relief Act of 1950 established the:

A. Federal Emergency Management Agency
B. Legal basis for a continuing federal role in disaster relief
C. American Red Cross
D. Operational responsibilities of local governments.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #51.]

RETIRED CURRICULUM

Lesson Plan #9

TOPIC: **STRUCTURE OF EMERGENCY MANAGEMENT ORGANIZATIONS**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material.

Behavior: The class participant will recognize the purpose of the different governmental levels involved in emergency management, their proper names and available resources for an emergency management program.

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser
- ☐ Overhead Transparencies #57, #58, #59, #60, #61, #62
- ☐ One per student (should be in Student Manual)
  - Information Sheet #7, *Acronyms, Terms and Definitions*
  - Information Sheet #8, *State Office of Emergency Services Organizational Chart*

REFERENCES:

Fire Service Management Handbook, January 1985, page 13 and 108
International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991
County of Orange Emergency Plan, 1989, organization chart
City of Anaheim Emergency Plan, 1991, organization chart
City of Fountain Valley Emergency Plan 1991, organization chart

RETIRED CURRICULUM

PREPARATION

Hardly a day goes by that a disaster endangering many lives and much property does not occur somewhere in our nation. Where would you begin if the disaster occurred in your community? Do you know personnel in the jurisdictions surrounding yours that are involved or assigned to the emergency management program? If you are employed by a city or district, are there specific rules you must follow to put together your program? If you are employed by a county, who are you supposed to coordinate your program with and how do you do that? Are you responsible for an operational area?

Let's talk about how emergency management programs are currently organized at the different levels of government. There are people with experience, established plans, and documents that will guide you through the process.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
We previously discussed the history of emergency management at the federal level. Now let's discuss the organization of current emergency management programs beginning at the **local level**.	
Emergency organizational arrangements differ among communities for a variety of reasons.	
	What would be some of the reasons that emergency organizations differ in structure?
Allow discussion. The variety of ways in which local governments are established, • legally and • functionally.	
These in-place arrangements provide built-in limitations with respect to a community's emergency management organizational flexibility. They include, for example:	
	Show Overhead Transparency #57
• differences in the **balance of authority** among city, county, regional, and state governments • differences in **local forms** of government (e.g., council - manager, mayor-council, commissioner) • specification by state government **legal communication channels** to be used in disaster (e.g., through the highest elected official)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Could any of these legal constraints or organizational functions hamper or limit the flexibility of a community's emergency management organization?
Yes.	
	Show Overhead Transparency #58
State communications organization example. The structure of the state will impact the local governments.	
	Show Overhead Transparency #59
Local organization example of chain of command for communications. County to local jurisdictions.	
Continuing with the reasons for the differences in emergency organizations: • specification by **charter or special ordinance** of emergency management responsibility • differences in the ways localities provide services, such as: ° fire protection, ° law enforcement, ° emergency medical services, and disaster management services (e.g., through separate departments, through a single public safety department, through contracts).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Communities also differ in other ways, besides just legally and functionally	
	What are some of the physical reasons that the emergency organizations in all jurisdictions are NOT the same?
Allow discussion. • High potential or • actual experiences with disasters	
	Show Overhead Transparency #60

• Geographical size and
• characteristics
  ° size
  ° density, and
  ° make-up of population
  ° economic and fiscal resources.	

Additional factors include the • **personalities** of municipal and private sector leaders • and their **interpersonal relations** • community **customs and traditions** • the degree of concern and prevailing **attitudes** about emergency management readiness.	
Although communities and their emergency management organizations differ, **three positions** are key to effective local emergency management. In some places each position is filled by a different individual; in others the same individual fills more than one position.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
These critical positions and their functions are:	
Director of Emergency Management - the person legally responsible to the governmental entity for emergency management. Provides overall policy and direction.	Show Overhead Transparency #61
	In reading over this definition, what position in your government structure could fill this description?
Allow discussion. • City manager • Fire Chief • County Administrative Officer • Mayor • Chairman of the Board of Supervisors • •	
Emergency Management Coordinator or Planner - the person generally responsible for overall community disaster planning and coordination. [For example, police lieutenant, fire battalion chief or captain, civilian.]	
Incident Commander - the person who actually directs the disaster operations; [i.e. the one with authority and responsibility to direct local government resources during a disaster situation.]	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
(In some cases the title of Incident Commander may be held by two persons: One at the field command post with a title like *Field Incident Commander*; and one at emergency operating center, who may be called the *Center Incident Commander*. For example, Fire Chief, Police Chief, Public Works Director, City Manager, Elected Official. The *Center Incident Commander* would have overall responsibility for the jurisdiction.)	
Look at how positions change from daily activities to emergency activities in some jurisdictions.	
	Show Overhead Transparency #62
Daily organization chart with Emergency Management Program at a low level.	
	Show Overhead Transparency #63
Emergency organization for same jurisdiction, but now Emergency Management Program is second in command.	
Suggestion: EM Program should operate at relative level at all times. Trust and communications should be established during non-emergency period.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Important point: each jurisdiction in the State of California is autonomous (meaning: having the right or power of self-government; undertaken or carried on without outside control; capable of existing independently • city • school district • county.	
As a representative of the fire department, expect to play a major role in your locality's emergency management structure.	
Each EM organization will be structured differently, but there are some basic principles or organizational attributes that tend to produce an effective program:	Why is it important for roles and responsibilities of the emergency management organization to be defined?
<u>Allow discussion.</u> • Everyone knows who's in-charge • Lessen possibility of arguments	Show Overhead Transparency #64, Effective Organization
• Roles of Elected Officials are Defined • Strong and Definitive Lines of Command exist and are known several tiers down the line • Good Interpersonal Relations are groomed during non-stressful situations (i.e., exercises, meetings, team building sessions)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

- EM Structure and Procedures as Routine as Possible, much like the daily system
- Procedures to Alert Key Officials/Leaders are in effect and are tested routinely
- Multiple Use of Resources
  - ◊ multiple uses of the same item are identified (i.e., aluminum boats can be used for water rescues and for storage; wastepaper baskets can also be used for latrines)
  - ◊ items for every contingency are anticipated and planned for, not only equipment but also personnel with special skills

Hazard and Planning Approach

- All Hazard Approach
- EM Planning an Ongoing Activity

In an effective organization, ALL potential disasters are planned for and it is recognized that planning is NOT a one-shot project.

Public Involvement

- Maximum Ability to Alert the Public
- Public Information Function Clearly Defined
- Public-Private Cooperation and Coordination

An effective EM organization involves the public and the business community in their preparedness and mitigation efforts.

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Intergovernmental

- Active Internal Government Coordination
- Considered Eligibility - State & Federal Funding
- Ability to Maintain Comprehensive Records

An effective EM organization routinely interfaces with all levels of government.

Eligibility requirements are known, and personnel are train upon all aspects of the emergency management program.

State of California Structure

The Governor, through the State Office of Emergency Services and its Mutual Aid Regions, will coordinate statewide operations to include the provision of mutual aid and other support to local jurisdictions, and the re-direction of essential supplies and other resources, as required.

The Director of the State Office of Emergency Services reports directly to the Governor of California.

Who is the Director of the State Office of Emergency Services?

Allow discussion.
Richard Andrews, Ph.D.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Do you know how many State OES mutual aid regions are in California?
Allow discussion. The State of California is divided into **six** mutual aid regions. A region is a geographical area made up of two or more counties.	Show Overhead Transparency #65 What State OES Mutual Aid Region are we in right now?
Answer should be correct for the location of presentation. The States Office of Emergency Services provides coordination of the six (6) mutual aid regions through three (3) administrative offices: Regions I & VI = Southern Region EOC Region II = Coastal Region EOC Regions III, IV, V = Inland Region EOC Mutual Aid is discussed in more detail, later in this course. The OES Director and staff, assisted by representatives from state agencies, will constitute the State Emergency Management Staff. State regions are established to assist, represent and report upon emergencies that may occur in specific Operational Areas in designated locations.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What is an Operational Area, as defined by the California Master Mutual Aid Plan and in accordance with the Standardized Emergency Management System (SEMS)?
Allow discussion. A county and all of its political subdivisions defines an Operational Area.	Show Overhead Transparency #66

RETIRED CURRICULUM

LESSON SUMMARY

You do not have to tackle "emergency preparedness" alone. There is a well established emergency management program at each level of government. When there is a void of emergency planning efforts in your local area, do not hesitate to contact the county office, state office or federal office of emergency management for assistance.

Be an advocate.

The State Office of Emergency Services and the Federal Emergency Management Agency publish many documents on several topics geared to guide you through the emergency planning process. Remember that the State of California has been divided into six mutual aid regions through the policies of the State Office of Emergency Services.

An Operational Area is defined as "a county and all of its political subdivisions."

EVALUATION

See attached

ASSIGNMENT

Read Information Sheet #7, *Acronyms, Terms and Definitions*
Read Information Sheet #8, *State Office of Emergency Services (OES)*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

Acronyms, Terms and Definitions

Directions: This is a matching test. Select the one response in Column 2 which most nearly matches an item in Column 1. Write the number which precedes that item in Column 1 in the brackets ([ ]) which precedes the most appropriate response in Column 2.

Example:

Column 1		Column 2
1. EOC	[2]	Computer Aided Dispatch
2. CAD	[1]	Emergency Operating Center

Column 1		Column 2
1. CEM	[ ]	Federal Emergency Management Agency
2. DAC	[ ]	Integrated Emergency Management System
3. NAWAS	[ ]	Emergency Broadcasting System
4. OES	[ ]	State Emergency Management System
5. IEMS	[ ]	Standard Operating Procedure
6. SOP	[ ]	Incident Command System
7. MOU	[ ]	Systems Out of Performance
8. EBS	[ ]	National Warning System
9. FEMA	[ ]	Office of Emergency Services
10. ICS	[ ]	Civil Emergency Management
11. DFO	[ ]	Memorandum of Understanding
12. EMD	[ ]	Disaster Application Center
13. RACES	[ ]	Electron Magnetic Detector
14. SEMS	[ ]	Immediate Emergency Measures Standard
	[ ]	Radio Amateur Civil Emergency Services
	[ ]	Emergency Management Director
	[ ]	Comprehensive Emergency Management
	[ ]	Standardized Emergency Management System
	[ ]	Disaster Field Office
	[ ]	Radiological Action Checklist for Emergency Svs

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

CURRENT ORGANIZATION OF EM PROGRAMS

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The style and organization of emergency management programs differ from one jurisdiction to another due to:

A. The various ways governments are established legally and functionally
B. Their chain of command for communications
C. The personalities of their elected officials
D. State legislation and Senate Bill 1402.

[Student Source: Overhead Transparency #57.]

The State of California has established Mutual Aid Regions. How many regions are in the state:

A. Three
B. Four
C. Five
D. Six

[Student Source: Information Sheet #8 and Overhead Transparency #65.]

What is the definition of an Operational Area?

A. An area specified for surgery
B. A city and its special districts, including utilities, transportation and schools
C. A county and all of its political subdivisions
D. A State Mutual Aid region.

[Student Source: Information Sheet #7 and Overhead Transparency #66.]

RETIRED CURRICULUM

Lesson Plan #10

Topic: **JURISDICTIONAL RESPONSIBILITY FOR EMERGENCY MANAGEMENT**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to describe reasons why a jurisdiction is required to provide emergency management measures within their jurisdiction

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #67 through #77
- ☐ State of California Emergency Plan
- ☐ One per student
  - Information Sheet #9, *Jurisdictional Responsibility for Emergency Management*
  - Information Sheet #10, *Standardized Emergency Management System*
  - Information Sheet #11, *Operational Area Satellite Information System*

REFERENCES:

State of California *Emergency Plan*
State of California Legislative Counsel's Digest
County of Orange *Emergency Plan*
City of Anaheim Fire Department *Emergency Plan*

RETIRED CURRICULUM

PREPARATION

In our previous lesson we discussed the manner in which the federal, and state government have organized their emergency management programs, and the variety of ways in which local governments have established their emergency management program.

But why do county and local jurisdictions have an emergency management program? Is there some commitment or obligation that makes them provide this service? Do jurisdictions have a responsibility to provide emergency management services? Are there some hidden benefits to participating?

Let's look at some reasons for preplanning an organized response to a potential disaster.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #67
"Where there is no vision, the people perish." This old saying might apply to disaster planning. Take off your hat, badge and position title and think only as a citizen now. On Sunday morning, extremely high winds raced through your neighborhood and knocked down half of your house, destroyed trees in your yard, pushed a utility pole through the sewer line in your back yard and interrupted your electrical power.	Who are you going to call?
<u>Allow discussion.</u> Most people are going to call 9-1-1, or the city or county for assistance. Remember, citizens expect that the government serving them will effectively manage a disaster. Our society continues to place an ever increasing demand upon government, wanting more and more services to be provided. People really believe that fire and police can help them when it is beyond the skill, resources and knowledge of the "man on the street." So, the first reason a jurisdiction should prepare to meet the "unexpected" emergency situation is because of **citizen expectation**.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #68
Common sense and a little experience in recovering from a serious accident teaches us that it is better to be prepared and prevent an accident before it happens.	
	What is the major concern of jurisdictions across the state?
Allow discussion. Funding.	
	Are there some financial benefits that might present reasons for a jurisdiction to have an emergency management program?
Allow discussion. **Financial considerations** • Funds from FEMA program • Grants for equipment/facilities • Less costly to mitigate hazards then react to them • Less costly when response is pre-planned • Liability issues	
Now you are the Mayor or the Fire Chief in this jurisdiction.	
	Why would you **want** an emergency preparedness or disaster plan established?

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Allow discussion.
 	
The reasons the jurisdiction may want an emergency plan are:
 	
• **political reasons**
  ◦ decisions and actions taken the first few hours of a disaster place the jurisdiction's leaders at risk
 	
• **professionally**
  ◦ people have lost their jobs and their reputation during and after a disaster
	Show Overhead Transparency #69

Continuing the reasons a jurisdiction may **want** an emergency plan are: • an organized method of responding is needed due to **limited resources** (wasting resources, duplicating efforts, depleting resources too thin to be effective or on a first-come first-serve basis to the "wrong" areas) • without a plan or system the organization may allow individuals to act independently of each other, and allow them to react on whatever task or mission they deem necessary **without coordinating** or knowing how others will react • without a plan, things just happen (inaction or over-reaction)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• disorganization could occur causing the jurisdiction to contribute or increase the effects of the disaster upon the population (could add to human suffering and unnecessary deaths)	
• need to **identify** those known areas of high risk for the potential emergency situation(s)	
Now we've covered the • citizens expectation, • the political, • professional, and • financial considerations, • as well as the common sense reasons for establishing an emergency organization.	
	What other reason could there be for having emergency preparedness efforts conducted within your jurisdiction?
Allow discussion. • Laws and regulations. • Legally binding agreements. • Local ordinances.	
There are many federal laws and regulations regarding emergency preparedness and the protection of life and property. Most notably the Federal Disaster Relief Act of 1974 (PL 93-288) and the Federal Civil Defense Act of 1950 (PL81-920).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
State laws that impact local jurisdictions include:	Show Overhead Transparency #70
The **California Emergency Services Act**, Section 8568, "The State Emergency Plan shall be in effect in each political subdivision of the State, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof."	
The California Emergency Services Act provides the basic authorities for conducting emergency operations following the proclamations of emergencies by the Governor and/or appropriate local authority (i.e. City Manager).	
The provisions of the Act are further reflected and expanded on by appropriate local emergency ordinances. Therefore, local emergency plans are considered extensions of the California Emergency Plan.	
The California Emergency Services Act describes the function and operations of government at **all** levels during extraordinary emergencies, including war.	What levels of government are described in the California Emergency Services Act?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Local • State and • Federal.	
	Why does a California legal document describe emergency actions to be taken by the Federal level of government?
Allow discussion. Only the Federal level of government is responsible for planning and preparing the country for war. The California Emergency Services Act denotes these responsibilities.	
	Show Overhead Transparency #71
California Disaster and Civil Defense Master Mutual Aid Agreement states that each party that is signatory to the agreement shall prepare operational plans to use • within their jurisdiction (inter-area) • and outside of their area (intra-regional). These plans are to be both fire and non-fire related and include natural, technological and war-related.	
	In what year was the Master Mutual Aid Agreement signed?
Allow discussion. In 1950.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What Federal legislation was passed in 1950 that we have discussed?
Allow discussion. The Federal Disaster Act of 1950, it was the driving force for California to establish the Master Mutual Aid Agreement.	
	Who has signed the Master Mutual Aid Agreement?
Allow discussion. • The State of California • All political subdivisions of the state • Fire districts.	
Therefore, if your jurisdiction does not have an emergency plan that addresses your emergency response, you could be operating without Mutual Aid assistance.	
	Are there other State Acts that require the local jurisdictions to prepare for emergencies?
Allow discussion. Yes. Refer to the State Emergency Plan for numerous acts and codes, which are not presented to you in this class.	
	Direct students to the section in their jurisdiction's Emergency Plan for various legal authorities.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The most important legislative measure to be passed recently, the field of emergency management, is the Petris Bill, Senate Bill 1841 (effective January 1, 1993). The intent of this law is to improve the coordination of state and local emergency response in California. The statute directed the Governor's Office of Emergency Services (OES), in coordination with other state agencies and interested local emergency management agencies, to establish by regulation the Standardized Emergency Management System (SEMS). The SEMS Regulations took effect in September, 1994.	Show Overhead Transparency #72
The basic framework of SEMS incorporates the use of: • the Incident Command System (to ensure a state-wide usage of standardized: ◊ organizational structure ◊ terminology ◊ chain of command ◊ span of control ◊ resource management ◊ management by objectives ◊ integrated communications). • the Multi-Agency Coordination System (MACS)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• the Mutual Aid Agreement ◊ and mutual aid programs, and ◊ related systems such as the Operational Area Satellite Information System (OASIS) • the Operational Area concept.	
	What is an Operational Area?
Allow discussion. An Operational Area is defined as a county and all of its political subdivisions.	
	Show Overhead Transparency #73, SEMS Levels
SEMS regulations now establish the Operational Area as one of the five (5) SEMS levels for use in all emergencies involving multiple agencies or multiple jurisdictions. These SEMS levels of organization are: • State • Region • Operational Area • Local Jurisdiction • Field SEMS regulations specify that all local governments within a county geographic area be organized into a single operational area and The County Board of Supervisors is responsible for its establishment.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The county government serves as the lead agency of the Operational Area unless another member agency assumes that responsibility by written agreement with the county government. All local governments should cooperate in organizing an effective operational area, but the operational area authority and responsibility is not affected by the non-participation of any local government.	Show Overhead Transparency #74
An effective Operational Area will have these elements: • established policy for use of the Operational Area in emergencies • agreements among local governments to participate in the operational area • designated lead agency and staff to maintain the Operational Area • designated Operational Area emergency management organization (EOC staff and Operational Area Mutual Aid Coordinators) • adequate EOC facility • communications links with member agencies • 24-hour/day answering point for emergency notifications from local government and state warning center • Operational Area emergency plan and procedures.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Each county and its political subdivisions is a distinct operational area and must have a lead agency to meet SEMS requirements. During an emergency, the lead agency must function on behalf of all local governments in the Operational Area. A representative from every activated city EOC and county government should be at the Operational Area EOC, whenever feasible. [Special Districts are defined as local governments in SEMS.]	Show Overhead Transparency #75
The Operational Area and cities should work together to develop an arrangement that ensures adequate coordination and information exchange occurs when city representatives are not present at the Operational Area EOC.	What are some of the other requirements of the SEMS regulations?
Allow discussion. • training • plans use SEMS terminology • after-action reports	Show Overhead Transparency #76, Training & Reports

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Continuing the requirements SEMS regulations: • the jurisdictions must attend training sessions on <u>the adopted emergency management system</u> ◊ local governments are not required to take the State Approved Courses of Instruction on SEMS, but **must** maintain minimum training competencies in SEMS • all agencies must complete after-action reports within 90 days of each declared disaster.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS, and **must** use SEMS in order to be eligible for state funding of response related personnel costs.	What motivation was included into the Senate Bill (and SEMS regulations) to ensure that agencies and jurisdictions would participate?
In order to develop a comprehensive emergency management system every organization involved in emergencies must be involved in the planning process • utilities • volunteer organizations • schools • businesses • citizens groups • special need groups, etc.	
Allow discussion. • Recent disasters were not adequately managed • Increased costs to State and citizens. • Federal emphasis on comprehensive emergency management system (use of ICS and IEMS). •	Why do you think the Petris Bill was passed?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	How do you think your jurisdiction will meet the requirements of the SEMS Law (Senate Bill 1841)?
Allow discussion. • Joint meetings • Countywide EM organization • One generic plan each agency adopts • County or Operational Area joint powers agreement (JPA) • consolidated EM staffs •	
SEMS is designed to be flexible and adaptable to the varied emergencies that can occur in California, and to meet the emergency management needs of all responders. SEMS is a management system. It is based on a proven system that has been in use for over twenty years. SEMS provides an organizational framework and guidance for operations at each level of the state's emergency management system.	Show Overhead Transparency #77, Decisions

RETIRED CURRICULUM

LESSON SUMMARY

A disaster is a stern test of a community's leadership. Your responsibility for leadership was probably spoken of when you took your oath for government service with words like: "to maintain law and order" or "to protect lives and property."

The ultimate responsibility for the well-being of the community rests with the jurisdiction's chief executive officer or elected officials and their subordinates. It is a wise and prudent jurisdiction who prepares for the unexpected.

We have discussed the political and professional reasons, the financial and liability issues, and the legislation you must consider when deciding whether or not to establish and maintain an emergency management program. The experts predict that for the foreseeable future disasters will occur more frequently, will be more destructive and costly, and require more and improved coordination of response resources. [Due to congestion, people living and working in dangerous areas like hillsides, flood plains and coastal regions; working with chemicals and increased technology.]

Citizens expect you to be ready to effectively manage the disaster.

EVALUATION

See attached.

ASSIGNMENT

Read the following:

Information Sheet #9, *Jurisdictional Responsibility for Emergency Management*
Information Sheet #10, *Standardized Emergency Management System*
Information Sheet #11, *Operational Area Satellite Information System*

Inform students about:

Supplemental #B, *Senate Bill 1841 (Petris Bill), SEMS Law*
Supplemental #C, *California Disaster and Civil Defense Master Mutual Aid Agreement*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

JURISDICTIONAL RESPONSIBILITY FOR EMERGENCY MANAGEMENT

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

There are several reasons to establish an emergency management program within your jurisdiction. The most important reasons being:

A. To reduce liability and conform to the legislative measures governing the jurisdiction
B. To qualify for federal emergency management assistance (funding)
C. To effectively manage the disaster, reducing response costs, loss of life and property damage
D. To save political and professional embarrassment to the elected officials and chief executive officer.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management.*]

The reasons a jurisdiction may want an emergency plan are:

A. To promote the jurisdiction's community involvement and progressive image
B. To prepare an effective, coordinated and well-trained organization to meet the challenge of the unexpected disaster
C. To organize the response actions of the support organizations
D. To identify the funding sources and liability issues of a disaster situation.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management.* and Overhead Transparency #69.]

RETIRED CURRICULUM

The California Emergency Services Act provides for:

A. The functions and operations of all levels of government to be described for extraordinary emergencies, including war-related emergencies
B. The required creation of emergency plans by Operational Area only
C. The State of California and all of its subdivisions to conduct training and annual drills on specific disasters
D. The timely and effective use of Mutual Aid throughout the State of California.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #70.]

The California Disaster and Civil Defense Master Mutual Aid Agreement requires of each party who has signed the agreement to:

A. Participate in annual training sessions with other political subdivisions
B. Prepare operational plans that are fire and non-fire related, to include natural, technological and war contingencies
C. Accept Emergency Management Assistance (funding) from FEMA
D. Develop and implement their emergency plans within the concepts of the Integrated Emergency Management System.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #71.]

Senate Bill 1841 (the Petris Bill), SEMS Law requires all jurisdictions within the State of California to:

A. Design their emergency plan in checklist format, referencing Annexes and Appendices
B. Coordinate their emergency planning efforts on an Operational Area basis, establishing a standardized state-wide emergency management system
C. Develop an emergency management program established upon the Multi-Agency Command System within 120 days
D. Promote disaster preparedness among their civilian population by the year 1998.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #72.]

RETIRED CURRICULUM

By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS, and must use SEMS to be:

A. eligible for federally funded grants for equipment and special projects
B. eligible for state funding of response related personnel costs
C. included in state planning, training and coordination efforts
D. included in state-wide communication allocations and exercises.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #76.]

SEMS regulations state that jurisdictions must attend training sessions on:

A. the adopted emergency management system
B. the State Approved Courses of Instruction
C. ICS coordination and multi-agency organizations
D. Mutual Aid and Operational Area activation.

[Student Source: Information Sheet #10, *Standardized Emergency Management System*.]

SEMS regulations require jurisdictions to:

A. submit emergency plans in compliance with Government Code, Article 9.5
B. cooperate in a nation-wide governmental emergency management system
C. utilize all agencies and organizations in emergency response operations
D. train personnel, use SEMS terminology, and submit after-action reports.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparencies #76.]

RETIRED CURRICULUM

SEMS regulations now establish the Operational Area as one of the five (5) SEMS levels for use in all emergencies involving multiple agencies or multiple jurisdictions. The other SEMS levels of organization are:

A. Federal, State, Region, Local Jurisdiction
B. State, Region, Local Jurisdiction, Field
C. Region, Local Jurisdiction, Field, Supporting Organizations
D. State, Region, Local Jurisdiction, Support

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #73.]

The Emergency Services Act of 1970 defines the term "Operational Area." The SEMS regulations incorporates this definition as an intermediate level of the state emergency services organization consisting of:

A. cities, counties, districts and public agencies
B. political subdivisions excluding special districts
C. a county and all political subdivisions within the county area
D. a county and its public subdivisions authorized by law.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #66.]

The California Code directs the following organization to establish SEMS by regulation:

A. the Office of Emergency Services
B. the State Fire Marshal's Office
C. the Governor's Office
D. the Senate

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System*.]

RETIRED CURRICULUM

The following elements comprise the Standardized Emergency Management System under SEMS regulations:

A. the FEMA Response Plan, the State Emergency Plan, the Emergency Services Act, and the local government's emergency operations plan
B. the Incident Command System, the use of Emergency Operation Centers, standardized SEMS training, and the State Operations Center
C. the Emergency Operation Centers, the use of multi-agency and private organization volunteers, and mutual aid agreements
D. the Incident Command System, Multi-Agency Coordination System, the Master Mutual Aid Agreement, and the Operational Area Concept.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System.*]

Any organization responding to an emergency or providing mutual aid support, is defined under SEMS regulations as:

A. an element of the Incident Command System
B. an emergency response agency
C. an element of the operational area
D. an emergency logistic.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System.*]

The optimum span of control by one supervisor is which of the following:

A. no more than three positions or resources
B. no more than four positions or resources
C. no more than five positions or resources
D. no more than seven positions or resources.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System.*]

RETIRED CURRICULUM

Lesson Plan #11

TOPIC: **FIRE DEPARTMENT ROLE IN EMERGENCY MANAGEMENT**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify the reasons the Fire Service is involved in emergency management programs

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:
- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparency #78 through #81
- ☐ One per student
  Information Sheet #12, *Fire Department Role in Emergency Management*

REFERENCES:

Thomas E. Drabek and Gerard J. Hoetmer, editors of *Emergency Management: Principles and Practices for Local Government*, (Washington D.C.: International City Management Association, 1992, page 138)

William M. Kramer, Ph.D. and Charles W. Bahme, J.D., *Fire Officers Guide to Disaster Control*, (Saddle Brook, New Jersey, 1992, page 2, 9 and 10)

PREPARATION

Show Overhead Transparency #78

The American Insurance Association in Special Bulletin Number 310 states that: "Disasters can and do occur anywhere. It is the duty of large and small fire departments, well equipped or poorly equipped, to be thoroughly prepared to assist in operations at the scene of a disaster."

Even though most disasters have nothing to do with flame and fire, fire fighters are usually the first to arrive at the scene of the calamity, and therefore, the logical agency to be responsible for disaster planning.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The fire service has experienced many changes from what had been its traditional role. Less than a quarter of a century ago, the firefighting profession was exclusively devoted to fire suppression with only a limited amount of rescue or first-aid medical assistance provided. New concepts/role changes include: • Rapidly increasing emergency medical services (EMS) • comprehensive fire prevention and pre-fire planning. Now these services are included in the fire service that once had a single purpose and mission, firefighting. The 1980's brought in the demand for comprehensive disaster preparedness and emergency management, especially with the advent of hazardous materials. Times have dramatically changed for the professional and volunteer fire service. The traditional role has given way to major technological and operational challenges. The fire service is looked to as the **"all risk" emergency service** provider.	Can you think of an emergency incident within a typical community that would NOT involve the fire department?
<u>Allow discussion.</u> Very difficult to think of an emergency without the fire service represented.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
When a law enforcement action has the potential for injuries, more often than not, fire department resources are dispatched to the scene. The fire service responds unconditionally to major disasters such as earthquakes, tornadoes, hurricanes and floods. It is almost routine action for the fire service to be involved in a toxic spill and containment. The fire service has mastered many other businesses in order to succeed in their field, and their primary purpose is still to provide protection and service to the citizens. The responsibility of the fire department and its emergency delivery system is to enhance life safety.	Show Overhead Transparency #79
"Most fire departments are normally separated into suppression (responding to the fire or emergency) and prevention. The fire department of the twenty-first century needs to concern itself with four distinct areas of management. Based on a **comprehensive emergency management program**."	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Most fire departments are all ready involved in comprehensive emergency management program, but are calling by other names. Four phases help define a comprehensive emergency management program:	
	Show Overhead Transparency #80 What does "mitigation" mean to the fire service?
Allow discussion. Usually linked to hazardous material incident; to clean up the area.	
In the field of emergency management, the definition of **mitigation** is: those activities that reduce the probability or limit the effects of an emergency or disaster. Activities which often take the form of • regulations • ordinances • and similar initiatives that achieve prevention through engineering, enforcement, or education.	
The Fire Prevention Bureau may be the key to mitigation activities. Education of the public is also important to prevent or reduce the impact of an emergency.	
Fire and building codes and sprinkler ordinances are examples of disaster prevention through mitigation activities.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The fire service can also get involved in land use planning decisions, which could influence actions that will determine the risk to the community from human-caused and natural hazards.	
	What types of activities would fit into the realm of "preparedness actions"?
Allow discussion. Activities include • planning • organizing • coordinating • directing • training • team-building and • improving any aspect of the fire department's ability to respond.	
Planning how to respond when the emergency or disaster occurs and training response personnel are critical to the fire department's operation.	
Developing standard operating procedures (SOPs) during this phase accomplishes both training and team-building.	
This phase, preparedness, also includes increasing the resources available and improving their effectiveness.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Preparedness activities are designed to help save lives and minimize damage by preparing people to respond appropriately when an emergency is imminent or occurs. The preparedness phase of planning also applies to educating the public.	
	What is the next identified phase on this overhead?
Response Response activities for a fire department would include • emergency assistance to victims • protect property, an • reduce the likelihood of secondary damage. Activities include warning, firefighting, EMS, rescue and other on-scene operations, and evacuation.	
	What is the fourth component shown on this overhead?
Recovery Consists of both short-term and long-term activities, and continues until all systems of the fire department are returned to minimum operating standards.	
	Write "Short-Term" and "Long-Term" on the board.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Short term activities include • overhaul at the scene • rehabilitation of emergency personnel • restoration of vital services such as food supply, temporary shelter, and • restoration of utilities. Long-term recovery activities that may involve the fire department include • crisis counseling • damage assessment • public education, and • application for disaster grants and/or loans; which may require your interface with state and federal agencies. Disasters often include fires, hazardous materials, and other components found in a fire fighters job description.	Show Overhead Transparency #81
The fire service is basically a disaster control organization and the ability of the fire fighters to cope with problems will largely depend upon the extent that • advance plans have been made, • resource availability identified and • key personnel trained to use established plans. It is the responsibility of fire service officials and others involved with emergency response to anticipate disasters, prepare for them, and minimize their effects.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
All fire departments are driven by demand, mostly by potential demand. The nature of these demands and the ways they shape fire department needs are major **management** and **planning** considerations.	

RETIRED CURRICULUM

LESSON SUMMARY

Fire protection is traditionally handled by a fire department, but if we look at fire protection as a system with the fire department being the **coordinating agency**, then it may be a natural progression that fire departments of today and the future be responsible for all **civil defense/emergency service functions** through a comprehensive emergency management program.

Most fire departments develop plans and procedures routinely to cope with the emergencies they may face, like grass fires, structural or automobile fires, chemical spills and other situations. Now you must anticipate the unexpected and think about all the "other" things that may go wrong or not work - even though the disaster does NOT happen in your jurisdiction, but totally impacts your resources and capability to function on a normal basis.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #12, *Fire Department Role in Disaster Planning* in preparation for quiz at next session

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

FIRE DEPARTMENT ROLE IN EMERGENCY MANAGEMENT

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

Some of the similarities that exist between disasters, fire situations and other emergency responses normally associated with fire departments are:

A. Immediate Response, Personnel Requirements and Mutual Aid
B. A pre-established Mission, Goals and Objectives
C. Immediate Response, Scope of Emergencies and Planning Effort
D. Incident Command System, Training and Drills

[Student Source: Information Sheet #12, *Fire Department Role in Emergency Management*.]

A comprehensive emergency management program consists of these phases:

A. Mitigation, Preparedness, Response and Recovery
B. Pre-planning, Training, Team Building and Drills
C. Code Enforcement, Firefighting/Rescue, Short-term and Long Term Goals
D. Resource Identification, Planning, Funding and Training

[Student Source: Information Sheet #6, *Federal Emergency Management Agency* and Information Sheet #7, *Acronyms, Terms, and Definitions* and *Overhead Transparency #80*.]

RETIRED CURRICULUM

Lesson Plan #12

TOPIC: **ROLE OF THE EMERGENCY MANAGEMENT COORDINATOR**

TIME FRAME: 35 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material.

Behavior: The class participant will describe the day-to-day duties to the position of Emergency Management Coordinator.

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #82, #83, #84
- ☐ One per student
  Information Sheet #13, *Major Duties of Local Emergency Management Coordinator*

REFERENCES:

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

PREPARATION

As a fire service manager for your jurisdiction, you have been assigned the responsibility of the Emergency Management Program for your jurisdiction. You have also been given the opportunity to hire an individual to perform the duties of the Emergency Services Coordinator/Planner.

What type of person are you going to hire? What should their experience level be? What talents and skills do you want them to possess and bring to the job?

This lesson is on the role of the emergency services coordinator/planner.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The title of Emergency Services Coordinator or Emergency Management Planner or Emergency Program Coordinator shall all mean the same position in this class. We will mostly be using the title of Emergency **Management** Coordinator.	
	What is the Emergency Management Coordinator's primary function?
Allow discussion. Definition: the person generally responsible for overall community disaster planning and coordination.	
	Show Overhead Transparency #82
It is **not** the position that is • legally responsible for the program (*Emergency Management Director although sometimes is the same person*) • nor is it the person who actually directs disaster operations (*the Incident Commander*).	
	As the fire services manager, what are the desirable attributes and skills you expect this person to have to perform the function of an Emergency Management Coordinator?
	Show Overhead Transparency #83

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Attributes defined.
Skills defined.
 	
<u>Allow discussion.</u>
• Communication skills
• Organizational ability
• Human relations skills
• Control under stress, and
• Possess some unique skill
  ° legal background
  ° grant writing
  ° national involvement
  °
  °
 	
This position is very demanding and challenging.
 	
<u>Allow discussion.</u>
No wrong answer, within reason.
	<u>INSTRUCTOR'S NOTE:</u>
	If time permits, allow students to define the attributes and skills desired in a person hired to perform the function of Emergency Services Coordinator.
	
	<u>INSTRUCTOR'S NOTE:</u>
	Refer to *EMD Hiring* in Exercise section of this Instructor's Guide.
	
	Allow 10 minutes. Then ask groups to state their desires. You may want to prioritize the top five.
	
	Where will you obtain someone with these skills?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Until the mid-1970's, most positions were filled in California with retired military personnel. Now, most are civilian personnel, at entry-level or public education level type of job description. Sometimes, the position is filled by a former police or fire service employee. Some positions are recognized as middle or upper management level. Requires a high degree of training to be effective. Nationwide, advocates recommend a university level degree or other type of standardized education.	When you have hired this person, what are they going to do when emergencies are not occurring?
<u>Allow discussion.</u> The normal day-to-day duties of the position • hazard analysis • cooperate and coordinate with other government and community organizations • mitigate and prepare for potential disasters • develop resource program • prepare and maintain EOC • ensure communications systems capabilities (alert/warning) • develop and maintain plans and procedures • etc.	Refer to Information Sheet #13

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Fire Chief • Police Chief • City Manager • •	Who does the position of Emergency Management Coordinator report to?
Allow discussion. Sometimes yes, sometimes no; can be a difficult situation. Chain of command during day-to-day functions --- may change during emergency situations. When the reporting relationship changes from "normalcy" and the "emergency mode", then the Emergency Services Coordinator must develop functional relationship with each of the two or work with a "good" mentor (powerful representative) to help present program needs.) If you work within one department, you must remember to think beyond that department's needs. The position is a manager and coordinator of information, ideas, and a large variety of personnel.	Is the person to whom the Emergency Management Coordinator reports to the Emergency Management Director?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. To improve the value of the program or the person: • volunteer to do special projects that will assist the jurisdiction (broaden your skills and get to know others and organization) • serve on local, state and federal committees, commissions, organizations • offer and provide training on any subject [telephone system example] • conduct open houses (for the entire jurisdiction or department by department, let them review their plans or supply kit in the EOC; let them touch and see; place volunteers in there role-playing that specific department's responsibilities, etc.) • • •	If you were the Emergency Management Coordinator or the person in charge of the EM program, what "things" could be done to increase the value or visibility of the program?

RETIRED CURRICULUM

LESSON SUMMARY

Show Overhead Transparency #84

As we have discussed, the role of the Emergency Management Coordinator is diverse and challenging. As a fire service manager responsible for the position and related functions, it is suggested that you be knowledgeable in the program's requirements and supportive of the position.

An Emergency Management Coordinator should be an experienced and skilled person, with acute political sensitivity, a knowledge of disaster characteristics and mitigation techniques. **An Emergency Management Coordinator should constantly be examining a community's needs, assessing goals and planned actions, and evaluating the results of the emergency management program.**

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #13, *Major Duties of Local Emergency Management Coordinator* in preparation for a quiz during the next session.

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

ROLE OF THE EMERGENCY MANAGEMENT COORDINATOR

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

The role of the emergency management professional is neither easily performed nor well understood. Successful emergency management coordinators are usually:

A. Perceived as autocrats
B. Possessed of several different qualities, such as communications skills, organizational ability and human relations skills
C. Recognized by nationally known profession groups
D. Consumed by their negative and foreboding profession and driven to developing non-essential plans and procedures.

[Student Source: Information Sheet #13, *Major Duties of Local Emergency Management Coordinator*.]

To summarize the role of the Emergency Management Coordinator, would be to state the position should:

A. Constantly be examining the needs, assessing the goals and planned actions, then evaluate the results of the community's emergency management program
B. Maintain a high degree of political sensitivity, determine the characteristics of disasters and implement mitigation measures
C. Obtain a university level degree as soon as possible
D. Develop emergency plans and procedures, then inventory a community's personnel skills and resources.

[Student Source: Information Sheet #13, *Major Duties of Local Emergency Management Coordinator* and Overhead Transparency #84.]

RETIRED CURRICULUM

Lesson Plan #13

TOPIC: **THE PLANNING PROCESS**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to describe a process used to produce an emergency operations plan

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #85 through #91
- ☐ State Emergency Plan
- ☐ Prepare flipchart with words from Overhead Transparency #84
- ☐ One per student
  - Information Sheet #14, *Emerg. Operations Plan, What's In It For You*
  - Information Sheet #15, *Plan Format*
  - Optional Reading Material: #E *Guidelines: Standard Operating Procedures*

REFERENCES:

Fire Service Emergency Management Handbook, January 1985, page 37
Hazards Analysis for Emergency Management (CPG 1-101, September 1983)
Multi-Year Development Planning (CPG 1-103, January 1984)
Fire Officer's Guide to Disaster Control, 1992, pages 19 through 21
International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

RETIRED CURRICULUM

PREPARATION

The ability of your community to quickly and effectively respond to a disastrous situation is directly related to the quality and scope of the emergency planning process used by your jurisdiction.

This lesson introduces the "planning process." Remember planning is not a one-time effort performed before the disaster occurs. Planning is an evolving process that requires constant review and maintenance.

Show Overhead Transparency #85

President Eisenhower said, "Plans are worthless, but planning is everything... keep yourself steeped in the character of the problem you may one day be called upon to solve, or help solve."

RETIRED CURRICULUM

PRESENTATION	APPLICATION
A written plan is essential to explain the duties and responsibilities of those expected to respond to an emergency situation.	
However, the planning process may yield far greater value than the actual plan.	
The planning process should include involvement from the local officials and all agencies expected to have a role in a disaster.	
This interaction requires a person to guide and motivate the participation on a consistent basis.	
Disaster planning is a dynamic process.	What does the word dynamic mean to you?
Allow discussion. • Active • Vivid • Vigorous • Energetic • Mobile • Ever-changing • **Visible**	
Pretty enthusiastic words for a "dull" subject matter.	
It can be a challenging role and vital to the organization you represent.	
	How many of you have ever read a plan or procedure?
Show of hands will suffice.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	When you receive a plan or procedure to review, what would make it easier to read?

Allow discussion.
A document that is
• easy to read
  ° large type
  ° sixth grade level
• includes graphics
• invites interest, stimulates
• natural progression of subjects
•
•	

Remember that an emergency planner should be constantly • re examining their community's needs • re assessing their goals and planned actions, and • evaluating the found results. and now add • placing these actions into written documents.	Write these points on the board.
It is not necessary for the planner to start with nothing. There are various guidelines developed to train the position of "emergency planner" and to instruct them on how to develop plans/procedures and guidelines for others. It is the responsibility of the Federal Emergency Management Agency (FEMA) to provide the foundation for a comprehensive national emergency management system.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Federal, state and local emergency management organizations act as operational partners. FEMA advocates a comprehensive emergency management approach to all hazards, using four phases of planning.	
	Show Overhead Transparency #86
Through the Integrated Emergency Management System (IEMS) concept, FEMA has tried to accommodate and assist the development of the comprehensive emergency management capability at the federal, state and local levels of government (focus: state, regional, local and support organization plans).	
	Write "IEMS" on the board.
IEMS is a method of finding out the needs the community has and making your emergency management program direct their planning efforts toward those identified needs. Although it is not the answer for everyone, it does provide an approach that addresses all the hazards confronting communities. IEMS was introduced in 1984 and is still a viable program. Over time and various experiences, the concept has been refined. There are many guidelines and implementation procedures to help you use the Integrated Emergency Management System.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Fire departments of all sizes will eventually be involved in, or at least affected by, large scale emergencies.	
The IEMS process is aimed toward a continual upgrading of emergency response capability and a reduction of duplicated efforts and resources through joint, community wide planning.	
We will discuss several steps to use in your planning process.	
Some steps in the process will have different names but the primary purpose for accomplishing that task will be similar.	
One way of reflecting the planning process is shown in this overhead:	Show Overhead Transparency #87
This process begins with the PREPARATION stage.	What is the first thing a jurisdiction has to do to begin the planning process?
Allow discussion. • decide to plan • start organizing for the actual planning.	How would a jurisdiction "get organized"?
Allow discussion. • appoint a coordinator or planner • form a committee • hire a consultant.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
No matter who is charged with the responsibility to start the planning process, the next step would be to: • start collecting and • analyzing the data collected.	
	What kind of information do you think should be collected?

<u>Allow discussion.</u>
• Geological
• Population
  ° language
  ° customs
• Demographics
• Resources	

The risks that currently face your community.	
A method for determining your risks from disasters can be called a HAZARD ANALYSIS or within the IEMS, it is called Hazard Identification	
	Show Overhead Transparency #88
Hazard Analysis is a systematic approach which enables a community to determine its potential vulnerability to an emergency which may happen in your specific jurisdiction. This approach is a way of anticipating what might happen and the likely impact various kinds of emergency could have on the community.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	How would you determine the risks faced by your community?
Allow discussion. • Research history of area • Talk to long-term citizens • Drive through and fly over area • Consult OES and other agencies Remember to look at your surrounding jurisdictions - they may have the potential for a disaster that could impact your community (i.e., hazardous chemical manufacturer).	
	What kind of information does a Hazard Analysis require?
Allow discussion. A Hazards Analysis requires two kinds of information. • knowledge of the hazards the community faces (for example, in Ohio you wouldn't prepare for volcanic activity or tidal waves) • knowledge of the nature of the community itself (how will it prepare, mitigate, respond and recover; resources, political attitude, citizens expectations, etc.).	
	Why should a Hazard Analysis be performed?
Allow Discussion. To determine how vulnerable the community is to • different kinds of disasters • identify risks that can be mitigated • and learn how to prepare for them.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
After you have determined the risks facing your community, you can even rate them into low, medium or high categories by using four factors.	
	Show Overhead Transparency #89
History: the record of previous disasters in the community. How often do they occur and what was their impact.	
Vulnerability: the number of persons who might be killed and injured, and the value of property that might be destroyed and damaged.	
Maximum threat: the "worst case" scenario of a hazards that is, that set of circumstances in which the emergency will have the greatest impact	
Probability: the likelihood that the disaster will occur and its expected magnitude.	
By conducting a Hazard Analysis, the emergency planning team can understand the hazards and the secondary effects.	
So, the first step in the planning process is to identify the problems and needs faced by your community, as depicted on the chart in the "Collect and Analysis Data" bubble.	
Every community is different, both in terms of the damage it faces and the resources it has available to it.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The Hazard Analysis may also generate the interest needed to continue the planning process.	
	Now that you've determined the risks that face the community, what is the next step in the planning process?
	Refer to Overhead Transparency #87
Allow discussion. To determine what should be done next: defining your goals and objectives	
For the sake of discussion, your community has rated these risks as their top three: ▪ flooding ▪ earthquake ▪ winter storms.	
	Show Overhead Transparency #90 TOP HALF
In setting your goals, you and your planning team have decided that for **each one** of these risks you want to: • develop an emergency operations plan (EOP) • identify an effective method for the utilization of all available resources to minimize loss of life and damage to property, and • develop a public education program for each of these potential disasters.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
If you had unlimited time, money and personnel you might be able to manage completion of these goals in a reasonable amount of time. But since we don't, there is a need to prioritize where your time, money and personnel efforts will be focused. This community has chosen to begin with the hazard that causes the most repeated problems -- flooding. Their next task would be to establish objectives for each goal. Each goal should have at least one objective. Objectives are more specific than goals. Objectives have measurable results accomplished within a specific period of time. **Measurable words,** examples: • write draft of plan, sections on authority and references • define roles and responsibilities of each department related to hazard • define role and available resources of the American Red Cross **Specific time frame** • within one month • within two months • within 15 days from X date.	Show Overhead Transparency #90 COMPLETELY

RETIRED CURRICULUM

PRESENTATION	APPLICATION
As you determine objectives, you will deal with a variety of issues and the kinds of action that need to be considered for each goal, such as • personnel management • equipment acquisition • agency coordination. Your objectives must meet your own goals and community needs, or they will be meaningless. At this point in the process, people in your organization have started to learn what it will be like to work together in the emergency. Having completed a Hazard Analysis and by setting some goals and objectives, the next step in the planning process is called the • Capability Assessment.	Show Overhead Transparency #91
The Capability Assessment identifies for a jurisdiction their • strengths and • weaknesses. It is an examination of various components of your emergency management program.	What types of "things" should we be measuring?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • EM staffing • EOC criteria • Warning systems • Public information • Resources • Mutual Aid agreements • Personnel skills • Training and exercises • •	
Most of these items are common to all hazards and a fire department should exam its capability to effectively respond to each particular hazard identified.	
Capability shortfalls should be identified and form the basis of a Multi-Year Development Plan (which is the next step in the IEMS planning process). The Multi-Year Development Plan (MYDP) is a tool that should outline those things that need to be done to reach the desired level of response to an emergency situation or disaster. (State OES placed less emphasis on this in 1992.)	What are some of the benefits of using this IEMS approach (Hazard Analysis, Capability Assessment and Multi-Year Development Plan) in your planning process?

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Allow discussion.

- Tool to convince budget decision-maker(s) of needs
- Establishes priorities for community
- Addresses future funding and goal attainment
- Defines problems and solutions
-
-
-

When the draft plan is completed, it should be evaluated and revised before it is taken to the governing body for approval.

RETIRED CURRICULUM

LESSON SUMMARY

The Integrated Emergency Management System (IEMS) developed by FEMA is a gradual, continual upgrading of capability year by year. FEMA's goal is to develop and maintain credible emergency response capability nationwide. You will see how this concept has been adopted by the State of California in future discussions.

Remember that FEMA provides in-depth instruction on this planning process.

Those jurisdictions that receive Emergency Management Assistance (EMA) funding (financial support) are required to use IEMS (*this may change with implementation of the SEMS law*).

Preparing for disasters can be broken into a step-by-step process. Identifying the potential hazards, set planning goals and objectives on each identified hazard, complete a capability assessment to determine future direction, implement and evaluate the completed documents. And continue to evaluate the completed documents.

EVALUATION

See attached.

ASSIGNMENT

Read:
Information Sheet #14, *Emerg. Operations Plan, What's In It For You*
Information Sheet #15, *Plan Format*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

THE PLANNING PROCESS

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

An emergency planner should constantly be:

A. Publishing documents that assist other jurisdictions in their emergency planning and management activities
B. Coordinating their activities with the Salvation Army
C. Examining a community's needs, assessing goals and planned actions, and evaluating the results
D. Striving to improve the emergency management program by arguing with the politicians.

[Student Source: Information Sheet #13, *Major Duties of Local Emergency Management Coordinator* and Overhead Transparency #84.]

The Integrated Emergency Management System (IEMS) developed by FEMA tries to:

A. Assist the development of the comprehensive emergency management capability at all levels of government
B. Build upon the foundation that emergency plan development is a one time effort
C. Identify the highest priority risk on a nationwide basis and provide guidance on how to mitigate that risk
D. Coordinate all levels of government towards a budgetary focus on emergency planning.

[Student Source: Information Sheet #6, *Federal Emergency Management Agency* and #7, *Acronyms, Terms and Definitions.* Overhead Transparency #86.]

RETIRED CURRICULUM

A Hazard Analysis is:

A. An information gathering tool that tells elected officials of their greatest risk
B. A method of isolating the at-risk population from the source of the destruction
C. A tool that eliminates all potential disasters from the threshold of a community
D. A systematic approach used to determine a community's vulnerability to disasters

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions* and #20, *The Integrated Emergency Management System.* Overhead Transparency #88.]

The process that identifies the strengths and weaknesses of a community to respond to a potential disaster is called a:

A. Capability Assessment
B. Component Evaluation
C. Hazard Analysis
D. Multi-Year Development Plan.

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions* and Overhead Transparency #91.]

In general, FEMA recommends that each jurisdiction:

A. Develop plans that support nuclear warfare and terrorist acts
B. Develop a comprehensive emergency operations plan encompassing all hazards that pose a significant threat to the community
C. Reduce redundancy in plan development and documentation
D. Organize their emergency planning effort on the federal government's situation and assumptions, in accord with that specific concept of operations.

[Student Source: Information Sheet #14, *Emergency Operations Plan, What's In It For You?.*]

There are four levels of emergency management plans, reflecting four levels of action and responsibility. These four levels of plans include:

A. Nationwide plans, state plans, local plans and support agency plans
B. State plans, regional plans, support agency plans and citizen group plans
C. Regional plans, local plans, support agency plans, district plans
D. State plans, regional plans, local plans and support agency plans.

[Student Source: None]

RETIRED CURRICULUM

Lesson Plan #14

TOPIC: **DEVELOPING A USABLE PLAN**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material.

Behavior: The class participant will describe the information that should be contained in an Emergency Operations Plan (EOP) and means of obtaining that information.

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ State of California Multi-Hazard Functional Planning Guidance
- ☐ Overhead Transparencies #92 through #100
- ☐ One per student
  - Information Sheet #16, *A Usable Plan*
  - Information Sheet #17, *Suppression Company, Station Checklist*
  - Optional Reading Material #E: *Development of Standard Operating Procedures Guidelines*

REFERENCES:

State OES Multihazard Functional Planning Guidance, 1985
William M. Kramer, Ph.D. and Charles W. Bahme, J.D., *Fire Officer's Guide to Disaster Control*, Second Edition, 1992, pages 23 & 24
International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

RETIRED CURRICULUM

PREPARATION

Now that we've covered the IEMS concept of conducting a Hazard Analysis, Capability Assessment and then developing the Multi-Year Development Plan (that documents our jurisdictional weaknesses and strategy to improve response capabilities), it's time to review the existing plan or start on compiling one.

There are, of course, steps that you can follow in developing a usable emergency operations plan.

Remember that the plan itself should be a guide, a source of information and a training document. The Emergency Operations Plan should be easy to read and encourage the user to know the contents for their own benefit.

The mere existence of a written plan does not automatically indicate preparedness.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What is in an Emergency Operations Plan, an EOP?
Allow discussion.	Show Overhead Transparency #92
Scope and description of an Emergency Operations Plan: a document that contains information on the **actions** that may be taken by a governmental jurisdiction to protect people and property in a disaster or a disaster-threatening situation. The EOP describes actions that may be required to manage **any hazard**, whether it be natural, technological or related to war. The EOP details the **tasks** to be carried out by • specific organizational elements • at anticipated times and • projected places, • based on established objectives, assumptions, and a realistic assessment of the jurisdiction's response capabilities.	
	After conducting a Hazard Analysis, Capability Assessment and developing your Multi-Year Development Plan would you have enough information to start writing an Emergency Operations Plan?
Allow discussion. Unless you know everything about **each** agency/organization and support group within your jurisdiction, you probably need more information.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Conduct meetings • Develop questionnaires • Send out rough drafts of the EOP or operational checklists • • •	What are some ways of obtaining more information from agencies/organizations and support groups within your jurisdiction?
Do NOT try to develop the entire Emergency Operations Plan at one time. Decide what areas, through your planning committee's established priorities, should be developed first. Remember that FEMA and the State OES develop and distribute guidance and provide assistance for the development of Emergency Operations Plans. There are many publications available to you. If possible, obtain copies of plans from other jurisdictions of comparable size and hazard potential. Currently, the Multihazard Functional Planning Guidance is the accepted format and provides the interface with local, state and federal levels of government. Your jurisdiction may all ready have a copy of this Guidance or you can request a copy from the State Office of Emergency Services.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Why should your plan follow these guidelines?
Allow discussion. To aid in the development of standardized plans throughout the State of California and eventually across the United States.	
	What elements should be in a Basic Emergency Operations Plan?
Allow discussion.	Show Overhead Transparency #93
Review some examples of these nine elements: 1. Introduction ° Political statement signed by elected official ° Commitment to safety of citizens, "flowery words" 2. Purpose of plan, through commitment improve ° Coordination and ° Ability to provide assistance 3. Situation and Assumptions ° Description of jurisdiction, location and area involved directly impacted ° Description of potential threats to the community ° Preconditions for the activation of the emergency organization, and ° how actions should occur 4. Concept of Operations ° Emergency operations compared to normal operations	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
° When and who can activate ° How do operations change ° Assumptions adopted which impacted the planning process ° Coordination with other agencies ° Who and how will actions be directed, chain of command ° Continuity of government ♦ succession of office ♦ pre delegation of emergency authority ♦ emergency action steps ♦ primary and alternate emergency action steps ♦ primary and alternate emergency operating centers ♦ essential records storage and ♦ protection of government resources, ♦ facilities, and ♦ personnel	Show Overhead Transparency #94
5. Organization and Assignment of Responsibilities ° Each action must be assigned to a position or person ° Coordination among various agencies should be detailed ° Describe anticipated support (use of Mutual Aid) ° Remember this document should also be a training guide	
6. Administration and Logistics ° Communication systems and usage, and ° Alert & Warning systems ♦ identify the systems to use and how to use them	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

- Anticipated response efforts
  - pre-identify priorities, likelihood of areas impacted by disasters
- Resource management
  - access to people, equipment and supplies
  - normal hours and after-hour procedures
  - who can use; special training required
- Recovery measures
  - ordinances and special orders should be readied
  - priorities pre-planned for mitigation measures
  - locations identified for shelters, mass care, assistance centers
  - plans for waste clean-up and disposal
  - plans for distribution of needed goods and services
  - identification of personnel (workers and citizens)
  - recognition that tax revenues and businesses will be impacted
  - how to find important documents stored at a remote location
- Safe and orderly evacuation procedures
  - who can authorize evacuation
  - anticipated time for specific locations
  - needs of population by area (language, culture, economic)
  - how to mark areas to lessen duplication of efforts
  - how to convince residents to leave (father, mom & children)

RETIRED CURRICULUM

PRESENTATION	APPLICATION

- Emergency Public Information
  - prepare to speak with "one voice"
  - coordination of many sites for uniformed release
  - who can authorize release of information
- Shelter considerations and Mass Care considerations
  - identify anticipated locations
  - insure that these sites are usable before sending people
  - remember that ARC shelter managers are usually volunteers
  - people turn to people in uniform for guidance
  - anticipate elderly, disadvantaged and pet needs
  - length of stay
- Provision for person with disabilities or special problems
  - health/medical care
  - location and transportation
  - language.

7. Plan Development and Maintenance
   - Statement on when plan will be revised
   - Periodic testing and evaluation methods

8. Authorities and references
   - Federal, state and local legislation
   - Existing agreements
   - Existing Plans and Procedures

9. Definition of Terms

RETIRED CURRICULUM

PRESENTATION	APPLICATION
All of these points and more should covered in the Basic Plan.	
	Show Overhead Transparency #95
Now let's talk about one way of organizing this document called an Emergency Plan. The State of California is recommended this format. The **Basic Plan** addresses the jurisdiction's planned response to extraordinary emergency situations associated with • natural disaster, • technological incidents, and • nuclear defense operations. By identifying one specific hazard in an **Appendix** to the Basic Plan, the plan can include a description of • the area at risk and • the anticipated nature of the situation.	
	What type of information would you put in an Appendix to the Basic Plan on Flooding?
<u>Allow discussion.</u> Area at risk for flooding • entire state • region • county • combined jurisdictions • jurisdiction • part of jurisdiction	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Anticipated nature of situation for the "flooding" • general conditions of expected emergency • special conditions of expected emergency • specific elements within that emergency (several faults, different damage; various dams impact on sewers and other specific areas) • predicted impact of emergency. The area at risk and the anticipated nature of the situation (type of Information) could be found in the Basic Plan in documents usually called: • Enclosures • Attachment and • Appendices.	Now, your jurisdiction is threatened by the possibility of an earthquake. Would you have another Appendix to describe the risk and anticipated events?
<u>Allow discussion.</u> Yes Your jurisdiction will have certain actions to perform no matter what type of disaster comes your way, those actions common to every disaster will be found in your Basic Plan. The appendices to the Basic Plan should describe actions specific to a single threat alone.	Show Overhead Transparency #96

RETIRED CURRICULUM

PRESENTATION	APPLICATION
This is an example of information in that could be found if the **anticipated nature of the incident** is an earthquake.	
The **area at risk**, in this case, is Orange County, California, the coastal area where the Newport-Inglewood fault is located. This Appendix serves to forecast on such things as • casualties, • deaths, • disruption of services, • destruction of facilities, and • property damage.	
	Return to Overhead Transparency #95 -or- Refer to Information Sheet #15
	Could an Appendix to the Basic Plan, also have Enclosures and Attachments?
Answer. Yes.	
	Show Overhead Transparency #97
There is a chart showing this relationship in Information Sheet #15.	
	If your community was threatened by floods and landslides, would you have more than one Appendix in your Basic Plan?
Answer. Yes.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
When there is more than one potential disaster threat to your community, your plan would contain more than one Appendix. Each disaster that threatens your community should be described in an Appendix to the Basic Plan.	Direct students to their jurisdiction's Emergency Plan. How many Appendices or Contingencies are identified in your Emergency Plan?
<u>Allow discussion.</u> Differences exist due to location of jurisdiction.	What would you attach to an Appendix as supporting documents?
<u>Allow discussion.</u> Attachments and/or Enclosures • Maps • Graphs • Charts • Time Predictions for Evacuation • Forms • Other specific data	Show student the State of California <u>Multihazard Functional Planning Guidance</u>. Keep it available to them throughout course.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	In accordance with the State's Multihazard Functional Planning Guidance, what elements of the Emergency Operations Plan should be in **Part Two**?
Allow discussion. Part Two consists of Annexes. Part Two Annexes, describes the **emergency response organization.** Operational and Policy Issues, that may require the cooperative efforts of more than one agency/department such as: • How emergency operations will be managed • Fire and rescue operations • Law enforcement and traffic control operations • Medical operations • Movement operations • Resources and support operations • State law • Local statue • Local ordinances • Control of fire • Explosives • Hazardous materials • Other plans	Who do you think is the target audience in the emergency action checklists that appear in Part Two Annexes?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. Usually, Part Two's emergency action checklists address the: Emergency Management Organization such as the • Emergency Operations Center staff, • policy and decision makers, and • elected officials. and can have some mention of general duties for emergency responders.	
	Can Part Two, Annexes have Enclosures, Attachments and Appendices?
Answer. Yes.	
	Show Overhead Transparency #98
Fire Chief becomes Emergency Operations Manager. Checklist is addition information regarding the information (tasks) found in Part Two, so it is an Appendix.	
	Show Overhead Transparency #99
Suppression Companies are now called Field Operations. Very general checklist. Specific instructions can be presented for different conditions that a specific disaster may present.	
	Show Overhead Transparency #100

RETIRED CURRICULUM

PRESENTATION	APPLICATION
For example: an earthquake • with mild damage there is one set of instructions; • when damage is severe there are more instructions that may well include the instructions also set forth in the "mild" category.	
	What group or what positions have not been addressed in this written document yet?
Allow discussion. The actual emergency field responders.	
	Return to Overhead Transparency #95 -or- Information Sheet #15
Part Three of the Emergency Operations Plan contains the operational actions required or anticipated to be completed by the emergency responders in the field.	
	Where might this type of information be located at the department level?
Allow discussion. • Departmental policy/procedure manual • Mission statement • MOU • Employee records on personnel data • (such as telephone numbers; who to contact when the employee is hurt, special skills the employee has) • Staffing or shift requirements	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Standard Operating Procedures, for example: ◊ call-back procedures ◊ EOC operations	
These documents form Part Three. They may or may not be usable in their format and information content to fit into the Emergency Operations Plan. Evaluation will be required. They are a great source of information when they exist.	
	Refer to Information Sheet #17. Review with students.
Purpose: all personnel know their duties and the proper manner in which to complete them.	
	Would Part Three of the Emergency Operations Plan be published?
Answer. Yes.	
	Who would receive the completely printed Emergency Operations Plan with Part One, Part Two and Part Three?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. Only those people who need the entire document. Others would receive documents that state something like: "This information is confidential and has been omitted intentionally on this copy of this planning document."	Besides confidentiality, why wouldn't you want to print and distribute Part Three to your entire distribution list?
Allow discussion. Information changes too frequently.	

RETIRED CURRICULUM

LESSON SUMMARY

We have now defined that an Emergency Operations Plan is a written document that contains the actions and operational tasks that may be performed when the jurisdiction is faced with an emergency situation or the threat of a disaster. The Basic Plan describes the operational concepts that the Emergency Management Organization should follow when protecting life and property, and the Basic Plan identifies those agencies that may provide support through mutual aid and specific statutory authorities.

In Part Two, the Annexes are presented which describe the operational and policy issues that may require the cooperative efforts of more than one agency or department such as emergency management operations or movement operations.

Part Three contains the operational information, usually specific to a single department or agency. This information is designed for the emergency workers and are the position descriptions or task related checklists required to reduce or contain the threat or actions that may be or are occurring.

Training, exercises and joint training are required to ensure that the document accurately reflects the capabilities of the jurisdiction. The plan has got to be known, accepted and executed to be of value.

EVALUATION

See attached.

ASSIGNMENT

Read:
Information Sheet #16, *A Usable Plan*
Information Sheet #17, *Suppression Company, Station Checklist*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

DEVELOPING A USABLE PLAN

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

An Emergency Operations Plan (EOP) must contain:

A. Maps, charts and graphs pertaining to earthquakes
B. Actions that may be taken by a jurisdiction to protect life and property
C. Only those operational tasks required of the private sector
D. An established time line for the completion of mitigation measures.

[Student Source: Information Sheet #16 and Overhead Transparency #92.]

What document has been adopted by the State Office of Emergency Services to standardize planning efforts?

A. The Multihazard Functional Planning Guidance
B. The Multi-Year Development Pan
C. The Capability Assessment
D. The Disaster Control Planning Textbook

[Student Source: Information Sheet #16, *A Usable Plan.*]

RETIRED CURRICULUM

An Emergency Operations Plan should address the jurisdiction's planned response to emergency situations

A. Within three hours of the disaster
B. Associated with natural and technological incidents, and nuclear war
C. After the authorized elected official has declared a "Local Emergency"
D. In coordination with planned military operations

[Student Source: Information Sheet #16, *A Usable Plan.*]

Descriptions on such things as predicted deaths and casualties, disruption of services, destruction of facilities and property damage would:

A. Not be specifically identified in an Emergency Operations Plan
B. Be contained in a private consultant's report to the elected officials
C. Be described in the Appendix to the Basic Plan
D. Not be known to an emergency planner.

[Student Source: Information Sheet #16 and Overhead Transparency #96.]

An Emergency Operations Plan provides information for the Emergency Management Organization, jurisdictional departments and special support organizations. Specific information, for the emergency responders in the field, is:

A. Not found in an Emergency Operations Plan
B. Located in Part Three, Operational Data
C. Kept confidential and only referenced in the Emergency Operations Plan
D. Always available in training classes and evaluated during drills.

[Student Source: Information Sheet #16 and Overhead Transparency #95.]

Each Part of an Emergency Operations Plan, whether it be the Basic Plan, the Annexes or the Operational Data, may have the following documents incorporated into their structure:

A. Directories, listings, guides and maps
B. Checklists and position locators
C. Attachments, Enclosures and Appendices
D. Authorities referencing legal dogmas, ordinances and agreements.

[Student Source: Information Sheet #15, *Plan Format.*]

RETIRED CURRICULUM

Lesson Plan #15

TOPIC: **DISASTER SERVICE WORKER**

TIME FRAME: 10 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will describe the criteria established for the use of volunteers and public employees under the term of "Disaster Service Worker" and the benefits available to the person and the entity before, during and after an emergency

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser
- ☐ Overhead Transparency #101
- ☐ Example of Disaster Service Worker registration card or form
- ☐ One per student
  Information Sheet #24, *Disaster Service Worker*

REFERENCES:

State of California, *Labor Code*
State of California, *Government Code*

RETIRED CURRICULUM

PREPARATION

As you accumulate information about the disasters that could occur in your community with the Hazard Analysis, and evaluate your abilities to manage them with your Capability Assessment – you will soon discover that there are not enough resources available to you.

Several questions should pose themselves to you: How will resources get into the area? Will all of the jurisdiction's employees report to work? Will this disaster be an isolated incident or will be create statewide demands? How many people will be able to help us? Can I use volunteers? What kind of training will these people bring with them?

There exists several codes and ordinances that assist jurisdictions in the performance of their emergency duties. Some laws offer immunities and protections. The "volunteer" and "required" services of people are covered under the term of "Disaster Service Worker."

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Write "Disaster Service Worker" on the board.
	How many of you have heard the term "Disaster Service Worker"?
Show of hands will suffice.	
	How many of you are a Disaster Service Worker?
Answer. Each of you that is a public employee is a Disaster Service Worker.	
Let's define Disaster Service Worker.	
The term refers to various personnel that can be used in an emergency situation.	
These people can be "registered" • before • during or • after a disaster.	
Registered means enrolled or signed-up with a governmental jurisdiction: • local • county • state.	
There are three categories of Disaster Service Worker (DSW):	
1. A person registered with a jurisdiction as a DSW to provide their services • on a voluntary basis • without pay or compensation.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Write "Voluntary" on board.
	Can you identify any personnel in your jurisdiction that meet this criteria?
Allow discussion. • RACES • Damage Assessment • Shelter Management • •	
Any group of people that the jurisdiction has organized, registered and identified as having an "emergency" function.	
	What usually scares a government entity away from using volunteers?
Allow discussion. • Fear of liability. • Time commitment.	
To encourage the use of volunteers and to build a trained force of workers, the State of California provides Workmen's Compensation for Disaster Service Workers. If a volunteer is hurt while providing services to your jurisdiction,(i.e., during a drill or actual emergency), their medical costs would be covered by the State of California Workmen's Compensation.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Write "Impressed" on the board.
2. A person can be impressed into service to provide a service without pay or compensation.	
	What does "impressed" mean?
Answer. • To levy or take by force for public service. • To procure or influence by forcible persuasion. • Influenced by a governmental entity to provide a service without pay or compensation.	
These people will also be covered by the State of California's Workmen's Compensation should they receive injury during their service.	
	Write "Public Employee" on the board.
3. Public employees are also considered Disaster Service Workers and are required to provide the services they were trained for during emergency situations.	
Members of volunteer fire departments are NOT considered Disaster Service Workers.	
[Entity should provide coverage for volunteers.]	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Usually, when you are hired by a government entity you swear your allegiance to the State of California and are registered as a Disaster Service Worker.	Show students example of registration form or card.
Some jurisdictions are now including a clause on being a Disaster Service Worker in their employee Memorandum of Understanding(s) and policies/procedures manual(s).	As the emergency planner, how can this information help you prepare for a disaster?
<u>Allow discussion.</u>	Show Overhead Transparency #101
• Develop registration procedures. • Train volunteers now to fill required and identified tasks. • Plan to use "impressed" personnel and establish procedures. • Inform your employees of their DSW responsibilities during emergency • Anticipate use of other public employees that live in your community (i.e., police officers and fire service personnel) that may not be able to respond to their employing jurisdiction.	

RETIRED CURRICULUM

LESSON SUMMARY

The Disaster Service Worker can be a powerful tool in your community's emergency management organization.

Proper and efficient usage of all resources available to the jurisdiction will include the identification and proper training of volunteers. The State of California has provided immunities and protections for jurisdictions against personal injuries and property damage. The Workmen's Compensation coverage of "registered" and "impressed" volunteers is just one of the protections established to protect communities.

Inform public employees of their Disaster Service Worker responsibilities, so that they may plan to be an effective part of their employer's or communities emergency management efforts.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #24, *Disaster Service Worker*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

DISASTER SERVICE WORKER

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

Disaster Service Workers who provide their services on a voluntary basis or who are impressed into service:

A. Receive medical coverage for themselves and their dependents
B. May receive State of California Workmen's Compensation
C. Receive the same benefits offered the jurisdiction's employees
D. May purchase the same benefits offered the jurisdiction's employees.

[Student Source: Information Sheet #24, *Disaster Service Worker*.]

As Disaster Service Workers, public employees are required to:

A. Act within the scope of their official duties during a disaster
B. Physically report to their employing jurisdiction within 24 hours
C. Report to the closest shelter and manage a contingency of volunteers
D. Telephone their employing jurisdiction within 24 hours on their status.

[Student Source: Information Sheet #24, *Disaster Service Worker*.]

RETIRED CURRICULUM

Lesson Plan #16

TOPIC: **CEM - MITIGATION**

TIME FRAME: 30 minutes (with 20 minute exercise)

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will recognize mitigation as part of a comprehensive emergency management program and be able to describe measures that may lessen the impact of an expected disaster

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser
- ☐ Examples of Mitigation Plans and Reports
- ☐ FEMA's *Post Hazard Mitigation Planning Guidance*
- ☐ Overhead Transparencies #102 through #107
- ☐ One per student
  - Information Sheet #18, *CEM - Four Phase of Planning*
  - Information Sheet #19, *CEM - Mitigation Planning*
  - Classroom Exercises: *Mitigation Measures Exercise*

REFERENCES:

Federal Emergency Management Agency (FEMA), *Post-Disaster Hazard Mitigation Planning Guidance for State and Local Governments*, DAP-12, September 1990

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

RETIRED CURRICULUM

PREPARATION

The comprehensive emergency management program consists of four phases to consider in your planning and disaster preparedness efforts.

If you lived in the mid-west and a tornado came and tore apart your home, you may think -"Okay, it's an act of nature" and accept your fate.

Soon afterward, you found out that the local weather forecasters knew that a tornado was coming and was headed directly toward your loved ones and property, but they decided not to warn you.

Now, is your reaction to the disaster different? Are you mad? Do you have someone to blame your misfortune upon? Should the people, with the expertise, taken care of you, allowing you time to prepare and decrease your losses?

Let's us consider what mitigation measures are and how they fit into CEM.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What does mitigation mean in disaster preparedness?
Allow discussion.	Show Overhead Transparency #102
Any action taken to reduce or permanently eliminate the long-term risk to human life and property from natural hazards.	Write "Mitigation" on board with key words "lessen impact/effects."
After a disaster occurs, repairs and reconstruction are often completed in such a way as to simply restore damaged property to the pre-disaster condition. These efforts usually help to bring back the community to a comfortable calm. But reconstruction to pre-disaster conditions usually produces a repeat of the damage and contributes to the cycle of disasters. Hazard mitigation is needed to ensure that such cycles are broken, that post-disaster repairs and reconstruction take place after damages are analyzed, and that improved, less vulnerable conditions are produced.	Show Overhead Transparency #103

RETIRED CURRICULUM

PRESENTATION	APPLICATION
In November 1988, the Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707, was signed into law. It amended the Disaster Relief Act of 1974, PL 93-288.	
Some of the changes that should interest government emergency planners, are that the law: • established a Hazard Mitigation Grant Program • it liberalized the eligibility of hazard mitigation under the Public Assistance Program • it increased Disaster Preparedness Improvement Grant Program funds to $50,000 annually (per State).	
	Show Overhead Transparency #104
The Stafford Act also requires that state and local governments develop a post-disaster mitigation plan. The plan should develop strategies for the reduction of potential losses from future natural disaster.	
	Show students examples of Mitigation Plans and FEMA guidelines for Hazard Mitigation.
Mitigation planning measures and consideration are to be incorporated into the economic or community development goals and support the accomplishment of a more comprehensive and effective government.	
	Why do you think the Stafford Act was passed?

RETIRED CURRICULUM

PRESENTATION	APPLICATION

The need for Federal disaster assistance continues to grow due to losses from natural hazards. A proven method for reducing future disaster losses is the implementation of mitigation measures.

Whether applied in post-disaster reconstruction or during pre-disaster planning efforts, hazard mitigation provides planners with guidelines for reducing losses from future disasters.

Jurisdictions are encouraged to develop a mitigation plan **prior** to the occurrence of a disaster so that at the time of a disaster the plan can simply be expanded or updated to address specific issues arising from the disaster.

Also, if a mitigation plan is adopted prior to a disaster occurring, public input can be received to lessen controversy.

It takes less time to educate public on mitigation measures (i.e., smoke detectors, sprinklers) than appeal hearing in court. Educate your public before a disaster and have a supportive element after the disaster.

Even more importantly, pre-disaster planning will help ensure that mitigation opportunities are not lost in the hasty effort to rebuild and recover.

(Prepare drafts of codes or ordinances that need to be passed, for use during response or recovery phase of disaster, example in Supplemental Reading F.)

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What are some examples of mitigation measures or activities?
Allow discussion. Actions that reduce a known risk might include • implement or improve building standards (i.e., mobile homes, high-rise structures, apartment complexes) • improve or supplement communications systems • implement or change zoning use • location of infrastructure • develop land-use management • install or improve warning system(s).	
Mitigation measures may also help promote economic development.	
Mitigation is difficult to implement because often the primary responsibility rests with a number of different local government departments.	
This means that the Emergency Management Coordinator must play the crucial role of coordinating, motivating and monitoring the mitigation measures of the community.	
	If your community suffered repeated flooding season after season, what would be some examples of structural (physical) mitigation measures or activities your community might take to lessen this disaster's impact?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion.	Show Overhead Transparency #105, Top Half Only Now, the threat is still the same flooding. What non-structural measures could your jurisdiction implement to lessen the threat of this flooding?
Allow discussion.	Show Overhead Transparency #105, Completely Exercise Refer to Classroom Exercises in Instructor's Guide on Mitigation. Time Limit: 10 minutes Ask students to list examples of non-structural mitigation measures that can be taken for earthquakes, winter storms and fires. Divide students into groups. Ask students to identify on a flipchart examples of structural mitigation measures from their list. Write these examples on a flip chart or use overhead transparency. Compare student responses with Overhead Transparency #106.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	While students are still in their groups. Ask students to identify on a flipchart the non-structural measures that could be taken in their community for the same type of disasters, list these and further explain their importance in the planning process. Ask students to provide you with examples of non-structural mitigation measures from their list. Write these examples on a flip chart or use overhead transparency. Compare student responses with Overhead Transparency #107. Refer to Classroom Exercises in Instructor's Guide and Student Manual.

RETIRED CURRICULUM

LESSON SUMMARY

Even when Federal assistance is provided, state and local costs are incurred. Mitigation is a useful tool to reduce those costs. Mitigation programs affect the impact of future disasters. Emergency planners can break the cycle of damage, reconstruction, and repeated damage. Post-disaster planning is actually pre-disaster planning, and effective plans are essential to disaster preparedness, response and recovery.

The "Stafford Act" under Section 409 requires, that for all Presidential declarations for Federal disaster assistance, a post-disaster mitigation plan be developed.

Hazard mitigation can reduce the severity of a disaster by reducing the cause of the hazard, exposure to the disaster, and reducing the effects through preparedness, response and recovery measures.

EVALUATION

See attached.

ASSIGNMENT

Read:

Information Sheet #18, *CEM - Four Phases of Planning*
Information Sheet #19, *CEM - Mitigation Planning*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

CEM - MITIGATION

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The mitigation phase of a comprehensive emergency management system consists of:

A. Those activities which governments, organizations and individuals develop to save lives and minimize damage
B. Pre-event planning and actions which aim to lessen the effects of potential natural disasters
C. Those operations taken to save life, property, health and property
D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Information Sheet #19, *The Stafford Act (Mitigation Planning)* and Overhead Transparency #102.]

The following measures and activities are examples of mitigation:

A. Providing crisis counseling to public safety personnel after a disaster
B. Assigning public safety personnel to patrol areas after established curfew
C. Obtaining disaster insurance
D. Activating the Emergency Broadcasting System.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning*.]

RETIRED CURRICULUM

The Robert T. Stafford Disaster Relief and Emergency Assistance Act amended the Disaster Relief Act of 1974. It also established the requirement for:

A. Hazard analysis and capability assessments by local jurisdictions
B. The development of emergency operations plans based on a comprehensive emergency management concept
C. Local jurisdictions to include disaster assistance centers in the recovery phase of a declared disaster
D. The development of a post-disaster mitigation plan.

[Student Source: Information Sheet #19, *The Stafford Act (Mitigation Planning)* and Overhead Transparency #104.]

RETIRED CURRICULUM

Lesson Plan #17

TOPIC: **CEM - PREPAREDNESS**

TIME FRAME: 30 minutes (with 30 minute exercise)

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will recognize preparedness as part of a comprehensive emergency management program and be able to describe activities included in this phase of planning

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #108 and #109
- ☐ One for each student
  - Information Sheet #18, *CEM - Four Phases of Planning*
  - Classroom Exercises: *Preparedness Measures Exercise*

REFERENCES:

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

RETIRED CURRICULUM

PREPARATION

How many of you have ever been around small children? Are they not walking disasters? I mean that in a "kind" way of course. Are there "things" that you do when children are around to make the area safer for them and you? For example, keeping them away from hot objects, moving fragile glass valuables out of their reach, looking behind the car before your drive backwards. Just a few ways in which we "prepare" and "response" to the fact that small children need special attention.

Preparing for an emergency situation can make an important difference when a disaster occurs. Your preparedness efforts must be based on an understanding of what typically happens during that specific hazard. Completion of the Hazard Analysis for your community and the gathering of data for a Capability Assessment, will provide a foundation for the steps needed to prepare your emergency management organization and your citizens to meet the challenges of the impending disaster.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Besides the legal responsibility to prepare to protect human life and property, some would say jurisdictions have a moral obligation to prepare for disasters. In recognition of that opinion, let's discuss another phase within the comprehensive emergency management concept. PREPAREDNESS	What does preparedness mean in disaster planning? Show Overhead Transparency #108
<u>Allow discussion.</u> Actions taken in advance of an emergency to develop operational capabilities and facilitate an effective response in the event an emergency occurs.	Write "Preparedness" on same board or chart as you wrote "Mitigation", with the words "develop written."
<u>Allow discussion.</u> Perform • Hazard Analysis • Capability Assessment	What are some examples of preparedness actions or activities? Show Overhead Transparency #109

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Development of • plans • procedures • forms Implementation of • policy decisions • agreements/contracts Prepare and train • employees • EOC staff • families • surrounding jurisdictions Establish or revise • priorities and programs • (mitigation measures, family/welfare program for employees, codes, land-use, budget concerns) • communication systems • EOC • public education materials • warning system(s) • contingency fund Establish liaison and train with • business • community groups • volunteers. Develop or improve operational capabilities through • cooperative agreements • training and exercises.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What are some of the obstructions you may encounter when you try to prepare your community?
Allow discussion. Concerns over the following: • Politics • Time • Money • Environment.	
	Exercise Divide students into groups. Ask each group to develop a list of ten activities they would do in advance of an emergency. Time Limit: 10 minutes. Each group should appoint a spokesperson. Ask each group to identify their 10 items. Write these activities upon a device visible to all students. Mark items that are repeated by other groups, so you can identify the 10 most popular items. Inform students that their time to prepare for a disaster has been reduced to six months. Instruct the groups to use the 10 most popular items and prioritize them to reflect the 5 most important items to accomplish. Time Limit: 5 to 10 minutes only

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Display the top 5 activities to be performed by all groups. Identify the 5 named most by all groups. Inform students that their time to prepare for a disaster is now just 30 days. Instruct the groups to prioritize their five most important items to accomplish. Time Limit: 5 minutes only Inform students that their time to prepare for a disaster is now just seven days. Instruct the groups to prioritize their two most important items to accomplish. Time Limit: 5 minutes only Refer to Classroom Exercises in the Instructor's Guide for more information.

RETIRED CURRICULUM

LESSON SUMMARY

The goal of managing an emergency, is to return the community to its normal routine as rapidly as possible. When even the slightest measures are taken to prepare for an emergency, the overall response and recovery from a disaster will be improved. Remember that preparedness is more of a process than a product. Actions must be continually taken to improve the jurisdiction's ability to cope with a disaster.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #18, *CEM - Four Phases of Planning*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

CEM - PREPAREDNESS

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The preparedness phase of a comprehensive emergency management system consists of:

A. Those activities which governments, organizations and individuals develop to save lives and minimize damage
B. Pre-event planning and actions which aim to lessen the effects of potential disasters
C. Those operations taken to save life, property, health and well-being
D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *Four Phases of Planning* and Overhead Transparency #108.]

RETIRED CURRICULUM

Lesson Plan #18

TOPIC: **CEM - RESPONSE PHASE**

TIME FRAME: 30 minutes (with 30 minute exercise)

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out materials

Behavior: The class participant will recognize response operations as part of a comprehensive emergency management program and be able to describe activities included in this phase of planning

Standard: at 70% accuracy on a written examination.

REFERENCES:

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #110 through #115
- ☐ One per student
  - Information Sheet #18, *CEM - Four Phases of Planning*
  - Classroom Exercises: *Response Activities Exercise*
  - Optional Reading Material: #G *The Declaration Process & Disaster Application Centers (DACs)*
    #H *Volunteer Organizations Active in Disasters*

RETIRED CURRICULUM

PREPARATION:

What is the difference between a "routine" emergency and a disaster? Most departments have established procedures for the number and type of resources that will be used for specific types of situations. An organizational structure has been established and an anticipated course of action has been defined.

The same planning process should be used to prepare your community for the response phase of a disaster. There are events that occur in all disasters and the community that has anticipated their needs, the requirements of the incident and probable actions to mitigate the disaster will be far advanced in their management of the disaster than those communities who have not. Which community would you want to live in, the prepared jurisdiction or the one not yet prepared?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What does the word "emergency response" mean to you?
Allow discussion.	
	Show Overhead Transparency #110
Any action taken to save life, protect health and property, and minimize damage to the environment.	
	Write "Response" on the board, close to where you wrote Mitigation and Preparedness. Add the words "actions taken."
A recognized phase of a comprehensive emergency management program.	
	Is there a limit on how long the response phase of an emergency can last?
Allow discussion. No. May last 10 minutes, 10 months or more (i.e., storms, ocean activity, landslides).	
	Has your jurisdiction prepared for an emergency that may last weeks?
Allow discussion. Usually not. Most of our experiences in emergencies teach us that it happens quickly and its gone. We must also consider emergencies that last beyond 72 hours.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What are the basic functions of a routine emergency response?
Allow discussion. • Mitigate or eliminate the cause of the problem. • Obtain necessary resources. • Secure the area.	
	What are the basic functions to be performed during a disaster?
Allow discussion. Same as a *routine* emergency but with a few additions.	
	Show Overhead Transparency #111, first four items only
This is a list of FUNCTIONS that occur during the Response phase of an emergency. Many of these actions are taken when a *routine* emergency happens.	
For example: Warning Systems are needed to inform the public about a routine winter storm. The news media usually provides weather predictions and official precautionary instructions which are issued; high winds, saturating rains.	
	What are some considerations about warning systems that should be addressed in your Emergency Operations Plan?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Location • Control • Notification of officials • Responsibility of system • Authority to activate • Percentage of the population covered (person with special needs, language limitations, special facilities) • •	
Loss of human life and valuable time is wasted when this contingency is not adequately discussed, set to writing and exercised. It is an action that can save life and lessen damage to property. It is a response planning item that must be considered before the disaster strikes.	
	What is another action that takes place during the Response phase that requires the movement of people?
Allow discussion. Evacuation The need to evacuate a population is based on moving citizens from a place of relative danger to a place of relative safety.	
	What are some of the key concerns involving evacuation?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. Risk potential to the evacuees. The destination must be evaluated, as well as the transportation route(s), when considering the risk of moving people. Consideration must also be given to alternative measures, such as sheltering in place.	
Your EOP should define which agency or department title or position has the authority to • order an evacuation • and which specific position or department will be in charge of that operation.	
	[Rhetorical] Does your plan discuss movement out of an area by the populace, on their own, and identify the measures required due to those actions?
Evacuation is an action that can save life. It is a response planning item that must be considered before the disaster.	
	What are some other "response" issues that should be pre-planned and addressed in your Emergency Operations Plan?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. Any thing that would facilitate a smooth, effective response to the identified risks of your jurisdiction (and surrounding jurisdictions).	
• Evacuation • Emergency medical care and morgues • Search and rescue • Security and protection of property • Special ordinances • Recovery preparations •	Write examples given on board.
	Show Overhead Transparency #111, completely
These "response phase" considerations should be addressed in your Emergency Operations Plan, discussed and exercised for various emergency situations.	
	Exercise, if time permits Divide students into groups. Ask them to think as if they were FEMA accountants and were responsible to Congress for the allocation of taxpayer's money. What types of paperwork would you, the accountants, want the jurisdiction that experienced a disaster to provide to you. Time Limit: 10 minutes Show Overhead Transparencies #112 and #113

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The response phase is the time to implement some recovery procedures, such as • time keeping records • site specific actions/documentation • photographs and videos.	Show Overhead Transparency #114
Your Emergency Operations Plan should also incorporate the damage/safety assessment definitions used by the federal government and the American Red Cross, to help standard reporting procedures.	Show Overhead Transparency #115
	Exercise Direct students to *Response Activities Exercise*, city block layout page or show on overhead transparency projector. Ask students to imagine that they are the on-duty manager of one of these businesses. Ask the students to further imagine that a disaster is occurring right now, at 2:00 p.m. in the afternoon and has happened without any warning.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	As the on-duty manager, what actions are you taking? Were any of those actions taken out of your Emergency Action Plan? Instruct the students to write down the emergency actions they are taking while this disaster is occurring. Time Limit: 5 to 10 minutes Call upon specific students to read a few of their responses. Refer to page 2 of the *Response Activities Exercise, Individual Business Location* for a listing of some activities that may be identified (top half only). <u>To continue with the exercise</u> Divide class into groups. Each person in the group should lay claim for one of the businesses in the diagram. Scenario: The businesses in this strip mall have been conducting joint emergency planning meetings over the past year. Each group is to list the response actions they are taking jointly to respond to this disaster. Time Limit: 5 to 10 minutes.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Call upon specific groups to read a few of their responses. Refer to page 2 of the *Response Activities Exercise, Business Area* for a listing of some activities that may be identified (bottom half only). Refer to the Classroom Exercises section of the Instructor's Guide for more information.

RETIRED CURRICULUM

LESSON SUMMARY

There are actions or activities that can be identified as part of the response operations that may be required for the anticipated threats to your community. These functions should be pre-identified , developed and planned before a disaster. All details, organization charts, and standard operating procedures should be prepared in advance.

When the community has anticipated their emergency response needs, the likely requirements of the incident and probable actions to mitigate the disaster, then the community has increased their capability to save lives, protect property and the environment.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #18, *CEM - Four Phases of Planning*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

CEM - RESPONSE

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The response phase of a comprehensive emergency management planning process consists of:

A. Those activities which governments, organizations and individuals develop to save lives and minimize damage
B. Pre-event planning and actions which aim to lessen the effects of potential disasters
C. Those operations taken to save life, property, and the environment
D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Overhead Transparency #110.]

There are actions or activities that can be identified before a disaster that will assist in an effective disaster response. Some of these pre-identified response functions are:

A. Operation of the EOC, weather prediction and victim registration
B. Warning system, evacuation, emergency medical care, search and rescue
C. Warning system, sheltering, clean-up operations, procedural revision
D. Protection of property, site specific reconstruction, search and rescue.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Overhead Transparency #111.]

RETIRED CURRICULUM

Lesson Plan #19

TOPIC: **CEM - RECOVERY PHASE**

TIME FRAME: 30 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material.

Behavior: The class participant will recognize recovery activities as part of a comprehensive emergency management program and be able to describe activities included in this phase of planning.

Standard: at 70% accuracy on a written examination.

REFERENCES:

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Examples of a Resource Directory
- ☐ Overhead Transparencies #116, #117 and #118
- ☐ One per student
  - Information Sheet #21, *Planning for Disaster Recovery*
  - Optional Reading Material: #F *Battling Disaster Profiteering*

RETIRED CURRICULUM

PREPARATION

In disastrous situations, the fire department may be severely affected, damaged apparatus and equipment may need to be replaced without funds available; fire stations, maintenance facilities and communication centers may require repair or reconstruction; and most seriously of all, fire fighters may have been killed or injured. (Cite examples from loss of firefighter's homes in Hurricane Iniki and Hurricane Andrew.)

The fire department may have difficulty solving its own problems because other agencies in the community may be in the same or worse predicament, and adequate government funds may be unavailable. In fact, the local tax base may be severely affected by decreased revenues due to business closings, failures or relocations for a long period of time.

The fire department may also be affected by damage to lifelines or infrastructure it depends on such as roadways, water supply systems, utilities, and telephone or communication services. If state or federal disaster funds do not become available, complete fire department recovery may be a long process during which operation at previous levels may not be possible.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What does recovery mean in the field of disaster preparedness?
Allow discussion.	Show Overhead Transparency #116
Activities that return vital life support systems to minimum operating standards and long-term activities designed to return life to normal or improved levels. A recognized phase of comprehensive emergency management.	
	Write "Recovery" on the board or chart, close to where you placed "Mitigation," "Preparedness," and "Response." Add the words "Return Life to Normal."
In the recovery phase of a disaster, it is extremely important to be proactive. Your community can prepare itself for this phase of an emergency just as it did for mitigation and response. Consider what actions will need to be taken once the immediate requirements of protecting life and property have lessened.	
	Will there be a recognizable day in your disaster operations, when you know that response operations exist no more and now you are to begin the recovery phase?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. No. Usually, recovery activities will begin during the response operation.	
	What types of activities should be presented in your Emergency Operations Plan to prepare for recovery?
Allow discussion.	Show Overhead Transparency #117
☒ Availability of resources ° financial (Federal, State, special grants, volunteer organizations, etc.) ° equipment (i.e., heavy or specialized equipment - boats, cranes, etc.) ° personnel (i.e., building inspectors, health specialists, contractors, etc.) ° financial assistance to individuals ° crisis counseling ° locations for disaster assistance centers and State and Federal officials to stay	
☒ Proper process to obtain State and Federal resources.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
☒ Priorities for reconstruction ° postdisaster mitigation ° utilities and lifelines ° temporary housing ° debris clearance ° community business section ° checklist of essential facilities (relocate, restore or change operation) ° contract services required (debris clearance, inspection of underground utilities, shoring and bracing of damaged structures, pumping of flooded structures, etc.) ° assessor's listing of property values ° listing of historical sites	INSTRUCTOR'S NOTE Some of these recovery planning measures can be taken care of by the development of a Resource Directory. Show students a few examples of a Resource Directory.
☒ Public relations (hero or scapegoat) ° conduct town hall meetings (when you don't provide answers, "someone else" will) ° inform the community of the positive elements of the disaster operations	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
☒ Public relations continued ° inform citizens of available assistance (DAC); try to preplan locations ° pre-printed (before the disaster) written instructions to citizens (how to recover, file insurance claims, request assistance, etc.) ☒ Method to speed-up decision making ° rebuilding can restore the community's back to the same condition; with guidance and preparations a new improved community can emerge. ☒ Documentation ° photographs or videotapes ° get citizens involved. The recovery phase is one in which local government is **least self-sufficient**. Much of the work required involves fiscal assistance from outside the community. With the proper development of your Emergency Operations Plan, these types of issues can be evaluated and readied for implementation.	Show Overhead Transparency #118

RETIRED CURRICULUM

PRESENTATION	APPLICATION
During the recovery phase, the jurisdiction must also review their EOP • decide whether or not it met the emergency needs and • where problems occurred that can now be corrected. New goals, objectives, priorities and actions should be identified as soon after the disaster as possible.	

RETIRED CURRICULUM

LESSON SUMMARY

The experiences of communities stricken by disaster provide a valuable, realistic view of the recovery period. Lessons learned by such communities can be of great use to those yet to undergo a major disaster.

Other levels of government as well as many voluntary organizations are prepared to provide financial and other assistance to localities affected by disaster. Local public managers must be familiar with their own resources and with other sources of assistance; they must know how to take effective advantage of outside resources.

Public managers must also be prepared to help the people of a community recover (victims and their families, emergency workers, and volunteers). These issues can be discussed, set into writing, and exercised prior to a disaster.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #21, *"Planning for Disaster Recovery"*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

CEM - RECOVERY

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The comprehensive emergency management planning concept describes a recovery phase. This recovery phase consists of:

A. Activities designed to bring the community back to normal as soon as possible
B. Short-term and long-term goals and objectives to enhance the emergency plan
C. Activities that repair and improve the quality of life immediately
D. Short-term and long-term plans for the reconstruction of affluent businesses.

[Student Source: Information Sheet #21, *Planning for Disaster Recovery* and Overhead Transparency #116.]

Short-term and long-term recovery activities:

A. Can be planned and executed separately from one another
B. Provide immediate financial assistance to individuals
C. Require little planning or coordination with other agencies
D. Take place more or less concurrently with one another.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Information Sheet #21, *Planning for Disaster Recovery*.]

RETIRED CURRICULUM

Lesson Plan #20

TOPIC: **MUTUAL AID**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to recognize the main components of the California Master Mutual Aid Agreement, and describe the proper steps necessary to request Mutual Aid

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #65, #119 through #124
- ☐ One per student

Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement*

Optional Reading Material: #C *California Disaster and Civil Defense Master Mutual Aid Agreement*

REFERENCES:

California Emergency Services Act (Sections 1550 ff., Government Code)
State of California Master Mutual Aid Agreement
State of California Office of Emergency Services, Fire and Rescue Division *Mutual Aid Plan*, September 1988

RETIRED CURRICULUM

PREPARATION

Rarely does a jurisdiction have all the trained people, equipment and supplies readily available in their local area, that would be needed to take care of the needs presented during a large scale disaster.

So how does a community prepare for the major earthquake, a 200-year flood, or a conflagration without maintaining stores of the anticipated items to meet these emergencies? The State of California has implemented, with all of its political subdivisions, the Master Mutual Aid Agreement. Let's discuss how this Agreement can benefit your jurisdiction, how to properly use it, and how it impacts your disaster preparedness planning.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The California Master Mutual Aid Plan was first prepared and adopted in 1950. Several operational plans supplement this document and make up the policies and procedures we use today.	
	Who or what parties are signatory to the *California Disaster and Civil Defense Master Mutual Aid Agreement?*
<u>Allow discussion.</u> • State of California • each county in the state • incorporated cities • and fire districts. Let's talk about some of the main components of the *California Disaster and Civil Defense Master Mutual Aid Agreement.*	
	Do you know what the *Agreement* provides? Show Overhead Transparency #119
<u>Allow discussion.</u> The main components are that it: • creates a formal structure for the provision of mutual aid; • provides that no party shall be required to **unreasonably deplete** its own resources in furnishing mutual aid; ° (example - small city may have to recall their resources for local need if adequate resources are available at incident)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

- provides that the **responsible local official** in whose jurisdiction an incident requiring mutual aid has occurred **shall remain in charge** at such incident, including the direction of such personnel and equipment provided through mutual aid plans pursuant to the agreement;

- provides the intra-and inter-area and intra-regional mutual aid **operational plans shall be developed** by the parties thereof and are operative as between the parties thereof in accordance with the provisions of such operational plans;

    - provision should be made for both fire and non-fire related disaster; natural, technological and war; and
    - provisions must be made for liability and property damage insurance coverage on apparatus and equipment used beyond the territorial limits of the political subdivision;
    - consideration must also be given to the rights, privileges, and immunities of paid, volunteer, and auxiliary personnel in order that they be fully protected while performing their duties under a mutual aid agreement (State laws deal with these matters and should be followed to ensure maximum protection.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• provides that **reimbursement** for mutual aid extended under this agreement and the operational plans adopted pursuant thereto, shall only be pursuant to the state law and policies, and **in accordance with the Office of Emergency Services policies and procedures**.	
[Reimbursement for mutual aid may be provided pursuant to a governor's disaster proclamation or when conditions warrant invoking the USFS/CDF/OES Cooperative Agreement. There is no other provision for mutual aid reimbursement.]	
	Why do you think the Mutual Aid concept was put into effect?
<u>Allow discussion.</u> Basically, to place a standardized method of operation into effect throughout the State of California, that would mandate emergency preparedness and planning.	
	Show Overhead Transparency #120
A plan has been developed to guide in the use of the Master Mutual Aid Agreement. For fire, the **plan** is called the *California **Fire** Service and Rescue Emergency Mutual Aid Plan.* It is based on these assumptions:	
• **No community has resources sufficient** to cope with any and all emergency for which potential exists	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Officials **must preplan** emergency operations to ensure efficient utilization of available resources	
• Basic to California emergency planning is a **statewide system of mutual aid** in which each jurisdiction relies **first upon its own resources**	
	Show Overhead Transparency #65 OES Mutual Aid Regions
• The state is divided into **six mutual aid regions** to facilitate the coordination of mutual aid; through this system the Governor's Office is informed of conditions in each geographic and organizational area of the state, and the occurrence or imminent threat of disaster.	
	Show Overhead Transparency #121
• In addition to jurisdictional resources, emergency operations plans should **include both public and private agencies** with support capability and/or emergency operation responsibilities	
• Emergency operations plans should be **distributed to, and discussed** with, management, command, operational and support level personnel within each planning jurisdiction	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Emergency operations plans must be continuously **reviewed, revised, and tested** to encompass change and refinement consistent with experience gained through disaster operations and training, and changes in resource availability • Emergency operations plans are to be reviewed, revised and updated **every five years.**	
The Plans adopted by the State of California support the concepts of the Incident Command System (ICS), the Integrated Emergency Management System (IEMS), and multi-hazard response planning.	
	What is the primary requirement the political subdivision must meet before it can request mutual aid?
Allow discussion. The requesting agency **must exhaust or anticipate the total use of all** their local resources before calling for outside assistance. Certain provisions should be kept in mind when requesting mutual aid.	
	Show Overhead Transparency #122
The request and coordination of mutual aid support will be accomplished through established channels:	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• city to operational area (most of the time that is through county government) • to mutual aid regions to the state. [Operational Area Fire & Rescue Coordinators are selected by the fire chiefs of local fire and rescue entities within an operational area. They shall each appoint one or more alternate fire and rescue coordinators.] [Communications and dispatch requirements are considered in electing coordinators.] Mutual aid resources are subject to recall at any time by the providing agency. No agency may be requested or required to unreasonably deplete its own resources. • comfort level = a small agency may need their resources back if a large agency has an abundance of resources to spare. Requests for mutual aid should include the following: • number of personnel needed • type and amount of equipment • reporting time (immediate or not critical)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	[Rhetorical] Immediate may mean 2 hours; are your resources prepared to respond out of the area any faster? Clothing, ditty bag, equipment packed?
▪ location (specific address, cross streets, freeway offramp, staging area, etc.) • communication requirement (local radio frequency or WHITE fire frequency) • to whom the personnel are to report (name, rank and radio designation) • estimated duration of operation other nice to knows include: • safest route • incident name and number. The build up of mutual aid resources is usually incremental and builds upon a progressive system of mobilization. Under normal conditions, resources are requested from • local, • county (operational area), • region and then • inter-regional (state). However, circumstances may prevail which make mobilization of significant forces from within the area or region of the disaster impractical.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Inter-regional mutual aid is not contingent upon mobilization of uncommitted resources within the region where the disaster has occurred.	
All mutual aid planning must consider the logistical and financial obligations incurred in either providing or receiving mutual aid assistance (i.e., fuel, feeding, overtime for personnel).	
[One precaution: in a large-scale disaster that impacts quite an expanse of territory, the mutual aid you were expecting may NOT be forthcoming.]	
There are several different types of mutual aid systems in existence within the State of California.	
	Show Overhead Transparency #123
The number and type of mutual aid systems is increasing • as a need and resource is identified and organized, and • then formalized by the State Office of Emergency Services.	
	Show Overhead Transparency #124

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Mutual Aid requests that do not fall into one of the discipline specific mutual aid systems are handled through the Emergency Services Mutual Aid System by emergency management staff at the appropriate level, either • local, • operational area, • regional, or • state. An emergency manager must know the resources available and the proper procedures to follow to access the desired mutual aid resources.	

RETIRED CURRICULUM

LESSON SUMMARY

California communities have historically relied upon mutual aid resources in combating fire and other emergency situations exceeding the capability of a single jurisdiction. Since 1950, the California Master Mutual Aid Agreement has provided the basis for emergency operational plans.

The build up of mutual aid resources is usually incremental and builds upon a progressive system of mobilization. Under normal conditions, resources are requested from local, county (operational area), region and then inter-regional locations (state).

Mutual Aid requests that do not fall into one of the discipline specific mutual aid systems, such as fire or law enforcement are handled through the Emergency Services Mutual Aid System. The Standardized Emergency Management System (SEMS) states the jurisdictions must utilize the Mutual Aid.

An emergency manager must know the resources available and the proper procedures to follow to access the desired mutual aid resources.

EVALUATION

See attached.

ASSIGNMENT

Read:

Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement*

Optional Reading Material: #C *California Disaster and Civil Defense Master Mutual Aid Agreement*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

MUTUAL AID

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

The California Master Mutual Aid Plan was first prepared and adopted in what year?

A. 1940
B. 1950
C. 1960
D. 1970

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement.]*

The following have signed the California Disaster and Civil Defense Master Mutual Aid Agreement:

A. The State of California, each county, and school districts
B. The State of California, its political subdivisions, and fire districts
C. The State of California, all state agencies and special districts
D. The State of California, adjacent states and special districts.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #71.]

RETIRED CURRICULUM

The California Disaster and Civil Defense Master Mutual Aid Agreement provides that the responsible local official in charge at an incident:

A. Shall remain in charge only of those resources provided by the surrounding local jurisdictions
B. Shall discharge private agencies with support capability from emergency operations
C. Request mutual aid resources solely from the Governor via telephone
D. Shall remain in charge, including the direction of such personnel and equipment provided through mutual aid.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #119.]

Reimbursement may be provided, under the California Disaster and Civil Defense Master Mutual Aid Agreement, to a jurisdiction that provided resources, in accordance with the policies and procedures established by the:

A. California Fire Chiefs Association
B. Office of Emergency Services
C. Mutual Aid Emergency Council
D. Governor.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #119.]

The emergency operation plans adopted by the State of California support the concepts of the:

A. Mutual Aid and consolidated emergency operations centers
B. Comprehensive Environmental Management and multi-response planning
C. Comprehensive Cooperative Agreements and self-help for each jurisdiction
D. Incident Command System and Integrated Emergency Management System

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement.*]

RETIRED CURRICULUM

The State of California has established the following number of Mutual Aid regions:

A. 3
B. 4
C. 5
D. 6

[Student Source: Information Sheet #8, *State Office of Emergency Services* and Overhead Transparency #65]

An emergency manager must know the resources available and the proper mutual aid procedures to follow to access the desired. If a resource is not available from a discipline-specific mutual aid system, then the proper access is through the:

A. Emergency Services Mutual Aid System
B. Emergency Medical Services Mutual Aid System
C. Office of Emergency Services
D. Regional Emergency Operations Center.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement.*]

RETIRED CURRICULUM

Lesson Plan #21

TOPIC: **PROCEDURES FOR DECLARING A LOCAL EMERGENCY**

TIME FRAME: 60 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to recognize the proper process to follow and describe the activities generated when a Local Emergency is declared by a jurisdiction

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #125 through #133
- ☐ One per student
  Information Sheet #23, *Declaration of a Local Emergency*

REFERENCES:

Federal Emergency Management Agency, *Post-Disaster Hazard Mitigation Planning Guidance for State and Local Governments*, DAP-12, September 1990

State of California, Basic Emergency Plan

PREPARATION

It is the beginning of a new week. The City Manager, the Mayor and City Council, and the Fire Chief are away at a conference and you have the opportunity to shine. You have many projects you plan on finishing up this week in their absence.

After your second cup of coffee, you receive a telephone call from the dispatch center. A large plane has crashed into a school yard. No other information is available. The dispatcher did add that they are beginning to receive a lot of telephone calls reporting a large column of smoke and people are yelling in the background. Even though your first response is to want to run out to the scene, maybe you should consider pulling out the jurisdiction's Emergency Operations Plan. Is there a checklist that will guide you through this incident if it is beyond anything you have every experienced? Do you know how to declare a Local Emergency? Do you know what a Local Emergency can mean to your jurisdiction?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	How many of you have actually been in a declared emergency?
Show of hands will suffice.	
	How many of you knew whether or not the emergency had been formally declared?
Allow another show of hands and some discussion.	
Most jurisdictions do NOT announce to their emergency responders that a Local Emergency has been declared.	
When a disaster threatens or occurs, people expect their government to • protect them, • assist them, and • inform them.	
	Show Overhead Transparency #125
Public Expectations: People have these expectations for good reasons. Thousands of hours and many dollars - local, state and federal - have gone into the development of comprehensive plans of action to be followed before, during and after disaster strikes.	
Fire service personnel and police at the local level have undergone extensive training. Communications equipment and procedures are in place; duties and responsibilities assigned.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Most cities and populous counties direct disaster relief activities from emergency operating centers.

Fire department and local government EOC priorities, in the early phases of a disaster, are to

- warn and evacuate citizens and
- protect life and property.

Problems can arise if there is a lack of understanding of

- what constitutes a major emergency
- what warrants invoking an existing disaster plan.

Admittedly, it is difficult to spell out exactly, under every circumstance, when a disaster is deemed to exist.

[Trust your instincts. Do It!
If anyone asks you during the situation if you are going to declare - re-think, do it!

A situation that commences as a fairly limited emergency may develop suddenly into a full-blown disaster.

In judgmental matters where lives are endangered, it is better to declare a "Local Emergency" prematurely, than to wait too long.

As with routine fire situations, it is better to call for help and not need it than to wait too long, waiting for the situation to improve.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What is a "Local Emergency" declaration?
Allow discussion.	Show Overhead Transparency #126
Local Emergency, with a piece of paper you are saying: • existence of conditions that pose extreme peril to the safety of persons and property • within the territorial limits of a county, city and county, or city, • in the absence of a duly proclaimed State of Emergency, • which conditions are a result of an emergency created by **any** emergency such as air pollution, extraordinary fire, flood, storm, earthquake, civil disturbances or other disaster • which **is** or is **likely to be** beyond the control of the services, personnel, equipment and facilities • of that agency and require the combined forces of the local agencies to combat. (California Emergency Services Act, Chapter 7 of Division 1 of Title 2 of the Government Code - 1970 Statues.)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Basically, you are only producing a document that says that this incident is a threat to the community. Many people put off making a disaster announcement in fear of the formal declaration process or in hope that conditions will change for the better, thus avoiding inconveniencing personnel who have to be summoned for duty. The fact that the declaration, even if it turns out to be unnecessary, will provide a good drill is often overlooked. More importantly, you must remember that it may require several hours • to bring in some types of equipment; • that evacuation cannot be effected instantaneously; • that it takes considerable time to obtain military assistance; and • that every delay in utilizing forces summoned through a formal declaration may mean large loses that will be **difficult to explain in the post disaster critique of your operations.** Moreover, there may be **financial compensation** in such a declaration.	Show Overhead Transparency #127 and #128

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Operational expenses may be reimbursed under governmental assistance laws, such as • helicopter rentals, • air tankers employed, • extra services hired, and • meals purchased. Low interest loans and other relief may be available for the victims of the disaster. So, the first thing you must do is RECOGNIZE that a declaration should be made. Next, CONVINCE *someone* to sign it.	
	Who can sign the Local Emergency declaration?
<u>Allow discussion.</u> • Emergency Management Manager • CEO or Mayor • City Council • **depends on your local jurisdiction's ordinance**	
	Show Overhead Transparency #129 and #130 Sample Proclamation Read through Sample Proclamation with students.
	Now that your jurisdiction has made their declaration, what's next?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion.	Show Overhead Transparency #131
You must notify the State Office of Emergency Services of the situation (and should keep them informed from the very beginning of the situation).	What is the chain of command for making this notification?
Allow discussion. • City to County (Operational Area) • County to State (Operational Area to Region)	
Each level of government will require • a copy of your Local Emergency declaration, and • will immediately want to know your best dollar questimate on damage incurred. Also be prepared to tell them • who signed the Declaration and • at what time.	
The State will further require a declaration that formally requests a local resolution that requests the Director of OES ▪ to concur with the jurisdictions proclamation of Local Emergency ▪ find it in accordance with the Natural Disaster Assistance Act and	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
▪ the resolution is to name a specific individual to act a the official representative for the jurisdiction.	
Now if the event is far reaching, the local jurisdiction may desire the Governor to declare a State of Emergency.	
	What is a State of Emergency declaration?
Allow discussion. A State of Emergency declaration is • proclaimed by the Governor, and • states that the entire state is under the threat of a disaster being beyond the combined forces of a mutual aid region or regions to combat.	
And you may at this time, request the Governor to consider requesting a federal declaration of a Major Disaster.	
	Why would you want a Major Disaster declared by the President?
Allow discussion. To obtain federal funds.	
	Show Overhead Transparency #132
A "major disaster" is defined: an incident warrants federal disaster assistance; to supplement the efforts and available resources of the state, local governments, and private relief organizations.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #133
In Executive Order 12148, the President delegated the primary responsibility for administering the Disaster Relief Act to FEMA.	
A governor's request for federal aid, addressed to the President, is forwarded • to the appropriate FEMA regional director, • who evaluates the on-scene damage assessments.	
The FEMA regional director's analysis and recommendations are forwarded to FEMA headquarters for review.	
The FEMA director's recommendation is then forwarded to the President.	
The analysis and review process can take a few hours or a few days.	
For this reason, it should **not** be assumed that action on a request for federal aid will be either quick or affirmative.	
FEMA responsibility is to supplement disaster assistance available through state and local governments, **not** to supersede it.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
A governor's request may seek individual assistance, public assistance, or both.	INSTRUCTOR'S NOTE Individual Assistance and Public Assistance are defined in the next lesson (Resources).
FEMA may recommend that the President authorize either or both, depending on the needs found to be beyond the state and local recovery efforts.	
As the local jurisdiction, you should make sure that State OES is requesting both.	
A governor's request for federal assistance almost always includes a dollar estimate of the damages.	

RETIRED CURRICULUM

LESSON SUMMARY

Why did you proclaim a Local Emergency? To protect the jurisdiction from liability (being covered under the State of California Emergency Plan), to quickly summon assistance, and to hopefully qualify for financial assistance in the future.

Your actions to declare a Local Emergency will need to be supported with a resolution, with concurrence from the City Council and concurrence from the Governor.

Remember, you must also terminate your emergency declaration with another resolution, but not too soon. Make sure you know when your response and recovery efforts will end.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #23, *Declaration of a Local Emergency*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

LOCAL EMERGENCY DECLARATION

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

What position within a jurisdiction's emergency organization can authorize the declaration of a Local Emergency?

A. Those titles recognized in the local jurisdiction's ordinance
B. All elected and appointed officials
C. The chief executive officer
D. All of the above

[Student Source: Information Sheet #23, *Declaration of a Local Emergency*.]

Once a local jurisdiction has proclaimed a Local Emergency, their representatives can:

A. Coordinate their activities directly with the Governor's office
B. Spend as much money as necessary knowing, it will be reimbursed
C. Continue to work with the Operational Area Coordinator to obtain resources
D. Inform the citizens that federal assistance will be provided within 3 days.

[Student Source: Information Sheet #23, *Declaration of a Local Emergency*.]

RETIRED CURRICULUM

The position authorized to declare a State of Emergency is the:

A. President of the United States
B. Director of State Office of Emergency Services
C. Operational Area Coordinator
D. Governor

[Student Source: Information Sheet #23, *Declaration of a Local Emergency.*]

RETIRED CURRICULUM

Lesson Plan #22

TOPIC: **Resources and Other Types of Assistance**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify funding sources and at least three other types of assistance available for an emergency management program from the federal, state, local, and private sources

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ FEMA Publications Catalog
- ☐ Overhead Transparencies #134 through #138
- ☐ One per student
  - Optional Reading #G: *The Declaration Process and Disaster Assistance Centers (DACs)*
  - Optional Reading #H: *Volunteer Organizations Active in Disasters.*

REFERENCES:

International City Management Association, *Emergency Management: Principles and Practice for Local Government*, Washington, D.C., 1991

Federal Emergency Management Agency, *Fire Service Emergency Management Handbook*, Washington, D.C., January 1985

FEMA Publications Catalog

RETIRED CURRICULUM

PREPARATION

Even though protecting the public and preserving their property is a high priority among governmental agencies, the cost of doing business (those day-to-day demands of providing police, fire, public works, libraries and parks) may also foreshadow the need to establish and maintain an emergency management program.

There are several methods of funding an emergency management program, which may also impact your jurisdiction's recovery from a disaster. Do you know what agencies and organizations are available to you?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What resources are you going to need during an emergency?
Allow discussion. Many different things.	
	Write down a few of these on the board, separate into lists without labels, by: • information; • personnel; • physical space; • funding; and • equipment.
Of the resources mentioned, they appear to fit into five different categories.	
• Information • People • Money • Physical space, and • Equipment.	Show Overhead Transparency #134
	What type of information about these resources do you need before a disaster?

Allow discussion.
• Who
  ° is out there, available
  ° how do you contact them,
  ° who can use
• What
  ° do you have to do to use it,
  ° agreements, training
	Show Overhead Transparency #135

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Where ° do you find this resource ° are there procedures to follow? • When ° can it arrive or be delivered ° response capability; any special arrangements, ° does it have commitment somewhere else first • How ° will it be used ° have you set priorities or identified areas	To be prepared for a disaster, what type of **information** do you need to have in your EOP?
<u>Allow discussion.</u>	Show Overhead Transparency #136
The knowledge and items that will help you prepare to meet the disaster effectively.	Are there organizations that can help you stay current in the field of disaster preparedness?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. Yes. • League of Cities • Industrial Emergency Councils • Chamber of Commerce • California Emergency Services Association • Emergency Services Organizations • Social Services	INSTRUCTOR'S NOTE Have samples and addresses available for students. What type of information do you need after the disaster?
Allow discussion. • Damage assessment (photos and videos of *before* and *after*) • Health and safety inspections • How and where to get and use resources.	[Rhetorical] Who in your organization has been designated to handle "inter-governmental relations?
A person or position should be identified in your EOP now that has the responsibility for ensuring that information is exchanged, meetings planned, and all documentation completed *after* the disaster. Information received during and after the disaster will guide the types of actions taken.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What type of **physical space**, buildings and land need to be identified before a disaster occurs?
Allow discussion. Beginning point to designate them as: • alternate EOC • shelters • disaster assistance centers • dumps • tent cities • mass casualty centers. It will be necessary to receive information about their compatibility and capability for anticipated use *after* the disaster. (Are these sites okay, still functional?) Consider establishing written contracts with the sites identified in your EOP.	
	What types of **equipment** might you need during a disaster that your jurisdiction does not own?
Allow discussion. • oversized tow trucks • heavy cranes • dirt and debris hauling trucks • portable restrooms • fencing • telephones • ply wood • medical supplies • ice • portable generators • heavy plastic	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Anything and everything. Some resources are available in the telephone book, but not all. You need to talk to other people, network, and learn about special sources.	
	When we say that **people** should be identified in your preplanning efforts, who should we be talking about?
<u>Allow discussion.</u> Services and people, usually with specialized knowledge or technical expertise that can be identified during your emergency planning efforts. People trained in • shelter management • radio communications (RACES, ARES) • structural engineers • medical care givers • security guards But do not forget, you will also need "generalists" • people to fill sandbags • clear away debris • gather information • general office work	
	[Rhetorical] Do you have a policy on the use of specialists? Can they be used as generalists?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
There are many services available to communities before and after a disaster.	
	Direct students to Optional Reading material titled *Volunteer Organizations Active in Disasters.*
A listing of volunteer organizations that may be needed in a disaster should be in your EOP. When you need busses or rescue equipment, or equipment for stationary feeding. You need to consider making contact with these various organizations in your community now. Then add information and "agreements" into EOP.	
Be aware of the level of training that these volunteers have received. Your jurisdiction may want to supplement their training with your own.	
Consider registering these known volunteers as Disaster Service Workers before a disaster occurs.	
	What are some of the ways by which you can find out what is available?
Allow discussion. • joint meetings • cross-training • interagency planning • mutual reliance discussions.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
One last point, about people. You must also consider the influx of people who will congregate at the scene of a disaster, such as: • news media • dignitaries (local and worldwide) • "lookie loos" • helpers Some will be there to help. Some will be there to see what's going on. The emergency planning efforts of your jurisdiction will direct whether or not these people will be a positive influence or provide negative obstacles.	
	What types of **funding** are available to a jurisdiction for emergency management, prior to a disaster?
<u>Allow discussion.</u> The federal government provides money to the State of California annually for emergency preparedness. The distribution of these funds is administered by the State Office of Emergency Services. Like all federal programs there are rules and regulations to follow when accepting their funds. The State of California has designed a program for the distribution of funds to Operational Areas.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	INSTRUCTOR'S NOTE Distribution procedures have not been finalized as of this writing. Check on current status of SEMS program.
Grants are available from various sources • federal agencies • private institutions • public organizations (Red Cross/Salvation Army).	
	INSTRUCTOR'S NOTE Show students FEMA Publications Catalog and how to obtain for valuable programs and documents.
FEMA Publications Catalog and local community colleges have been known to identify courses on grantsmanship (writing of grants and where to obtain).	
Support Groups/Services • Rotary • Lions • Elks • Moose • Shriners • Optimists • Seroptomists	
Specially Formed Group • Advisory Committees • Management Councils • Task Force • Citizens Coalition • Disaster Preparedness Groups	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
These committees and groups can become support groups to the department and the jurisdiction, do not forget that during budget negotiations, future planning, etc. These groups have even been known to raise funds for a program or special need - i.e. trip to view another's disaster.	
All of these organizations or groups or individuals can either provide you • with funds, • help you acquire funds, • or provide political pressure to help you secure funds.	
	Can you think of any department within your jurisdiction who uses these tactics?
Allow discussion. Police departments have been using this practice successfully for years. Small tokens of recognition or honor to serve on special board or council can mean a lot to some people.	
Ensure that you have a specific budget in mind, with pre-determined objectives and times lines. (Trip to visit site of recent disaster, purchase of needed equipment for EOC, printing of preparedness documents or emergency plans.)	
Many marketing techniques available (but that's another class).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
When your jurisdiction experiences a disaster or is impacted by a disaster, there may be funding available. More than disaster relief, there is usually special funding for special projects or equipment purchases; and do not forget hazard mitigation funds. As soon as possible following a Presidential declaration, FEMA designates, on the basis of damage assessments, the counties or political subdivisions that are eligible for federal assistance. The President's declaration also names a federal coordinating officer who, as the president's representative, will direct federal recovery and coordination activities. FEMA then signs a disaster assistance agreement with the Governor of the affected state outlining what the state's role will be and its commitment to the recovery operation.	There are two federal disaster *assistance* programs, do you know what they are called?
Allow discussion. • Individual Assistance • Public Assistance	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #137
Individual Assistance Provides help to individuals and families, coordination of aid to businesses, including farmers	
Disaster Application Centers (DAC) make it easier for disaster victims to obtain individual assistance, the federal coordination officer establishes one or more in affected communities.	
In a DAC, representatives of federal agencies, local and state government, and voluntary relief agencies can counsel and accept applications for aid from individuals, families, and business firms.	Refer students to Optional Reading material titled *The Declaration Process & Disaster Application Centers (DACs).*
It is the local jurisdiction's responsibility to assist the federal coordination officer to find a location and secure necessary services.	
	Show Overhead Transparency #138
Public Assistance Provides funding assistance and technical expertise to aid local and state governments and certain private, non-profit organizations to repair essential facilities (some times known as "civil or public works" assistance.)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Public Assistance is designed to provide federal aid to repair damaged or destroyed facilities essential to the overall integrity of the affected political jurisdiction and to protect public health, safety and welfare. Public Assistance can include repairs to roads, bridges, parks, city halls, public libraries, publicly held hospitals and utilities, and other facilities. It can also be used to clear debris. **A governor's request may seek individual assistance, public assistance, or both.** FEMA may recommend that the President authorize either or both, depending on the needs found to be beyond the state and local resources. FEMA's first concern is for families and individuals adversely affected by the disaster. There are no hard and fast rules within FEMA requiring that a specific number of people must be affected before a request can be considered. The critical consideration is whether those impacted by the disaster have needs that state, local, and/or volunteer recovery efforts cannot meet for one reason or another.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Application for federal disaster assistance involves specific damage assessment and application procedures.	
The official damage assessment is conducted by a team consisting of officials from the regional office of FEMA, the state emergency management agency, and representatives from local government.	
There are many facets to the processing of disaster recovery costs.	
Most important factor: document, document, document!	
Usually 75% of eligible costs are reimbursed by FEMA, but you need to know how that amount is reached.	
Example: City Hall building valued at $1 million Insured for $800,000 Net loss to city $200,00 FEMA **may** pay only 75% of $200,000	Write the following monetary figures on board, while you are explaining example.
So what is actual loss: Mayor says $1 million Insurance company says $800,000 FEMA says $150,000 Cost to government $50,000.	
Factors such as these can make damage estimates and repair costs confusing and seemingly contradictory.	

RETIRED CURRICULUM

LESSON SUMMARY

Sometimes to make a good program, a program that also survives, the jurisdiction needs to be innovative and flexible on the methods they use to acquire funding for specific projects. The Emergency Management Program has a valuable service to offer to the community that may make it marketable to the constituents.

Be aware of the resources that are out there, for daily activities and the disaster response and recovery operations. Before the disaster is the time to make your contacts and find out
what sources of information are available,
identify the potential buildings, land and physical space needed for the "worst case" emergency
locate equipment that may be essential
know your avenues of funding (locally, statewide and federally)
and find and recruit your valuable people .

Place this information in a Resources Directory or other location in your EOP. Learn and document activation procedures; anticipated times of arrival from time request was made; special operating conditions or circumstances; etc.

Now is the time (before the disaster) to find your resources.

And when a Presidential declaration is made for a disaster, remember the differences between Individual Assistance and Public Assistance. A local jurisdiction wants the President to declare BOTH.

EVALUATION

See attached.

ASSIGNMENT

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

RESOURCES AND OTHER TYPES OF ASSISTANCE

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

Federal aid may be provided to disaster victims within two established categories. Public Assistance provides:

A. Assistance to clear debris
B. Funding only to private, non-profit organizations
C. Help to individuals and families, aid to businesses, including farmers
D. Funding assistance and technical expertise to aid local and state governments.

[Student Source: Information Sheet #23, *Declaration of A Local Emergency* and Overhead Transparency #138.]

When a request for federal aid is made, it is forwarded to the appropriate FEMA regional director. What position in government can make the official request to FEMA?

A. Mayor
B. Operational Area Coordinator
C. State Office of Emergency Services (OES) Director
D. Governor

[Student Source: Information Sheet #23, *Declaration of A Local Emergency* and Overhead Transparency #133.]

RETIRED CURRICULUM

The position authorized to declare a State of Emergency is the:

A. President of the United States
B. State Office of Emergency Services (OES) Director
C. Operational Area Coordinator
D. Governor

[Student Source: Information Sheet #23, *Declaration of A Local Emergency*.]

RETIRED CURRICULUM

Lesson Plan #23

TOPIC: **TYPES OF EXERCISES**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify and define orientation seminars, drills, tabletop, functional and full-scale exercises

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #139 through #146
- ☐ One per student
  - Information Sheet #25, *Orientation Seminar*
  - Information Sheet #26, *Drills*
  - Information Sheet #27, *Tabletop Exercises*
  - Information Sheet #28, *Functional Exercises*
  - Information Sheet #29, *Full-Scale Exercises*

REFERENCES:

Exercise Design Course, SM 170.1, Federal Emergency Management Agency, Emergency Management Institute, January 1989

State and Local Emergency Operations Plans, CPG 1-8A, Federal Emergency Management Agency, September 1988

CCA General Program Guidelines, CPG 1-3, Federal Emergency Management Agency, 1989

RETIRED CURRICULUM

PREPARATION

Exercises should be considered a major component of your emergency management program. Exercises test and train the emergency management system and improve the skills necessary to fully develop the emergency management program.

Exercises are also a requirement to receive EMA funds in the State of California, per FEMA's Comprehensive Cooperative Agreement (CCA).

Exercises can be extremely beneficial or become a disaster for you and the emergency management program. With proper planning, exercises can really boost your creditability in the organization and improve the acceptability of the program.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What does the word **exercise** mean?
Class discussion. • regular or repeated use of a facility or bodily organ • bodily exertion for the sake of developing and maintaining physical fitness • a maneuver, operation, or drill carried out for training and discipline • a program, including speeches, announcements of awards and honors, and various traditional practices.	
	Show Overhead Transparency #139
In the EM field, the word **exercise** means: "An activity designed to promote emergency preparedness; **test** or **evaluate** emergency **operations**, **policies, plans, procedures** or management duties; and demonstrate operational capability."	
Exercises consist of making people do their duties, tasks or operations much like they would be done in a real emergency.	
	Why do people need to be exercised on their emergency responsibilities?
Allow discussion.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Their emergency duties are usually beyond the actions they do every day, so through the exercise they can;

- build relationships,
- learn to communicate and
- coordinate their activities.

Performance in an exercise happens in response to a simulated event. Exercise require input that motivate a realistic action.

Exercises are a practical , efficient, and proven way to

- improve the individual abilities of emergency service personnel and
- the overall capability of an emergency management system.

Exercises should be tailored to fit the individual community. Whether you conduct a "packaged" exercise provided by an independent source, or develop your own.

Exercises must be responsive to your specific objectives and to your jurisdiction's hazards and emergency response capabilities.

Basically, exercises are beneficial and worth the efforts taken to produce them. But you must remember, that exercises are **not one-shot deals,** they are part of a jurisdiction's commitment to improving the overall emergency management program.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Why should a community conduct exercises?
Allow discussion:	Write answers on flip chart, then compare with
	Show Overhead Transparency #140
• reveal planning weaknesses • reveal resource gaps *(and help identify budget items)* • improve coordination • clarify roles and responsibilities • improve individual performance • gain public recognition of the emergency management program	
Exercises also allows a relationship to be built with others that will be needed in a real emergency, such as • utilities • support organizations and • private businesses.	
Let's discuss how we put together an exercise program.	
The first step is sometimes called on **orientation seminar**.	Write "orientation seminar" on board.
An orientation seminar implies that its purpose is to • orient or familiarize personnel to a • plan, procedure, organization or idea.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
It is relatively easy to conduct and serves the dual purpose of • getting people to know the product • and serves as a motivation tool.	
The orientation seminar serves as an **introduction** by • bringing together those with a role or interest in a • plan, problem, or procedure.	
	Show Overhead Transparency #141
Characteristics of an orientation seminar include: • easy on the participants • the atmosphere should be relaxed • you're there to tell them something that is in the plan • the less amount of detail of all of the types of exercises • performed within a scope of time, but the session is not limited.	
The focus is on training and familiarization with: • roles • procedures • responsibilities • and personalities in the EM system.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The general purpose is to have participants look at what has been placed onto paper and find out whether or not it's going to work "before" an actual emergency. This should be a "friendly" meeting, where the facilitator guides the participants along.	
	What are some of the "things" put to paper that an orientation seminar would discuss?
<u>Allow discussion.</u> • EM policy • plan • procedures • assignment of responsibilities	
Then through the orientation seminar the questions or problems on coordination can be resolved • in a non-threatening format • and under minimum stress.	
	What are some methods of informally presenting information to people?
<u>Allow discussion</u> A variety of methods available to conduct the orientation includes: • lecture • film • slides • or other visuals, and • panel discussion.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The orientation seminar can be considered a foundation for emergency management exercises, and an essential part of any comprehensive exercise program.	
	How many of you have participated in an orientation seminar?
Show of hands will suffice.	
The type of exercises we'll be discussing may be quite different from what you have experienced in the past as training exercises.	
The orientation seminar does not qualify as an "exercise" because the participants are not asked to respond to a simulated emergency situation. Its purpose is to lay the groundwork for a comprehensive exercise program.	
Considered the second element in the exercise program are **drills**.	
	Write "drill" on board.
Drills are supervised activities that • test • develop or • maintain skills in a single emergency response procedure (for example, communication drills; fire drills, command post drills).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #142

The focus of a drill is limited and is considered a necessary part of on-going training.
 	
Drills usually involve:
• actual field response, outside duties
  ° transportation
  ° evacuation
  ° sheltering
  ° damage assessment
• activation of emergency communication networks and
• equipment and apparatus that would be used in a real emergency.	

The effectiveness of a drill is its focus on • a single, or relatively limited, portion of • the overall response system in order to • evaluate and improve it.	
Orientation seminars and drills are important preparatory efforts for the next three exercise program elements.	
	What types of exercises are you familiar with?
Allow discussion. In this class, we will discuss: • tabletop • functional, and • full-scale exercises.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The **tabletop exercise** is the third element in an exercise program.	
	Write "tabletop" on board.
The focus of a tabletop exercise is on: • training and familiarization with • roles and responsibilities, and • personalities • in the jurisdiction's emergency management system.	

Tabletop exercises are usually
• informal,
• held in a conference room environment, and
• designed to elicit constructive discussion among the participants as they examine
  ◦ policy
  ◦ and then resolve problems based on
  ◦ existing emergency management operations plans.	

The general purpose is for participants to • evaluate plans and procedures • resolve questions of coordination • assignment of responsibilities • in a non-threatening format • under minimum stress.	
	Show Overhead Transparency #143

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Why do you think "minimum stress" is important when you are conducting a tabletop exercise?
Allow discussion. • Basically, the purpose of the exercise is to resolve matters within the existing plan (or with personalities). • Keep the environment friendly and cooperative, stressing that this is the time to resolve issues - not during a real emergency. If it doesn't work, fix it now. • Be prepared to have "buffers".	
	Now that you've introduced them to the subject, you've let them discuss and revise it, what would be the next step in the exercise program?
Allow discussion.	
Let them practice what they've learned. The fourth element is the **functional exercise.**	Write "functional" on board.
This type of exercise is intended to test or evaluate the capability of a community's *entire* emergency management system.	
	Show Overhead Transparency #144

RETIRED CURRICULUM

PRESENTATION	APPLICATION

It is based on a simulation that is very structured. Every phase of the exercise must be planned out.

The framework of problems to be encountered and the anticipated actions to solve those problems; all within a carefully planned time frame.

The messages must be written to generate action or inaction and must have a "Path A" or "Path B" structure.

The functional exercise includes a

- description of the situation (narrative)
- a MSEL (pronounced measle) = (master sequence of events list)
- a timed sequence of messages
- and communication between players and simulators.

The EOC may be activated and the EOC members practice a coordinated, effective response in a **time-pressured** realistic emergency situation.

The individual and system performances should be **evaluated by outside observers**. This type of exercise should involve policy and coordination personnel, not emergency response workers.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
An example would be an exercise • in the EOC of the Direction and Control function, or • in the field, the medical function could be tested individually. Or the exercise could be held in the EOC or interim EOC, and the use of outside activity and resource allocation could be simulated in a stressful environment. Functional exercises are intended to • test or evaluate the capability of • an individual function, or • complex activity within a function. It can only be effectively evaluated in isolation from other emergency management activities, such as • earthquake scenario • function being tested is communications • inform exercise participants that there are no telephones or radios for first 3 hours of situation. The Functional Exercise is the one exercise you should strive to conduct at least once a year.	How do you induce stress in an exercise?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • Persistent simulators • Time factors for increased problems • Telephone ringing/noise factors • Consistently increase demand for resources, etc., dependent upon answers received from players	
The last element of an exercise program is the **full-scale exercise**.	Write "full-scale" on board.
This type of exercise is intended to evaluate the operational capability of emergency management systems in an **interactive** manner over a substantial period of time.	
It involves the testing of a major portion of the basic elements existing within emergency operations, plans, and organizations in a stressful environment.	
The full-scale exercise should be designed to demonstrate coordination and response capability through: • the mobilization of personnel and resources • and the actual movement of emergency workers, equipment and resources.	Show Overhead Transparency #145

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The full-scale exercise • adds a field component that interacts with the EOC in a functional exercise, • through pre-scripted messages of simulated events • tests the deployment of a seldom used resource • should involve policy, coordination and operations, and • field personnel.	
The full-scale exercise is the most complex and ultimate goal of the exercise program.	
That covers the elements of an exercise program.	
	What were the five elements of an exercise program?
Allow discussion. • Orientation Seminar • Drill • Tabletop Exercise • Functional Exercise • Full-Scale Exercise	
	Show Overhead Transparency #146
	Which of these elements is considered the foundation of the exercise program?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Orientation seminars are considered necessary to lay the groundwork for future emergency management exercise efforts. Drills are also important in contributing to the success of exercises. And you do want to be successful. The players must look good, and for that to happen, you must insure that they have been briefed and trained to respond appropriately.	

RETIRED CURRICULUM

LESSON SUMMARY

Tabletop, functional and full-scale exercises are designed with ever-increasing complexity. Each one requires more preparation time, more personnel and more planning than the preceding exercise. Each one also uses more sophisticated simulation techniques to increase the realism of the exercise.

Knowing the different types of exercises available to you will help you establish an exercise development program. The exercise program itself, is no different from your overall preparedness efforts - it involves planning, resource identification, training, coordination and continuous updating of plans and procedures. The exercises provide a powerful tool to find the weaknesses in your plans, procedures and training - before a real emergency occurs.

EVALUATION

See attached.

ASSIGNMENT

Read:
Information Sheet #25, *Orientation Seminar*
Information Sheet #26, *Drills*
Information Sheet #27, *Tabletop Exercises*
Information Sheet #28, *Functional Exercises*
Information Sheet #29, *Full-Scale Exercises*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

TYPES OF EXERCISES

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:
A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews

The purpose of a **full-scale exercise** is to:

A. Conduct a field response to simulated messages in a time-pressured scenario
B. Test a single emergency response function
C. Conduct a meeting to introduce or refresh participants on plans or procedures
D. Simulate an emergency.

[Student Source: Information Sheet #29, *Full-Scale Exercises* and Overhead Transparency #145.]

The purpose of an **orientation seminar** is to:

A. Conduct a field response to simulated messages
B. Have people from different agencies meet each other
C. Conduct a meeting to introduce or refresh participants on plans or procedures
D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #25, *Orientation Seminar*.]

RETIRED CURRICULUM

In the Emergency Management field, the word **exercise** means:

A. Bodily exertion for the sake of developing and maintaining physical fitness
B. An activity designed to test or evaluate policies, plans, procedures or duties; and demonstrate operational capability
C. A maneuver carried out for training and discipline
D. A program, including speeches, announcements of awards and honors.

[Student Source: Overhead Transparency #139.]

The purpose of a **functional exercise** is to:

A. Conduct a field response to simulated messages
B. Test a single emergency response function
C. Conduct a meeting to introduce or refresh participants on plans or procedures
D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #28, *Functional Exercises* and Overhead Transparency #144.]

The purpose of a **drill** is to:

A. Conduct a field response to simulated messages
B. Test a single emergency response function
C. Conduct a meeting to introduce or refresh participants on plans or procedures
D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #26, *Drills* and Overhead Transparency #143.]

The purpose of a **tabletop exercise** is to:

A. Discuss and critique actions taken and decisions made
B. Test a single emergency response function in a low stress environment
C. Conduct a meeting to introduce or refresh participants on plans or procedures
D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #27, *Tabletop Exercises* and Overhead Transparency #143.]

RETIRED CURRICULUM

The purpose of an emergency management exercise program is to:

A. Refresh goals and objectives of budgetary concern
B. Reveal planning weaknesses, resource gaps and improve coordination
C. Increase state and federal funding
D. Demonstrate utilization of resource allocation.

[Student Source: Overhead Transparency #140.]

RETIRED CURRICULUM

Lesson Plan #24

TOPIC: **EXERCISE DEVELOPMENT PROGRAM**

TIME FRAME: 60 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify and define the purpose of orientation seminars, drills, tabletop, functional and full-scale exercises

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #147 through #153

REFERENCES:

Exercise Design Course, SM 170.2, Federal Emergency Management Agency, January 1989

PREPARATION

An exercise development program is based on the premise that you must crawl before you can walk, or walk before you can run. The surest route to failure is to take on an actual exercise before you are ready. Therefore, an exercise development program is a commitment to progressively more challenging exercises over a period of time.

Developing an exercise program involves the same skills and tasks as planning other parts of your emergency management program. It involves selecting some long-range goals for the program and sticking to them throughout a cycle of exercises. You can certainly benefit from any exercise, but you will benefit most from a series of exercises that move your jurisdiction closer to an established goal.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What are some of the benefits to conducting periodic drills and exercises?
Allow discussion. Planning for exercises helps bolster the essential parts of an emergency management program, such as: • the commitment from officials • increased familiarity with techniques • motivation among personnel • improved operating skills • increased confidence in results • positive anticipation of the next exercise. You can benefit from any exercise, but you will benefit most from a series of exercises that move your jurisdiction closer to an established goal. For example, consider that you need to test the **sheltering** function of your emergency plan.	Show Overhead Transparency #147 What types of responsibilities should be identified in your EOP for the sheltering function?
Allow discussion. Need for: Bedding, Communications, Feeding, Locator ServicesMental Health, Sanitation, First Aid/Medical Services, Transportation, etc.	Show Overhead Transparency #148 Left side only

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What departments, agencies, and organizations might now be identified in your EOP for the sheltering function?
Allow discussion.	
	Show Overhead Transparency #148 Entirely
Any group whose services and supplies will be needed to perform the sheltering function.	
	As the emergency manager, you know that the City Manager wants to test the emergency organization in about eight months. How would you, prepare these diverse groups to successfully perform in an large-scale disaster simulation?
Allow discussion. Each agency identified as having a responsibility within the sheltering function should receive an orientation seminar.	
	Would you want to bring all these people together at one time to practice their responsibilities for a large-scale evacuation?
Answer. No	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Preferably, you would want to • develop an exercise development program schedule • to ensure that each agency involved in the function of evacuation and sheltering knows how to complete their assignments.	
	Would you conduct an orientation seminar with Mental Health and the agency responsible for feeding in the shelters?
Answer. No.	
	Show Overhead Transparency #149
Purpose of orientation seminar is to concentrate on specific portion of the plan or procedure with one agency or organization.	
Example: Let's take the Mental Health Association. Their responsibility is to counsel people while they are in the shelter.	
	How would you introduce them to their role in the EOP?
Answer. An orientation seminar.	
	Why do you conduct an orientation seminar with the Mental Health Association, they obviously know how to perform their duties?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. • to familiarize new staff or • to introduce a new plan or procedures, answer questions • to create or improve working relationships • to receive commitment on their assigned role within the EOP.	
Let's define the elements of an Orientation Seminar.	Show Overhead Transparency #150
• low stress • informal setting • lower level of preparation required • minimal attempts to simulate reality • little attention to real time.	
	Would an orientation seminar be difficult to develop and present?
Answer. No.	
	Could you develop an orientation seminar for each of the identified agencies that have a responsibility in the sheltering function?
Answer. Yes.	
	Show Overhead Transparency #151

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Using a chart like this one you could develop a schedule to ensure that each agency receives the proper training.	
	Write a future date into the Orientation Seminar column of the chart in the Mental Health row.
	Once the Mental Health Association comprehends their role and agrees with the EOP responsibilities, what would be the next step?
Answer. Participate in a field response = Drill.	
Simulate an active shelter with people who need their services. Value would be in identifying and strengthening their ability to respond to different locations. Skills evaluation may be limited.	
	Show Overhead Transparency #152
	Write a future date or check mark (✓) into the Drill column of the chart in the Mental Health row.
	As the coordinator for these training sessions, are you conducting Orientation Seminars and Drills with any one else?
Allow discussion. Yes.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The objective is to have the entire sheltering function act as a competent element of the EOP.	
	After the successful completion of a Drill, would the Mental Health representatives then participate in a Tabletop Exercise?
Allow discussion. Yes.	
With any other agency they must coordinate their actions; such as a local hospital or law enforcement agency.	
In this example (Mental Health), the coordinator should also be scheduling Orientation Seminars and Drills, so that when Mental Health is ready to participate in a Tabletop Exercise, other agencies with whom they must coordinate are also ready to participate in a Tabletop Exercise.	
You must move toward having all parties trained and able to respond to a functional and full-scale exercise, at the relative same time.	
A goal date 12 or 15 months away.	
Remember that this exercise program is also a review of your EOP, and revisions may be necessary.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Whenever the EOP is revised, what is the next step of the exercises program?
Allow discussion. To begin with Orientation Seminars.	
	Besides having new staff or a new plan to exercise, what other thing could have been the motivation to conduct an exercise series?
Allow discussion. Request from elected official or top official, due to: • recent incident that threatened community or close-by community • real emergency response that may have drawn criticism • community group pressure.	
	What are the objectives of a tabletop exercise?
Allow discussion. Through discussion, participants are • To coordinate actions and the assignment of responsibilities • To reveal planning weaknesses • To discover resources • To reveal resource gaps.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Is it necessary for each agency that has a responsibility in the sheltering function, to start with an orientation seminar and drill, before attending a planned tabletop exercise?
Allow discussion. No. Not those all ready familiar with EOP and well practiced in their responsibilities or have recent experience.	
Example: The communications personnel assigned to the shelters meet once a month to discuss emergency responsibilities and also conduct drills every other month from various locations.	
Their need is to practice their coordination with others, so that all parties involved are familiar with proper methods of using this resource.	
All this has been building to the pre-established date for the full-scale exercise.	
The full-scale is the culmination of this part of exercise development. Everyone plays. The volunteers, who a year before would have been lost and without direction, are now practiced in their role.	
They fall right in beside the skilled (and recently re-familiarized) police and fire personnel.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
When the entire emergency management organization participates in an exercise development program, then everyone knows their job and does it effectively.	
Professional, employees and volunteers have become one effective team to perform all of their assigned tasks.	
If the annual Full-Scale exercise is a simulated spring river flood, then each participant should be prepared to fulfill their responsibility.	
The Full-Scale Exercise is the only realistic test of its capability available -- short of a real emergency.	
Usually, if your jurisdiction is prepared for one emergency, it normally will work better together in other types of emergencies too.	
The Orientation Seminars and Tabletop Exercises are designed to identify policy issues of problems that should be resolved prior to conducting functional exercises.	
These training and problem-solving efforts should be conducted by agencies as soon as a plan is completed or modified. They focus on specific problems.	
For example, the sheltering of people out of a hazard area.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Depending on the number of agencies involved and the pace of the planning effort, this series of single jurisdiction efforts may occur over a period of several months or a period of one or more years.	
	As the EM capabilities expand within the jurisdiction, what other types of coordination need to be evaluated?
Allow discussion. Multi-jurisdictional or inter jurisdictional issues and policies need to be coordinated.	
	When a functional exercise results in a changed plan, what steps should be taken to train personnel on these changes?
Allow discussion.	
	Show Overhead Transparency #153
The correct process is still: • Orientation seminars • Drills • Tabletop exercises They are less costly in money and time, and will result in greater understanding of the changes made to the plan. Throughout this period of progressively more complex exercises the orientation seminars, drills, and tabletop exercises are used to enhance the understanding and broaden the participation of the emergency community.	

RETIRED CURRICULUM

LESSON SUMMARY

An exercise development program leading to a long-range exercise planning cycle is the mark of a growing and improving emergency program. Not only is the program becoming more effective, but the conduct of exercises also will become more efficient. As a result, the jurisdiction will be able to develop more complex exercises with greater ease -- all the while building a stronger emergency management program.

Remember it is extremely important to start with the Orientation Seminar(s). An **Orientation Seminar** will introduce a current plan and procedures, and identify responsibilities.

Drills test a single component, for example one Standard Operating Procedure or resource (i.e., purchasing, attorney, data processing, fire and police specialties).

The **Tabletop Exercise** is less stressful than the functional and full-scale exercises because it provides the participants the opportunity to **discuss** issues and problem solve.

The **Functional Exercise** is a full simulation with those entities who are responsible for "something" getting done and those who respond to their decisions. The Functional Exercise involves people who can commit personnel, resources and funds.

The **Full Scale Exercise** is basically a functional exercise, but now it includes the field forces also being evaluated.

EVALUATION

See attached.

ASSIGNMENT

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

EXERCISE DEVELOPMENT

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor for this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

When a functional exercise results in a changed plan, what should be done to train personnel on these changes?

A. Conduct a drill and a full-scale exercise
B. Conduct briefings and field drills
C. Conduct orientation seminars, drills and full-scale exercises
D. Conduct orientation seminars, drills and tabletop exercises

[Student Source: Overhead Transparency #153.]

The proper flow of an exercise development program is:

A. Introductory sessions, drills, simulations, exercises and full-scale testing
B. Needs assessment, costs and liabilities, statement of purpose, and deadline
C. Orientation seminars, drills, tabletop exercises, functional and full-scale exercises
D. Orientation briefings, drills, tax base review, joint training and exercise.

[Student Source: Overhead Transparency #146 and #153.]

RETIRED CURRICULUM

Lesson Plan #25

TOPIC: **TABLETOP EXERCISE DEVELOPMENT**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will identify the characteristics of and the steps necessary to develop a tabletop exercise

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #154 through #173
- ☐ One per student
  Information Sheet #30, *Tabletop Exercise Development Examples*

REFERENCES:

Exercise Design Course, SM 170.2, Federal Emergency Management Agency, January 1989

PREPARATION:

When you know the steps it takes to put together a successful exercise, then the task will not seem overwhelming. Even though we will be discussing how to put together a tabletop exercise --- most of the steps required apply to the functional exercise and a full-scale exercise.

Start simply and win your first success in the exercise game and then with confidence progress into the larger and more complex exercises.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Remember the definition of tabletop exercise: • informal • conference table-like setting • constructive criticism.	
	Show Overhead Transparency #154
• Actions taken and discussion based on a described emergency situation *plus* a series of messages presented to the participants • Practice problems-solving for emergency situations • Ongoing discussion and critique of appropriateness of actions taken and decisions made • Participants practice a coordinated, effective response • Permits breaks before new messages are delivered to discuss proper response • Will involve policy and/or coordination personnel	
	Show Overhead Transparency #155
In a tabletop exercise, all participants are in one room, usually seated around a table. The orientation seminar and the tabletop exercise are used to prepare for functional and full-scale exercises.	
	Show Overhead Transparency #156

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The characteristics of a tabletop exercise include: • lower stress • less pressure than a "real time" exercise (no time limits) • it attempts to simulate reality in a controlled atmosphere • and to stimulate questions • provides training and role familiarization • it can introduce and re-emphasize procedures • produces an awareness of personalities • and avoids embarrassment to personnel.	How does a tabletop exercise work? Show Overhead Transparency #157
A predetermined scenario is established to measure specific objectives (prior knowledge of scenario by participants is encouraged). Participants are led by a facilitator to discuss actions to be taken. Effectiveness of tabletop exercise is determined by feedback from participants. Feedback is necessary to evaluate and revise policies, plans and procedures.	What is a tabletop exercise?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #158
Tabletop exercises test the EM system through simulation. There is no utilization of equipment or deployment of resources. All activities or actions are simulated. Participants interact through discussion (therefore you may have to ask the participants questions, in order to get them to ask questions - be prepared). A facilitator controls and motivates the play.	
	What are the advantages of a tabletop exercise? Show Overhead Transparency #159
The advantages of a tabletop exercise: • Modest commitment of time, cost and resources. • Effective method of reviewing drafted or new plans, procedures and policies. • A way to educate or acquaint personnel of their emergency responsibility (prepares staff to work together).	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Identifies needed resources and minor obstacles [during a tabletop exercise you can ask what the participants have committed to the exercise or specific issue, did that action impact any one else in the room, did the exercise participants coordinate their actions or prioritize them?]. • Prepares personnel with emergency responsibilities to work together! [causes coordination to happen]	What are the disadvantages of a tabletop exercise? Show Overhead Transparency #160
The disadvantages of a tabletop exercise • Exercise may lack realism. • Does not provide a true test of the entire emergency management system. • Provides only a superficial exercise of plans or procedures. • Difficult to demonstrate system overload. But the purpose is to prepare staff, not test them [bonding should occur]. Now let's discuss the role of the facilitator.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	What is an exercise facilitator? Show Overhead Transparency #161
An exercise facilitator is the person who: • Introduces the scenario narrative and messages into play. • Controls the pace and flow of exercise. • Stimulates discussion, making sure that no one participant or department dominates the exercise. • Motivates actions, ensuring that every participant responds to at least one message during the exercise. • Ensures that pre-planned exercise objectives are met.	
Now that you know a little more of what a tabletop exercise is, let's discuss how to develop one.	
	Show Overhead Transparency #162
How to Develop a Tabletop Exercise: 1. Assess the need for an exercise 2. Define the scope 3. Write a statement of purpose 4. Write out the objectives 5. Write the narrative 6. Write the exercise messages.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The first step in the process of developing a tabletop exercise is to assess the needs of your emergency management program by identifying those areas most in need of exercising. A needs assessment will normally be used to determine which exercise type is best suited for the objectives you wish to fulfill.	Show Overhead Transparency #163
1. Assess the Need Identify those areas that need to be exercised	Which members of the jurisdictional staff should make the identification?
<u>Allow discussion.</u> Political versus dire need.	Show Overhead Transparency #164
The "Need for Exercises" Chart is one tool available to help you determine if your plans, procedures or annexes need to be evaluated. Identify if the written documents are they new, recently updated, have they been exercised or used in an emergency recently.	Show Overhead Transparency #165

RETIRED CURRICULUM

PRESENTATION	APPLICATION
2. Defining the Scope There are six components in the scope of your exercise that need to be addressed in the development stage: • the emergency management activities • agencies, departments, organizations • types or kinds of personnel need to be exercised • degree of realism needed ° needs to be a realistic threat, manageable for that level of expertise; in a realistic setting • hazard identified • geographical area or other limitation placed on the exercise. When you have completed the scope and your needs assessment, then you would decide the type of exercise most beneficial to your community. For now, we will continue with the tabletop exercise discussion.	Show Overhead Transparency #166
3. Write a Statement of Purpose Now that we have narrowed the scope and defined our tabletop exercise, it comes time to provide a written document that clearly and concisely tells others WHY the exercise is being conducted and to identify the parameters.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
4. Writing Objectives Write out what is to be accomplished by doing a tabletop exercise in your jurisdiction. Your needs assessment, scope and purpose statement should be examined very closely during the objective writing. Define: what is expected from this exercise? what emergency actions are to be tested? The objectives must be • specific • realistic and challenging • results oriented and • measurable.	Show Overhead Transparency #167
This chart reflects the use of those written objectives in each phase of your exercise • development • implementation • evaluation, and • follow-up.	Show Overhead Transparency #168 Ask students to describe what is wrong with the objectives, as written, on the bottom of Overhead Transparency #168.

RETIRED CURRICULUM

PRESENTATION

APPLICATION

Show Overhead Transparency #169

Measurable Words

Vague = Too many interpretations:
to learn, to understand, to know, to realize, to really appreciate...
how do you measure if the participant has completed that task to his appreciation?

Require specific action, fewer interpretations:
to write, to recite, to identify, to solve, to construct, etc.

Measurable objectives incorporate:

- specific actions
- completed by whom
- to what percentage
- and time limits.

Show Overhead Transparency #170

5. Write a Narrative

A short, written story that sets the scene for all exercises. The job of the narrative is to get the exercise participants into the exercise as if they were confronting a real situation.

The narrative is an report composed of a few paragraphs that provide the background information to the exercise participants.

The narrative should be written so that it leads participants to approach the exercise as a real situation.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The narrative should get the participants in the mood for the exercise and reflect a sense of concern, urgency and excitement.	
While setting the scene for the simulated emergency and providing some specific information, the narrative should NOT provide "all" of the information necessary to respond to a situation.	
Participants will gather additional details during the tabletop exercise as the events unfold.	
Obviously the narrative should not suggest possible responses to the simulated emergency.	
	Direct students to the narrative example in Information Sheet #30, page 3.
Use words that are specific to the incident, so that people will become familiar with them. Such as: weather forecasts of impending dangers.	
	Show Overhead Transparency #171
Ensure that all special terminology is known to all, if any doubt, define for audience. Such as:	
WATCH is an alert message from the National Weather Service that a certain weather condition may threaten an area within the next 24 hours.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
WARNING is an alert message from the National Weather Service that a severe weather condition exists or is expected to strike within the next 24 hours.	
The last step of developing a tabletop exercise. **6. Writing messages** or preparing problem statements.	Show Overhead Transparency #172
The exercise narrative provides the participants with only a certain amount of information.	
Details of the exercise are transmitted to the participants through messages or problem statements.	
Messages or problem statements provide sufficient information to the participants so that they will respond with an action or decision.	
The flow of the exercise depends on the quality of the message and their precise timing in the exercise.	

RETIRED CURRICULUM

LESSON SUMMARY

By walking you through the components and the development of a tabletop exercise, you should be prepared to develop not only a tabletop, but should have a comprehension of the tasks that are required for the development of functional and full-scale exercises.

Show Overhead Transparency #173

Remember that there are six phases to developing a tabletop exercise, they are:

1. assess the need,
2. define the scope,
3. write a statement of purpose,
4. write the objectives,
5. write the narrative,
6. write the messages.

EVALUATION

See attached.

ASSIGNMENT

Read Information Sheet #30, *Tabletop Exercise Development Examples*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

TABLETOP EXERCISE DEVELOPMENT

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Emergency management is a:

A. matter that requires federal guidance.
B. a combination of elements, such as preparedness, mitigation, response and recovery measures.
C. program that conserves energy.
D. an interesting topic for discussion.

What are the six phases of developing a tabletop exercise?

A. Notify the chief executive, inform the elected officials, prepare the department heads, train the response personnel, obtain necessary resources, and write the exercise guidelines
B. Assess the need, define the scope, write a statement of purpose, write the objectives, write the narrative, write the messages
C. Draft the letter of intent for the chief executive, announce the date of the exercise, buy adequate supplies, review SOPs with appropriate personnel, rewrite SOPs as necessary, and train personnel
D. Contact volunteer groups, train them on plan, interview department head, revise plan as needed, train department personnel with volunteer groups, and announce future date of exercise.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #162.]

When developing exercise messages, it is important to write them with words that are?

A. Measurable
B. Concise
C. Thought-provoking
D. Irritating

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples*.]

RETIRED CURRICULUM

The Tabletop Exercise Narrative should include:

A. A detailed scenario that prompts actions, decisions and states the necessary response to the depicted problems
B. A short written story that sets the scene for the exercise with essential background information, and reflects a sense or excitement or urgency
C. A statement that requires the participant to initiate an action or make a decision
D. A statement that directs the participants on the actions required in the next 24-hour period.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #1170.]

The Tabletop Exercise should be designed around the emergency actions that are to be tested and what is expected to be accomplished. To ensure that the goal of the exercise is accomplished, what must be developed in advance of the exercise?

A. Narrative
B. Statement of Purpose
C. Objectives
D. Messages.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #167 and #168.]

RETIRED CURRICULUM

Lesson Plan #26

TOPIC: **FUNCTIONAL AND FULL-SCALE EXERCISES**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will identify the characteristics of a functional exercise and a full-scale exercise, and be able to define their role in an emergency management program

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ Overhead Transparencies #174 through #179
- ☐ One per student
  - Information Sheet #28, *Functional Exercises*
  - Information Sheet #29, *Full-Scale Exercises*

REFERENCES:

Exercise Design Course, SM 170.2, Federal Emergency Management Agency, January 1989

CPG 1-3, *CCA General Program Guidelines,* Chapter 13 - State and Local Exercise Requirements.

RETIRED CURRICULUM

PREPARATION

Now that you understand the process used to develop a tabletop exercise, what would be the next step in preparing the emergency management (EM) "staff" to respond to an emergency?

There are tools available to you to teach your emergency management (EM) organization how to function together, in a stressful environment, to manage a disaster. These tools are called functional and full scale exercises. How many of you have participated in a full scale exercise? Were you increasingly prepared to understand your organization's role and responsibilities? It should be like preparing for graduation day.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Now that you have walked the emergency management organization through their orientation seminars, drills, and tabletop exercises, it is time to test them with a simulated emergency.	
	What is the next step in the exercise development program?
Allow discussion. Conducting a functional exercise.	
	What do you think is the purpose of a functional exercise?
Allow discussion. To test or evaluate the **ENTIRE** emergency management system. The functional exercise is designed to employ individual and organizational skills required in emergency management of an incident.	
	Where will you find a listing of the individual and organizational skills required in an emergency?
Allow discussion. • Plans • Policies • Procedures. (Have the appropriate documents available during the exercise.)	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Functional areas that can be tested include: • policy making • planning • decision-making • communication • coordination of resources • management of personnel • implementation of procedures any function needed for the efficient response or recovery from an emergency.	
	Why is a functional exercise is conducted in a real-time environment?
<u>Allow discussion.</u> • Preparation • Tests reactions • Tests response system • Spontaneous interaction This type of exercises requires a • pre-determined narrative, • events list and • messages.	
	Why is it important to have all of these elements pre-written?
<u>Allow discussion.</u> • Control of exercise and responses • Evaluation is built upon responses to specific EM elements, if they stray it fouls evaluation and objectives.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
	Show Overhead Transparency #174
The purpose of a functional exercise is • to test and evaluate • the coordination of the EM system • under conditions of stress.	
The exercise should bring together into one area • the policy • coordination • and operational personnel of your jurisdiction.	
The people that should be involved are the ones that would be • the most active during a disaster. • **those who would normally staff the EOC** • and policy-level personnel.	
	How do you select a hazard to build the functional exercise around?
<u>Allow discussion.</u> Hazard Analysis - highest or very high priority (decided before the exercise development program was initiated).	
	What is needed to stage a functional exercise?
<u>Allow discussion.</u> • Exercise scenario • Trained staff • Physical facility, held inside! • STRONG support	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
It is best to establish an exercise design team to develop and implement all of the required actions.	
	What are some of the actions the exercise design team will have to perform before the functional exercise can be staged?

Allow discussion.
• Define exercise scope and purpose
• Define hazard
• Develop the scenario
• Assure adequate physical facilities
• Organize displays and materials
• Recruit and train exercise staff
• Define jurisdiction's capability
• Define agencies and organizations involved
  ° specific personnel and roles
• Define actions anticipated and
  ° time line with due dates)
• Plan for the exercise critique and evaluation.	

There are three different types of personnel needed for the exercise design team • Exercise Controller • Exercise Simulators, and • Exercise Evaluators.	
	Show Overhead Transparency #175
Role of the Controller • Know the scenario • Coordinate the flow, timing and pattern of events and messages	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Maintain the status-tracking system to record sequence and timing of events and messages • Coordinate activities and interchange among simulators • Stimulate and control spontaneous inputs from exercise participants • Monitor communications • Respond to unplanned situations • Ability to Stop Action.	
	Show Overhead Transparency #176
Role of the Simulator • Basically, responsible for "acting out" all actions taken outside of the EOC • Must know the scenario and the agency's polices, plans, procedures and available resources • Must know each simulator's area of responsibility (help one another) • Develop or have a system to track personnel and resources committed • Send pre-scripted messages "on time" • Do not overstep normal boundaries • Add feeling and emotion to role.	
	Show Overhead Transparency #177
Role of an Evaluator • Observe the actions and decisions • Look to see how Players specifically react to the scenario and messages • Contribute to the critique.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
The interaction between these three roles: • The Controller is in-charge • Both the simulators and the evaluators report to the Controller with any questions or requests. They exchange information • About the progress of the exercise • Any problems or deviations from the objectives • Through any devices available, should be pre-planned.	Show Overhead Transparency #178
Simulators cause actions and decisions to be made.	When should you let participants know about the exercise?
<u>Allow discussion.</u> At least a month in advance.	From our previous discussion on types of exercises, what type of exercise would be scheduled next?
<u>Allow discussion.</u> Full scale exercise.	What makes it different from a functional exercise?

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Allow discussion. A field component is added to **interact** with the functional exercise through simulated messages.	
	Show Overhead Transparency #179
Full scale exercises test the • mobilization of personnel and resources • required to manage a major portion of the entire emergency management system • not just one function as with a drill.	
A full scale exercise also tests the actual **movement** of • emergency workers, • equipment, and • resources required to demonstrate coordination and response capabilities.	
	What are some of the reasons your jurisdiction would want to conduct a full scale exercise?
Allow discussion. • media and community attention • teaches (learn) by doing • tests total coordination, not only among policy and coordination officials, but also field forces • tests many EM functions at one time • evaluates interagency cooperation • points out physical resource capabilities.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Be sure to inform those that • MUST KNOW and those that • SHOULD KNOW about the exercise, as a courtesy to all.	
	What are some of the problems associated with full scale exercises?
<u>Allow discussion.</u> • more expensive than other exercises • time commitment in preparation and resource commitment • needs commitment of all agencies • liability issues • materials and supplies expended • difficult process to develop one of value • securing a site • obtaining volunteers to play victims.	

RETIRED CURRICULUM

LESSON SUMMARY

The exercise process is the validation tool for your planning efforts. The orientation seminars, drills, and tabletop exercises should be designed to bring your jurisdiction's emergency management organization to the level to perform through a functional exercise, and interact with the operational forces during a scheduled full scale exercise. The functional and full scale exercises are difficult to develop and implement, but can serve the most value in preparing your emergency management staff, in a stressful environment, to manage a disaster.

The purpose of a functional exercise is to simulate an emergency (testing the entire emergency management organization, without a field responses). The purpose of a full scale exercise is to conduct a field response to simulated messages in a time-pressured scenario.

EVALUATION

See attached.

ASSIGNMENT

Read:
Information Sheet #28, *Functional Exercises*
Information Sheet #29, *Full-Scale Exercises*

RETIRED CURRICULUM

Fire Command 2D
Q U I Z

Name _____
Date _____

TABLETOP EXERCISE DEVELOPMENT

INSTRUCTIONS: This is a multiple-choice test. For each of the following questions or statements, draw a circle around the letter preceding the **one most correct** answer.

EXAMPLE: Your instructor of this Fire Command 2D course is:

A. Marcia L. Thompson
B. Ronny J. Coleman
C. Natalie Rodda
D. Richard Andrews.

The purpose of a full scale exercise is to:

A. Conduct a field response to simulated messages in a time-pressured scenario
B. Test a single emergency response function
C. Conduct a meeting to introduce or refresh participants to plans or procedures
D. Simulate an emergency.

[Student Source: Information Sheet #29, *Full Scale Exercises* and Overhead Transparencies #145 and #179.]

In the Emergency Management field, the word exercise means:

A. Bodily exertion for the sake of developing and maintaining physical fitness
B. An activity designed to test or evaluate policies, plans, procedures or duties, and demonstrate operational capability
C. A maneuver carried out for training and discipline
D. A program, including speeches, announcements of awards and honors.

[Student Source: Overhead Transparency #139.]

RETIRED CURRICULUM

The purpose of a functional exercise is to:

A. Conduct a field response to simulated messages in a time-pressured scenario
B. Test a single emergency response function
C. Conduct a meeting to introduce or refresh participants to plans or procedures
D. Simulate an emergency.

[Student Source: Information Sheet #28, *Functional Exercises*. Overhead Transparency #174.]

The purpose of an exercise evaluator is to observe:

A. The simulators and ensure the continuity of message flow
B. The players reactions to scenario and messages
C. The controller and record his/her actions in relationship to the scenario
D. The victims and ensure their safety during the exercise.

[Student Source: Overhead Transparency #177.]

RETIRED CURRICULUM

Lesson Plan #27

TOPIC: **PROJECT PRESENTATIONS**

TIME FRAME: 240 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will demonstrate their ability to interact with other members of an Emergency Management Organization and present information to others in reference to emergency activities

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:
- ☐ Evaluation Sheet for each group presentation
- ☐ Role-playing cards for City Council and influential citizens
- ☐ Pens, pencils
- ☐ Timing device

REFERENCES:

PREPARATION:

Each class participant has been assigned to a mythical city's Emergency Management Organization. Each "city" will provide a 30 minute presentation to this class.

The City Council and the very powerful citizens' Disaster Committee will be seated in the front of the classroom, facing the presenting group.

We will now see how jurisdictions similarly and differently prepare to meet a disaster within their own territory.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Each city has experienced a disaster and has been ordered to present an Incident Action Plan for the next 12-hour operational period. Each group will be allowed 30 minutes for their presentation.	INSTRUCTOR'S NOTE ***Before*** the presentations begin: • Choose or find volunteers to role-play the City Council and Disaster Committee. • Decide or accept a group that desires to present first. • Inform the students the sequence in which the groups will present. • Ask the students to help arrange the room, if necessary. INSTRUCTOR'S NOTE ***Prior*** to each group's presentation: • Arrange to have the City Council and Disaster Committee role-players seated in front of presenting group. • Inform Mayor to maintain control of the proceedings. All questions should be held until after the presentation. • Distribute information cards to each role-player. • Instruct each role-player to read over their position's description and try to act as that person may in this type of situation.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
After the presentation questions and comments will be allowed for a time period not to exceed 20 minutes.	
Before the timing device is started, each group should: • state the name of their city • identify their population size • identify the type of disaster that has occurred with Scenario number, and • introduce their staff with names and position titles.	
	INSTRUCTOR'S NOTE Some groups may have prepared themselves to cover this information during their presentation. Allow a reasonable amount of time for the above items to be covered without it infringing upon the time limit.
	INSTRUCTOR'S NOTE Pre-plan your class schedule, so that each group will have an equal amount of time for their presentation and interaction with the City Council, etc.

RETIRED CURRICULUM

LESSON SUMMARY

Each jurisdiction is vulnerable to a "disaster" of some type or another. This simulated activity has enabled you to practice one method used to organize a city's Emergency Management Organization. Through this exercise, you experienced how different jurisdictions may prepare for and react to emergency situations; and your Class Project incorporated the lesson presented and reading assignments of this course.

EVALUATION

To be conducted by the instructor as each group provides their presentation. The attached evaluation sheet can be used to standardize your feedback to the students. In general, the instructor should look for the following performance factors:

- Was the presentation realistic?
- Were assumptions made upon guess work or educated projections?
- Were the time frames presented to complete their tasks achievable?
- Did the group budget their time appropriately?
- Did the group appear to work together?
- Did the presentation contain terminology (acronyms or "jargon") which was not explained?
- Was the presentation conducted in a professional manner?
- Was the presentation proper for "elected officials"?
- Were the elected officials requested to coordinate their actions with the EMO before facing the news media?
- Were printed materials or visual aids used to convey information?
- Was the presentation creative and did it reinforce the lessons presented?
- Did the presentation utilize ICS and SEMS concepts?

ASSIGNMENT

None.

RETIRED CURRICULUM

FIRE COMMAND 2D
CLASS PROJECT
INSTRUCTOR'S NOTES

City of _____
Date _____

EVALUATION OBSERVATIONS

Presentation Start Time _____ End Time _____ (30 min.)
Discussion Start Time _____ End Time _____ (20 min.)

Was EOC staff introduced? ❒ Yes ❒ No

ICS Requirements:
Did group use ICS forms? ❒ Yes ❒ No
Did group use ICS terminology? ❒ Yes ❒ No

General Observations/Notes:
Was group prepared? ❒ Yes ❒ No
Was presentation realistic? ❒ Yes ❒ No
Were group assumptions appropriate? ❒ Yes ❒ No
Were activities appropriate for given time frame of 3 hours after incident? ❒ Yes ❒ No
Were planned responses and use of resources adequate for given time frames? ❒ Yes ❒ No
Did group address actions to increase the survivability of their form of government and daily operations? (i.e., generators to pump fuel located at fuel locations) ❒ Yes ❒ No

Group and Individual Actions:
Did group appear to address their responsibilities? ❒ Yes ❒ No

Did group find creative ways in which to fulfill their responsibilities? ❒ Yes ❒ No

Did the group work together? ❒ Yes ❒ No

Did the group establish dept./citywide priorities? ❒ Yes ❒ No
(i.e., gas shut off; water supply, evacuation and shelters; establish alternate EOC; public service messages)

Group Assumptions: (i.e., landslides, loss of water; broken gas mains; food at fire stations; etc.)

RETIRED CURRICULUM

Individual Position Notes:
Incident Commander

Legal

Safety

Liaison

Public Information

Operations Section Chief

Logistics Section Chief

Planning Section Chief

Finance Section Chief

Miscellaneous Concerns:

Was this presentation different from others jurisdictions?	❒ Yes	❒ No
Was a Local Declaration of an Emergency enacted?	❒ Yes	❒ No
Were any restraints established on EOC staff or field units?	❒ Yes	❒ No
Did group know status at Nuclear Power Plant?	❒ Yes	❒ No
Were volunteer services accessed?	❒ Yes	❒ No

How were communications established within EOC?
with field units?
with dispatch center?

RETIRED CURRICULUM

CITY COUNCIL and DISASTER COMMITTEE INFORMATION CARDS

Use the following information as a guide in assigning City Council and Disaster Committee role-players.

For a small city:	5	City Council persons
	1	business leader representing the Disaster Committee.
For a medium-sized city:	6	City Council persons
	1	business leader representing the Disaster Committee.
For a large-sized city:	6	City Council persons
	2	business leaders representing the Disaster Committee.

EXPLAIN TO THE ROLE-PLAYERS THAT THEY NEED NOT ASK ALL THE QUESTIONS; ONLY THOSE THEY FEEL WERE NOT ADDRESSED BY THE PRESENTING GROUP.

Use the following information to make cards that can be distributed to the role-playing members of your class. Use 5" x 7" cards. Fold lengthwise. On the outside of the card, print the position title. On the inside of the card (so only the role-player can see it, provide the position description, instructions, and suggested questions. Ensure that each card is returned.

Position: CITY COUNCIL - MAYOR

You are an elected official. A representative of the citizens of your community. You are the Mayor. You have served as Mayor for the last six years. As the Mayor, it is your responsibility to maintain control of the proceedings during the Emergency Management Organization's presentation.

Has the group presenting their Incident Action Plan done so in a manner that makes you feel comfortable with their direction? If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
Is there any equipment or tools that are needed for the safety of the emergency management organization? How are you obtaining these needed items?

How are you ensuring the safety of our employees and the citizens?

What type of assistance are we receiving from the State and Federal government? Have all proper procedures been processed?

RETIRED CURRICULUM

Position: CITY COUNCIL - MAYOR PRO TEM

You are an elected official. A representative of the citizens of your community. You are the deputy Mayor, second in line (Mayor Pro Tem). You hope to be Mayor some day. You try to fashion your questions and comments to win the adoration and confidence of others; and maybe get a "sound bite" on the local news.

Has the group presented their Incident Action Plan so that you feel comfortable with their direction? If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
Will the fire department be able to support the lifeguards in providing medical attention to the people that have gathered on the beach (approximately 75 to 100 people)?

Are there streets that need to be closed off? for how long?

What kind of heavy equipment is needed and where is the city getting these resources from? Will they cost the city to obtain?

Position: CITY COUNCIL [UP FOR RE-ELECTION]

You are an elected official. A representative of the citizens of your community. You are also up for re-election. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
How long will it take to bring our community back to normal?

How long will these emergency actions last?

How much will all this cost?

Should we cancel the annual (see below) parade?

choose one holiday that will be occurring soon from those listed below

Founder's Day	Valentine's Day
St. Patrick's Day	Halloween
Thanksgiving Day	Christmas

RETIRED CURRICULUM

Position: CITY COUNCIL [UP FOR RE-ELECTION]

You are an elected official. A representative of the citizens of your community. You are also up for re-election. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
How are all expenses (personnel, equipment, time and supplies) that are directly related to this "disaster" being tracked or accounted for?

How soon can I expect to receive a written report on the cause of this disaster and how to mitigate a future occurrence?

How did the emergency management organization determine the priority level of their actions? What was the main objective in this "disaster"?

Position: CITY COUNCIL [UP FOR RE-ELECTION]

You are an elected official. A representative of the citizens of your community. You are also up for re-election. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
What positive aspects of the city's emergency organization should be show-cased or brought to the attention of the citizens?

Are there any public service messages that should be released periodically?

How is the emergency management organization maintaining an estimate on how much this "disaster" is costing the city?

RETIRED CURRICULUM

Position: CITY COUNCIL [NEWEST MEMBER]

You are an elected official. A representative of the citizens of your community. You are the newest member of the City Council and have only served for a few months on the council. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking on council) and ask questions to satisfy your wondering mind?

Here are some suggestions:
What types of technical or specialist assistance do we need? Where are we getting this type of assistance from?

Is there a limit (cap) on the amount of money the city can spend on this "disaster"?

Can my family join me here at the city facilities? I want them close to me. Who do I contact to have them brought here?

Position: COMMUNITY LEADER (Member of Disaster Advisory Committee)

You are a very wealthy and influential business person in the community. You contribute to many causes in the community. You are considering running for a seat on the City Council. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking in the community) and ask questions to satisfy your wondering mind?

Here are some suggestions:
Why does it appear that a great deal of people are floating around in the Emergency Operating Center? Can't some of those people be sent out to the downtown area to help clear away debris and look for bodies?

My company has many barrels of water available. I would like to place a designated amount at various locations throughout the city and ask for cash donations. Would that be all right?

When will the electricity be restored? How much longer will it be out? Who's in charge of the utilities?

RETIRED CURRICULUM

Position: COMMUNITY LEADER (Member of Disaster Advisory Committee)

You are a very wealthy and influential business person in the community. You contribute to many causes in the community, including the City Council elections. Has the group presented their Incident Action Plan so that you feel comfortable with their direction?

If not, introduce yourself (name and ranking in the community) and ask questions to satisfy your wondering mind?

Here are some suggestions:
How soon before the telephone system is working?

Why won't the Public Works people let my delivery trucks pass over the bridge? Their trucks are on it and it looks perfectly safe to me. I need to get supplies over to the airport.

I have many employees who would like to help the city clean-up the debris. Who should I have them contact? *(Does the EMO assume that their labor is for free?)*

RETIRED CURRICULUM

Lesson Plan #28

TOPIC: **REVIEW OF RECENT EMERGENCY SITUATIONS AND DECLARED DISASTERS (LESSONS LEARNED)**

TIME FRAME: 50 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Lecture, class discussion and hand-out material

Behavior: The class participant will be able to identify the recurring themes in recent disaster situations and describe a few ways in which technology and organization has improved emergency management

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:

- ☐ Chalk, chalkboard, eraser
- ☐
- ☐

REFERENCES:

Newspapers, television, magazines
FEMA and State of California documents
Seminar and conference materials

RETIRED CURRICULUM

PREPARATION:

The Status Quo is no longer acceptable! To remain current in your field, you must pay attention to the ever changing world around you. Not only what's going on in your own backyard, but what is going on in the world's backyard.

There are disasters occurring around the world, almost on a regular basis. You should review these events and learn from them. What happened? What led up to the event? Had the area prepared for it? What happened in this first three hours? the first 24 hours? What was happening a week later? a month later? a year after the disaster occurred?

What resources were available to them? What technology or organizational changes improved the outcome of the disaster? What actions or equipment purchases are planned in that community now?

Remember, the life you save may be your own... or your loved ones.

RETIRED CURRICULUM

PRESENTATION

APPLICATION

INSTRUCTOR'S NOTE
Collect information on the most recent disasters.

News media printed materials; television reports and interviews; television shows on public safety incidents and news events.

Be prepared to present new ideas or problems for this segment of the course.

This lesson plan should change with the most recent events in the news, or as extremely large disasters occur - only once in a lifetime.

Example: Classes in 1993, had lessons learned from Loma Prieta earthquake, Hurricane Andrew and the East Bay Hills Fire.

Classes in 1994, had lessons learned from the Northridge Earthquake and the Southern California firestorms.

Classes in 1995, had lessons learned from the Kobe, Japan earthquake, the California heavy rainstorms, and nationwide heat wave.

RETIRED CURRICULUM

PRESENTATION	APPLICATION

This course has been designed to help a jurisdiction:
• identify their "disaster" risks
• lessen the disaster's impact through
  ° mitigation
  ° planning
  ° training
• prepare their response
• and learn how to recover.	

There are traits in every disaster that are applicable to the disaster that may occur in your community.	
Look at each disaster and ask yourself "What if that happened here?"	
From the materials available to you, identify for actions you would have taken and those you would not have done.	
Incorporate or ensure that those actions you "would have done" are in your emergency plan.	
Whenever you are in an emergency, identify those actions you wish you would have done or known about when the incident was occurring. There will be a place in the emergency plan for those ideas.	
Use those opportunities (almost disasters) to shape your plan, before the disaster really happens in your jurisdiction or the neighboring community.	

RETIRED CURRICULUM

LESSON SUMMARY:

[Present lessons learned to compliment the course materials previously presented to the students.]

EVALUATION

Direct some oral questions to students that tie in with previously instructional material presented.

ASSIGNMENT

None

RETIRED CURRICULUM

Lesson Plan #29

TOPIC: **COURSE REVIEW AND FINAL EXAMINATION**

TIME FRAME: 120 minutes

LEVEL OF INSTRUCTION: II

BEHAVIORAL OBJECTIVES:

Condition: Hand-out material

Behavior: The class participant will complete an evaluation sheet on the course and instructor within a given time limit

Standard: at 70% accuracy on a written examination.

MATERIALS NEEDED:
- ☐ Chalk, chalkboard, eraser, overhead transparency projector
- ☐ List of videos and slides used in class
- ☐ Overhead Transparency #3, Course Objectives

REFERENCES:

PREPARATION:

Students were asked to take notes throughout class on the quality and content of the classroom materials and instructor. Please ask students to use these notes now during the evaluation, so that their comments will also contain constructive criticism.

Your participation in this course was only the beginning of the numerous tasks required of the large-scale disaster planner and their community.

Continue to enroll in classes available through the Federal Emergency Management Agency, State Office of Emergency Services, California Specialized Training Institute, local emergency management councils and organizations. Read the various books referenced in your Student Manual and various other publications available to you. Ask others where they obtained their education and materials. And maintain your contacts from this class.

RETIRED CURRICULUM

PRESENTATION	APPLICATION
COURSE REVIEW During the course we have discussed many topics and concepts. Some of these were new to you and therefore, difficult to comprehend in the beginning. You have learned new words and phrases. The objectives of this course were stated in the beginning of the class.	Show Overhead Transparency #3 Use these topics to elicit class discussion.
Specific terms and acronyms • Disaster • Natural disasters • Civil disasters • FEMA • CEM • SEMS	
Mutual Aid procedures	
Local Emergency proclamation • procedures • immunities • ordinance • Governor	

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Access to state and federal assistance
- time constraints
- documentation required
- declaration by State
- declaration by Federal
- individual assistance
- public assistance

EM program
- basic requirements
  - support
- mandatory
  - Petris
  - State plans
  - Federal guidance

Plan development
- hazard analysis
- capability assessment
- team approach

CEM program
- four phases
- federal guidance
- state encourages use

Use of ICS in response operations
- Petris
- standard for every agency aids coordination

EOC purpose
- coordination
- information-gathering

RETIRED CURRICULUM

PRESENTATION	APPLICATION

Purpose of exercises
- to reveal weaknesses

Types of exercises
- Orientation Seminar
  - introduction
  - informal
- Drill
  - single-response function
  - limited
- Tabletop Exercise
  - constructive discussion
  - feedback required
- Functional Exercise
  - EOC setting
  - test coordination of EM system
  - stressful conditions
- Full-Scale Exercise
  - adds field component to functional exercise's decision-making actions
  - test actual movement
  - goal of the exercise development program

Laws and regulations
- California Emergency Services Act
  - all levels of government
- State Emergency Plan
  - local jurisdictions are part of
- Mutual Aid Agreement
  - operational plans required
- Petris, SEMS law
  - use of ICS
  - coordination between all involved parties
  - Operational Area
  - training requirements
  - use of Mutual Aid

RETIRED CURRICULUM

PRESENTATION	APPLICATION
• Federal Disaster Act of 1950 ° first permanent legislation for disaster relief.	
COURSE CRITIQUE You are asked to evaluate the instructor and the facilities. In your critique of the course, remember to evaluate the following components: • Schedule • Assignments • Student Manual • Overhead Transparencies • Quizzes • Class Project • Audio Visuals (videos, slides, etc.)	Write list of videos, slides, etc. used, by lesson title or event, for student's review, on the board.
If anything needs to be changed or addressed, please put it down in writing. Your comments are needed if this course is to improve.	Distribute critique sheet to each student. [Students can maintain the critique sheet during the examination period.]

RETIRED CURRICULUM

PRESENTATION	APPLICATION
EVALUATION OF COURSE EFFECTIVENESS (FINAL EXAMINATION)	
	Ensure that student's desk are clear of class materials. Ensure students have necessary supplies to complete test.
This is the Final Examination.	Hold up a test booklet.
The student must complete the test instrument within a specific time period.	State the start and finish time.
Talking during the examination period will NOT be accepted. Students are NOT to ask the instructor about anything once the examination process has begun. Ask your questions before the testing instrument is distributed.	
This is a 50-question written multiple-choice test. There are four choices for each item presented. There may be more than one right answer to choose from, but you are to choose the BEST correct answer.	

RETIRED CURRICULUM

PRESENTATION	APPLICATION
Results of this test will be provided to you: (by what method) (and when)	INSTRUCTOR'S NOTE Inform the students of any special situation that exists upon the testing instrument (i.e., question that cannot be seen, typographical error). Write special situation that exists on board, for all to see during the testing period. Distribute Answer Sheet. Provide verbal and written instructions for its proper completion • alignment of name, address, etc. • proper writing implement. Distribute Final Examination to each student. Ensure that each student returns each of the following: • Final Examination • Answer Sheet • Critique Sheet.

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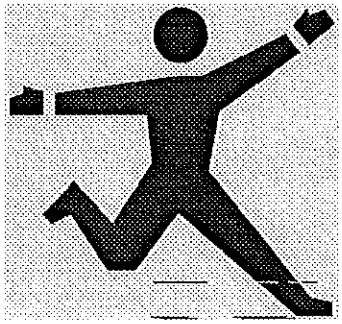

CLASSROOM EXERCISES

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EMERGENCY CATEGORY EXERCISES

Support Document for Lesson Plan #3

INSTRUCTOR'S NOTE: The intent of this exercise is to familiarize the students with three distinct categories for disasters Natural; Human-Caused/Technological; or Civil Disasters/War. This short exercise is a prelude to dividing the students into groups and having them list examples of Natural, then Human-Caused, and then finally Civil Disasters – as explained in the lesson plan.

Ask students to name some recent disasters. The instructor should list these on the board or flipchart. After you have a listing of five to seven items (and at least one example of each disaster category), ask the students to identify the type of the disaster. List the proper type across from the disaster listed. The following is an example of some of the disasters which may be identified.

EQUIPMENT NEEDED:
Marking pens, board or flipchart

RECENT DISASTERS	TYPE OF DISASTER
EXTREME HEAT, SUMMER OF 1995	Natural
CALIFORNIA HEAVY RAINS, MARCH 1995	Natural
KOBE, JAPAN (GREAT HANSIN) EARTHQUAKE, JAN. 26, 1995	Natural
CALIFORNIA FLOODS, JAN. 1995	Natural
NORTHRIDGE EARTHQUAKE, JAN 17, 1994	Natural
FIVE COUNTY FIRE SO CALIF, OCT/NOV 1993	Human-Caused
EARTHQUAKE 6.5 IN INDIA, OCT 1993	Natural
SALTON SEA, SEPT/OCT 1993	Natural
SANTA BARBARA FIRE, SEPT/OCT 1993	Human-Caused
AMTRAK TRAIN DERAILMENT, SEPT 1993	Human-Caused
MIDWEST FLOODS OF SUMMER 1993	Natural
EAST COAST BLIZZARD, MARCH 1993	Natural
WORLD TRADE CENTER BOMBING, FEB 1993	Civil Disaster
LOS ANGELES RIOTS (AS WELL AS OTHER STATES and CANADA), APRIL/MAY 1992	Human-Caused
LANDERS EARTHQUAKE, JUNE 1992	Natural
HURRICANE ANDREW, AUGUST 1992	Natural
HURRICANE INIKI, SEPTEMBER 1992	Natural
OAKLAND FIRE STORM, OCTOBER 1991	Human-Caused
LOMA PRIETA EARTHQUAKE, OCT 1989	Natural

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EMERGENCY OPERATING CENTER MESSAGE EXERCISE

Support Document for Lesson Plan # 5

INSTRUCTOR'S NOTE: There are no right or wrong answers. The intent of the exercise is to demonstrate to students the complexity of group decision-making and how items may be prioritized in an emergency operating center, even with limited knowledge. **Life safety** should be the overall concern of the emergency management organization. Review their anticipation of resource allocation versus the student's actual resource allocation, if appropriate.

Action required:
Divide the students into equally sized groups in close proximity to each other (or if prepared, have them break into their Class Project groupings) and ask them to:

- ☐ act as an EOC staff and cooperatively
- ☐ prioritize this list of problems currently facing the jurisdiction
- ☐ and identify the five to be handled first.

Time limit: 8 minutes

EQUIPMENT NEEDED:
Marking pens, flipchart for each group

OPTIONS:
Assign each group to act as a different discipline from the jurisdiction (for example, one group should reason as Law Enforcement; one group as Fire Services; one group as Public Works; and another group as Administrative Services).

Demonstrate an easy way to prioritize if not done previously (✓, ✓✓).]

The following messages are provided in the Student Manual, Classroom Exercises. You may wish to add a few more messages during the exercise to add presssure to the decision-making process.

Priority	Message Received
	Church collapsed on Main Street
	House on fire at Douglas and MacArthur Roads
	Wires reported down in middle of Fairbanks Avenue
	Women needs help, difficulty breathing
	Damage reported to high-rise building on Mitchell Street, people trapped
	Man called for assistance, keys locked in car
	Baby needs medical attention, bleeding from mouth
	Automobile fire reported at corner of Serious and Matter Drives

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Priority	Message Received

Toxic chemical release reported by No Good News, Inc.
Women reports house flooded with water, needs assistance
Traffic accident with injuries at Duck Green Well Shopping Mall
Train derailment at Main & Third Street, liquid flowing in street
Fire reported in foothills, east of town
Building collapse, people not salvageable at Peep Theater
Fire reported behind gas station, possible trashbin
Mayor's wife called, needs assistance to move furniture
Engineers report dam above city may fail within 3 hours
Man reports children trapped in bus, off shoulder of Highway 55
Police confirm shots being fired in area of Mission Street
Weather Service forecasts heavy rains expected in 10 hours.

RETIRED CURRICULUM

EMD HIRING PROCESS EXERCISE

Support Document to Lesson Plan #12

INSTRUCTOR'S NOTE: The intent of this exercise is to have the students recognize the skills and attributes required of the person asked to fill the position of Emergency Management Coordinator. Exercise will reinforce interaction among the Class Project groupings.

Scenario: The student, as the jurisdiction's Fire Chief, has been given the opportunity to "hire" a person to fill the recently funded Emergency Management Coordinator's position. This position will report directly to you, the Fire Chief. You have been instructed by your "boss" that within one year the Emergency Plan will be completed and that at least one functional exercise will conducted in that time period. What skills and attributes will you be looking for in this person?

Actions required:

1. Divide students into their specific Class Project groups.
2. Each group must appoint a "scribe" to write their responses onto a flipchart.
3. Each group must appoint a "spokesperson" for this exercise (ensure that a different person acts as spokesperson, within a group, for each exercise).
4. Instruct each group to list the skills and attributes that they will be looking for in the person desired for the Emergency Management Coordinator's position.

Time limit: 10 minutes

Anticipated answers include:

- Experience in
  - disasters
  - various levels of government
- Personnel skills
- Human relations (people from all walks of life)
  - elected officials
  - wealthy constituents
  - friends of the Mayor
  - average person
  - persons with special needs
  - legal training
  - management capability)
- Self-starter, initiator; motivator

RETIRED CURRICULUM

EMD HIRING EXERCISE continued
Support Document to Lesson Plan #12

- Can finish a job
- Organizer.
- Possess legal training or background to interpret legislation and federal guidance, and follow grants (funding).
- A trainer (should have their teaching credential).
- Knowledge of management philosophy and organizational theories.
- Be operationally minded. The position must understand the duties of the field responders in order to document their tasks prior to an emergency and record their actions during an emergency, then explain them after the emergency.
- Knowledge of the characteristics of various hazards.
- **Politically sensitive!**

Summary: Comment on the commonalties of skills and attributes desired throughout the classroom. Positively comment on each group's listing, try to emphasize any "different" or important trait identified.

RETIRED CURRICULUM

MITIGATION MEASURES EXERCISE

Support Document to Lesson Plan #16

INSTRUCTOR'S NOTE: The intent of this exercise is to demonstrate the measures or activities that a community might take to alleviate or reduce a known risk, such as flooding. There are "structural" measures and "non-structural" measures that can be implemented prior to an emergency. These examples clarify the difference between structural and non-structural mitigation measures.

Actions required:
Ask students to name mitigation activities that can be taken. Their jurisdiction has experienced severe flooding over the past few years. List their answers under two headings: structural measures and non-structural measures (see bold-face type.)

Then ask students to identify other mitigation measures that can be achieved for various disasters (earthquakes, fires, winter storms) that may occur. Expand upon your listings. Ensure that the students understand that mitigation measures can be implemented now (do not have to follow a disaster).

Time limit: 10 minutes

EQUIPMENT NEEDED:
Marking pens, board or flipchart

Examples of structural measures:

- ☑ dams, levees, dikes and debris basins
- ☑ fire retardant roofs in hazardous areas, proper clearance of vegetation
- ☑ develop homes with fire resistive building materials
- ☑ develop home sites with wider streets, turnarounds and turn outs

Examples of non structural measures:

- ☒ acquisition of high-risk properties, conversion of land to green space or low-density uses; the purchase of flood or earthquake insurance.
- ☒ proper training and increased training
- ☒ aggressive inspections
- ☒ cooperative arson investigation (in California 25% fire loss)
- ☒ gain Federal and State legislative power (day)
- ☒ develop homes with defensible space
- ☒ adopt stronger zoning laws
- ☒ work with water districts re water reserves
- ☒ require developers to build redundant emergency water systems to protect homes
- ☒ adoption of uniform regulations

RETIRED CURRICULUM

CEM *FOUR PHASES OF PLANNING* EXERCISE K E Y

Support Document for Lesson Plan #16

INSTRUCTOR'S NOTE: The last page of Information Sheet #18 asks the student to complete this exercise on their own. **Review** the correct answers to this material with students at Session Four. The students are instructed in Information #18 to read over each activity below that describes a phase within a Comprehensive Emergency Management (CEM) planning program. The student is to select the one phase of planning which most nearly matches the activity described and write the initial(s) which denotes their response in the brackets ([ ]). The student is asked to use the following initial(s):

M = MITIGATION
P = PREPAREDNESS
RS = RESPONSE
RY = RECOVERY

Example: [RY] Provide crisis counseling to employees.

[M] Obtain earthquake insurance.
[RY] Apply for disaster loans and grants to rebuild storage facility.
[P] Purchase mobile public address system.
[RS] Provide emergency medical supplies to injured person.
[RY] Survey an area for damage and write down specific information.
[P] Develop a procedure detailing the evacuation routes for your home.
[RS] Activate an area to collect information about the flood.
[P] Train surrounding households on how to store food and water.
[M] Oppose legislation that allows building in known flood plains.
[RS or RY] Provide housing for people on a temporary basis.
[P] Research the effects of toxic chemicals on rubber and plastic.
[P] Subscribe to a disaster organization's newsletter.
[P] Obtain and store sheets of plywood and heavy plastic.
[M] Support building codes that insure earthquake-safe construction.
[P] Develop and implement written agreements to obtain heavy equipment.
[P] Obtain approval on the policy to schedule employees during emergencies.
[P] Participate in meetings on plan development and emergency functions.
[P] Inventory employees for their special skills appropriate to disaster response.
[RS] Provide protection for employees and others during severe weather.
[P] Conduct a Hazard Analysis.
[RY] Begin cleaning up broken glass and fallen ceiling tiles.
[P] Identify essential information, store copies in another county or state.
[RS] Contact your local jurisdiction's EOC to report injuries and damage.

RETIRED CURRICULUM

PREPAREDNESS MEASURES EXERCISE

Support Document for Lesson Plan #17

INSTRUCTOR'S NOTE: It is the intent of this exercise to demonstrate that preparedness measures should be implemented now, in advance of a disaster that may occur without warning. Note the final results may surprise the students.

Actions required:
Divide class into equally-sized groups (or use the groups as they are assigned for the Class Project). Ask each group to develop a list of activities they would do in advance of an emergency. There are no right or wrong answers. Instruct students NOT to use any printed materials or to acquire information from other groups.

EQUIPMENT NEEDS:
Marking pens, flipchart for each group

EXERCISE:
Begin the exercise by telling the students that their jurisdiction has been warned that they have one year to get ready for a disaster. Their task is to identify ten things they can accomplish in one year. The type of disaster does not matter.

TIME : 10 to 15 minutes only.
When time is called by the instructor, ask each group to identify their 10 activities. Instructor should write these on flip chart paper (marking repeated categories, so that a total of the most popular can be easily determined). Inform the students of the class's top ten choices.

Next, inform the students that the prediction of doom is has been cut to just 6 months. They are to evaluate the top ten listed (displayed) and make changes as they desire, but their task is now to identify 5 preparedness activities that can be accomplished within the 6 month time frame.

TIME: 5 to 10 minutes only.
When time is called, the instructor should ask each group to identify their remaining 5 activities. Instructor shall then mark each category identified by each group. After the last group has identified their top 5 - a display of the class's top 5 should be easily discernible. Did their priorities change? Why?

Again, the time frame has changed. New studies have found that your jurisdiction is certainly going to experience a disaster in about 30 days. What are your five priorities now jurisdiction? Did their priorities change? Why?

TIME: 5 to 10 minutes only.

RETIRED CURRICULUM

PREPAREDNESS MEASURES EXERCISE continued
Support Document for Lesson Plan #17

While students are working on this, instructor should list the top 5 categories on a clean sheet of paper.
When time is called, the instructor should ask each group to identify their remaining 5 activities. Instructor shall then mark each category identified by each group. A display of the class's top 5 should be easily discernible. Did their priorities change? Why?

Now jurisdictions, the predication is worse. You have 7 days to prepare. What are you going to do. They should identify only two activities.

TIME: 5 minutes only.
When time is called, the instructor should ask each group to identify their remaining activity or activities. What was their greatest concern? **Why are they waiting?**

The following is an example of how this exercise may look on paper, with the priorities changing with the decreased time line:

HAZARD ANALYSIS	✓✓✓✓✓✓✓✓✓✓
PUBLIC EDUCATION	✓✓✓✓✓✓
COOPERATIVE AGREEMENTS	✓✓✓✓✓✓
TRAIN JURISDICTION IN ICS	✓✓✓✓✓✓
ESTABLISH FAMILY/WELFARE	✓✓✓
BUSINESS/INDUSTRY	✓
COMMUNICATIONS SYSTEM	✓✓✓✓✓✓✓✓
EOC TRAINING & FACILITY	✓✓✓✓✓✓✓
UPGRADE & INVENTORY FACILITIES	✓✓
WARNING SYSTEMS	✓

HAZARD ANALYSIS	✓✓✓
COMMUNICATIONS	✓✓
EOC TRAINING & FACILITY	✓✓
PUBLIC EDUCATION	✓✓✓✓✓✓
TRAIN JURISDICTION IN ICS	✓

EXTREME TIME LINE = people wanted their own families taken care if a disaster were to occur.

RETIRED CURRICULUM

AUDIT EXERCISE

Support Document for Lesson Plan #18

INSTRUCTOR'S NOTE: The intent of this exercise is to emphasize the type of information the Federal Emergency Management Agency (FEMA) requires from a jurisdiction that requests federal support to recover from a disaster. This exercise may be performed during the presentation of the Lesson Plan #18. Overhead Transparencies #112 and #113 list the anticipated answer (below).

Actions required:

1. Divide students into their specific Class Project groups.
2. Each group must appoint a "scribe" to write their responses onto a flipchart.
3. Each group must appoint a "spokesperson" for this exercise (ensure that a different person acts as spokesperson, within a group, for each exercise).
4. Instruct each group to list the types of information they would want to see before they released taxpayers dollars to a specific jurisdiction that had experienced a disaster. The students are to imagine that they are accountants or auditors for the Federal Emergency Management Agency (FEMA).

Time limit: 10 minutes

Anticipated answers:

- Time keeping records
  - employee hours including overtime
  - social security numbers
  - hourly rates
  - benefits
  - overtime rates
  - overtime benefit rate
  - total number of hours per day worked on specific project(s)
- Equipment/apparatus used
  - specific hours used on disaster versus normal use
  - damaged
  - fuel, parts, support supplies or equipment
- Administrative costs, overhead costs
- Damage assessment
  - people injured, dead, hospitalized, displaced
  - homes destroyed or damaged
  - businesses destroyed or damaged
  - services interrupted
  - private damage ($)
  - public damage ($), roads, bridges/overpasses, rail, other

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AUDIT EXERCISE continued
Support Document for Lesson Plan #18

- Casualty Collection Points established
- Mass Care Center (how many, how long, # of people in each)
- Disaster Application Centers (how many needed, established)
- Note dates of times for declaration of:
  - Local Emergency
  - Governor's proclamation of a State of Emergency
  - President's declaration of a Federal Disaster/Major Disaster
- Weather Status

There are no right or wrong answers. Encourage the students to maintain their knowledge of the federal documentation requirements. Students should incorporate those requirements into their daily routine as much as possible, and definitely design forms found in their Emergency Plan in relation to the federal requirements anticipated.

RETIRED CURRICULUM

RESPONSE & RECOVERY ACTIVITIES EXERCISE

Support Document to Lesson Plan #18

INSTRUCTOR'S NOTE

Direct students to *Response Activities Exercise*, *city block layout page* in the Student Manual and show map on overhead transparency projector. Intent of the exercise is to demonstrate that disaster response activities must be pre-planned and include every sector of the community. By having the students role-play that they are a business, the students will identify those actions necessary to effectively survive a disaster. The exercise should emphasize that even though their normal role is "public safety", by wearing a "different" hat the responsibilities of disaster planning belong to everyone. Public safety members should set the example and provide the guidelines. An Emergency Action Plan should document strategies so that during the response those strategies can be evaluated and implemented.

Actions required:

Ask students to imagine that they are the on-duty manager of one of these businesses:

- Gas Station
- Clothing Store
- Grocery Store
- Anchor Store (Wal-Mart, K-Mart, Target, etc.)
- Coffee Shop
- Video Rental Store
- Cleaners
- Medical Office
- Ice Cream Shop
- Auto Parts Store

Ask the students to further imagine that a disaster is occurring right now, at 2:00 p.m. in the afternoon and has happened without any warning.

As the on-duty manager, what actions are you taking? Were any of those actions taken described in your Emergency Action Plan?

Instruct the students to individually write down the emergency actions they are taking while this disaster is occurring.

Time Limit: 5 to 10 minutes

Call upon specific students to read a few of their responses.

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RESPONSE ACTIVITIES EXERCISE continued
Support Document to Lesson Plan #18

Refer to page 2 of the *Response Activities Exercise, Individual Business Location* for a listing of some activities that may be identified (top half only, as shown below).

INDIVIDUAL BUSINESS LOCATION RESPONSE ACTIVITIES

- ◊ ENSURE THAT EVERYONE IS IN A PROTECTED AREA, THEN SIT TIGHT UNTIL EVENT HAS PASSED
- ◊ DAMAGE ASSESSMENT (Watch what is happening and try to document it.)
- ◊ CONTROL SMALL FIRES AND PERFORM LIGHT RESCUE
- ◊ PROVIDE EMERGENCY INFORMATION TO EMPLOYEES AND OTHER PEOPLE IN BUILDING / AREA
- ◊ PERFORM CROWD CONTROL AND PROTECTION OF PROPERTY
- ◊ PROVIDE FOOD, WATER & CLOTHING, AS NEEDED
- ◊ PROVIDE MEDICAL ATTENTION AS NECESSARY
- ◊ REQUEST EMERGENCY SERVICES (Call 9-1-1 for situations beyond your training and scope) [How would you obtain help, if you don't use telephone?]
- ◊ EVACUATE THE PREMISES, WHEN NECESSARY (Guide people out, help others as necessary.)
- ◊ PROVIDE ALTERNATE MEANS OF TRANSPORTATION TO OTHERS WHEN NECESSARY
- ◊ SECURITY AREAS (Mark unsafe buildings and areas; keep people away from hazards.)

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<u>To continue with the exercise</u>
Divide class into groups. Each person in the group should lay claim for one of the businesses in the diagram.

Scenario: The businesses in this strip mall have been conducting joint emergency planning meetings over the past year.

Each group is to list the response actions they are taking jointly to respond to this disaster.

<u>Time Limit</u>: 5 to 10 minutes.

Call upon specific groups to read a few of their responses.

RESPONSE ACTIVITIES EXERCISE continued
Support Document to Lesson Plan #18

Refer to page 2 of the *Response Activities Exercise, Business Area* for a listing of some activities that may be identified (bottom half only, as shown below).

BUSINESS AREA RESPONSE ACTIVITIES

- COMMUNICATE WITH EACH OTHER (HAM RADIOS, PHONES, MESSENGERS)
- HAVE A PRE-PLANNED METHOD OF CHECKING UPON THE WELL BEING OF EACH OTHER (KNOWING HELP IS THERE)
- OBTAINING RESOURCES FROM A LOCATION NEAR YOU; STORED IN ADVANCE (PLASTIC, GENERATORS, BLANKETS, TOOLS)
- PROPER TRAINING RECEIVED, NOW HELP CAN BE OBTAINED FROM LARGER SOURCE
- COMMUNICATE WITH LOCAL JURISDICTION IN A KNOWN PLANNED RESPONSE METHOD (YOU KNOW THEIR CAPABILITIES AND THEY KNOW YOURS)
- PRE-PLANNED EVACUATION ROUTES AND MEANS OF TRANSPORTATION (HORSES, BICYCLES, WALKING PATH)

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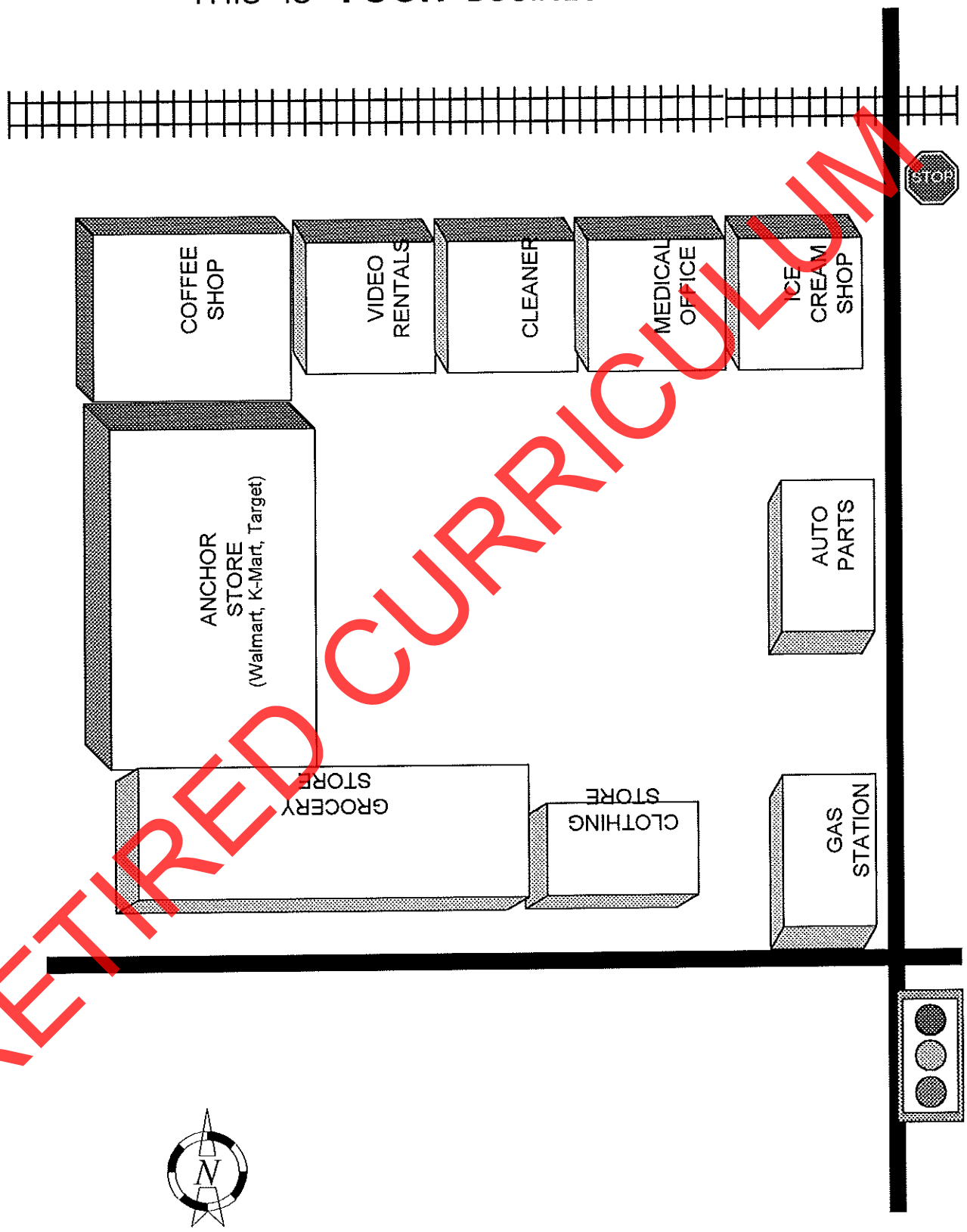
Summary:
Planning and meeting with others is the best way to prepare for a disaster and ensure that some correct actions will be taken during the Response Phase of an emergency. Prior planning will ensure that communication and coordination will take place, enabling the community to survive in an improved fashion, recover faster, without such a high loss of businesses and jobs, and bring stability back to the community quicker.

Can you start this now?

THIS IS **YOUR** BUSINESS AREA



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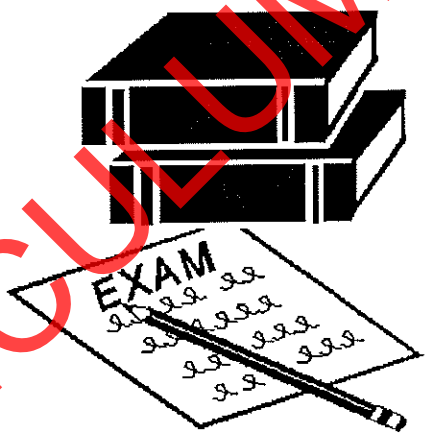
FIRE COMMAND 2D
INSTRUCTOR'S GUIDE

"PLANNING FOR LARGE-SCALE DISASTERS"

QUIZZES



RETIRED CURRICULUM

QUIZ #1

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 25 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The Incident Command System provides:

   A. A flexible system to implement an emergency plan's response operations
   B. A management tool for controlling a jurisdiction's disaster spending
   C. A standardized response to various emergency situations
   D. A modular concept which delineates command positions.

2. The word ***disaster***, is usually defined as:

   A. A crisis of unmeasurable proportions
   B. A hazard that requires a jurisdiction to pre-plan and train for the inevitable
   C. An unforeseen, unplanned event that cannot be managed with routine procedures
   D. The unfavorable aspect of a star.

3. This function of the Incident Command System is responsible for overall direction of the incident

   A. Command/Management
   B. Operations
   C. Planning/Intelligence
   D. Logistics.

RETIRED CURRICULUM

4. When considering the location of an EOC, what planning factor will help to ensure immediate availability of the facility to key officials:

   A. Secured, remote location
   B. Day-to-day use of the designated facility
   C. The size and use of storage space
   D. The layout of the room(s) associated with the Operations Room.

5. An avalanche which causes a large-scale emergency is categorized as an example of a:

   A. Secondary effect
   B. Natural disaster
   C. War or Civil Disaster
   D. Human-caused/technological disaster.

6. The term ***disaster***, as defined in this class, shall mean:

   A. A crisis of unmeasurable proportions
   B. A hazard that requires a jurisdiction to pre-plan and train for the inevitable
   C. An unforeseen, unplanned event that cannot be managed with routine procedures
   D. An incident which threatens life, property or the environment.

7. The Federal Disaster Act of 1950 created:

   A. The Federal Emergency Management Agency (FEMA)
   B. Permanent legislation pertaining to disaster relief and the legal basis for a continuing federal role in those programs
   C. The first piece of state legislation regarding response to disasters
   D. Insurance codes for specific disasters and provided protective actions be implemented.

8. An act of terrorism which causes loss of life and property damage can be categorized as an example of a:

   A. Secondary effect
   B. Natural disaster
   C. War or civil disaster
   D. Human-caused/technological disaster.

RETIRED CURRICULUM

9. There are factors that define whether or not a situation is a disaster. These factors include the:

   A. Size of the community and its peak population
   B. Number of incidents occurring at any one time
   C. Capabilities, resources, number of casualties and amount of property damage
   D. Ecological variations and seasonal shift in harmonic influences.

10. This function of the Incident Command System is responsible for all tactical command and coordination of incident response assets, regardless of agency affiliation or type of asset:

    A. Command/Management
    B. Operations
    C. Planning/Intelligence
    D. Logistics.

11. The primary ICS management functions, known at the field and EOC levels under SEMS, are identified as the:

    A. Command Staff
    B. Team Liaisons
    C. General Staff
    D. Management Team.

12. The basic principles of the Incident Command System encourage:

    A. A system that is rapidly and logically expandable from initial response
    B. An organizational structure that is explicitly designed for specific events
    C. A system that is only applicable to emergency response agencies
    D. A system with unfamiliar terminology and procedures.

13. During the Pre-Emergency Phase, the primary direction and control functions to be performed in an EOC are:

    A. Instructing the public and informing them on the location of shelters
    B. Preparing for periods of international crisis
    C. Alerting and readying emergency service units
    D. Developing the readiness and capability of the emergency organization.

RETIRED CURRICULUM

14. The Incident Command System and the Standardized Emergency Management System identify how many primary functions in an emergency management organization?

    A. Four
    B. Five
    C. Six
    D. Seven.

15. The most critical role of the direction and control element of an EOC in responding to an emergency without warning is to:

    A. Gather information on damage incurred
    B. Determine the nature and extent of the event
    C. Ensure that resources are not depleted
    D. Establish priorities for response operations.

16. When a jurisdiction has been warned of an impending emergency, additional actions can be taken to prepare and lessen the impact of this disaster. These actions include:

    A. Warning the public and short-term mitigation efforts
    B. Training the emergency service units
    C. Storing resource information
    D. Reviewing emergency plans and completing revisions, as necessary.

17. The following disastrous event can be categorized as an "emergency without warning":

    A. Hurricane
    B. Winter Storm
    C. Earthquake Aftershock
    D. Landslide.

18. Which of the following governmental levels is responsible for planning, preparing and training for war-related emergencies?

    A. District
    B. City
    C. State
    D. Federal.

RETIRED CURRICULUM

19. Unless otherwise specified by agency or organization policy, the EOC should be the location where all the emergency service organization:

    A. Decides upon and coordinates the organization's budget strategies
    B. Requests Federal assistance and funding
    C. Determines the appropriate tactics necessary for selected field strategies
    D. Gathers information and establishes priorities.

20. The Standardized Emergency Management System states that when an emergency occurs in a jurisdiction, that jurisdiction's EOC should be:

    A. Staffed with the five primary EOC positions for a minimum of 12 hours
    B. Activated to the level appropriate to the situation
    C. Minimally staffed until the nature and extent of the emergency is known
    D. Staffed in a phased manner, following established guidelines.

21. Once an area has been designated an EOC, it is important to follow through on the last two steps in the process of designing an EOC. These two steps include:

    A. Develop and implement a message routing system
    B. Determine the need for food and kitchen supplies
    C. Post signs on how to convert it to a direction and control room
    D. Conduct exercises and establish SOPs on its use.

22. Under the Standardized Emergency Management System, five organizational response levels are identified. These five response levels are:

    A. Field, Jurisdictional, County, State and Federal
    B. Local Government, Operational Area, Region, and Federal
    C. Field, Local Government, Operational Area, Regional, and State
    D. Special Districts, Field, Local Jurisdictions, County and Region.

RETIRED CURRICULUM

23. Every identified EOC staffing level, under the Standardized Emergency Management System, must provide for these primary functions:

    A. Policy, Disaster Analysis, Operations, Communications and Resources
    B. Command, Operations Response, Mitigation and Recovery
    C. Management, Operations, Planning/Intelligence, Logistics and Finance/Administration
    D. Coordination, Message Routing, Support, Finance and Information Display.

24. This function of the Incident Command System becomes the organizational focus for all information or knowledge relative to the incident:

    A. Command/Management
    B. Operations
    C. Planning/Intelligence
    D. Logistics.

25. What EOC level, under the Standardized Emergency Management System, initiates coordination with the federal disaster response system?

    A. Region
    B. Operational Area
    C. State
    D. Federal.

RETIRED CURRICULUM

QUIZ #1 KEY

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 25 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The Incident Command System provides:

   A. A flexible system to implement an emergency plan's response operations
   B. A management tool for controlling a jurisdiction's disaster spending
   C. A standardized response to various emergency situations
   D. A modular concept which delineates command positions.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #22.]

2. The word ***disaster***, is usually defined as:

   A. A crisis of unmeasurable proportions
   B. A hazard that requires a jurisdiction to pre-plan and train for the inevitable
   C. An unforeseen, unplanned event that cannot be managed with routine procedures
   D. The unfavorable aspect of a star.

[Student Source: Overhead Transparency #11, found in Student Manual.]

RETIRED CURRICULUM

3. This function of the Incident Command System is responsible for overall direction of the incident

   A. Command/Management
   B. Operations
   C. Planning/Intelligence
   D. Logistics.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #25.]

4. When considering the location of an EOC, what planning factor will help to ensure immediate availability of the facility to key officials:

   A. Secured, remote location
   B. Day-to-day use of the designated facility
   C. The size and use of storage space
   D. The layout of the room(s) associated with the Operations Room.

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC*.]

5. An avalanche which causes a large-scale emergency is categorized as an example of a:

   A. Secondary effect
   B. Natural disaster
   C. War or Civil Disaster
   D. Human-caused/technological disaster.

[Student Source: Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)*]

RETIRED CURRICULUM

6. The term ***disaster***, as defined in this class, shall mean:

   A. A crisis of unmeasurable proportions
   B. A hazard that requires a jurisdiction to pre-plan and train for the inevitable
   C. An unforeseen, unplanned event that cannot be managed with routine procedures
   D. An incident which threatens life, property or the environment.

[Student Source: Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War)* and Overhead Transparency #15.]

7. The Federal Disaster Act of 1950 created:

   A. The Federal Emergency Management Agency (FEMA)
   B. Permanent legislation pertaining to disaster relief and the legal basis for a continuing federal role in those programs
   C. The first piece of state legislation regarding response to disasters
   D. Insurance codes for specific disasters and provided protective actions be implemented.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #51.]

8. An act of terrorism which causes loss of life and property damage can be categorized as an example of a:

   A. Secondary effect
   B. Natural disaster
   C. War or civil disaster
   D. Human-caused/technological disaster.

[Student Source: Information Sheet #1, *Natural, Human-Caused (Technological) and Civil Disasters (War).*]

RETIRED CURRICULUM

9. There are factors that define whether or not a situation is a disaster. These factors include the:

   A. Size of the community and its peak population
   B. Number of incidents occurring at any one time
   C. Capabilities, resources, number of casualties and amount of property damage
   D. Ecological variations and seasonal shift in harmonic influences.

[Student Source: Overhead Transparency #16, found in the Student Manual.]

11. This function of the Incident Command System is responsible for all tactical command and coordination of incident response assets, regardless of agency affiliation or type of asset:

   A. Command/Management
   B. Operations
   C. Planning/Intelligence
   D. Logistics.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.* Overhead Transparency #27.]

11. The primary ICS management functions, known at the field and EOC levels under SEMS, are identified as the:

   A. Command Staff
   B. Team Liaisons
   C. General Staff
   D. Management Team.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System* and Information Sheet #7, *Acronyms, Terms and Definitions.*]

RETIRED CURRICULUM

12. The basic principles of the Incident Command System encourage:

    A. A system that is rapidly and logically expandable from initial response
    B. An organizational structure that is explicitly designed for specific events
    C. A system that is only applicable to emergency response agencies
    D. A system with unfamiliar terminology and procedures.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.*]

13. During the Pre-Emergency Phase, the primary direction and control functions to be performed in an EOC are:

    A. Instructing the public and informing them on the location of shelters
    B. Preparing for periods of international crisis
    C. Alerting and readying emergency service units
    D. Developing the readiness and capability of the emergency organization.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparencies #36 and #37.]

14. The Incident Command System and the Standardized Emergency Management System identify how many primary functions in an emergency management organization?

    A. Four
    B. Five
    C. Six
    D. Seven.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System.* Overhead Transparencies #24, #26 and #31.]

RETIRED CURRICULUM

15. The most critical role of the direction and control element of an EOC in responding to an emergency without warning is to:

    A. Gather information on damage incurred
    B. Determine the nature and extent of the event
    C. Ensure that resources are not depleted
    D. Establish priorities for response operations.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparency #38.]

16. When a jurisdiction has been warned of an impending emergency, additional actions can be taken to prepare and lessen the impact of this disaster. These actions include:

    A. Warning the public and short-term mitigation efforts
    B. Training the emergency service units
    C. Storing resource information
    D. Reviewing emergency plans and completing revisions, as necessary.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)* and Overhead Transparency #40.]

17. The following disastrous event can be categorized as an "emergency without warning":

    A. Hurricane
    B. Winter Storm
    C. Earthquake Aftershock
    D. Landslide.

[Student Source: Classroom discussion.]

RETIRED CURRICULUM

18. Which of the following governmental levels is responsible for planning, preparing and training for war-related emergencies?

    A. District
    B. City
    C. State
    D. Federal.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*.]

19. Unless otherwise specified by agency or organization policy, the EOC should be the location where all the emergency service organization:

    A. Decides upon and coordinates the organization's budget strategies
    B. Requests Federal assistance and funding
    C. Determines the appropriate tactics necessary for selected field strategies
    D. Gathers information and establishes priorities.

[Student Source: Information Sheet #3, *Functions to be Performed in an Emergency Operating Center (EOC)*.]

20. The Standardized Emergency Management System states that when an emergency occurs in a jurisdiction, that jurisdiction's EOC should be:

    A. Staffed with the five primary EOC positions for a minimum of 12 hours
    B. Activated to the level appropriate to the situation
    C. Minimally staffed until the nature and extent of the emergency is known
    D. Staffed in a phased manner, following established guidelines.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing*.]

RETIRED CURRICULUM

21. Once an area has been designated an EOC, it is important to follow through on the last two steps in the process of designing an EOC. These two steps include:

    A. Develop and implement a message routing system
    B. Determine the need for food and kitchen supplies
    C. Post signs on how to convert it to a direction and control room
    D. Conduct exercises and establish SOPs on its use.

[Student Source: Information Sheet #4, *Factors to Consider in the Design of an EOC*. Overhead Transparency #44.]

22. Under the Standardized Emergency Management System, five organizational response levels are identified. These five response levels are:

    A. Field, Jurisdictional, County, State and Federal
    B. Local Government, Operational Area, Region, and Federal
    C. Field, Local Government, Operational Area, Regional, and State
    D. Special Districts, Field, Local Jurisdictions, County and Region.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing*.]

23. Every identified EOC staffing level, under the Standardized Emergency Management System, must provide for these primary functions:

    A. Policy, Disaster Analysis, Operations, Communications and Resources
    B. Command, Operations Response, Mitigation and Recovery
    C. Management, Operations, Planning/Intelligence, Logistics and Finance/Administration
    D. Coordination, Message Routing, Support, Finance and Information Display.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing*.]

RETIRED CURRICULUM

24. This function of the Incident Command System becomes the organizational focus for all information or knowledge relative to the incident:

    A. Command/Management
    B. Operations
    C. Planning/Intelligence
    D. Logistics.

[Student Source: Information Sheet #2, *SEMS and the Incident Command System*. Overhead Transparency #28.]

25. What EOC level, under the Standardized Emergency Management System, initiates coordination with the federal disaster response system?

    A. Region
    B. Operational Area
    C. State
    D. Federal.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing*.]

RETIRED CURRICULUM

Quiz #2 Name _____

Date _____

Acronyms, Terms and Definitions

Directions: This is a matching test. Select the one response in Column 2 which most nearly matches an item in Column 1. Write the number which precedes that item in Column 1 in the brackets ([ ]) which precedes the most appropriate response in Column 2.

Example:

Column 1		Column 2
1. EOC	[2]	Computer Aided Dispatch
2. CAD	[1]	Emergency Operating Center

Column 1		Column 2
1. CEM	[ ]	Federal Emergency Management Agency
2. DAC	[ ]	Integrated Emergency Management System
3. NAWAS	[ ]	Emergency Broadcasting System
4. OES	[ ]	State Emergency Management System
5. IEMS	[ ]	Standard Operating Procedure
6. SOP	[ ]	Incident Command System
7. MOU	[ ]	Systems Out of Performance
8. EBS	[ ]	National Warning System
9. FEMA	[ ]	Office of Emergency Services
10. ICS	[ ]	Civil Emergency Management
11. DFO	[ ]	Memorandum of Understanding
12. EMD	[ ]	Disaster Application Center
13. RACES	[ ]	Electron Magnetic Detector
14. SEMS	[ ]	Immediate Emergency Measures Standard
	[ ]	Radio Amateur Civil Emergency Services
	[ ]	Emergency Management Director
	[ ]	Comprehensive Emergency Management
	[ ]	Standardized Emergency Management System
	[ ]	Disaster Field Office
	[ ]	Radiological Action Checklist for Emergency Svs

RETIRED CURRICULUM

Fire Command 2D
QUIZ KEY

Name _____
Date _____

Acronyms, Terms and Definitions

Directions: This is a matching test. Select the one response in Column 2 which most nearly matches an item in Column 1. Write the number which precedes that item in Column 1 in the brackets ([ ]) which precedes the most appropriate response in Column 2.

Example:

Column 1		Column 2
1. EOC	[2]	Computer Aided Dispatch
2. CAD	[1]	Emergency Operating Center

Column 1		Column 2
1. CEM	[9]	Federal Emergency Management Agency
2. DAC	[5]	Integrated Emergency Management System
3. NAWAS	[8]	Emergency Broadcasting System
4. OES	[ ]	State Emergency Management System
5. IEMS	[6]	Standard Operating Procedure
6. SOP	[10]	Incident Command System
7. MOU	[ ]	Systems Out of Performance
8. EBS	[3]	National Warning System
9. FEMA	[4]	Office of Emergency Services
10. ICS	[ ]	Civil Emergency Management
11. DFO	[7]	Memorandum of Understanding
12. EMD	[2]	Disaster Application Center
13. RACES	[ ]	Electron Magnetic Detector
14. SEMS	[ ]	Immediate Emergency Measures Standard
	[13]	Radio Amateur Civil Emergency Services
	[12]	Emergency Management Director
	[1]	Comprehensive Emergency Management
	[14]	Standardized Emergency Management System
	[11]	Disaster Field Office
	[ ]	Radiological Action Checklist for Emergency Svs

RETIRED CURRICULUM

QUIZ #3

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 20 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The style and organization of emergency management programs differ from one jurisdiction to another due to:

   A. The various ways governments are established legally and functionally
   B. Their chain of command for communications
   C. The personalities of their elected officials
   D. State legislation and Senate Bill 1492.

2. For local jurisdictions, FEMA routinely provides:

   A. Disaster preparedness guidance
   B. Unlimited resources toward emergency planning
   C. Professional staff to present necessary training to local officials
   D. Insurance programs that protect elected officials during disasters.

3. The Federal Disaster Relief Act of 1950 established the:

   A. Federal Emergency Management Agency
   B. Legal basis for a continuing federal role in disaster relief
   C. American Red Cross
   D. Operational responsibilities of local governments.

RETIRED CURRICULUM

4. What is the definition of an Operational Area?

   A. An area specified for surgery
   B. A city and its special districts, including utilities, transportation and schools
   C. A county and all of its political subdivisions
   D. A State Mutual Aid region.

5. There are several reasons to establish an emergency management program within your jurisdiction. The most important reasons being:

   A. To reduce liability and conform to the legislative measures governing the jurisdiction
   B. To qualify for federal emergency management assistance (funding)
   C. To effectively manage the disaster, reducing response costs, loss of life and property damage
   D. To save political and professional embarrassment to the elected officials and chief executive officer.

6. The California Emergency Services Act provides for:

   A. The functions and operations of all levels of government to be described for extraordinary emergencies, including war-related emergencies
   B. The required creation of emergency plans by Operational Area only
   C. The State of California and all of its subdivisions to conduct training and annual drills on specific disasters
   D. The timely and effective use of Mutual Aid throughout the State of California.

7. The California Disaster and Civil Defense Master Mutual Aid Agreement requires of each party who has signed the agreement to:

   A. Participate in annual training sessions with other political subdivisions
   B. Prepare operational plans that are fire and non-fire related, to include natural, technological and war contingencies
   C. Accept Emergency Management Assistance (funding) from FEMA
   D. Develop and implement their emergency plans within the concepts of the Integrated Emergency Management System.

RETIRED CURRICULUM

8. A comprehensive emergency management program consists of these phases:

   A. Mitigation, Preparedness, Response and Recovery
   B. Pre-planning, Training, Team Building and Drills
   C. Code Enforcement, Firefighting/Rescue, Short-term and Long Term Goals
   D. Resource Identification, Planning, Funding and Training.

9. The role of the emergency management professional is neither easily performed nor well understood. Successful emergency management coordinators are usually:

   A. Perceived as autocrats
   B. Possessed of several different qualities, such as communications skills, organizational ability and human relations skills
   C. Recognized by nationally known profession groups
   D. Consumed by their negative and foreboding profession and driven to developing non-essential plans and procedures.

10. To summarize the role of the Emergency Management Coordinator, would be to state the position should:

    A. Examine a community's needs, assess goals and planned actions, and evaluate the results
    B. Maintain a high degree of political sensitivity, determine the characteristics of disasters and implement mitigation measures
    C. Obtain a university level degree as soon as possible
    D. Develop emergency plans and procedures, then inventory a community's personnel skills and resources.

11. A Hazard Analysis is:

    A. An information gathering tool that tells elected officials of their greatest risk
    B. A method of isolating the at-risk population from the source of the destruction
    C. A tool that eliminates all potential disasters from the threshold of a community
    D. A systematic approach used to determine a community's vulnerability to disasters.

RETIRED CURRICULUM

12. The Integrated Emergency Management System (IEMS) developed by FEMA tries to:

    A. Assist the development of the comprehensive emergency management capability at all levels of government
    B. Build upon the foundation that emergency plan development is a one time effort
    C. Identify the highest priority risk on a nationwide basis and provide guidance on how to mitigate that risk
    D. Coordinate all levels of government towards a budgetary focus on emergency planning.

13. The process that identifies the strengths and weaknesses of a community to respond to a potential disaster is called a:

    A. Capability Assessment
    B. Component Evaluation
    C. Hazard Analysis
    D. Multi-Year Development Plan.

14. In general, FEMA recommends that each jurisdiction:

    A. Develop plans that support nuclear warfare and terrorist acts
    B. Develop a comprehensive emergency operations plan encompassing all hazards that pose a significant threat to the community
    C. Reduce redundancy in plan development and documentation
    D. Organize their emergency planning effort on the federal government's situation and assumptions, in accord with that specific concept of operations.

15. An Emergency Operations Plan (EOP) must contain:

    A. Maps, charts and graphs pertaining to earthquakes
    B. Actions that may be taken by a jurisdiction to protect life and property
    C. Only those operational tasks required of the private sector
    D. An established time line for the completion of mitigation measures.

RETIRED CURRICULUM

16. What document has been adopted by the State Office of Emergency Services to standardize planning efforts?

    A. The Multihazard Functional Planning Guidance
    B. The Multi-Year Development Pan
    C. The Capability Assessment
    D. The Disaster Control Planning Textbook.

17. Descriptions on such things as predicted deaths and casualties, disruption of services, destruction of facilities and property damage would:

    A. Not be specifically identified in an Emergency Operations Plan
    B. Be contained in a private consultant's report to the elected officials
    C. Be described in the Appendix to the Basic Plan
    D. Not be known to an emergency planner.

18. An Emergency Operations Plan provides information for the Emergency Management Organization, jurisdictional departments and special support organizations. Specific information, for the emergency responders in the field, is:

    A. Not found in an Emergency Operations Plan
    B. Located in Part Three, Operational Data
    C. Kept confidential and only referenced in the Emergency Operations Plan
    D. Always available in training classes and evaluated during drills.

19. Each Part of an Emergency Operations Plan, whether it be the Basic Plan, the Annexes or the Operational Data, may have the following documents incorporated into their structure:

    A. Directories, MOUs, personnel listings, guides and maps
    B. Checklists and position locators
    C. Attachments, Enclosures and Appendices
    D. Authorities referencing legal dogmas, ordinances and agreements.

RETIRED CURRICULUM

20. When seriously considering the establishment of an emergency management program, local jurisdictions should:

    A. Hire a professionally recognized individual on a full-time basis
    B. Consider hiring alternatives that address budget concerns and disaster potentials
    C. Seek a private consultant's services
    D. Discuss options with the Operational Area Coordinator and share planning efforts.

RETIRED CURRICULUM

QUIZ #3 KEY

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 20 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The style and organization of emergency management programs differ from one jurisdiction to another due to:

   A. The various ways governments are established legally and functionally
   B. Their chain of command for communications
   C. The personalities of their elected officials
   D. State legislation and Senate Bill 1492.

[Student Source: Overhead Transparency #57.]

2. For local jurisdiction's, FEMA routinely provides:

   A. Disaster preparedness guidance
   B. Unlimited resources toward emergency planning
   C. Professional staff to present necessary training to local officials
   D. Insurance programs that protect elected officials during disasters.

[Student Source: Information Sheet #6, *Federal Emergency Management Agency.* Overhead Transparency #53.]

3. The Federal Disaster Relief Act of 1950 established the:

   A. Federal Emergency Management Agency
   B. Legal basis for a continuing federal role in disaster relief
   C. American Red Cross
   D. Operational responsibilities of local governments.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #51.]

RETIRED CURRICULUM

4. What is the definition of an Operational Area?

   A. An area specified for surgery
   B. A city and its special districts, including utilities, transportation and schools
   C. A county and all of its political subdivisions
   D. A State Mutual Aid region.

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions* and Overhead Transparency #66.]

5. There are several reasons to establish an emergency management program within your jurisdiction. The most important reasons being:

   A. To reduce liability and conform to the legislative measures governing the jurisdiction
   B. To qualify for federal emergency management assistance (funding)
   C. To effectively manage the disaster, reducing response costs, loss of life and property damage
   D. To save political and professional embarrassment to the elected officials and chief executive officer.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management*.]

6. The California Emergency Services Act provides for:

   A. The functions and operations of all levels of government to be described for extraordinary emergencies, including war-related emergencies
   B. The required creation of emergency plans by Operational Area only
   C. The State of California and all of its subdivisions to conduct training and annual drills on specific disasters
   D. The timely and effective use of Mutual Aid throughout the State of California.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #70.]

RETIRED CURRICULUM

7. The California Disaster and Civil Defense Master Mutual Aid Agreement requires of each party who has signed the agreement to:

   A. Participate in annual training sessions with other political subdivisions
   B. Prepare operational plans that are fire and non-fire related, to include natural, technological and war contingencies
   C. Accept Emergency Management Assistance (funding) from FEMA
   D. Develop and implement their emergency plans within the concepts of the Integrated Emergency Management System.

[Student Source: Information Sheet #9, *Jurisdictional Responsibility for Emergency Management* and Overhead Transparency #71.]

8. A comprehensive emergency management program consists of these phases:

   A. Mitigation, Preparedness, Response and Recovery
   B. Pre-planning, Training, Team Building and Drills
   C. Code Enforcement, Firefighting/Rescue, Short-term and Long Term Goals
   D. Resource Identification, Planning, Funding and Training.

[Student Source: Information Sheet #6, *Federal Emergency Management Agency* and Information Sheet #7, *Acronyms, Terms, and Definitions* and Overhead Transparency #80.]

9. The role of the emergency management professional is neither easily performed nor well understood. Successful emergency management coordinators are usually:

   A. Perceived as autocrats
   B. Possessed of several different qualities, such as communications skills, organizational ability and human relations skills
   C. Recognized by nationally known profession groups
   D. Consumed by their negative and foreboding profession and driven to developing non-essential plans and procedures.

[Student Source: Information Sheet #13, *Major Duties of Local Emergency Management Coordinator.*]

RETIRED CURRICULUM

10. To summarize the role of the Emergency Management Coordinator, would be to state the position should:

    A. Examine a community's needs, assess goals and planned actions, and evaluate the results
    B. Maintain a high degree of political sensitivity, determine the characteristics of disasters and implement mitigation measures
    C. Obtain a university level degree as soon as possible
    D. Develop emergency plans and procedures, then inventory a community's personnel skills and resources.

[Student Source: Information Sheet #13, *Major Duties of Local Emergency Management Coordinator* and Overhead Transparency #84.]

11. A Hazard Analysis is:

    A. An information gathering tool that tells elected officials of their greatest risk
    B. A method of isolating the at-risk population from the source of the destruction
    C. A tool that eliminates all potential disasters from the threshold of a community
    D. A systematic approach used to determine a community's vulnerability to disasters.

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions* and #20, *The Integrated Emergency Management System.* Overhead Transparency #88.]

12. The Integrated Emergency Management System (IEMS) developed by FEMA tries to:

    A. Assist the development of the comprehensive emergency management capability at all levels of government
    B. Build upon the foundation that emergency plan development is a one time effort
    C. Identify the highest priority risk on a nationwide basis and provide guidance on how to mitigate that risk
    D. Coordinate all levels of government towards a budgetary focus on emergency planning.

[Student Source: Information Sheet #6, *Federal Emergency Management Agency* and #7, *Acronyms, Terms and Definitions.* Overhead Transparency #86.]

RETIRED CURRICULUM

13. The process that identifies the strengths and weaknesses of a community to respond to a potential disaster is called a:

    A. Capability Assessment
    B. Component Evaluation
    C. Hazard Analysis
    D. Multi-Year Development Plan.

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions* and Overhead Transparency #91.]

14. In general, FEMA recommends that each jurisdiction:

    A. Develop plans that support nuclear warfare and terrorist acts
    B. Develop a comprehensive emergency operations plan encompassing all hazards that pose a significant threat to the community
    C. Reduce redundancy in plan development and documentation
    D. Organize their emergency planning effort on the federal government's situation and assumptions, in accord with that specific concept of operations.

[Student Source: Information Sheet #14, *Emergency Operations Plan, What's In It For You?*.]

15. An Emergency Operations Plan (EOP) must contain:

    A. Maps, charts and graphs pertaining to earthquakes
    B. Actions that may be taken by a jurisdiction to protect life and property
    C. Only those operational tasks required of the private sector
    D. An established time line for the completion of mitigation measures.

[Student Source: Information Sheet #16, *A Usable Plan* and Overhead Transparency #92.]

16. What document has been adopted by the State Office of Emergency Services to standardize planning efforts?

    A. The Multihazard Functional Planning Guidance
    B. The Multi-Year Development Pan
    C. The Capability Assessment
    D. The Disaster Control Planning Textbook.

[Student Source: Information Sheet #16, *A Usable Plan.*]

RETIRED CURRICULUM

17. Descriptions on such things as predicted deaths and casualties, disruption of services, destruction of facilities and property damage would:

    A. Not be specifically identified in an Emergency Operations Plan
    B. Be contained in a private consultant's report to the elected officials
    C. Be described in the Appendix to the Basic Plan
    D. Not be known to an emergency planner.

[Student Source: Information Sheet #16, *A Usable Plan* and Overhead Transparency #96.]

18. An Emergency Operations Plan provides information for the Emergency Management Organization, jurisdictional departments and special support organizations. Specific information, for the emergency responders in the field, is:

    A. Not found in an Emergency Operations Plan
    B. Located in Part Three, Operational Data
    C. Kept confidential and only referenced in the Emergency Operations Plan
    D. Always available in training classes and evaluated during drills.

[Student Source: Information Sheet #16, *A Usable Plan* and Overhead Transparency #95.]

19. Each Part of an Emergency Operations Plan, whether it be the Basic Plan, the Annexes or the Operational Data, may have the following documents incorporated into their structure:

    A. Directories, MOUs, personnel listings, guides and maps
    B. Checklists and position locators
    C. Attachments, Enclosures and Appendices
    D. Authorities referencing legal dogmas, ordinances and agreements.

[Student Source: Information Sheet #15, *Plan Format*.]

RETIRED CURRICULUM

20. When seriously considering the establishment of an emergency management program, local jurisdictions should:

    A. Hire a professionally recognized individual on a full-time basis
    B. Consider hiring alternatives that address budget concerns and disaster potentials
    C. Seek a private consultant's services
    D. Discuss options with the Operational Area Coordinator and share planning efforts.

[Student Source: Classroom discussion.]

RETIRED CURRICULUM

QUIZ #4

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 15 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. SEMS Law, Senate Bill 1841 (the Petris Bill), requires all jurisdictions within the State of California to:

   A. Design their emergency plan in checklist format, referencing Annexes and Appendices
   B. Coordinate their emergency planning efforts on an Operational Area basis, establishing a standardized state-wide emergency management system
   C. Develop an emergency management program established upon the multi-agency coordination system within 120 days
   D. Promote disaster preparedness among their civilian population by the year 1998.

2. SEMS regulations state that jurisdictions must attend training sessions on:

   A. The adopted emergency management system
   B. The State Approved Courses of Instruction
   C. ICS coordination and multi-agency organizations
   D. Mutual Aid and Operational Area activation.

3. One of the following organizations has been directed by the *California Code Section 8607(a)* to establish the Standardized Emergency Management System:

   A. The Office of Emergency Services
   B. The State Fire Marshal's Office
   C. The Governor's Office
   D. The Senate.

RETIRED CURRICULUM

4. SEMS regulations now establish the Operational Area as one of the levels for use in all emergencies involving multiple agencies or multiple jurisdictions. The other SEMS levels of organization are:

   A. Federal, State, Region, Local Jurisdiction
   B. State, Region, Local Jurisdiction, Field
   C. Region, Local Jurisdiction, Field, Supporting Organizations
   D. State, Region, Local Jurisdiction, Special Districts.

5. The Emergency Services Act of 1970 defines the term "Operational Area." The SEMS regulations incorporates this definition as an intermediate level of the state emergency services organization. The Operational Area consists of:

   A. Cities, counties, districts and public agencies
   B. Political subdivisions excluding special districts
   C. A county and all subdivisions within geographical barriers
   D. A county and its public subdivisions authorized by law.

6. Any organization responding to an emergency or providing mutual aid support, is defined under SEMS regulations as:

   A. An element of the Incident Command System
   B. An emergency response agency
   C. An element of the operational area
   D. An emergency logistic.

7. A local government EOC serves as the central point for information gathering and should coordinate their activities with the:

   A. Regional level
   B. State level
   C. Other local governments
   D. Operational area.

8. The operational area EOC must be activated when:

   A. A county has declared a Local Emergency
   B. Two or more local jurisdictions have proclaimed a Local Emergency
   C. The operational area receives resources from within its boundaries
   D. A local jurisdiction has activated its EOC.

RETIRED CURRICULUM

9. EOCs located at the Region Level and the State Level are operated by the:

   A. Governor's Office of Emergency Services
   B. State Emergency Management System
   C. California Master Mutual Aid Council
   D. Regional Emergency Managers or Directors.

10. The size of the current EOC organization and that needed for the next operational period can be determined through a process called:

    A. Management by Objectives
    B. Action Planning
    C. Tactical Level Strategy
    D. System Performance Evaluation.

11. The Operational Area Satellite Information System provides a primary method of communications within SEMS. OASIS users include:

    A. Field and local jurisdictional EOCs
    B. Local jurisdictional EOCs and Operational Area EOCs
    C. Operational Area EOCs and OES Region EOCs
    D. OES Regions and all state agencies.

12. SEMS regulations require each response level to establish coordination and communications with:

    A. The operational area
    B. Mutual Aid Coordinators
    C. The level immediately above and below it
    D. Representatives of the SEMS coordinating council.

RETIRED CURRICULUM

13. The following elements comprise the Standardized Emergency Management System under SEMS regulations the:

    A. FEMA Response Plan, the State Emergency Plan, the Emergency Services Act, and the local government's emergency operations plan
    B. Incident Command System, the use of Emergency Operation Centers, standardized SEMS training, and the State Operations Center
    C. Emergency Operation Center, the use of multi-agency and private organization volunteers, and mutual aid agreements
    D. Incident Command System, Multi-Agency Coordination System, the Master Mutual Aid Agreement, and the Operational Area Concept.

14. SEMS regulations require jurisdictions to:

    A. Submit emergency plans in compliance with Government Code, Article 9.5
    B. Cooperate in a nation-wide governmental emergency management system
    C. Utilize all agencies and organizations in emergency response operations
    D. Train personnel, use SEMS terminology, and submit after-action reports.

15. By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS, and must use SEMS to be:

    A. Eligible for federally funded grants for equipment and special projects
    B. Eligible for state funding of response related personnel costs
    C. Included in state planning, training and coordination efforts
    D. Included in state-wide communication allocations and exercises.

RETIRED CURRICULUM

QUIZ #4 KEY

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 15 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. SEMS Law, Senate Bill 1841 (the Petris Bill), requires all jurisdictions within the State of California to:

   A. Design their emergency plan in checklist format, referencing Annexes and Appendices
   B. Coordinate their emergency planning efforts on an Operational Area basis, establishing a standardized state-wide emergency management system
   C. Develop an emergency management program established upon the multi-agency coordination system within 120 days
   D. Promote disaster preparedness among their civilian population by the year 1998.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #72.]

2. SEMS regulations state that jurisdictions must attend training sessions on:

   A. The adopted emergency management system
   B. The State Approved Courses of Instruction
   C. ICS coordination and multi-agency organizations
   D. Mutual Aid and Operational Area activation.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #76.]

RETIRED CURRICULUM

3. One of the following organizations has been directed by the *California Code Section 8607(a)* to establish the Standardized Emergency Management System:

   A. The Office of Emergency Services
   B. The State Fire Marshal's Office
   C. The Governor's Office
   D. The Senate.

[Student Source: Information Sheet #10, *Standardized Emergency Management System,* and Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement.*]

4. SEMS regulations now establish the Operational Area as one of the levels for use in all emergencies involving multiple agencies or multiple jurisdictions. The other SEMS levels of organization are:

   A. Federal, State, Region, Local Jurisdiction
   B. State, Region, Local Jurisdiction, Field
   C. Region, Local Jurisdiction, Field, Supporting Organizations
   D. State, Region, Local Jurisdiction, Special Districts.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #73.]

5. The Emergency Services Act of 1970 defines the term "Operational Area." The SEMS regulations incorporates this definition as an intermediate level of the state emergency services organization. The Operational Area consists of:

   A. Cities, counties, districts and public agencies
   B. Political subdivisions excluding special districts
   C. A county and all subdivisions within geographical barriers
   D. A county and its public subdivisions authorized by law.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #66.]

RETIRED CURRICULUM

6. Any organization responding to an emergency or providing mutual aid support, is defined under SEMS regulations as:

   A. An element of the Incident Command System
   B. An emergency response agency
   C. An element of the operational area
   D. An emergency logistic.

[Student Source: Information Sheet #7, *Acronyms, Terms and Definitions.*]

7. A local government EOC serves as the central point for information gathering and should coordinate their activities with the:

   A. Regional level
   B. State level
   C. Other local governments
   D. Operational area.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #75

8. The operational area EOC must be activated when:

   A. A county has declared a Local Emergency
   B. Two or more local jurisdictions have proclaimed a Local Emergency
   C. The operational area receives resources from within its boundaries
   D. A local jurisdiction has activated its EOC.

[Student Source: Information Sheet #10, *Standardized Emergency Management System.*]

9. EOCs located at the Region Level and the State Level are operated by the:

   A. Governor's Office of Emergency Services
   B. State Emergency Management System
   C. California Master Mutual Aid Council
   D. Regional Emergency Managers or Directors.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels.*]

RETIRED CURRICULUM

10. The size of the current EOC organization and that needed for the next operational period can be determined through a process called:

    A. Management by Objectives
    B. Action Planning
    C. Tactical Level Strategy
    D. System Performance Evaluation.

[Student Source: Information Sheet #10, *Standardized Emergency Management System.*]

11. The Operational Area Satellite Information System provides a primary method of communications within SEMS. OASIS users include:

    A. Field and local jurisdictional EOCs
    B. Local jurisdictional EOCs and Operational Area EOCs
    C. Operational Area EOCs and OES Region EOCs
    D. OES Regions and all state agencies.

[Student Source: Information Sheet #11, *Operational Area Satellite Information System (OASIS).*]

12. SEMS regulations require each response level to establish coordination and communications with:

    A. The operational area
    B. Mutual Aid Coordinators
    C. The level immediately above and below it
    D. Representatives of the SEMS coordinating council.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System.*]

RETIRED CURRICULUM

13. The following elements comprise the Standardized Emergency Management System under SEMS regulations the:

    A. FEMA Response Plan, the State Emergency Plan, the Emergency Services Act, and the local government's emergency operations plan
    B. Incident Command System, the use of Emergency Operation Centers, standardized SEMS training, and the State Operations Center
    C. Emergency Operation Center, the use of multi-agency and private organization volunteers, and mutual aid agreements
    D. Incident Command System, Multi-Agency Coordination System, the Master Mutual Aid Agreement, and the Operational Area Concept.

[Student Source: Information Sheet #5, *Activation Criteria and EOC Staffing Levels* and Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #72.]

14. SEMS regulations require jurisdictions to:

    A. Submit emergency plans in compliance with Government Code, Article 9.5
    B. Cooperate in a nation-wide governmental emergency management system
    C. Utilize all agencies and organizations in emergency response operations
    D. Train personnel, use SEMS terminology, and submit after-action reports.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #76.]

15. By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS, and must use SEMS to be:

    A. Eligible for federally funded grants for equipment and special projects
    B. Eligible for state funding of response related personnel costs
    C. Included in state planning, training and coordination efforts
    D. Included in state-wide communication allocations and exercises.

[Student Source: Information Sheet #10, *Standardized Emergency Management System* and Overhead Transparency #76.]

RETIRED CURRICULUM

QUIZ #5

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 25 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. Disaster Service Workers who provide their services on a voluntary basis or who are impressed into service:

   A. Receive medical coverage for themselves and their dependents
   B. May receive State of California Workmen's Compensation
   C. Receive the same benefits offered the jurisdiction's employees
   D. May purchase the same benefits offered the jurisdiction's employees.

2. As Disaster Service Workers, public employees are required to:

   A. Act within the scope of their official duties during a disaster
   B. Physically report to their employing jurisdiction within 24 hours
   C. Report to the closest shelter and manage a contingency of volunteers
   D. Telephone their employing jurisdiction within 24 hours on their status.

3. The mitigation phase of a comprehensive emergency management system consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, health and property
   D. Short- and long-term activities which improve or return all systems to normal.

RETIRED CURRICULUM

4. The following measures and activities are examples of mitigation:

   A. Providing crisis counseling to public safety personnel after a disaster
   B. Assigning public safety personnel to patrol areas after established curfew
   C. Obtaining disaster insurance
   D. Activating the Emergency Broadcasting System.

5. The Robert T. Stafford Disaster Relief and Emergency Assistance Act amended the Disaster Relief Act of 1974. It also established the requirement for:

   A. Hazard analysis and capability assessments by local jurisdictions
   B. The development of emergency operations plans based on a comprehensive emergency management concept
   C. Local jurisdictions to include disaster assistance centers in the recovery phase of a declared disaster
   D. The development of a post-disaster mitigation plan.

6. Generally, the most cost-effective phase of the comprehensive emergency management program is:

   A. Mitigation
   B. Preparedness
   C. Response
   D. Recovery.

7. The preparedness phase of a comprehensive emergency management system consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, health and well-being
   D. Short- and long-term activities which improve or return all systems to normal.

RETIRED CURRICULUM

8. The response phase of a comprehensive emergency management planning process consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, and the environment
   D. Short- and long-term activities which improve or return all systems to normal.

9. There are actions or activities that can be identified before a disaster that will assist in an effective disaster response. Some of these pre-identified response functions are:

   A. Operation of the EOC, weather prediction and victim registration
   B. Warning system, evacuation, emergency medical care, search and rescue
   C. Warning system, sheltering, clean-up operations, procedural revision
   D. Protection of property, site specific reconstruction, search and rescue.

10. The comprehensive emergency management planning concept describes a recovery phase. This recovery phase consists of:

    A. Activities designed to bring the community back to normal as soon as possible
    B. Short-term and long-term goals and objectives to enhance the emergency plan
    C. Activities that repair and improve the quality of life immediately
    D. Short-term and long-term plans for the reconstruction of affluent businesses.

11. The California Master Mutual Aid Plan was first prepared and adopted in what year?

    A. 1940
    B. 1950
    C. 1960
    D. 1970.

RETIRED CURRICULUM

12. The following have signed the California Disaster and Civil Defense Master Mutual Aid Agreement:

    A. The State of California, each county, and school districts
    B. The State of California, its political subdivisions, and fire districts
    C. The State of California, all state agencies and special districts
    D. The State of California, adjacent states and special districts.

13. The California Disaster and Civil Defense Master Mutual Aid Agreement provides that the responsible local official in charge at an incident:

    A. Shall remain in charge only of those resources provided by the surrounding local jurisdictions
    B. Shall discharge private agencies with support capability from emergency operations
    C. Request mutual aid resources solely from the Governor via telephone
    D. Shall remain in charge, including the direction of such personnel and equipment provided through mutual aid.

14. Under the California Disaster and Civil Defense Master Mutual Aid Agreement, reimbursement may be provided to a jurisdiction that provided resources, in accordance with the policies and procedures established by the:

    A. California Fire Chiefs Association
    B. Office of Emergency Services
    C. Mutual Aid Emergency Council
    D. Governor.

15. The emergency operation plans adopted by the State of California support the concepts of:

    A. Multi-agency planning and consolidated emergency operations centers
    B. Comprehensive emergency measures and multi-response planning
    C. Comprehensive cooperative agreements and self-help for each jurisdiction
    D. Incident Command System, Mutual Aid and related systems.

RETIRED CURRICULUM

16. An emergency manager must know the proper mutual aid procedures to follow to access the desired resources. If a resource is not available from a discipline-specific mutual aid system, then the proper access is through the:

    A. Emergency Services Mutual Aid System
    B. Emergency Medical Services Mutual Aid System
    C. Office of Emergency Services
    D. Regional Emergency Operations Center.

17. The need for mutual aid is determined by the:

    A. State Operations Center
    B. Requesting jurisdiction
    C. Operational Area
    D. Elected official or appointed department head.

18. What position within a jurisdiction's emergency organization can authorize the declaration of a Local Emergency?

    A. Those titles recognized in the local jurisdiction's ordinance
    B. All elected and appointed officials
    C. The chief executive officer
    D. All of the above.

19. The position authorized to declare a State of Emergency is the:

    A. President of the United States
    B. Director of State Office of Emergency Services
    C. Operational Area Coordinator
    D. Governor.

20. Once a local jurisdiction has proclaimed a Local Emergency, their representatives can:

    A. Coordinate their activities directly with the Governor's office
    B. Spend as much money as necessary knowing it will be reimbursed
    C. Continue to work with the Operational Area to obtain resources
    D. Inform the citizens that federal assistance will be provided within 3 days.

RETIRED CURRICULUM

21. Federal aid may be provided to disaster victims within two established categories. Public Assistance provides:

    A. Assistance to clear debris
    B. Funding only to private, non-profit organizations
    C. Help to individuals and families, aid to businesses, including farmers
    D. Funding assistance and technical expertise to aid local and state governments.

22. Federal aid may be provided to disaster victims within two established categories. Individual Assistance provides:

    A. Assistance to clear debris
    B. Funding only to private, non-profit organizations
    C. Help to individuals and families, aid to businesses, including farmers
    D. Funding assistance and technical expertise to aid local and state governments.

23. An Emergency Operations Plan should address the jurisdiction's planned response to emergency situations

    A. Within three hours of the disaster
    B. Associated with natural and technological incidents, and nuclear war
    C. After the authorized elected official has declared a "Local Emergency"
    D. In coordination with planned military operations.

24. The State of California has established Mutual Aid Regions. How many regions are in the state:

    A. Three
    B. Four
    C. Five
    D. Six.

25. The existence of a formal written emergency operations plan is an indication that the jurisdiction:

    A. Actively participates in the State's Multihazard Functional Planning concept
    B. Has attained a high level of emergency preparedness
    C. Recognized the fact that an emergency operations plan must be in effect
    D. Will proceed to provide emergency response training and develop procedures.

RETIRED CURRICULUM

QUIZ #5 KEY

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 25 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. Disaster Service Workers who provide their services on a voluntary basis or who are impressed into service:

   A. Receive medical coverage for themselves and their dependents
   B. May receive State of California Workmen's Compensation
   C. Receive the same benefits offered the jurisdiction's employees
   D. May purchase the same benefits offered the jurisdiction's employees.

[Student Source: Information Sheet #24, *Disaster Service Worker.*]

2. As Disaster Service Workers, public employees are required to:

   A. Act within the scope of their official duties during a disaster
   B. Physically report to their employing jurisdiction within 24 hours
   C. Report to the closest shelter and manage a contingency of volunteers
   D. Telephone their employing jurisdiction within 24 hours on their status.

[Student Source: Information Sheet #24, *Disaster Service Worker.*]

RETIRED CURRICULUM

3. The mitigation phase of a comprehensive emergency management system consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, health and property
   D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Information Sheet #19, *The Stafford Act (Mitigation Planning)* and Overhead Transparency #102.]

4. The following measures and activities are examples of mitigation:

   A. Providing crisis counseling to public safety personnel after a disaster
   B. Assigning public safety personnel to patrol areas after established curfew
   C. Obtaining disaster insurance
   D. Activating the Emergency Broadcasting System.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning*.]

5. The Robert T. Stafford Disaster Relief and Emergency Assistance Act amended the Disaster Relief Act of 1974. It also established the requirement for:

   A. Hazard analysis and capability assessments by local jurisdictions
   B. The development of emergency operations plans based on a comprehensive emergency management concept
   C. Local jurisdictions to include disaster assistance centers in the recovery phase of a declared disaster
   D. The development of a post-disaster mitigation plan.

[Student Source: Information Sheet #19, *The Stafford Act (Mitigation Planning)* and Overhead Transparency #104.]

RETIRED CURRICULUM

6. Generally, the most cost-effective phase of the comprehensive emergency management program is:

   A. Mitigation
   B. Preparedness
   C. Response
   D. Recovery.

[Student Source: Classroom discussion.]

7. The preparedness phase of a comprehensive emergency management system consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, health and well-being
   D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *Four Phases of Planning* and Overhead Transparency #108.]

8. The response phase of a comprehensive emergency management planning process consists of:

   A. Activities which governments, organizations and individuals develop in advance of a disaster, to save lives and minimize damage
   B. Actions which aim to lessen the effects of potential natural disasters
   C. Operations taken to save life, property, and the environment
   D. Short- and long-term activities which improve or return all systems to normal.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Overhead Transparency #110.]

RETIRED CURRICULUM

9. There are actions or activities that can be identified before a disaster that will assist in an effective disaster response. Some of these pre-identified response functions are:

   A. Operation of the EOC, weather prediction and victim registration
   B. Warning system, evacuation, emergency medical care, search and rescue
   C. Warning system, sheltering, clean-up operations, procedural revision
   D. Protection of property, site specific reconstruction, search and rescue.

[Student Source: Information Sheet #18, *CEM - Four Phases of Planning* and Overhead Transparency #111.]

10. The comprehensive emergency management planning concept describes a recovery phase. This recovery phase consists of:

   A. Activities designed to bring the community back to normal as soon as possible
   B. Short-term and long-term goals and objectives to enhance the emergency plan
   C. Activities that repair and improve the quality of life immediately
   D. Short-term and long-term plans for the reconstruction of affluent businesses.

[Student Source: Information Sheet #21, *Planning for Disaster Recovery* and Overhead Transparency #116.]

11. The California Master Mutual Aid Plan was first prepared and adopted in what year?

   A. 1940
   B. 1950
   C. 1960
   D. 1970.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement.]*

RETIRED CURRICULUM

12. The following have signed the California Disaster and Civil Defense Master Mutual Aid Agreement:

    A. The State of California, each county, and school districts
    B. The State of California, its political subdivisions, and fire districts
    C. The State of California, all state agencies and special districts
    D. The State of California, adjacent states and special districts.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #71.]

13. The California Disaster and Civil Defense Master Mutual Aid Agreement provides that the responsible local official in charge at an incident:

    A. Shall remain in charge only of those resources provided by the surrounding local jurisdictions
    B. Shall discharge private agencies with support capability from emergency operations
    C. Request mutual aid resources solely from the Governor via telephone
    D. Shall remain in charge, including the direction of such personnel and equipment provided through mutual aid.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #119.]

14. Under the California Disaster and Civil Defense Master Mutual Aid Agreement, reimbursement may be provided to a jurisdiction that provided resources, in accordance with the policies and procedures established by the:

    A. California Fire Chiefs Association
    B. Office of Emergency Services
    C. Mutual Aid Emergency Council
    D. Governor.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #119.]

RETIRED CURRICULUM

15. The emergency operation plans adopted by the State of California support the concepts of:

    A. Multi-agency planning and consolidated emergency operations centers
    B. Comprehensive emergency measures and multi-response planning
    C. Comprehensive cooperative agreements and self-help for each jurisdiction
    D. Incident Command System, Mutual Aid and related systems.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement*.]

16. An emergency manager must know the proper mutual aid procedures to follow to access the desired resources. If a resource is not available from a discipline-specific mutual aid system, then the proper access is through the:

    A. Emergency Services Mutual Aid System
    B. Emergency Medical Services Mutual Aid System
    C. Office of Emergency Services
    D. Regional Emergency Operations Center.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement*.]

17. The need for mutual aid is determined by the:

    A. State Operations Center
    B. Requesting jurisdiction
    C. Operational Area
    D. Elected official or appointed department head.

[Student Source: Information Sheet #22, *SEMS and the California Disaster and Civil Defense Master Mutual Aid Agreement* and Overhead Transparency #122.]

18. What position within a jurisdiction's emergency organization can authorize the declaration of a Local Emergency?

    A. Those titles recognized in the local jurisdiction's ordinance
    B. All elected and appointed officials
    C. The chief executive officer
    D. All of the above.

[Student Source: Information Sheet #23, *Declaration of a Local Emergency*.]

RETIRED CURRICULUM

19. The position authorized to declare a State of Emergency is the:

    A. President of the United States
    B. Director of State Office of Emergency Services
    C. Operational Area Coordinator
    D. Governor.

[Student Source: Information Sheet #23, *Declaration of a Local Emergency*.]

20. Once a local jurisdiction has proclaimed a Local Emergency, their representatives can:

    A. Coordinate their activities directly with the Governor's office
    B. Spend as much money as necessary knowing it will be reimbursed
    C. Continue to work with the Operational Area to obtain resources
    D. Inform the citizens that federal assistance will be provided within 3 days.

[Student Source: Information Sheet #23, *Declaration of a Local Emergency*.]

21. Federal aid may be provided to disaster victims within two established categories. Public Assistance provides:

    A. Assistance to clear debris
    B. Funding only to private, non-profit organizations
    C. Help to individuals and families, aid to businesses, including farmers
    D. Funding assistance and technical expertise to aid local and state governments.

[Student Source: Information Sheet #23, *Declaration of A Local Emergency* and Overhead Transparency #138.]

22. Federal aid may be provided to disaster victims within two established categories. Individual Assistance provides:

    A. Assistance to clear debris
    B. Funding only to private, non-profit organizations
    C. Help to individuals and families, aid to businesses, including farmers
    D. Funding assistance and technical expertise to aid local and state governments.

[Student Source: Information Sheet #23, *Declaration of A Local Emergency* and Overhead Transparency #138.]

RETIRED CURRICULUM

23. An Emergency Operations Plan should address the jurisdiction's planned response to emergency situations:

    A. Within three hours of the disaster
    B. Associated with natural and technological incidents, and nuclear war
    C. After the authorized elected official has declared a "Local Emergency"
    D. In coordination with planned military operations.

[Student Source: Information Sheet #16, *A Usable Plan* and Overhead Transparency #92.]

24. The State of California has established the following number of Mutual Aid regions:

    A. Three
    B. Four
    C. Five
    D. Six.

[Student Source: Information Sheet #8, *State Office of Emergency Services* and Overhead Transparency #65]

25. The existence of a formal written emergency operations plan is an indication that the jurisdiction:

    A. Actively participates in the State's Multihazard Functional Planning concept
    B. Has attained a high level of emergency preparedness
    C. Recognized the fact that an emergency operations plan must in effect
    D. Will proceed to provide emergency response training and develop procedures.

[Student Source: Classroom discussion.]

RETIRED CURRICULUM

QUIZ #6

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 15 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The purpose of a full-scale exercise is to:

   A. Conduct a field response to simulated messages in a time-pressured scenario
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency.

2. The purpose of an orientation seminar is to:

   A. Conduct a field response to simulated messages
   B. Have people from different agencies meet each other
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

3. In the Emergency Management field, the word exercise means:

   A. Bodily exertion for the sake of developing and maintaining physical fitness
   B. An activity designed to test or evaluate policies, plans, procedures or duties; and demonstrate operational capability
   C. A maneuver carried out for training and discipline
   D. A program, including speeches, announcements of awards and honors.

RETIRED CURRICULUM

4. The purpose of a functional exercise is to:

   A. Conduct a field response to simulated messages
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

5. The purpose of a drill is to:

   A. Conduct a field response to simulated messages
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

6. The purpose of a tabletop exercise is to:

   A. Discuss and critique actions taken and decisions made
   B. Test a single emergency response function in a low stress environment
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

7. The purpose of an emergency management exercise program is to:

   A. Refresh goals and objectives of budgetary concern
   B. Reveal planning weaknesses, resource gaps and improve coordination
   C. Increase state and federal funding
   D. Demonstrate utilization of resource allocation.

8. When a functional exercise results in a changed plan, what should be done to train personnel on these changes?

   A. Conduct a drill and a full-scale exercise
   B. Conduct briefings and field drills
   C. Conduct orientation seminars, drills and full-scale exercises
   D. Conduct orientation seminars, drills and tabletop exercises.

RETIRED CURRICULUM

9. The proper flow of an exercise development program is:

   A. Introductory sessions, drills, simulations, exercises and full-scale testing
   B. Needs assessment, costs and liabilities, statement of purpose, and deadline
   C. Orientation seminars, drills, tabletop exercises, functional and full-scale exercises
   D. Orientation briefings, drills, tax base review, joint training and exercise.

10. What are the six phases of developing a tabletop exercise?

   A. Notify the chief executive, inform the elected officials, prepare the department heads, train the response personnel, obtain necessary resources, and write the exercise guidelines
   B. Assess the need, define the scope, write a statement of purpose, write the objectives, write the narrative, write the messages
   C. Draft the letter of intent for the chief executive, announce the date of the exercise, buy adequate supplies, review SOPs with appropriate personnel, rewrite SOPs as necessary, and train personnel
   D. Contact volunteer groups, train them on plan, interview department head, revise plan as needed, train department personnel with volunteer groups, and announce future date of exercise.

11. When developing exercise messages, it is important to write them with words that are?

   A. Measurable
   B. Concise
   C. Thought-provoking
   D. Irritating.

12. The Tabletop Exercise Narrative should include:

   A. A detailed scenario that prompts actions, decisions and states the necessary response to the depicted problems
   B. A short written story that sets the scene for the exercise with essential background information, and reflects a sense or excitement or urgency
   C. A statement that requires the participant to initiate an action or make a decision
   D. A statement that directs the participants on the actions required in the next 24-hour period.

RETIRED CURRICULUM

13. The Tabletop Exercise should be designed around the emergency actions that are to be tested and what is expected to be accomplished. To ensure that the goal of the exercise is accomplished, what must be developed in advance of the exercise?

    A. Narrative
    B. Statement of Purpose
    C. Objectives
    D. Messages.

14. The purpose of an exercise evaluator is to observe:

    A. The simulators and ensure the continuity of message flow
    B. The players reactions to scenario and messages
    C. The controller and record his/her actions in relationship to the scenario
    D. The victims and ensure their safety during the exercise.

15. The role of the facilitator in a planned exercise is to:

    A. Introduce the scenario and arrange the desired actions
    B. Control the pace and flow of the exercise
    C. Curtail discussion and ensure that the dominate response agency is successful
    D. Ensure that objectives are developed and pre-planned.

RETIRED CURRICULUM

QUIZ #6 KEY

INSTRUCTIONS: This is a multiple-choice test. On a piece of blank letter-size paper, number your page to correspond to the number of questions on this quiz. This quiz has 15 questions. For each of the questions or statements, you are to choose the letter preceding the **one most correct** answer and record that letter on your paper.

EXAMPLE: The acronym SEMS stands for:

A. Standard Emergency Managing System
B. Systematic Energy Monitoring System
C. Standardized Emergency Management System
D. Standardized Emergency Monitoring System.

---

1. The purpose of a full-scale exercise is to:

   A. Conduct a field response to simulated messages in a time-pressured scenario
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency.

[Student Source: Information Sheet #29, *Full-Scale Exercises* and Overhead Transparencies #145 and #179.]

2. The purpose of an orientation seminar is to:

   A. Conduct a field response to simulated messages
   B. Have people from different agencies meet each other
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #25, *Orientation Seminar*.]

RETIRED CURRICULUM

3. In the Emergency Management field, the word exercise means:

   A. Bodily exertion for the sake of developing and maintaining physical fitness
   B. An activity designed to test or evaluate policies, plans, procedures or duties; and demonstrate operational capability
   C. A maneuver carried out for training and discipline
   D. A program, including speeches, announcements of awards and honors.

[Student Source: Overhead Transparency #139.]

4. The purpose of a functional exercise is to:

   A. Conduct a field response to simulated messages
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #28, *Functional Exercises* and Overhead Transparency #144.]

5. The purpose of a drill is to:

   A. Conduct a field response to simulated messages
   B. Test a single emergency response function
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #26, *Drills* and Overhead Transparency #143.]

6. The purpose of a tabletop exercise is to:

   A. Discuss and critique actions taken and decisions made
   B. Test a single emergency response function in a low stress environment
   C. Conduct a meeting to introduce or refresh participants on plans or procedures
   D. Simulate an emergency in a time-pressured, realistic situation.

[Student Source: Information Sheet #27, *Tabletop Exercises* and Overhead Transparency #143.]

RETIRED CURRICULUM

7. The purpose of an emergency management exercise program is to:

   A. Refresh goals and objectives of budgetary concern
   B. Reveal planning weaknesses, resource gaps and improve coordination
   C. Increase state and federal funding
   D. Demonstrate utilization of resource allocation.

[Student Source: Overhead Transparency #140.]

8. When a functional exercise results in a changed plan, what should be done to train personnel on these changes?

   A. Conduct a drill and a full-scale exercise
   B. Conduct briefings and field drills
   C. Conduct orientation seminars, drills and full-scale exercises
   D. Conduct orientation seminars, drills and tabletop exercises.

[Student Source: Overhead Transparency #153.]

9. The proper flow of an exercise development program is:

   A. Introductory sessions, drills, simulations, exercises and full-scale testing
   B. Needs assessment, costs and liabilities, statement of purpose, and deadline
   C. Orientation seminars, drills, tabletop exercises, functional and full-scale exercises
   D. Orientation briefings, drills, tax base review, joint training and exercise.

[Student Source: Overhead Transparency #146 and #153.]

RETIRED CURRICULUM

10. What are the six phases of developing a tabletop exercise?

    A. Notify the chief executive, inform the elected officials, prepare the department heads, train the response personnel, obtain necessary resources, and write the exercise guidelines
    B. Assess the need, define the scope, write a statement of purpose, write the objectives, write the narrative, write the messages
    C. Draft the letter of intent for the chief executive, announce the date of the exercise, buy adequate supplies, review SOPs with appropriate personnel, rewrite SOPs as necessary, and train personnel
    D. Contact volunteer groups, train them on plan, interview department head, revise plan as needed, train department personnel with volunteer groups, and announce future date of exercise.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #162.]

11. When developing exercise messages, it is important to write them with words that are?

    A. Measurable
    B. Concise
    C. Thought-provoking
    D. Irritating.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples*.]

12. The Tabletop Exercise Narrative should include:

    A. A detailed scenario that prompts actions, decisions and states the necessary response to the depicted problems
    B. A short written story that sets the scene for the exercise with essential background information, and reflects a sense or excitement or urgency
    C. A statement that requires the participant to initiate an action or make a decision
    D. A statement that directs the participants on the actions required in the next 24-hour period.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #170.]

RETIRED CURRICULUM

13. The Tabletop Exercise should be designed around the emergency actions that are to be tested and what is expected to be accomplished. To ensure that the goal of the exercise is accomplished, what must be developed in advance of the exercise?

    A. Narrative
    B. Statement of Purpose
    C. Objectives
    D. Messages.

[Student Source: Information Sheet #30, *Tabletop Exercise Development Examples* and Overhead Transparency #167 and #168.]

14. The purpose of an exercise evaluator is to observe:

    A. The simulators and ensure the continuity of message flow
    B. The players reactions to scenario and messages
    C. The controller and record his/her actions in relationship to the scenario
    D. The victims and ensure their safety during the exercise.

[Student Source: Overhead Transparency #177.]

15. The role of the facilitator in a planned exercise is to:

    A. Introduce the scenario and arrange the desired actions
    B. Control the pace and flow of the exercise
    C. Curtail discussion and ensure that the dominate response agency is successful
    D. Ensure that objectives are developed and pre-planned.

[Student Source: Overhead Transparency #161.]

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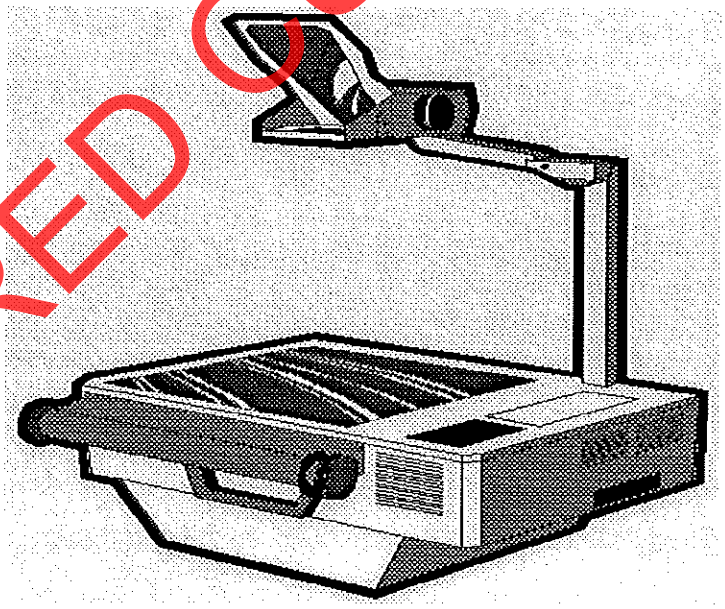
OVERHEAD TRANSPARENCIES



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CFSTES COURSE CATALOG DESCRIPTION

Title: **FIRE COMMAND 2D**
PLANNING FOR LARGE SCALE DISASTERS

Hours: 40

Designed for: Chief Officers,
Company Officers and Planners

Description: Key topics include:

- principles of disaster planning & management;
- fire service emergency plans;
- emergency operations centers;
- studies of natural and man made disasters;
- local, state and federal emergency management
- multi-hazard and ICS planning techniques;
- principles of emergency management exercises.

Prerequisites: Command 2A & I-220 (Basic ICS)

Certification Credit:
This course applies to CHIEF OFFICER certification.

RETIRED CURRICULUM

Instructor:

Make an overhead transparency of the first page of the *current* Session Guide.

Use only the first page, direct the students to the Session Guide in their Student Manual.

RETIRED CURRICULUM

FIRE COMMAND 2D

COURSE OBJECTIVES: To provide

- Brief history of EM programs at the local, state & federal level; current function & available funding
- Mgmt tools, techniques & resources currently available to develop an on-going EM program, to involve local government depts, community agencies and private entities
- Basic principles & components of EM plan, available guidance, related terminology, and usage of ICS
- Basic principles, technical aspects, eqpmt & common features of EOCs, mutual aid agreements and application in disaster situations
- Basic techniques for day-to-day mgmt & how to make the EM program a valuable asset; interface with community groups, businesses, support groups and other organizations thru appropriate training & exercise development program
- Current legislative & liability issues; community pressures influencing EM programs; current information received from recent disasters
- Opportunity to demonstrate their acquired knowledge thru programmed exercises and simulations.

RETIRED CURRICULUM

At the completion of this class each participant is expected to be able to:

- ☑ identify specific terms related to emergency management programs
- ☑ identify the proper procedures to activate Mutual Aid
- ☑ identify the proper procedure to declare a Local Emergency
- ☑ identify the proper procedure to request State and Federal assistance during a disaster
- ☑ describe how an emergency management program can be established
- ☑ identify the basic principles of plan development
- ☑ identify the basic components of a comprehensive emergency management program
- ☑ define the components of disaster response operations, include the Incident Command System
- ☑ define the purpose of an EOC
- ☑ define the purpose and types of exercises
- ☑ identify the current laws, regulations, pending legislation and liability issues of emergency management.

RETIRED CURRICULUM

COURSE ASSUMPTIONS

That the student will:

ACTIVELY PARTICIPATE IN THEIR OWN LEARNING

FOCUS ON IDENTIFYING THEIR OWN LEARNING NEEDS

LEARN FROM EACH OTHER

TREAT EACH PERSON AS A RESOURCE

TAKE RISKS

APPRECIATE THE LEARNING VALUE OF WORKING IN SMALL GROUPS

RETIRED CURRICULUM

Each student shall provide this information:

- ☐ verbally to the class
- ☐ printed on a card;
- ☐ and return to instructor.

1. Name
2. Employing Agency
3. Rank and Years in the Fire Service
4. Population of your employing jurisdiction
5. Does your jurisdiction have a written emergency plan?
6. Have you read this plan?
7. Are you assigned to an emergency management program?
8. Why are you enrolled in this class?

RETIRED CURRICULUM

In preparation for class, students are to review their jurisdiction's Emergency Plans and supporting components (i.e., annexes, standard operating procedures, guidelines, action checklists).

Students are to specifically review the Table of Contents of their jurisdiction's Emergency Plan.

Students are to bring with them to class their jurisdiction's:

- ❑ Emergency Plan
- ❑ Emergency Organization Chart
- ❑ Diagram of the Emergency Operations Center, if available
- ❑ Department specific Emergency Annexes or Action Checklists
- ❑ Notebook dividers, five (5) tab, optional.

Outside classroom reading assignments are required for this class.

RETIRED CURRICULUM

PURPOSE OF COURSE

Present the mechanics of

developing, maintaining, and reviewing } a community's comprehensive emergency management (CEM) program

Examine the historical involvement of the fire service in

- disaster preparedness,
- planning styles, and
- 🕮 elements of a community disaster plan.

Discuss the principles of

- ☑ developing, evaluating, and revising emergency management plans and
- ☑ the use of the Integrated Emergency Management System (IEMS).

RETIRED CURRICULUM

Current emergency management strategies emphasize two points:

1. an all hazard approach to emergency planning

   emphasizing intra- and intergovernmental community coordination

2. a growing awareness that responsibility for disaster management capability rests with the community as a whole

   not merely with the fire, emergency medical service, and other public safety departments, but should also include private support organizations, etc.

RETIRED CURRICULUM

TERMS FREQUENTLY USED TO REPRESENT

"ANY THREAT TO PUBLIC HEALTH AND SAFETY"

- CRISIS
- **DISASTER**
- HAZARD
- EMERGENCY

RETIRED CURRICULUM

For purposes of this class

DISASTER shall mean:

AN UNFORESEEN,
UNPLANNED EVENT
THAT EXCEEDS THE NORMAL
DAY -TO- DAY CAPABILITIES
OF LOCAL GOVERNMENT.

AN EMERGENCY SITUATION
WHICH CANNOT BE MANAGED
WITH ROUTINE PROCEDURES
AND RESOURCES.

RETIRED CURRICULUM

CITIZENS EXPECT LOCAL GOVERNMENT TO:

- provide information on alerting signals, actions to take, instructions, ***prior*** to the disaster;
- assess the magnitude of the emergency quickly and accurately, and to keep the public ***informed*** throughout the incident
- rapidly ***restore*** services such as public utilities, even when those services are not the direct responsibility of the local government
- provide for recovery ***services***, or access to them, such as family unification, psychological counseling, insurance claim preparation, and tax guidance
- provide information on mitigating the impact of ***future emergencies***.

RETIRED CURRICULUM

Crisis

An unstable or crucial time
or state of affairs
whose outcome will make
a decisive difference
for better or worse.

In Chinese, the word CRISIS is written in two symbols
DANGER and OPPORTUNITY

RETIRED CURRICULUM

EMERGENCY

an unforeseen combination of circumstances or the resulting state that calls for immediate action;

A LIFE, PROPERTY OR ENVIRONMENT-THREATENING INCIDENT,

THAT MAY OCCUR SUDDENLY OR UNEXPECTEDLY.

RETIRED CURRICULUM

DISASTER

CRISIS HAZARD ***EMERGENCY***

For purposes of this class each of these words shall represent:

AN INCIDENT WHICH

THREATENS LIFE,

PROPERTY OR

THE ENVIRONMENT.

An incident may affect the whole system functionally, physically, emotionally, socially, legally, ethically and existentially.

RETIRED CURRICULUM

DISASTER

IS A RELATIVE TERM
DEPENDING ON THE

- ⌘ NUMBER OF CASUALTIES
- ⌘ EXTENT OF PROPERTY DAMAGE
- ⌘ LENGTH OF TIME INVOLVED
- ⌘ CAPACITY, AND STRENGTH OF FORCES AVAILABLE
- ⌘ SIZE OF THE JURISDICTION

RETIRED CURRICULUM

NATURAL DISASTERS

The following events are usually caused by NATURE:

- ❑ Animal Infestation*
- ❑ Avalanche*
- ❑ Dam / Levee Failure*
- ❑ Drought*
- ❑ Fire / Conflagration*
- ❑ Flooding
- ❑ Earthquake
- ❑ Hurricane
- ❑ Landslide / Earth Movements
- ❑ Meteors
- ❑ Shoreline Erosion
- ❑ Tidal Surge
- ❑ Tornado
- ❑ Tsunami
- ❑ Volcanic Eruption
- ❑ Extreme Weather
- ❑ Wildland Fire*
- ❑ Winter Storms (Freeze / High Winds)

RETIRED CURRICULUM

* May also result from human-caused sources or technological shortages.

HUMAN—CAUSED DISASTERS

The following events usually occur due to human omission or error and technology created by humans.**

- ❑ Abandoned Dumps (Munitions, Radiological, Toxic)
- ❑ Building or Infrastructure Collapse**
- ❑ Civil Disorder
- ❑ Communication / Utility Failure**
- ❑ Consumer Goods Shortage**
- ❑ Epidemic / Public Health**
- ❑ Evacuation**
- ❑ Governor's Warning of a Prediction (earthquake or volcanic eruption)
- ❑ Hazardous Material Release**
- ❑ Major Pollution (Air, Food Chain, Water)**
- ❑ Major Transportation Accident**
- ❑ Mass Casualty Incident**
- ❑ Nuclear Power Plant Incident**
- ❑ Work Stoppage**

**May also result as a secondary effect of a NATURAL emergency.

RETIRED CURRICULUM

CIVIL DISASTERS
W A R

The following describe deliberate human acts that cause extensive harm:

☒ TERRORISM

☒ TYPES OF WAR

WEAPONS UTILIZED

- ❑ Biological
- ❑ Chemical
- ❑ Conventional
- ❑ Nuclear
- ❑ Viral

RETIRED CURRICULUM

TERRORISM

Terrorism is the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.

FBI categorizes two types of terrorism:

- *Domestic Terrorism* involves activities directed without foreign direction.
- *International Terrorism* involves activity committed by groups or individuals who are foreign-based and/or directed by countries or groups outside the United States or whose activities transcend national boundaries.

<u>Possibilities:</u>
Airline Attack
Bombing
Chemical/Biological Attack
Infrastructure Attack (computers, communications, systems)

RETIRED CURRICULUM

MAJOR PROBLEMS
COMMON IN FIRE EMERGENCIES
and DISASTER SITUATIONS

FORMED THE BASIS OF FIRESCOPE

- MUTUAL AID
- INCIDENT MANAGEMENT
- COMMUNICATIONS
- MULTI-AGENCY COORDINATION

RETIRED CURRICULUM

INCIDENT COMMAND SYSTEM PROVIDES

A CHAIN OF COMMAND ADAPTABLE TO LARGE AND SMALL EVENTS

MISSION ORIENTED MANAGEMENT CHECKLISTS

COMMON TERMINOLOGY

A FLEXIBLE SYSTEM THAT CAN BE USED TO IMPLEMENT AN EMERGENCY PLAN'S RESPONSE OPERATIONS

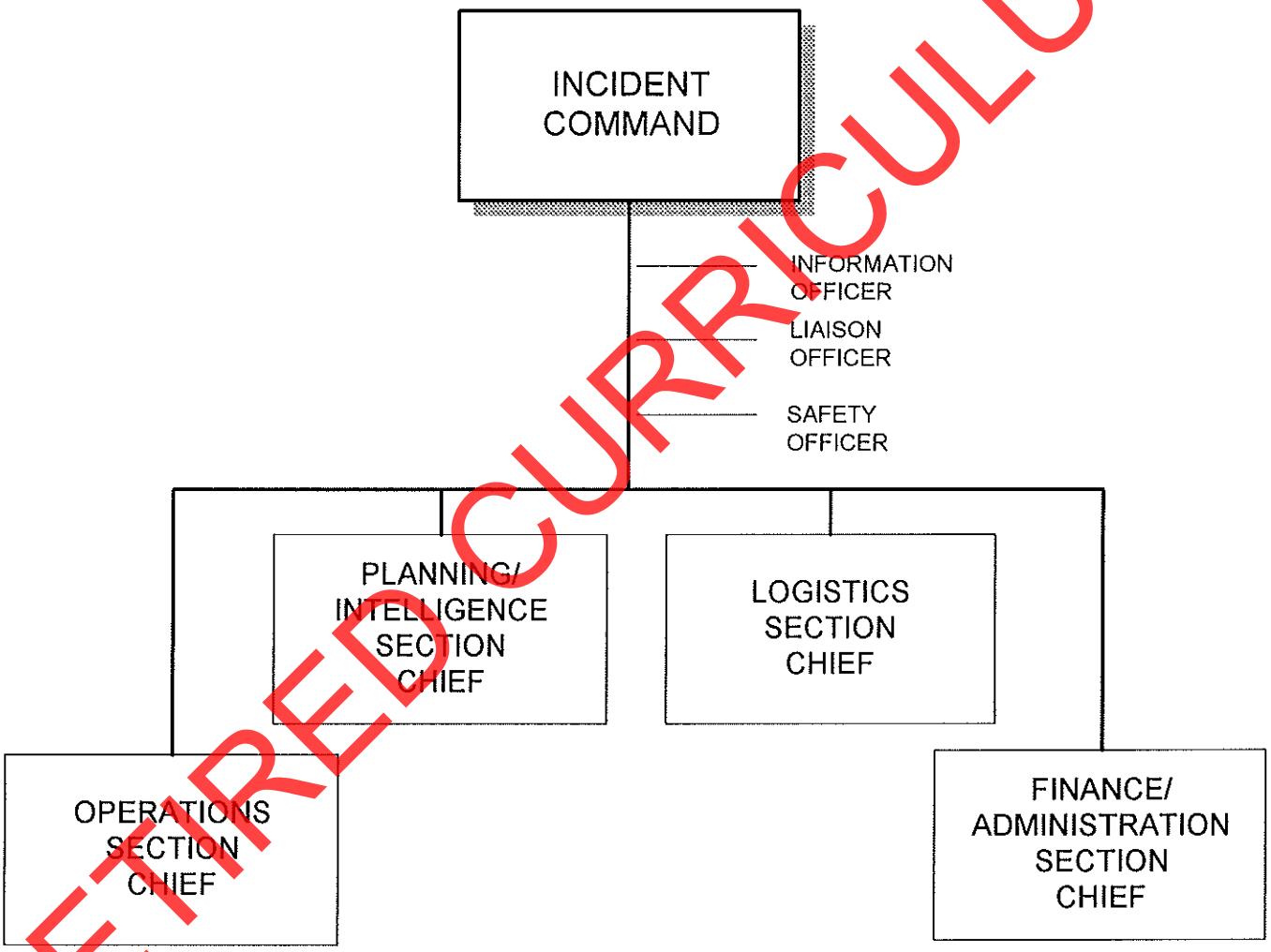
RETIRED CURRICULUM

The Incident Command System provides:

- ⌘ Common Terminology
- ⌘ Modular Organization
- ⌘ Integrated Communications
- ⌘ Unified Command Structure
- ⌘ Consolidated Action Plans
- ⌘ Manageable Span of Control
- ⌘ Comprehensive Resource Management

RETIRED CURRICULUM

FIELD LEVEL
INCIDENT COMMAND SYSTEM
ORGANIZATION CHART



RETIRED CURRICULUM

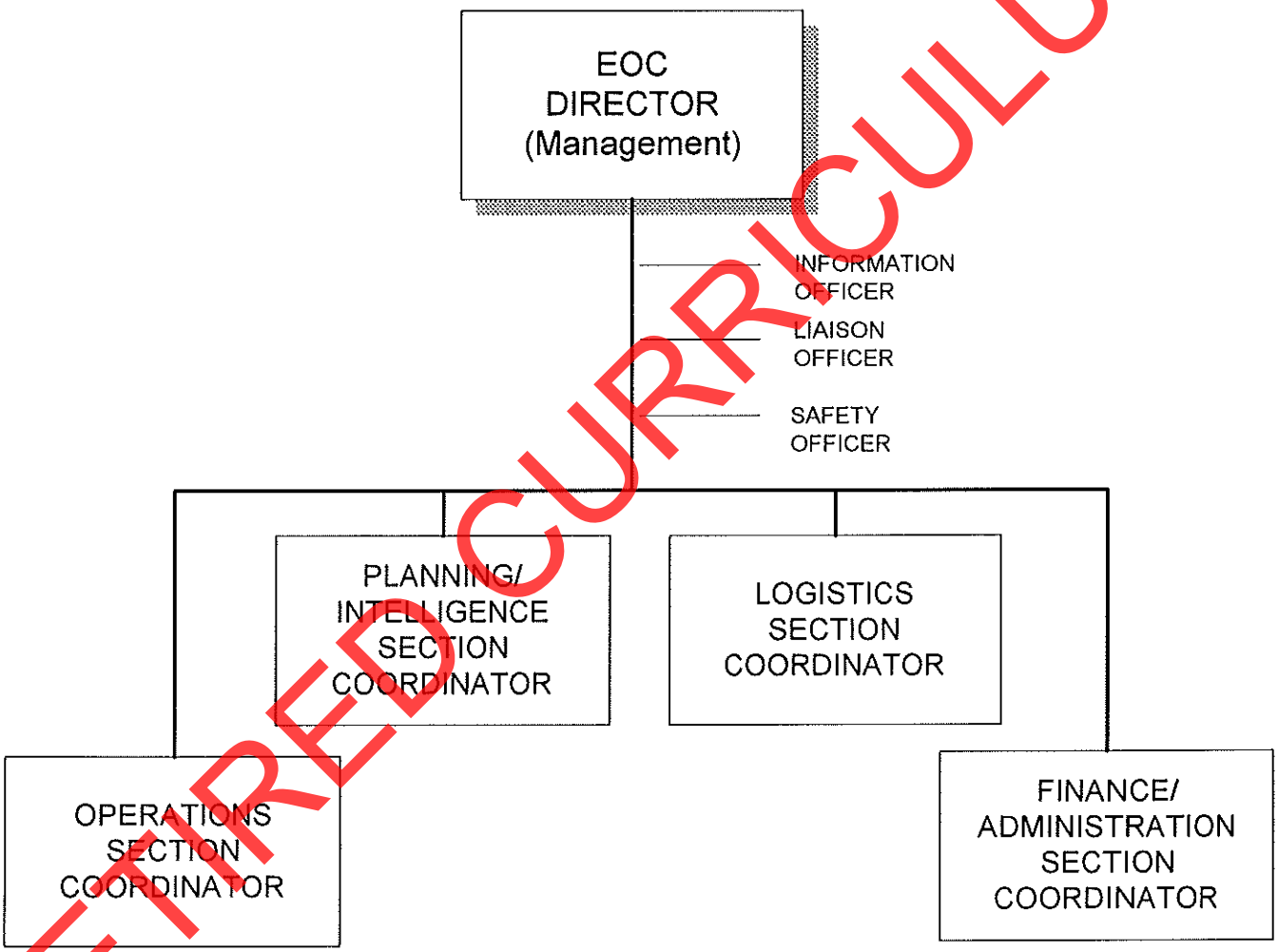
COMMAND / MANAGEMENT

The overall responsibility for the management of the operation.

This element may include such staff as required to perform or support the command function and it must always be perceived as the **sole source of command ,** it may include representation from all of a jurisdiction's agencies (disciplines) or from multiple jurisdictions when appropriate.

RETIRED CURRICULUM

EOC LEVEL
INCIDENT COMMAND SYSTEM
ORGANIZATION CHART



RETIRED CURRICULUM

OPERATIONS

Responsible for all tactical command and coordination of incident response assets

(regardless of agency affiliation or type of asset).

RETIRED CURRICULUM

PLANNING / INTELLIGENCE

The organizational focus

for all information or intelligence

relative to the incident.

Responsible for maintaining current situation status as well as attempting to predict future incident developments.

This section also has the primary responsibility for the production of action plans to be developed ***in coordination*** with the other organizational elements.

RETIRED CURRICULUM

LOGISTICS

Any personnel, supplies, materials or items required to control the situation or support the response structure are provided by this section.

All requests for assets, whether internal (from within the original jurisdiction) or external (mutual aid) are directed to this element.

RETIRED CURRICULUM

FINANCE / ADMINISTRATION

It is designed to handle
all the financial aspects
of an operation,
as well as all the
personnel time-keeping records.

Other duties may include handling
claims information or other like data.

An "optional" element, is often not staffed until too late in the response. It should be established early on for documentation purposes (i.e., the assignment of a special account number for all related activities including wages and expenditures for possible disaster assistance or reimbursement).

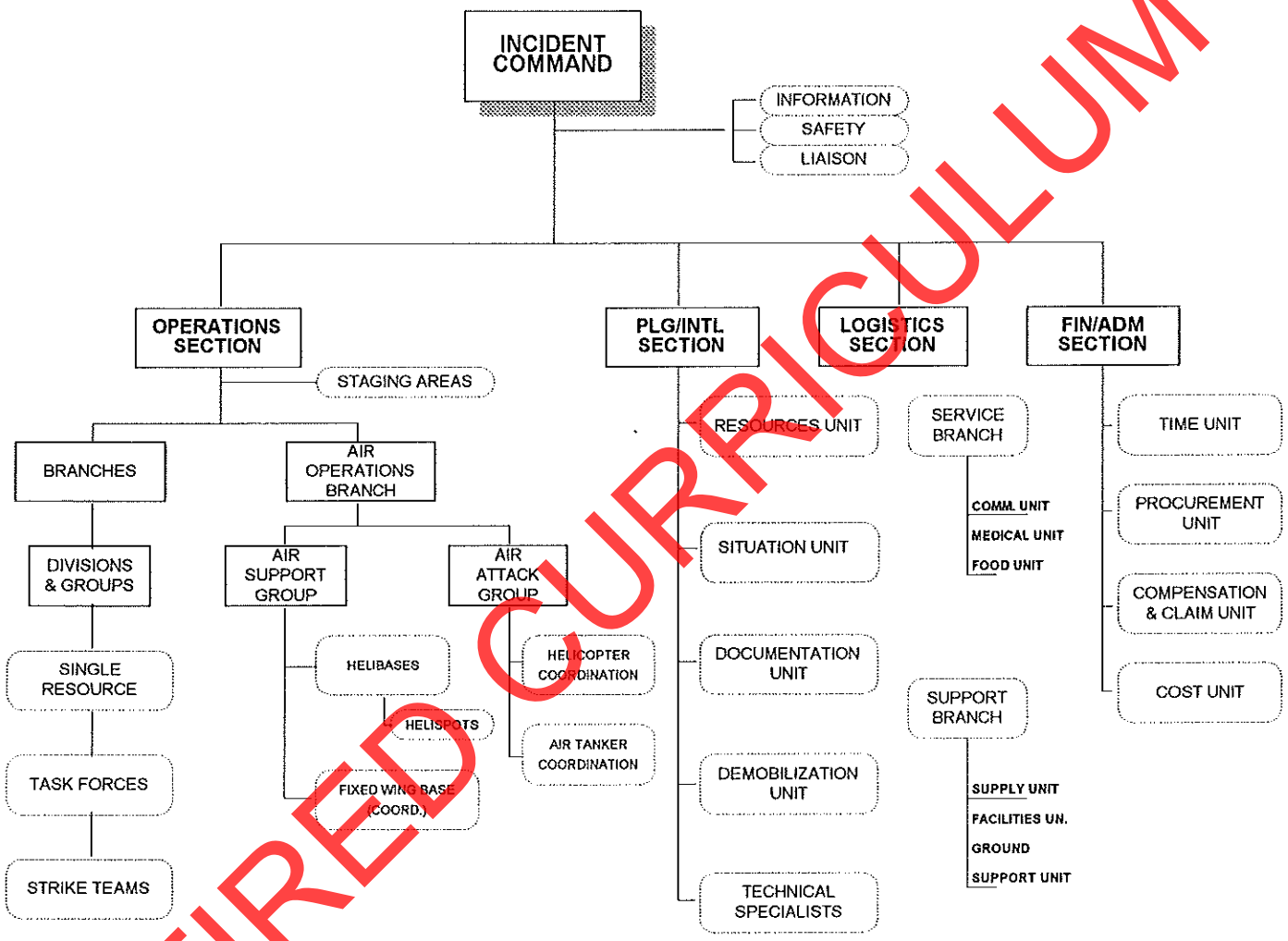
RETIRED CURRICULUM

ICS POSITION TITLES

FIELD LEVEL	*EOC LEVEL*
INCIDENT COMMAND	EOC DIRECTOR (Management)
SECTION CHIEF	SECTION COORDINATOR
BRANCH DIRECTOR	BRANCH COORDINATOR
GROUP SUPERVISOR	GROUP COORDINATOR
UNIT LEADER	UNIT COORDINATOR

RETIRED CURRICULUM

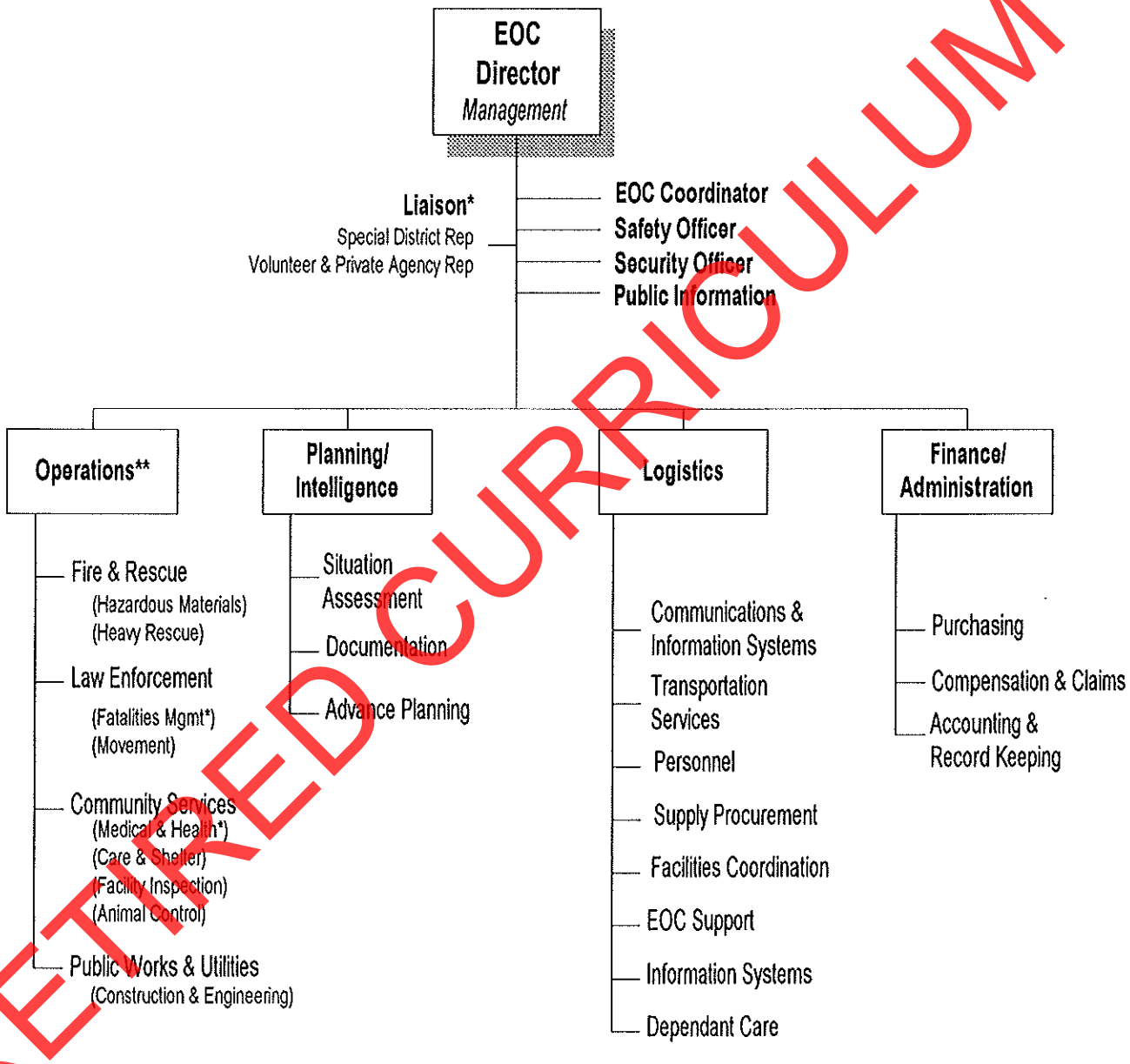
STANDARD INCIDENT COMMAND SYSTEM



RETIRED CURRICULUM

[5 to 1 reporting ratio for Resources to Branches/Divisions/Groups]

EXAMPLE OF SMALLER LOCAL GOVERNMENT FUNCTIONS SEMS/ICS EOC ORGANIZATION

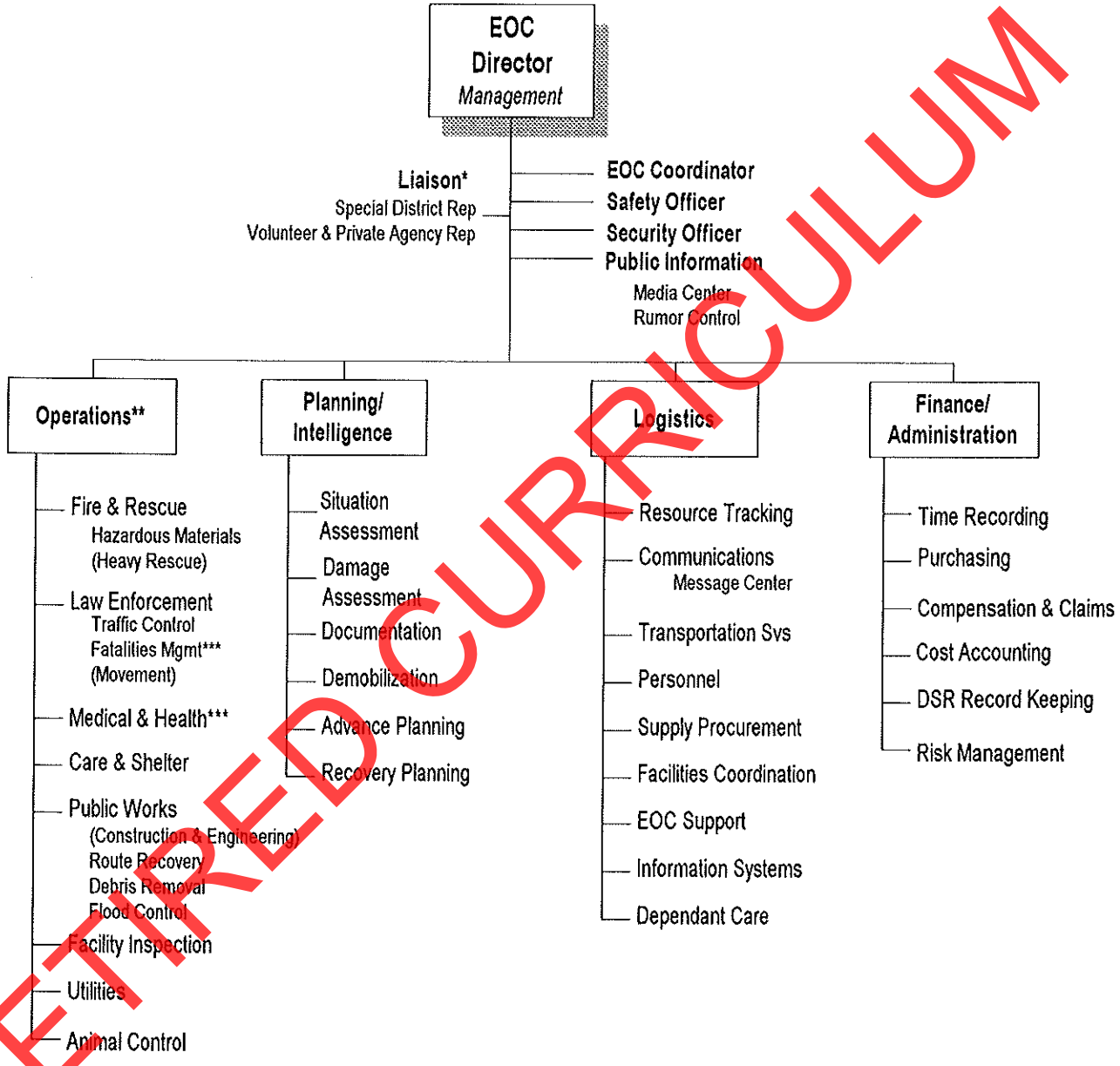


RETIRED CURRICULUM

* May be organized as a section or branch

( ) Indicates functions coordinated by the branch but not organized as a distinct group or unit within the branch

EXAMPLE OF LARGER LOCAL GOVERNMENT FUNCTIONS SEMS/ICS EOC ORGANIZATION



RETIRED CURRICULUM

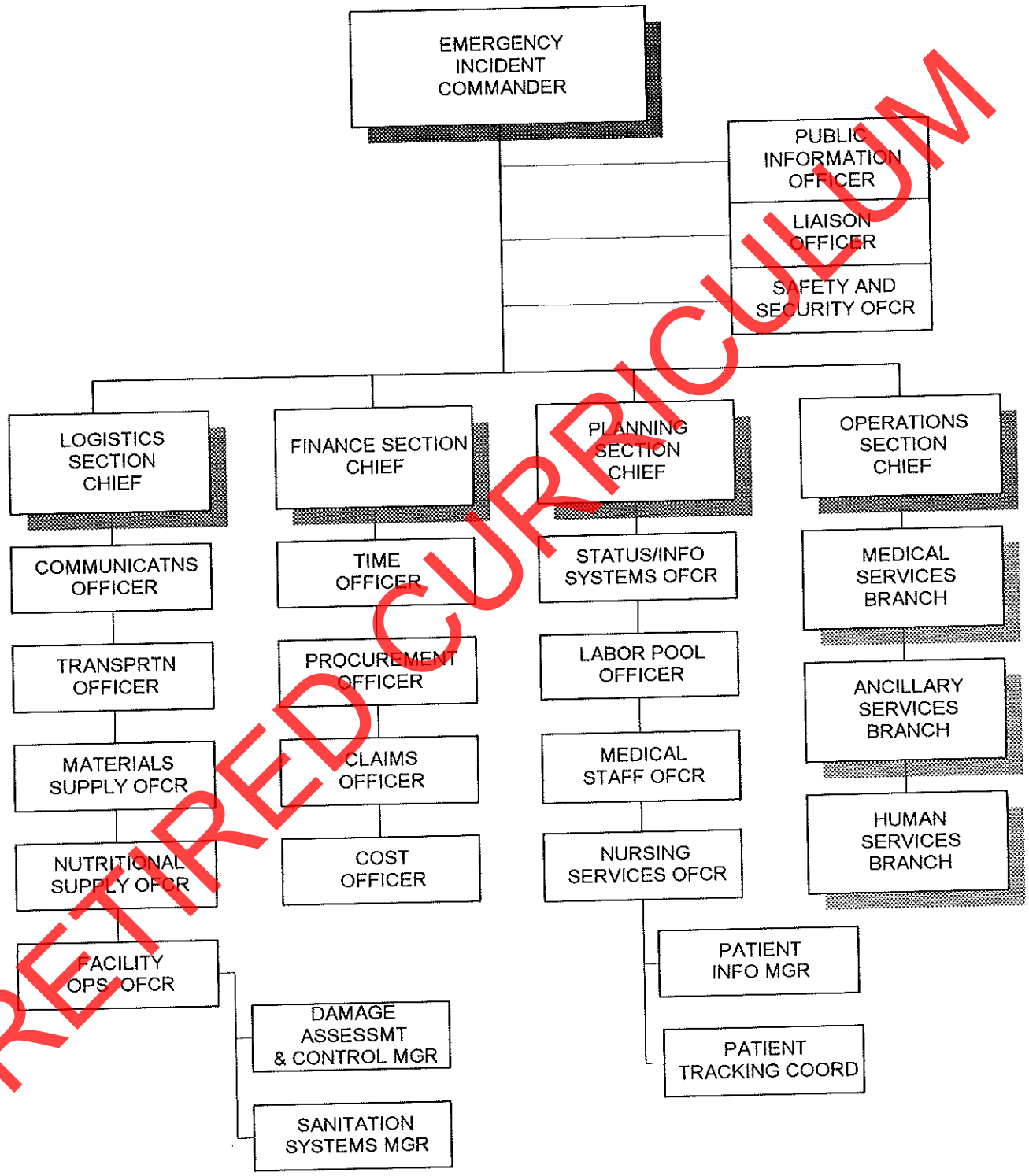
* May be organized as a section or branch

** If all elements are activated, a deputy will be appointed for span of control

*** Normally coordinated by county, but a local coordinator may be used

( ) Indicates functions coordinated by the branch but not organized as a distinct group or unit within the branch

HOSPITAL EXAMPLE



RETIRED CURRICULUM

PRE-EMERGENCY PERIOD
DIRECTION AND CONTROL FUNCTION
EOC NORMALCY
"READINESS"

- ☒ develop emergency management staff (identify and train personnel)
- ☒ prepare and maintain plans and procedures
- ☒ train others with emergency responsibilities
- ☒ conduct exercises
- ☒ accumulate data

RETIRED CURRICULUM

PRE-EMERGENCY PHASE
DIRECTION AND CONTROL FUNCTION
EOC NORMALCY
"CAPABILITY"

- ☒ acquire necessary hardware to perform tasks identified in emergency plans
- ☒ prepare EOC and alternate EOCs
- ☒ EOC systems
- ☒ vehicles and heavy equipment
- ☒ obtain stocks of necessary emergency supplies

RETIRED CURRICULUM

EMERGENCY PHASE
EOC DIRECTION AND CONTROL
Emergency Without Warning

- **Determine the nature and extent of the event**
- Establish information gathering function ; plot and depict information on the situation
- Determine priorities for response
- Determine need for additional assistance from other sources

RETIRED CURRICULUM

An EOC

A location where all elements of the emergency service organization

- ☆ gather and display information
- ☆ establish response priorities
- ☆ decide upon and coordinate emergency response
- ☆ request outside assistance
- ☆ plot and store resource information.

RETIRED CURRICULUM

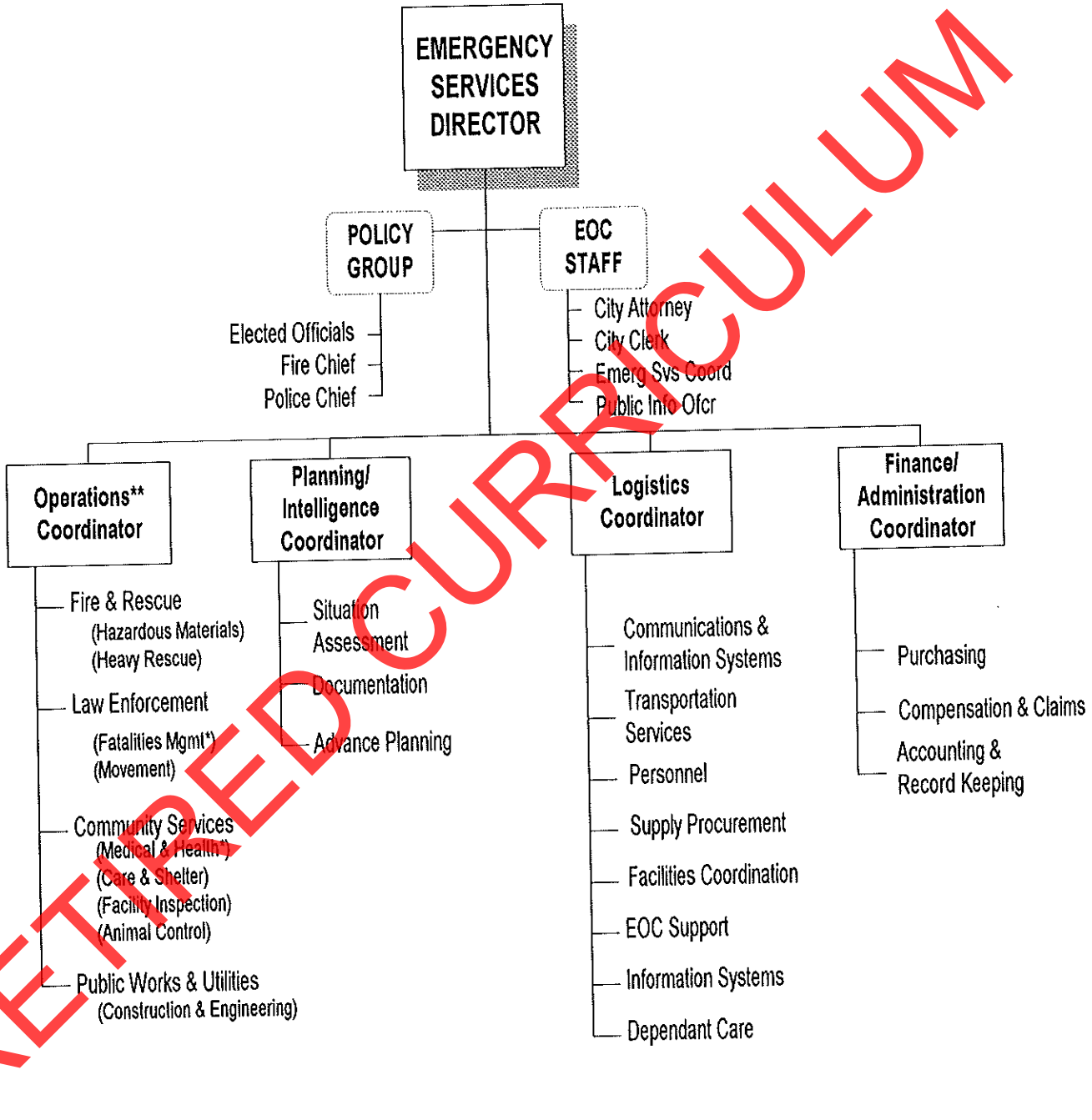
EOC DIRECTION AND CONTROL
EMERGENCY WITH WARNING

ADDITIONALLY, WITH WARNING THE EOC SHALL:

- WARN THE PUBLIC
- READY EMERGENCY SERVICES
- CONSIDER EVACUATION
- PROVIDE SHORT-TERM MITIGATION

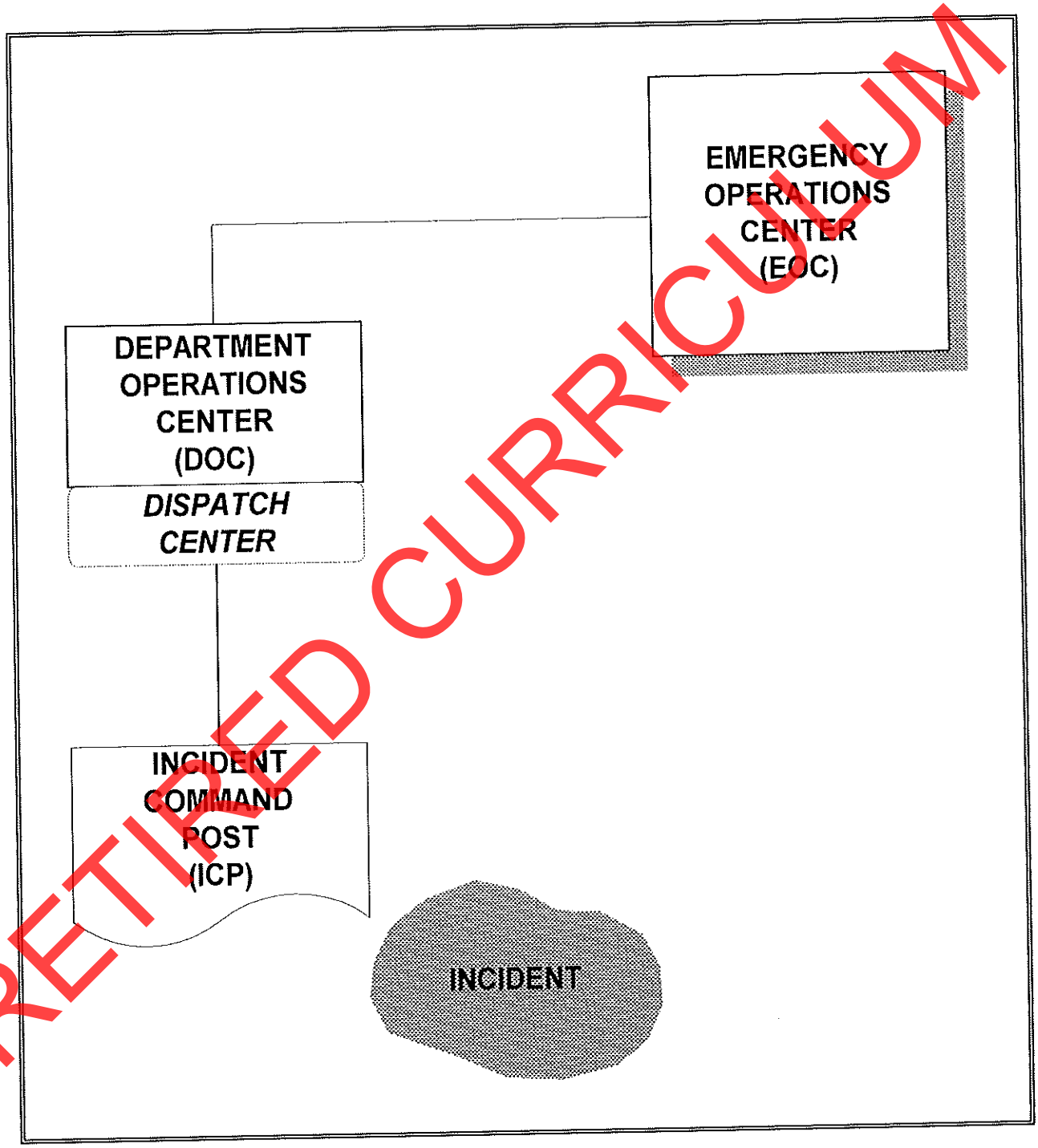
RETIRED CURRICULUM

EXAMPLE: EOC ORGANIZATION CHART



RETIRED CURRICULUM

LOCAL GOVERNMENT



RETIRED CURRICULUM

PLANNING FOR EOC DEVELOPMENT

- Defined functions — when to use
- Size of EOC staff and emergency organization
- Amount of space required
- Desired location
- Layout of available space
- Need for supplies and equipment

RETIRED CURRICULUM

PLANNING FOR EOC DEVELOPMENT

Additionally

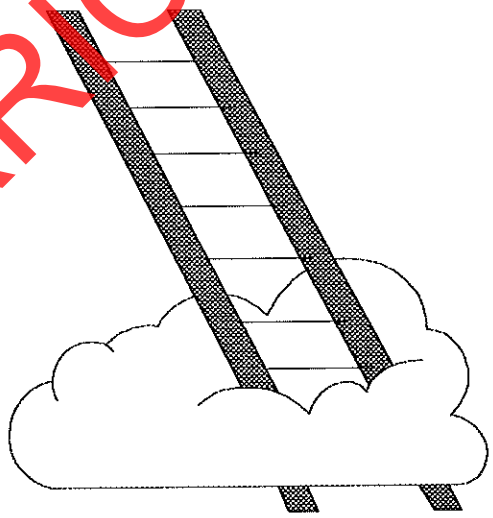
- Provide SOPs
- Provide for EOC training

RETIRED CURRICULUM

AN EMERGENCY OPERATIONS CENTER NEEDS A

PHASED ACTIVATION PROCEDURE.

EMERGENCY OPERATIONS ARE NOT A JOURNEY WITH AN END.



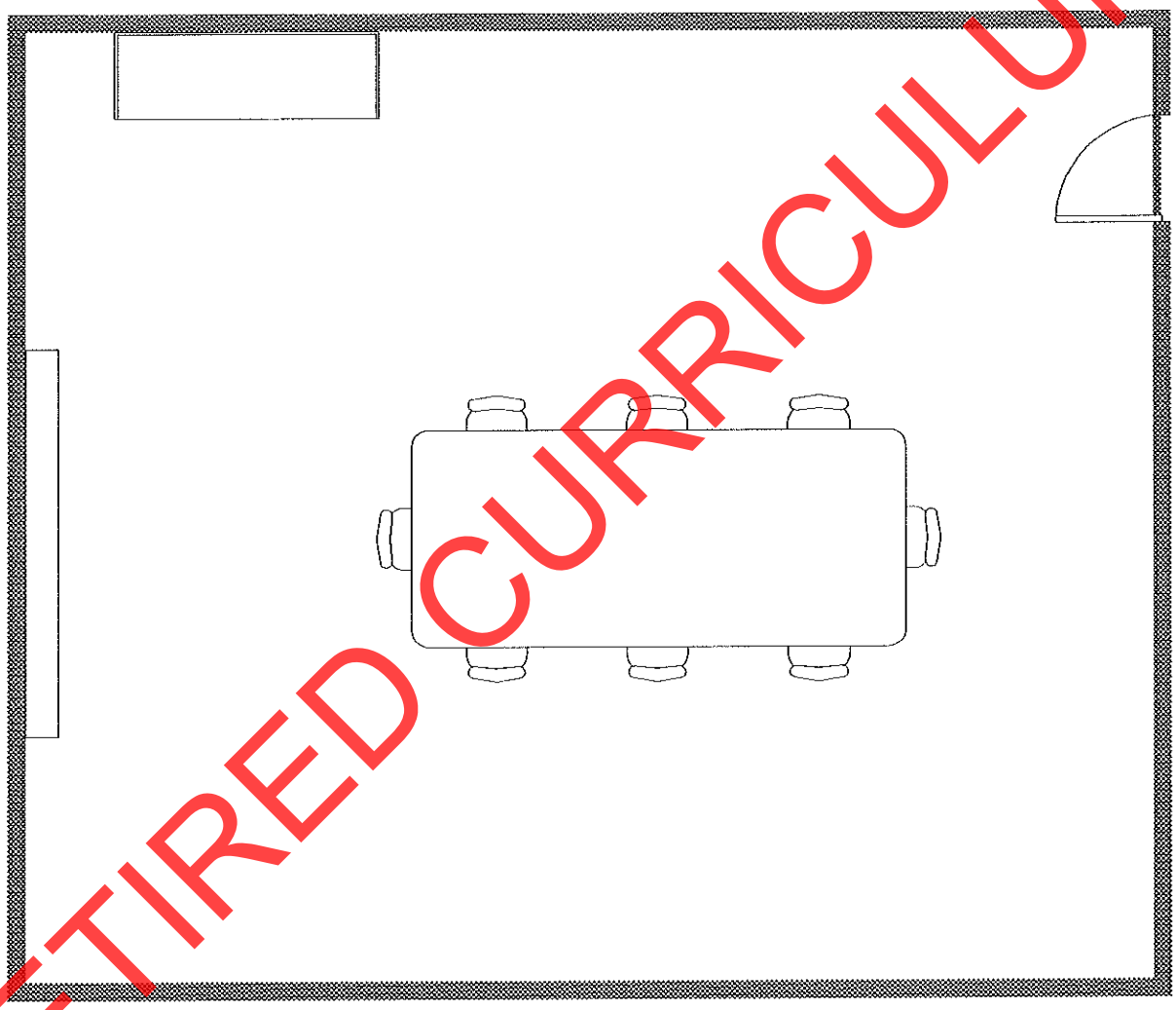
EMERGENCY OPERATIONS SHOULD PROVIDE THE JOURNEY :

A DIRECTION

(THE DESTINATION = RECOVERY).

RETIRED CURRICULUM

BASIC EOC



RETIRED CURRICULUM

INSTRUCTOR

PLEASE PROVIDE OVERHEAD TRANSPARENCIES FOR LESSON PLAN #7 THAT AT LEAST INCLUDE THE FOLLOWING:

OVERHEAD TRANSPARENCY #47
AN EXAMPLE OF A CITY'S EOC LAYOUT

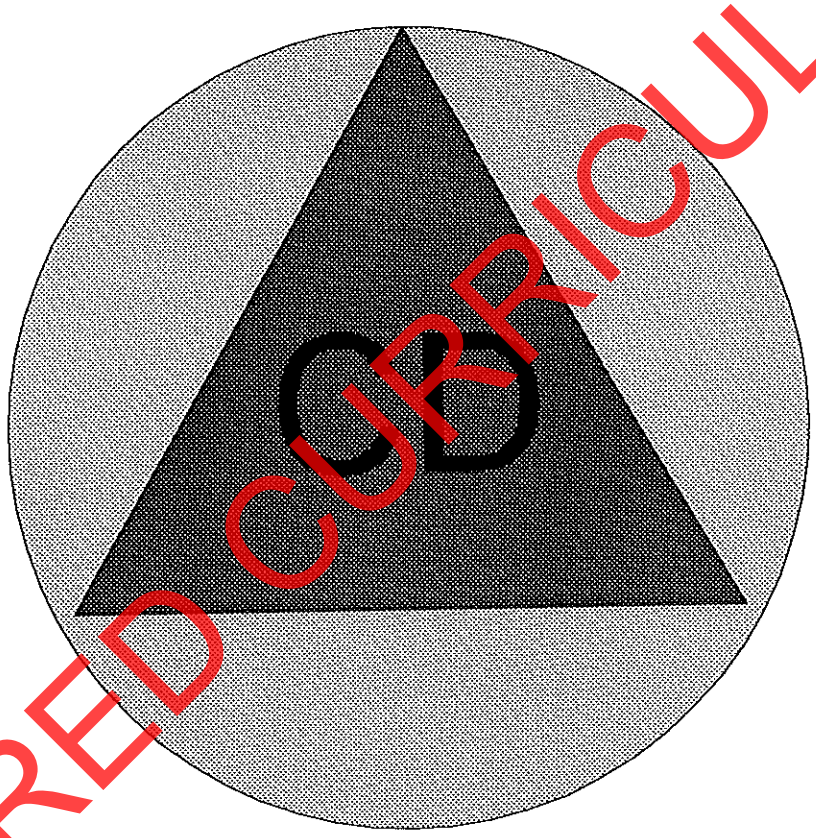
OVERHEAD TRANSPARENCY #48
AN EXAMPLE OF A DIFFERENT CITY'S EOC LAYOUT OR A COUNTY'S EOC

OVERHEAD TRANSPARENCY #49
AN EXAMPLE OF A COUNTY OR STATE'S EOC LAYOUT

OTHER EXAMPLES WOULD INCLUDE PRIVATE BUSINESS OR HOSPITAL OR UTILITY'S EOC.

RETIRED CURRICULUM

CIVIL DEFENSE SYMBOL



RETIRED CURRICULUM

FEDERAL DISASTER ACT OF 1950

ESTABLISHED FOR THE **FIRST** TIME
THE LEGAL BASIS
FOR A CONTINUING FEDERAL ROLE
IN DISASTER RELIEF

CONGRESS DESCRIBED THE ACT'S INTENT AS

- TO PROVIDE AN ORDERLY AND CONTINUING MEANS OF ASSISTANCE BY THE FEDERAL GOVERNMENT TO STATE AND LOCAL GOVERNMENTS IN CARRYING OUT THEIR RESPONSIBILITIES TO ALLEVIATE SUFFERING AND DAMAGE RESULTING FROM MAJOR DISASTERS

- TO REPAIR ESSENTIAL PUBLIC FACILITIES IN MAJOR DISASTERS

- AND TO FOSTER THE DEVELOPMENT OF SUCH STATE AND LOCAL ORGANIZATIONS AND PLANS TO COPE WITH MAJOR DISASTERS

RETIRED CURRICULUM

In 1974, the U.S. Fire Administration was created, their purpose was to attempt to:

- coordinate resources and expertise
- develop improved planning
- standardize training and techniques
- and management strategies with respect to *fire protection* and life safety.

In 1979, FEMA was established to coordinate federal, state, and local efforts to:

- protect citizens during national emergencies and
- improve the nation's capability to *respond to an emergency*

RETIRED CURRICULUM

FEDERAL EMERGENCY MANAGEMENT AGENCY

FEMA Established in 1979

- ☐ disaster preparedness and assistance for federally declared emergencies
- ☐ civil defense (nuclear attack)
- ☐ law enforcement
- ☐ resource and facility acquisitions
- ☐ reduce the nation's fire loss
- ☒ support state and local governments in disaster planning
- ☐ coordinate preparedness for nuclear power plant accidents, hazardous materials and radiological accidents
- ☐ coordinate the National Flood Insurance Program.

RETIRED CURRICULUM

FOUR PHASES OF COMPREHENSIVE EMERGENCY MANAGEMENT

RETIRED CURRICULUM

INSTRUCTOR

MAKE AN OVERHEAD TRANSPARENCY OF THE CURRENT FEMA REGIONAL OFFICE LOCATION MAP

RETIRED CURRICULUM

THE FEDERAL RESPONSE PLAN
12 EMERGENCY SUPPORT FUNCTIONS

⊡ Transportation
Provide civilian and military transportation support. Dept of Transportation.

⊡ Communications
Provide telecommunications support. National Communications System.

⊡ Public Works and Engineering
Restore essential public services and facilities. US. Army Corps of Engineers, DoD

⊡ Fire Fighting
Detect and suppress wild land, rural and urban fires. U.S. Forest Service, DeptAg

⊡ Information and Planning
Collect, analyze and disseminate critical information to facilitate the overall federal response and recovery operations. Federal Emergency Management Agency.

⊡ Mass Care
Manage and coordinate food, shelter and first aid for victims; provide bulk distribution of relief supplies; operate a system to assist family reunification. ARC

⊡ Resource Support
Provide equipment, materials, supplies and personnel to federal entities during response operations. General Services Administration.

⊡ Health and Medical Services
Provide assistance for pubic health and medical care needs.
U.S. Public Health Service, Department of Health and Human Services.

⊡ Urban Search and Rescue
Locate, extricate and provide initial medical treatment to victims trapped in collapsed structures. Department of Defense.

⊡ Hazardous Materials
Support federal response to actual or potential releases of oil and hazardous materials. Environmental Protection Agency.

⊡ Food
Identify food needs, ensure food gets to disaster-affected areas.
Food and Nutrition Service, Department of Agriculture.

⊡ Energy
Restore power systems and fuel supplies. Department of Energy.

A catastrophic disaster requires a coordinated response involving all levels of government.

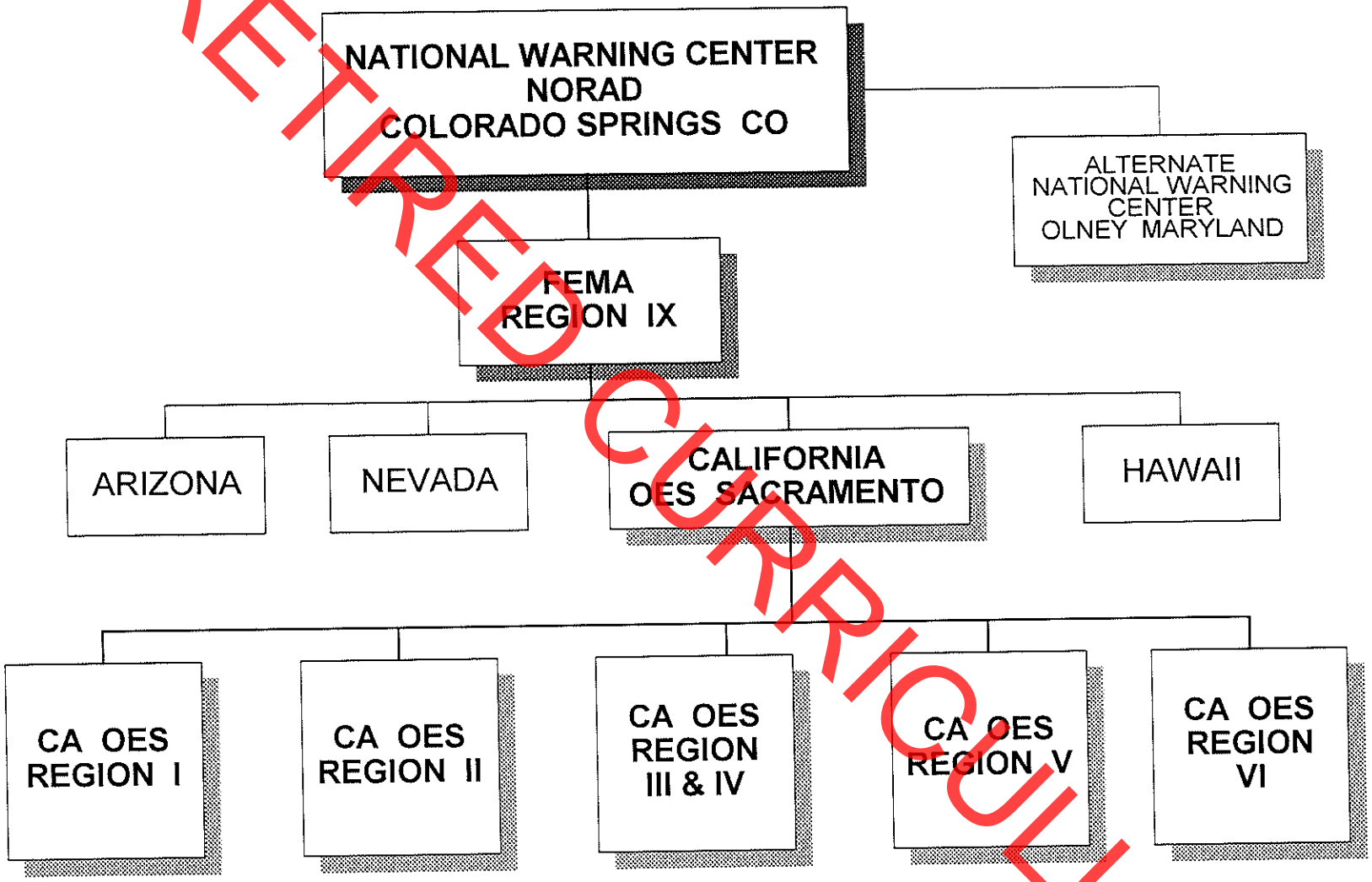
RETIRED CURRICULUM

Local governments are established differently LEGALLY and FUNCTIONALLY

* BALANCE OF AUTHORITY
* FORMS OF GOVERNMENT
* COMMUNICATION CHANNELS
* CHARTER OR ORDINANCE
* SERVICES PROVIDED

RETIRED CURRICULUM

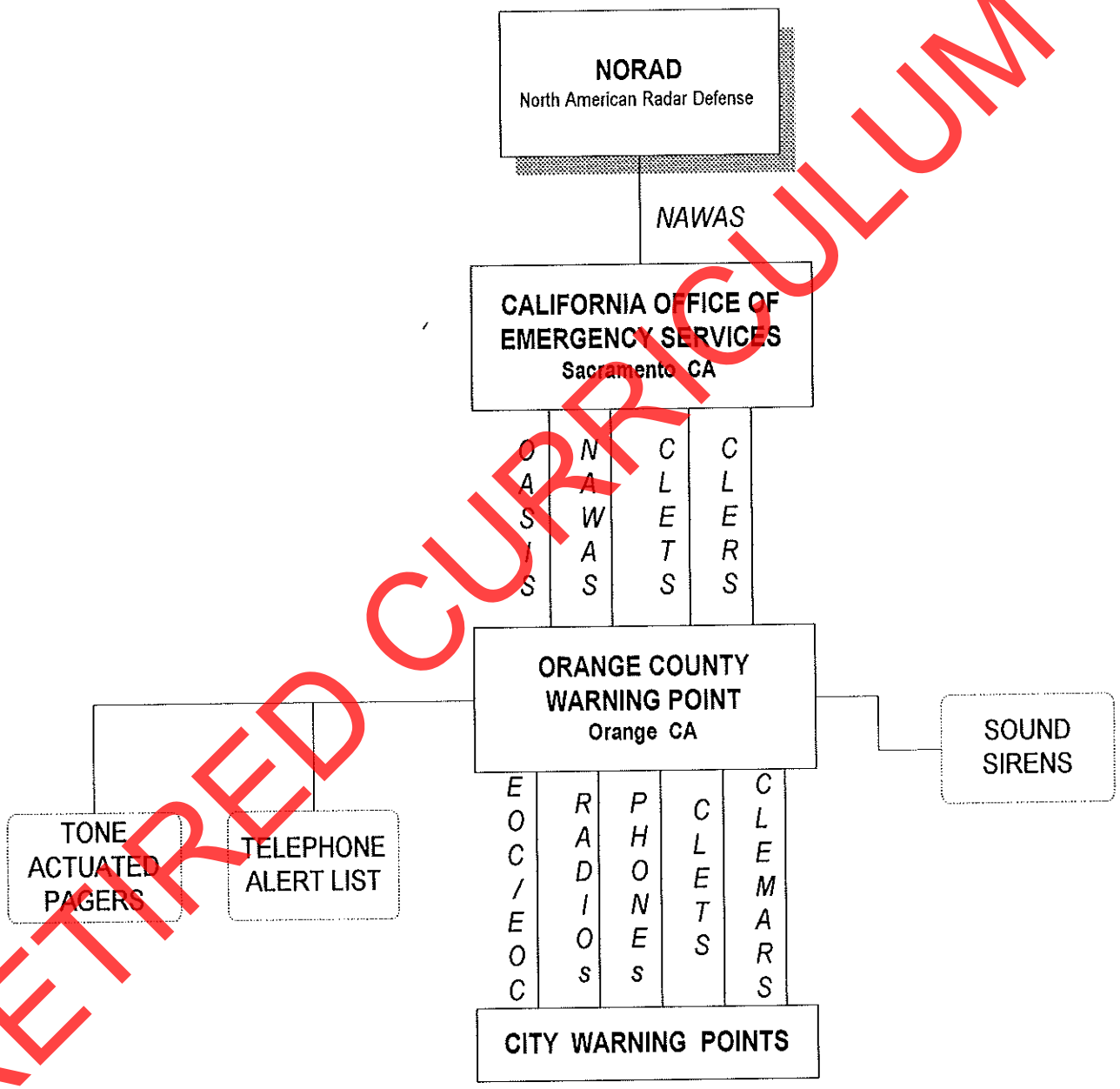
RETIRED CURRICULUM



CALIFORNIA PORTION, NATIONAL WARNING SYSTEM
(NAWAS)

EXAMPLE OF *ATTACK* WARNING SYSTEM

ORANGE COUNTY



RETIRED CURRICULUM

Communities differ in:

- ✪ geographical size and characteristics;
- ✪ size, density, and make-up of population;
- ✪ economic and fiscal resources.

Additional factors include:

- ☑ the personalities of municipal and private sector leaders and their interpersonal relations
- ☑ community customs and traditions, and
- ☑ the degree of concern and prevailing attitudes about emergency management readiness.

RETIRED CURRICULUM

Director of Emergency Management

the person legally responsible to the governmental entity for emergency management. Provides overall policy and direction.

Emergency Management Coordinator or Planner

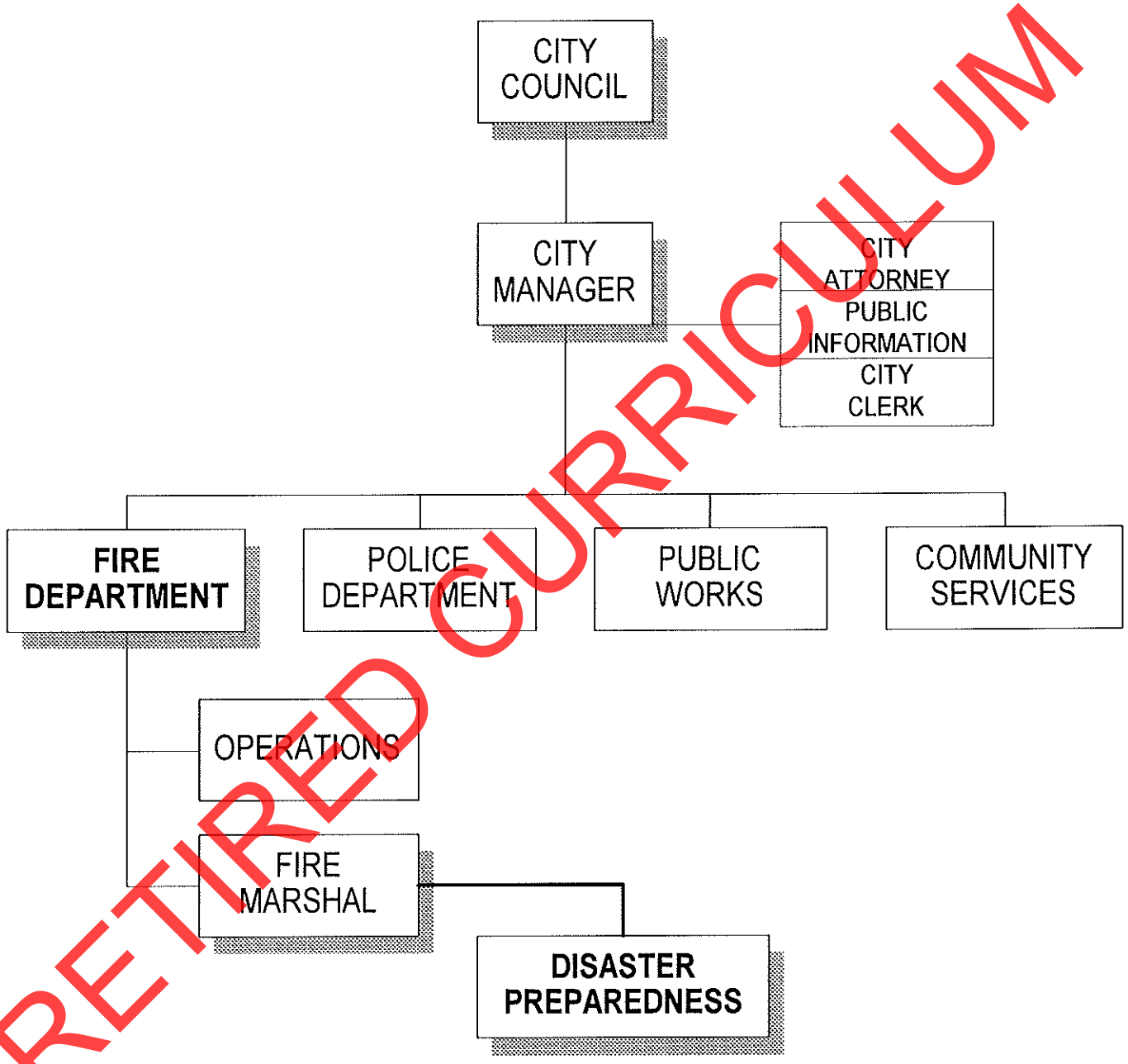
the person generally responsible for overall community disaster planning and coordination.

Incident Commander

the person who actually directs the disaster operations; the one with authority and responsibility to direct local government resources during a disaster situation.

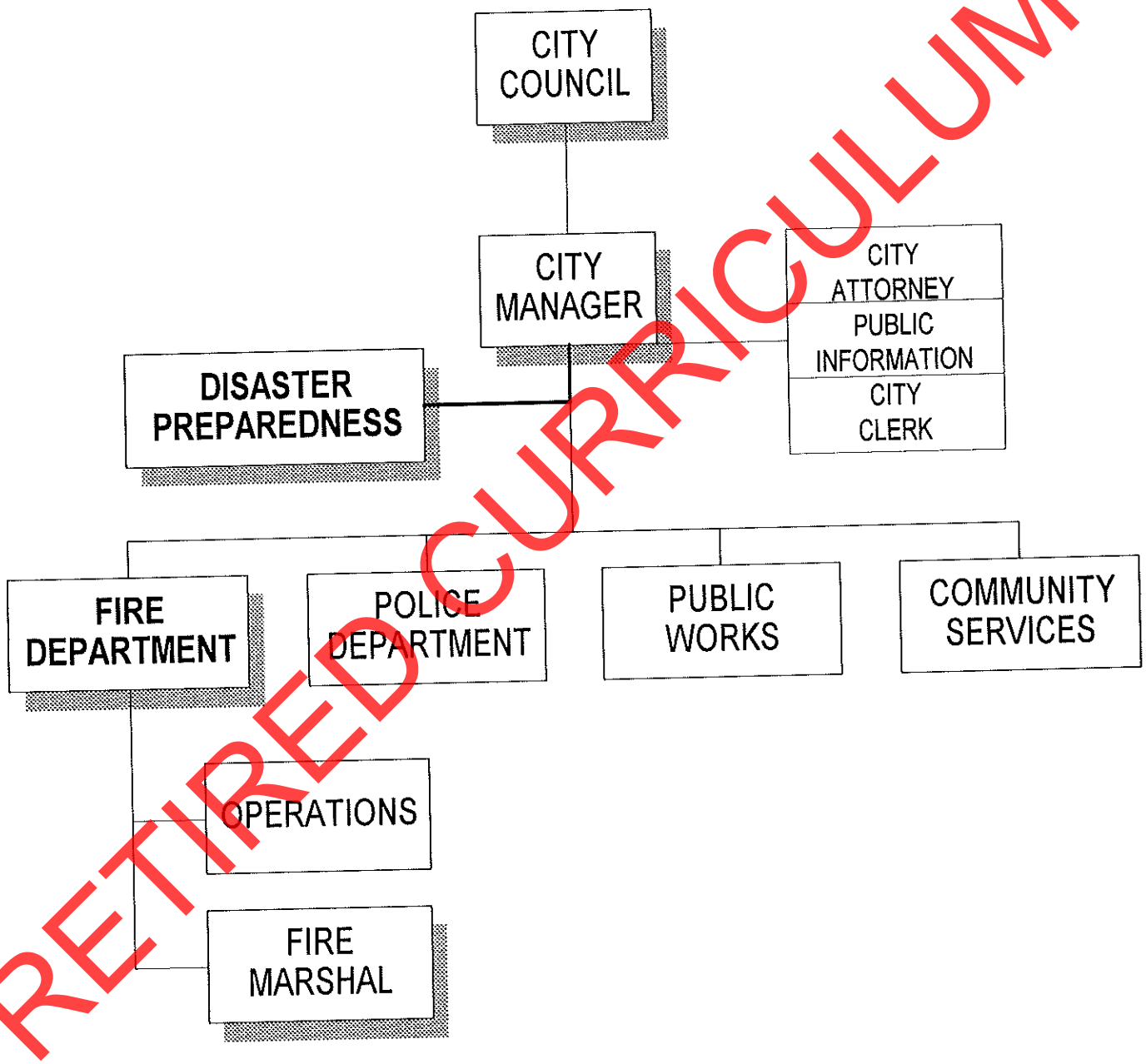
RETIRED CURRICULUM

CITY EMERGENCY MANAGEMENT ORGANIZATION (DAY - TO - DAY)



RETIRED CURRICULUM

CITY EMERGENCY MANAGEMENT ORGANIZATION (EMERGENCY SITUATION)



RETIRED CURRICULUM

[Instructor's Note: It is NOT recommended that the reporting status of the emergency management coordinator change. Overhead Transparencies #62 and #63 are used to demonstrate how one organization exists; could be used as a "poor" example or to elaborate upon the difficulties to be expected.]

AN EFFECTIVE EM PROGRAM HAS:

- ☑ Roles/Responsibilities of Elected Officials Defined
- ☑ Strong and Definitive Lines of Command
- ☑ Good Interpersonal Relations Established
- ☑ EM Structure & Procedures Routine as Possible
- ☑ Procedures for Alerting Key Officials / Leaders
- ☑ Multiple Use of Resources

- ◆ All Hazard Approach to Planning
- ◆ EM Planning is an Ongoing Activity

- ☑ Maximum Ability to Alert the Public
- ☑ Public Information Function Clearly Defined
- ☑ Public--Private Cooperation and Coordination

- ◆ Active Internal Government Coordination
- ◆ Considered Eligibility for State & Federal Funding
- ◆ Ability to Maintain Comprehensive Records

RETIRED CURRICULUM

INSTRUCTOR

MAKE AN OVERHEAD TRANSPARENCY OF THE CURRENT CALIFORNIA MUTUAL AID REGIONS MAP.

RETIRED CURRICULUM

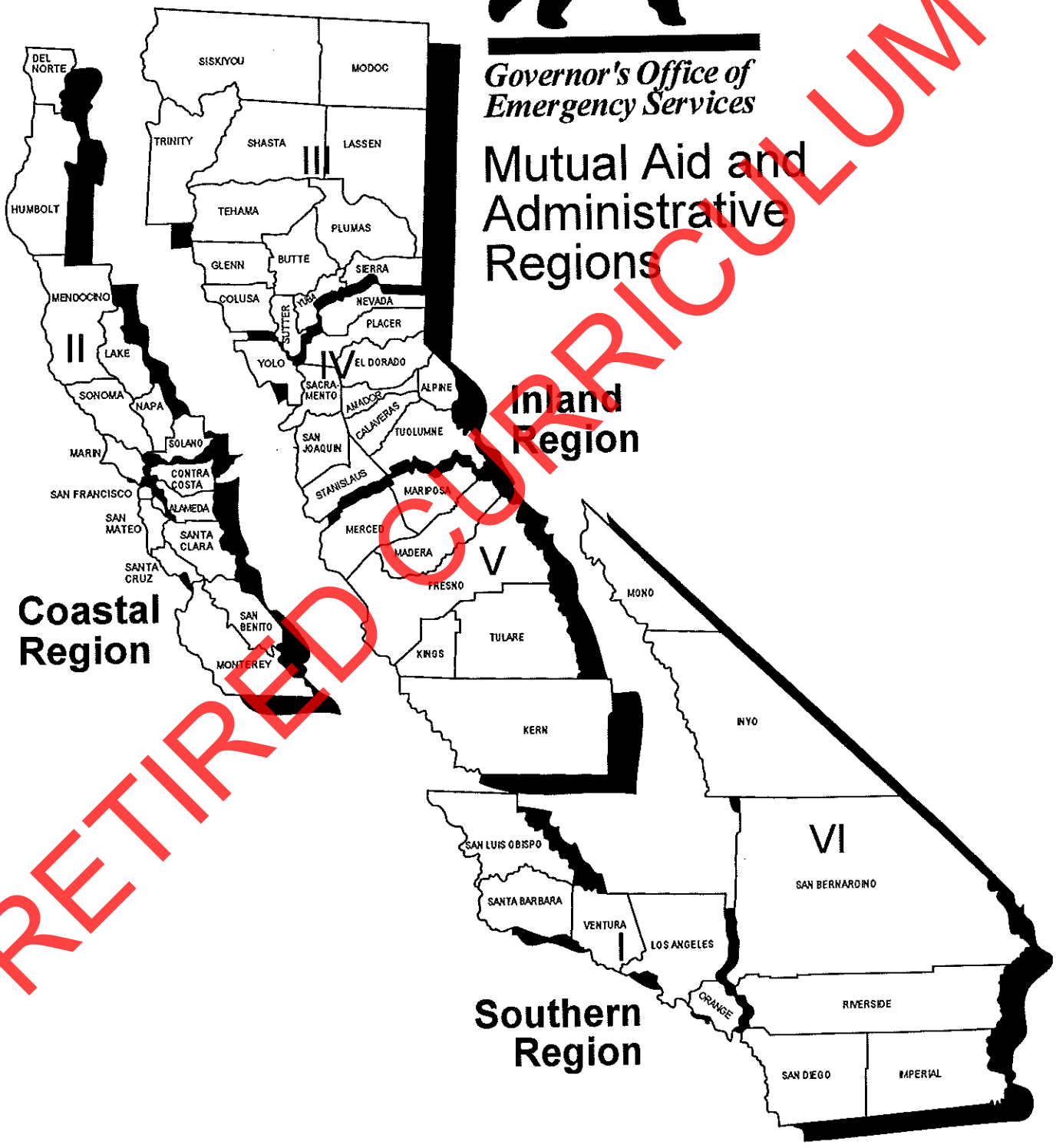
Overhead Transparency #65

LP #9

OES CALIFORNIA

Governor's Office of Emergency Services

Mutual Aid and Administrative Regions



Coastal Region

Inland Region

Southern Region

RETIRED CURRICULUM

FC2D

8/27/95

OPERATIONAL AREA

Defined by the Emergency Services Act in 1970

An intermediate level of the state emergency services organization consisting of a county and all political subdivisions within the county area.

Political subdivisions include cities, a city and county, counties, districts, or other local governmental agency, or public agency authorized by law.

[Special districts are defined as local governments in SEMS regulations.]

RETIRED CURRICULUM

PROVERBS 29:18

" WHERE THERE IS NO VISION,

THE PEOPLE PERISH. "

RETIRED CURRICULUM

Snowshoe Thompson, 1856

" PREPARE AND PREVENT

RATHER THAN

REPAIR AND REPENT. "

RETIRED CURRICULUM

THE REASONS THE JURISDICTION MAY **WANT** AN EMERGENCY PLAN ARE:

- recognition of limited resources, requires planned response
- lack of coordination, costs time and money
- inaction or over-reaction
- minimize human suffering and death

RETIRED CURRICULUM

CALIFORNIA EMERGENCY SERVICES ACT

- ◆ contains basic authorities for emergency operations following the proclamation by the Governor and/or appropriate local authority

- ◊ provisions of the Act are further reflected and expanded on by appropriate local emergency ordinances

- ◆ describes the functions and operations of government at **all** levels during extraordinary emergencies, including war

- ◊ Local Emergency Plans are extensions of the California Emergency Plan.

RETIRED CURRICULUM

California Disaster and Civil Defense Master Mutual Aid Agreement

- Each party that has signed the agreement shall prepare *operational plans* to use within their jurisdiction and outside of their area

- Plans are to be both fire *and non-fire related* and include natural, technological and war-related emergencies.

The State of California, all state agencies, all political subdivisions and fire districts have signed this agreement.

RETIRED CURRICULUM

The Petris Bill, Senate Bill 1841
S.E.M.S. LAW

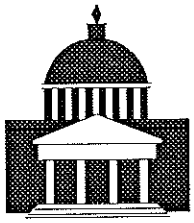
All State of California jurisdictions are required to participate in

establishing a standardized state-wide emergency management system, built upon

- the Incident Command System
- the Multi-Agency Coordination System (MACS)
- the Mutual Aid Agreement and related systems and
- the Operational Area concept.

RETIRED CURRICULUM

SEMS LEVELS OF ACTIVATION



STATE OPERATIONS CENTER

REGION EOC

OPERATIONAL AREA EOC

LOCAL GOVERNMENT EOC

FIELD

MAJOR DISASTER

RETIRED CURRICULUM

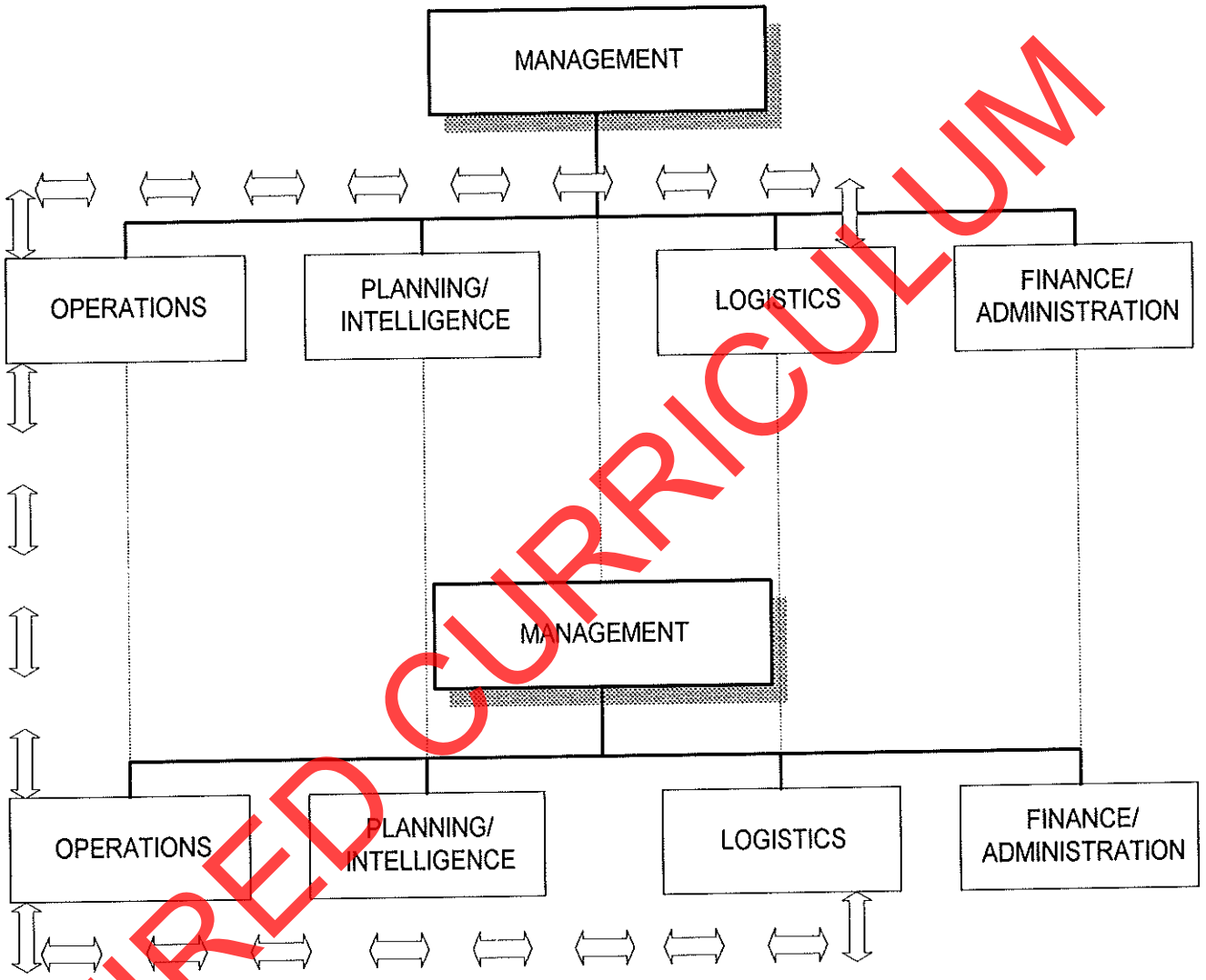
EFFECTIVE OPERATIONAL AREA ELEMENTS

- ⊗ Established policy for use of the Operational Area in emergencies
- ⊗ Agreements among local governments to participate in the operational area
- ⊗ Designated lead agency and staff to maintain the Operational Area
- ⊗ Designated Operational Area emergency management organization (EOC staff and Operational Area Mutual Aid Coordinators)
- ⊗ Adequate EOC facility
- ⊗ Communications links with member agencies
- ⊗ 24-hour/day answering point for emergency notifications from local government and state warning center
- ⊗ Operational Area emergency plan and procedures.

Each county and its political subdivisions
is a distinct operational area
and must have a lead agency to meet SEMS requirements.

RETIRED CURRICULUM

OPERATIONAL AREA EOC



LOCAL GOVERNMENT EOC

Lines of management authority and internal coordination

Primary lines of communications and coordination

Primary interactions for priority resource allocation

RETIRED CURRICULUM

Continuing the requirements of ***S E M S***

- Jurisdictions must attend training on the adopted emergency management system

  SEMS Training Program (Approved Course of Instruction)

  1. Introductory Level
  2. Field Level
  3. Emergency Operations Center Level
  4. Executive Level

- all agencies must complete after action reports after of each declared disaster

  Local Governments = 90 days
  State Government = 120 days

- State agencies must use SEMS
- Local governments must use SEMS to be **eligible** for state funding of response related personnel costs

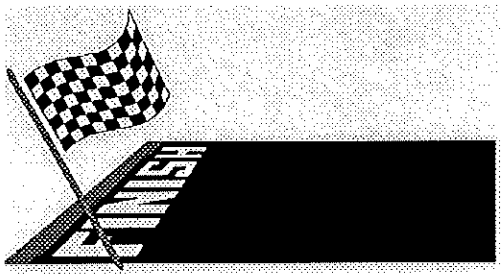
RETIRED CURRICULUM

"DECISIONS EXIST
ONLY IN THE PRESENT,

THE QUESTION THAT FACES THE
LONG - RANGE PLANNER IS NOT
WHAT WE SHOULD DO
TOMORROW.

IT IS:

WHAT DO WE HAVE TO DO TODAY
TO BE READY
FOR AN UNCERTAIN TOMORROW ?"



Reference: *Technology, Management and Society Decisions*, Peter Drucker

RETIRED CURRICULUM

The American Insurance Association
Special Bulletin Number 310 states:

"Disasters can and do occur anywhere.

It is the duty of large and small fire departments, well equipped or poorly equipped, to be thoroughly prepared to assist in operations at the scene of a disaster."

RETIRED CURRICULUM

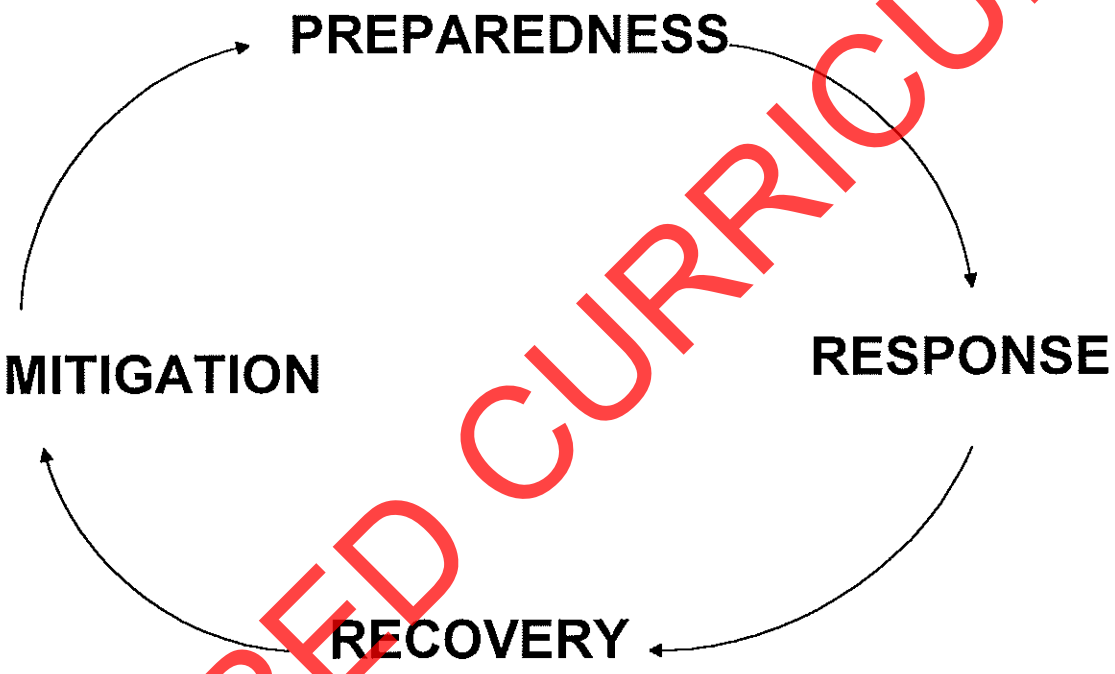
Fire departments are normally separated into suppression and prevention.

The fire department of the twenty - first century needs to concern itself with four distinct areas of management. Based on a comprehensive emergency management program. "

RETIRED CURRICULUM

According to Thomas E. Drabek and Gerard J. Hoetmer, editors of *Emergency Management: Principles and Practices for Local Government*, (Washington D.C.: International City Management Association, 1992, page 138):

FOUR PHASES OF
COMPREHENSIVE EMERGENCY MANAGEMENT



RETIRED CURRICULUM

The fire service is basically a disaster control organization.

The ability to cope with problems largely depends upon :

---

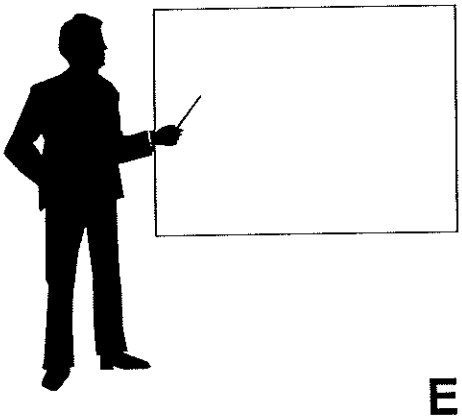
* **advance planning**

* **resource availability identified**

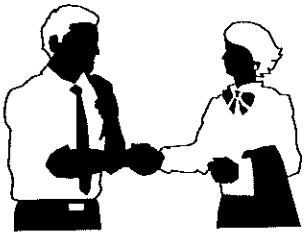
* **key personnel trained to use established plans.**

It is the responsibility of fire service officials and others involved with emergency response to anticipate disasters, prepare for them, and minimize their effects.

RETIRED CURRICULUM

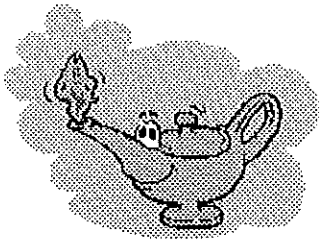


EMERGENCY SERVICES COORDINATOR



THE PERSON GENERALLY RESPONSIBLE FOR OVERALL COMMUNITY DISASTER PLANNING AND COORDINATION.

RETIRED CURRICULUM



ATTRIBUTE

an inherent characteristic ;
a specific trait
a word describing a quality

QUALITIES
peculiar and essential character;
an inherent feature;
an acquired skill,
distinctive properties

CHARACTERISTIC
serving to reveal and distinguish
the individual
revealing a special quality or identity

SKILL

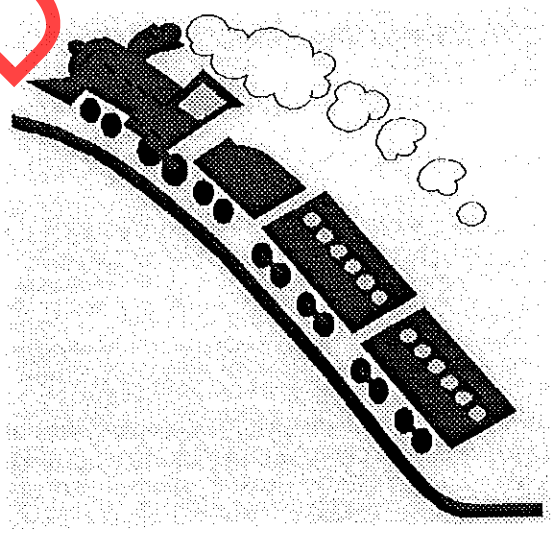
knowledge; ability to perform
using one's knowledge
effectively and readily;
a learned power; competency

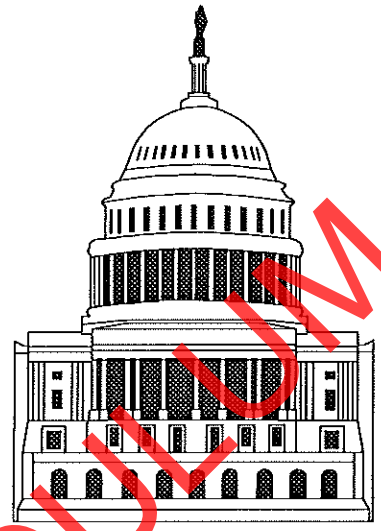
RETIRED CURRICULUM

THE EMERGENCY MANAGEMENT COORDINATOR SHOULD CONSTANTLY BE

- ☑ EXAMINING THE COMMUNITY'S NEEDS
- ☑ ASSESSING GOALS AND PLANNED ACTIONS, AND
- ☑ EVALUATING THE RESULTS OF THE EMERGENCY MANAGEMENT PROGRAM.

RETIRED CURRICULUM





PRESIDENT DWIGHT D. EISENHOWER

" PLANS ARE WORTHLESS, BUT PLANNING IS EVERYTHING ...

KEEP YOURSELF STEEPED IN THE CHARACTER OF THE PROBLEM YOU MAY ONE DAY BE CALLED UPON TO SOLVE, OR HELP SOLVE. "

RETIRED CURRICULUM

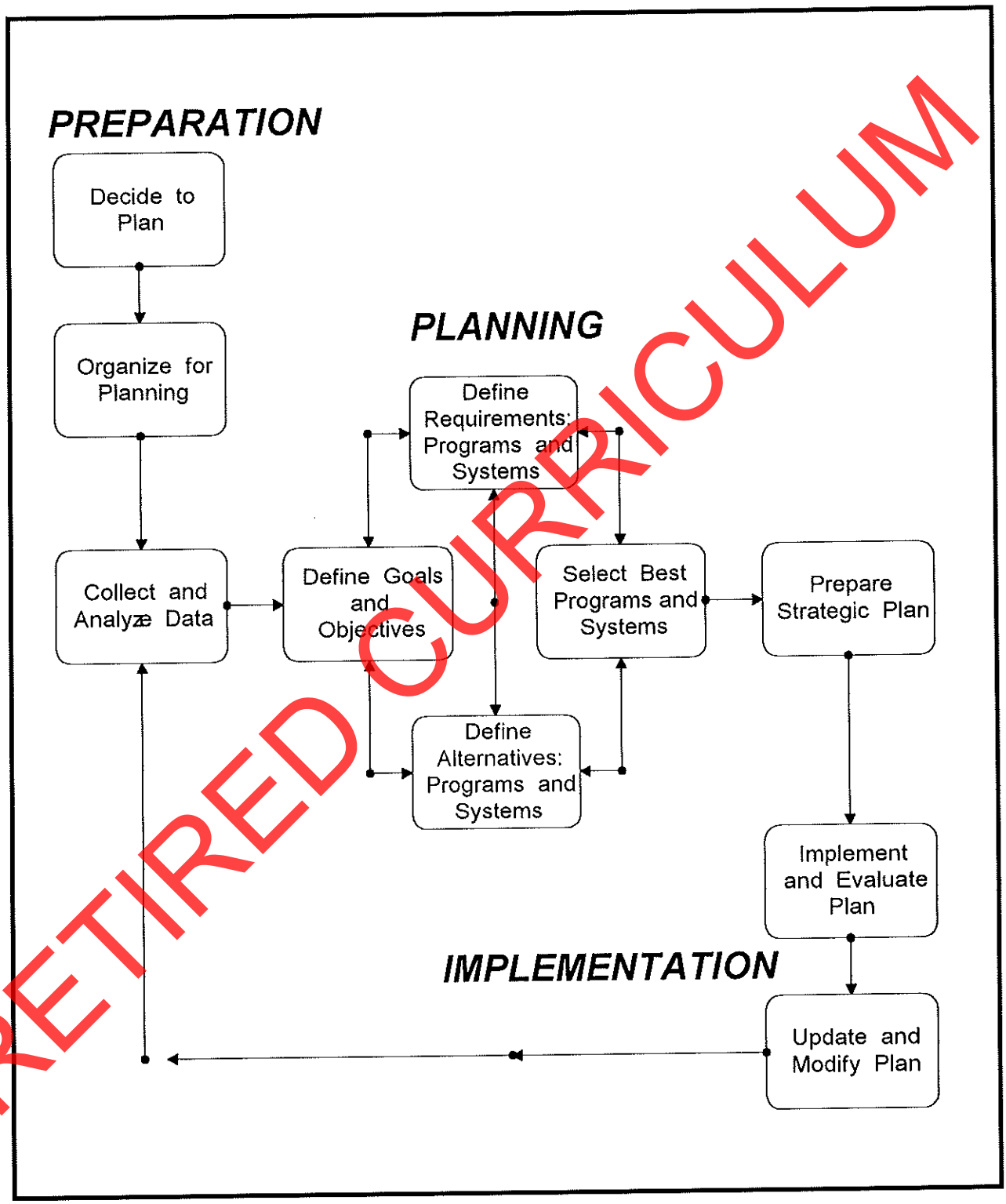
Integrated Emergency Management System (IEMS)

A concept designed by FEMA
to assist
federal, state and local government
in the development of their
comprehensive emergency management capability

IEMS is a method of
needs assessment and
program planning.

RETIRED CURRICULUM

THE PLANNING PROCESS



RETIRED CURRICULUM

Reference: Burns, p. 18 - Adapted from National Fire Prevention and Control Administration, Urban Guide for Fire Prevention and Control Master Planning, 1977, Figure 3-1, pp 3-4.

HAZARD ANALYSIS

A systematic approach used to determine the potential vulnerability to a specific situation.

This approach is a way of anticipating what might happen and the likely impact various kinds of emergencies could have on a community.

RETIRED CURRICULUM

RATING YOUR EMERGENCY RISKS

HISTORY

previous disasters in community

VULNERABILITY

number of persons who may be killed and injured, value of property that may be destroyed

MAXIMUM THREAT

the "worst case" scenario of a hazard, circumstances which have the greatest impact

PROBABILITY

the likelihood a disaster will occur.

RETIRED CURRICULUM

IDENTIFIED RISKS	SET GOALS
FLOODING	1. DEVELOP A PLAN
EARTHQUAKE	2. EFFECTIVE USE OF RESOURCES TO MINIMIZE LOSS OF LIFE AND PROPERTY
WINTER STORMS	3. DEVELOP A PUBLIC EDUCATION PROGRAM

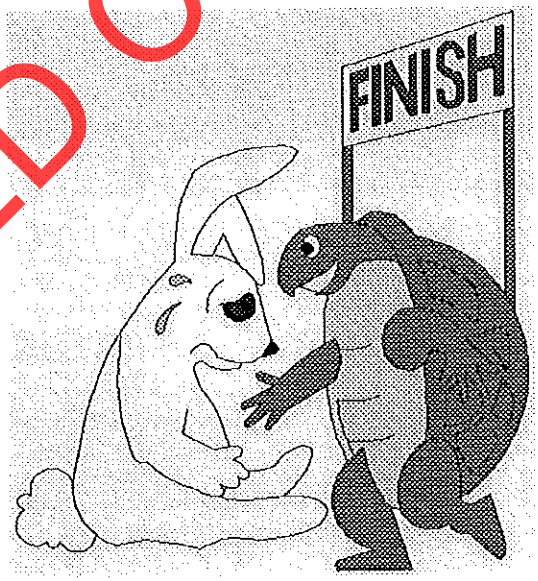
IDENTIFIED RISK	SET GOAL	OBJECTIVES
FLOODING	DEVELOP A PLAN	DRAFT PLAN DEFINING ROLES & RESPONSIBILITIES OF RED CROSS TO BE COMPLETED BY JAN 1

RETIRED CURRICULUM

CAPABILITY ASSESSMENT

A process that identifies the strengths and weaknesses of a jurisdiction

to manage and respond to an emergency situation.



HOW FAR CAN YOU GO?

RETIRED CURRICULUM

EMERGENCY OPERATIONS PLAN

contains and describes

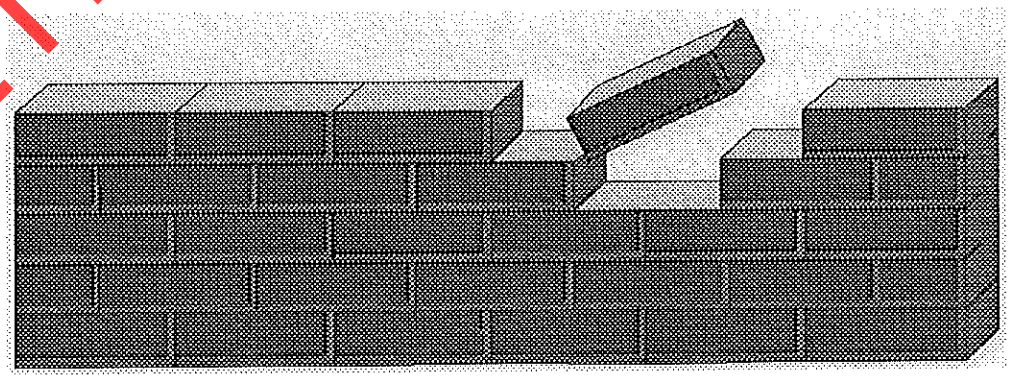
- **actions** that may be taken to protect people and property
- actions required for any **hazard**, identified as a potential
- **operational tasks** required to meet the challenge of each hazard by each organizational element, at projected places and times based on established objectives, assumptions, and a realistic assessment of capabilities

RETIRED CURRICULUM

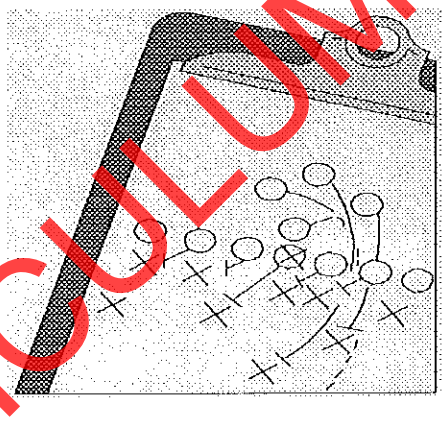
BASIC PLAN COMPONENTS

- Introduction
- Purpose of plan
  - *Purpose of each element of plan*
- Situation and Assumptions
  - *Description of jurisdiction*
  - *Description of potential threats*
  - *Assumptions adopted in plng process*
  - *Anticipated response efforts*
- Concept of Operations
  - *How to activate emerg. organization*
  - *Emergency versus normal operations*
  - *Anticipated support (use of Mutual Aid)*
  - *Coordination with other agencies*
  - *Direction and control measures*
  - *Continuity of government*

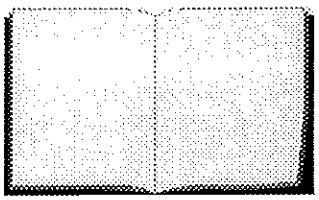
RETIRED CURRICULUM



- Organization and assignment of responsibilities
  - *Clearly defined*
  - *roles and responsibilities*



- Administration and logistics
  - *Communication systems and usage*
  - *Alert & Warning systems or equipment*
  - *Recovery measures*
  - *Safe and orderly evacuation procedures*
  - *Emergency Public Information*
  - *Shelter and Mass Care considerations*
  - *Provision for persons with special needs*
- Plan Development and Maintenance
- Authorities and references



- Definition of terms

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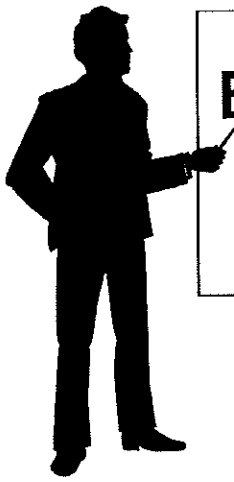
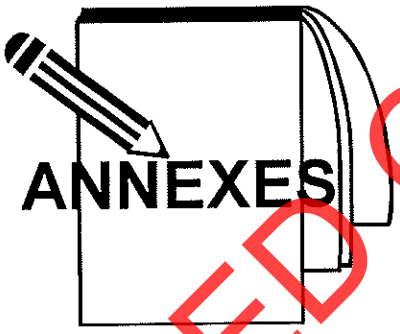


BASIC PLAN

DESCRIBES THE PLANNED RESPONSE ACTIONS

OPERATIONAL CONCEPTS, ORGANIZATION, GENERAL RESPONSIBILITIES, OUTSIDE SUPPORT

APPENDIX
(i.e. Basic Functions)



ANNEXES

EMERGENCY ACTION CHECKLISTS FOR EM ORGANIZATION

APPENDIX

OPERATIONAL DATA

DIRECTORIES, LISTINGS, GUIDES, MAPS OF SMALLER AREAS, CHARTS, GRAPHS, DEPT. SOPs

RETIRED CURRICULUM

APPENDIX TO BASIC PLAN EXAMPLE

SPECIFIC HAZARD:
EARTHQUAKE ON NEWPORT-INGLEWOOD FAULT

Loss of Buildings ($ in Billions)	45
Loss to Contents ($ in Billions)	24
Total Loss	69

Casualties

Time	Dead	Serious Injury (hospitalized)	Injured (non-hospitalized)
2:30 a.m.	950	3,800	28,500
9:00 a.m.	*not developed yet*		
2:00 p.m.	2,060		61,800
4:30 p.m.	2,265 - 9,060		67,950

Bed Loss in Hospitals = 2,935 (50%+)

Long Term Homeless = 51,000 to 89,000

Other Considerations: airports, telephone systems, dams and flood control channels, electrical power, highways, bridges, marine facilities, natural gas, petroleum fuels, railroads, sanitation & water systems.

Predictions are needed for planning purposes.

RETIRED CURRICULUM

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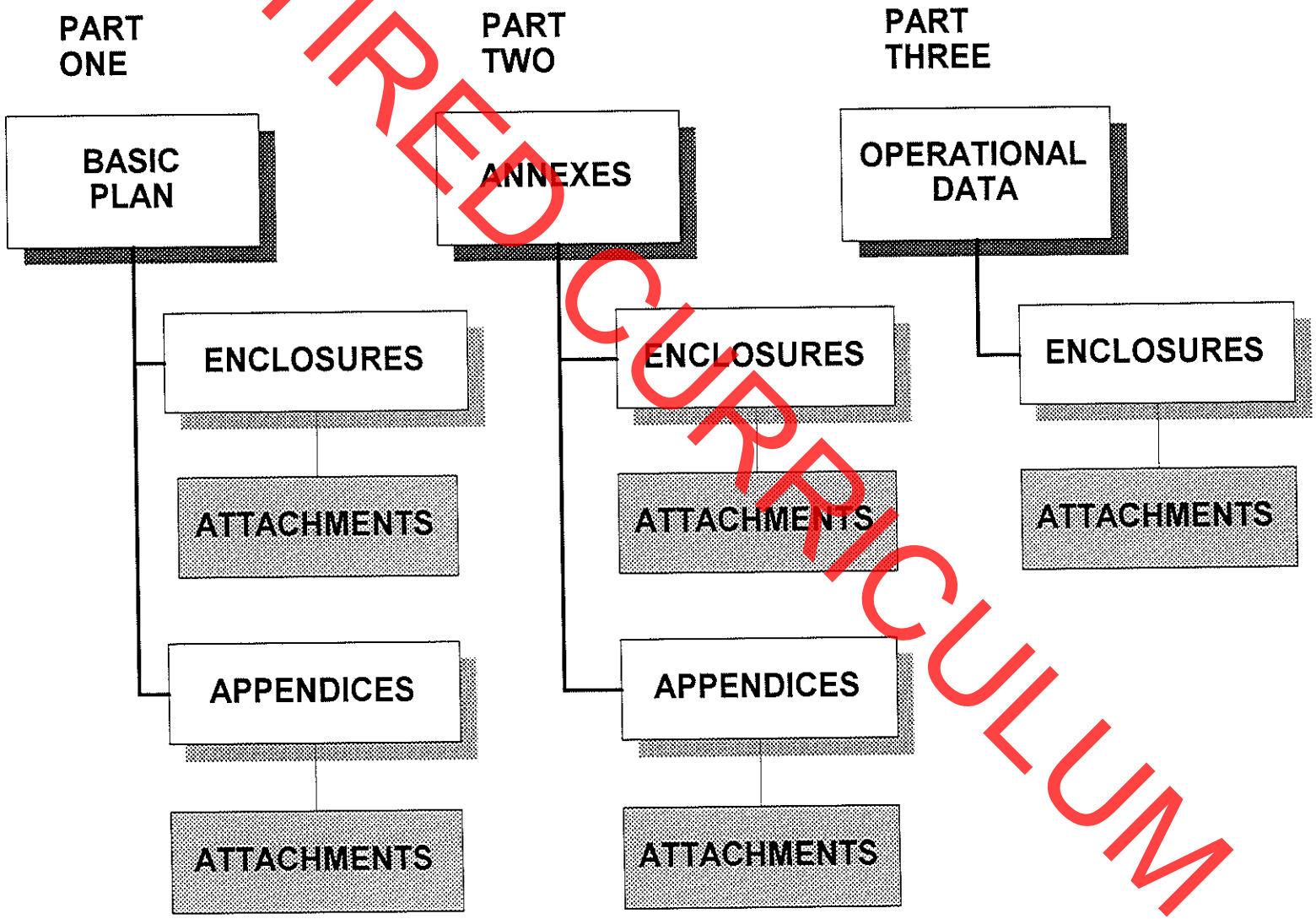
PLANNING GUIDANCE BLUEPRINT



EXAMPLE OF CHECKLIST FOUND IN
PART TWO ANNEXES - APPENDIX

Current Assignment *EOC/Field Assignment*

FIRE CHIEF

EMERGENCY (EOM) OPERATIONS MANAGER

Depending on the type of disaster, the Fire Chief will become the Emergency Operations Manager for the Emergency Operations Center. The EOC is responsible for all the response efforts of the city.

- ❑ When a disaster occurs or upon notification, order activation of the EOC.
- ❑ Report to the EOC and assume command as the EOM.
- ❑ Assess the overall situation.
- ❑ Authorize activation of disaster plans for all city departments.
- ❑ Initiate recall of all necessary city personnel.
- ❑ Direct city disaster response efforts.
- ❑ Ensure that all Section Chiefs are aware of major priorities and are working in support of city policies.
- ❑ Report to the Policy Making Group any conditions that might require the city to formulate emergency policies or create future liability.
- ❑ Coordinate public information (PSAs, EBS announcements, etc.) with City PIO.
- ❑ Establish and maintain a log of all activities.

RETIRED CURRICULUM

EXAMPLE OF CHECKLIST FOUND IN
PART TWO ANNEXES - APPENDIX

Current Assignment *EOC/Field Assignment*

SUPPRESSION COMPANIES

FIELD OPERATIONS

- ❑ Implement necessary actions for safety of personnel
- ❑ Move all apparatus and personnel to predesignated safe locations
- ❑ Monitor the primary disaster response radio frequency
- ❑ Report situation/readiness status to Battalion Chief via scheduled roll call/status checks
- ❑ Conduct "windshield" survey of first in area, along predesignated inspection routes, as required and as conditions permit (leave one person in station to handle walk-in medical aids, communications, etc.)
- ❑ Conduct firefighting, medical aids, search and rescue, hazardous materials, and heavy search and rescue operations, as assigned by Battalion Chief
- ❑ Secure quarters. If unable to secure, provide security if possible.
- ❑ Before rehousing, inspect quarters for evidence of structural damage. If structural stability is in question, rehousing will not be permitted.

RETIRED CURRICULUM

EXAMPLE OF CHECKLIST FOUND IN PART TWO ANNEXES - APPENDIX

Current Assignment *EOC/Field Assignment*

CONSTRUCTION AND ENGINEERING

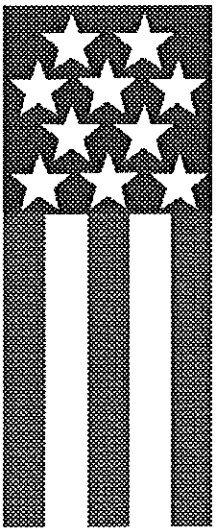
HEALTH AND SAFETY INSPECTORS

- ❑ Dispatch units to survey for damage, fires, landslides and other effects.
- ❑ Dispatch team to check dam(s).
- ❑ Check key facilities, public works yards, and other facilities to determine the extent of damage and ability to operate.
- ❑ Provide alternate communication links where needed.
- ❑ Assure that equipment under cover has been moved to open areas to prevent damage in the event of aftershocks.
- ❑ IF ***LITTLE OR NO DAMAGE IS REPORTED, PREPARE TO SUPPORT MORE HEAVILY DAMAGED JURISDICTIONS.***
- ❑ IF ***EXTENSIVE DAMAGE IS REPORTED, TAKE THE FOLLOWING ACTIONS AS APPROPRIATE:***
- ❑ Activate public, contractual and volunteer forces.
- ❑ Mobilize personnel, heavy equipment and vehicles at designated Multipurpose Staging Areas.
- ❑ Determine priorities for construction and engineering activities.
- ❑ Allocate personnel and equipment in accordance with established priorities.
- ❑ Organize heavy equipment crews to assist in rescue of trapped people.
- ❑ Organize crews to clear debris which hampers emergency response activities.
- ❑ Provide barricades for traffic and access controls.

RETIRED CURRICULUM

DISASTER SERVICE WORKER

D S W



VOLUNTARY	IMPRESSED	PUBLIC EMPLOYEE

PLAN ON USING PEOPLE

- ☞ Develop registration procedures
- ☞ Train volunteers now to fill required and identified tasks
- ☞ Plan to use "impressed" personnel and establish procedures
- ☞ Inform your employees of their DSW responsibilities during emergency
- ☞ Anticipate use of other public employees that live in your community that may not be able to respond to their employing jurisdiction.

RETIRED CURRICULUM

MITIGATION Defined:

- Pre-event strategies and actions which aim to lessen the effects of potential disasters.
- A recognized phase of comprehensive emergency management.
- Actions taken to *eliminate or reduce* the degree of long-term risk to human life and property from natural and technological hazards.

RETIRED CURRICULUM

The Robert T. Stafford Disaster Relief and Emergency Assistance Act PL 100-707, signed in November 1988

Amended the Disaster Relief Act of 1974 PL 93-288.

Some changes included:

- established a Hazard Mitigation Grant Program
- liberalized the eligibility of hazard mitigation under the ***Public Assistance*** Program
- increased Disaster Preparedness Improvement Grant Program funds to $50,000 annually.

The Stafford Act also produced changes in the Individual and Public Assistance Program. Current regulations for these programs can be found at 44 CFR Part 206, which can be obtained from your FEMA regional office.

RETIRED CURRICULUM

The Robert T. Stafford Disaster Relief and Emergency Assistance Act PL 100-707, signed in November 1988

MOST IMPORTANTLY:

ESTABLISHED THE REQUIREMENT THAT

FOR ALL PRESIDENTIAL DECLARATIONS

FOR FEDERAL DISASTER ASSISTANCE

OR FEMA AUTHORIZED

FIRE SUPPRESSION ASSISTANCE, A

POST-DISASTER MITIGATION PLAN

SHALL BE DEVELOPED.

RETIRED CURRICULUM

RETIRED CURRICULUM

FLOODING MITIGATION MEASURES

STRUCTURAL

- Dams, levees, dikes and debris basins
- Proper clearance of vegetation
- Require structures to be built above flood
- Bridges, installation of restraining cables

NON-STRUCTURAL

- Acquisition of high-risk properties
- Purchase of flood insurance
- Proper training or increased training
- Develop “flood watchers” program

PARTIAL LIST OF

MITIGATION OPPORTUNITIES

STRUCTURAL

- Underground pipelines, installation of emergency shut-off valves
- Above ground storage tank, strengthening and/or stiffening of base connections
- Installation of larger culverts, when area floods
- Anchor: bookshelves; cabinets; all mechanical and electrical equipment; veneer or cladding
- Brace: tall parapets, overhead pipes and electrical lines; suspended ceilings and light fixtures; interior walls and partitions
- Installation of flexible piping at pipe/conduit connection to equipment
- Develop homes sites with wider streets, turnarounds and turn outs
- Develop home sites with fire resistive building materials

RETIRED CURRICULUM

PARTIAL LIST OF

MITIGATION OPPORTUNITIES

NON-STRUCTURAL

- Purchase of insurance (flood, earthquake)
- Aggressive inspection program
- Cooperative arson investigations (in CA 25% fire loss)
- Proper training and increased training
- Gain Federal and state legislative power (day)
- Develop homes with defensible space
- Adopt stronger zoning laws
- Cooperate with water districts to develop strategies (use of water reserves, reservoirs)
- Require developers to build redundant water systems to protect homes
- Adoption of uniform regulations
- Install surge protectors; lightning arrestors
- Educate public
- Involve citizens in community projects
- Exercise emergency plans and procedures

RETIRED CURRICULUM

⇨ PREPAREDNESS ⇦

Activities taken in advance of an emergency. These activities develop **operational capabilities** and effective **responses** to a disaster.

Preparedness activities may include developing hazard analyses, mutual aid agreements, training response personnel, improving emergency public information and emergency communications systems.

A recognized phase of a comprehensive emergency management.

RETIRED CURRICULUM

PREPARE BY

Performing

- ❑ Hazard Analysis
- ❑ Capability Assessment

Developing

- ❑ Procedures
- ❑ Plans
- ❑ Forms

Implementing

- ❑ Policy decisions
- ❑ Agreements/contracts

Preparing and Training

- ❑ EOC staff
- ❑ Employees
- ❑ Families
- ❑ Surrounding jurisdictions

Establishing or Revising

- ❑ Priorities and program (mitigation measures, employee family/welfare program, codes, land-use, budget concerns)
- ❑ Communication systems
- ❑ EOC
- ❑ Warning system(s)
- ❑ Public education materials
- ❑ Contingency fund

Establishing liaison and training with

- ❑ Business
- ❑ Community
- ❑ Volunteers

Developing or improving operational capabilities through

- ❑ Cooperative agreements
- ❑ Training and exercises.

RETIRED CURRICULUM

RESPONSE

➤➤➤➤➤➤➤➤➤➤➤

THOSE ACTIONS TAKEN TO SAVE LIFE, PROTECT HEALTH AND PROPERTY, AND MINIMIZE DAMAGE TO THE ENVIRONMENT.

ACTIONS TAKEN IMMEDIATELY BEFORE, DURING, OR DIRECTLY AFTER AN EMERGENCY OCCURS, TO SAVE LIVES, MINIMIZE DAMAGE TO PROPERTY, AND ENHANCE THE EFFECTIVENESS OF RECOVERY.

A RECOGNIZED PHASE OF COMPREHENSIVE EMERGENCY MANAGEMENT.

RETIRED CURRICULUM

PRE-PLANNING FOR RESPONSE OPERATIONS

Recognized actions to plan for
that will facilitate a smooth,
effective response
to the identified risks of your jurisdiction
(and surrounding jurisdictions).

- ✳ Emergency Plan Activation
- ✳ EOC Activation
- ✳ Warning and Alerting Systems
- ✳ Evacuation and Shelter Measures
- ✳ Direction and Control
- ✳ Emergency Medical Care and Morgues
- ✳ Search and Rescue
- ✳ Security and Protection of Property
- ✳ Resource Mobilization
- ✳ Special Ordinances
- ✳ Special Facilities or Locales to Consider

RETIRED CURRICULUM

AUDIT INFORMATION

Time keeping records

- ♦ employee hours including overtime
- ♦ Social Security number
- ♦ hourly rates
- ♦ benefits
- ♦ overtime rates
- ♦ overtime benefits rates
- ♦ total number of hours per day worked on specific project(s)

Equipment / apparatus used

- ◊ specific hours used on disaster versus normal use
- ◊ damaged
- ◊ fuel, parts, support supplies or equipment

Administrative costs, overhead costs

Casualty Collection Points established

Mass Care Centers (how many, how long, number of people in each)

Disaster Application Centers (how many needed, how many established)

RETIRED CURRICULUM

AUDIT INFORMATION CONTINUED

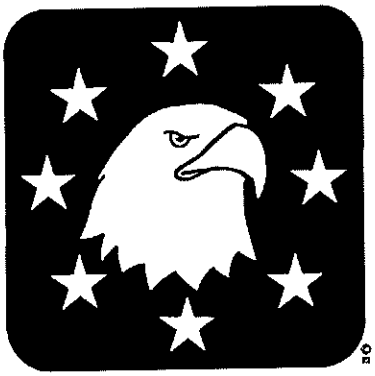
Damage / Safety assessment:

- people injured, dead, hospitalized, displaced
- homes destroyed or damaged
- businesses destroyed or damaged
- services interrupted
- private damage ($)
- public damage ($)
  - ◊ roads, bridges/overpasses, rail, other

Note dates and times for declaration of:

- Local Emergency
- Governor's Proclamation of a State of Emergency
- President's declaration of a Federal Disaster / Major Disaster

Weather Status



RETIRED CURRICULUM

DOCUMENT

- PERSONNEL OVERTIME
- APPARATUS DAMAGE
- APPARATUS USAGE ABOVE NORMAL
- FUEL
- EQUIPMENT AND SUPPLIES USED OR DAMAGED
- ADMINISTRATIVE COSTS (SERVICES)

RETIRED CURRICULUM

DAMAGE ASSESSMENT DEFINITIONS

MAJOR DAMAGE

Structure uninhabitable. Not repairable.

MODERATE DAMAGE

Currently uninhabitable.
Major repairs required.

MINOR DAMAGE

Currently habitable or
only minor repairs required.

Reference: American Red Cross "Damage Assessment Manual" 1988

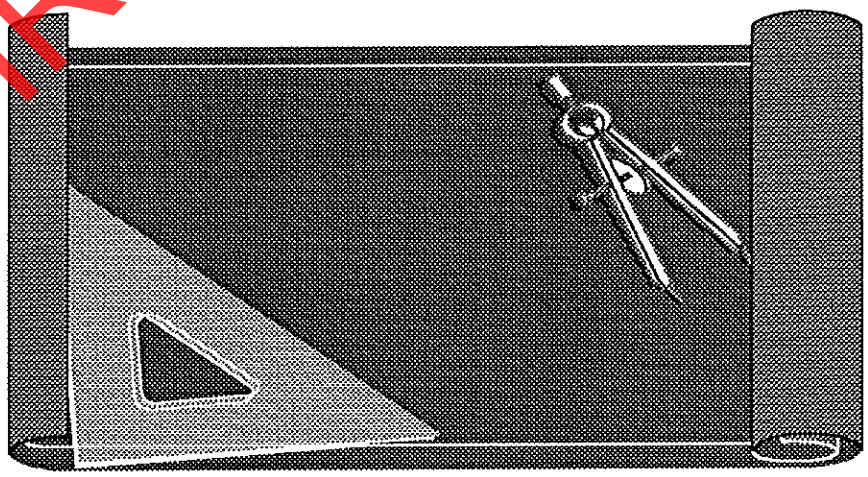
RETIRED CURRICULUM

RECOVERY

ACTIVITIES THAT RETURN
VITAL LIFE SUPPORT SYSTEMS
TO MINIMUM OPERATING STANDARDS
AND
LONG-TERM ACTIVITIES DESIGNED
TO RETURN LIFE
TO NORMAL
OR IMPROVED LEVELS.

A RECOGNIZED PHASE OF COMPREHENSIVE EMERGENCY MANAGEMENT.

RETIRED CURRICULUM



CONSIDER THESE RECOVERY MEASURES IN YOUR EMERGENCY OPERATIONS PLAN

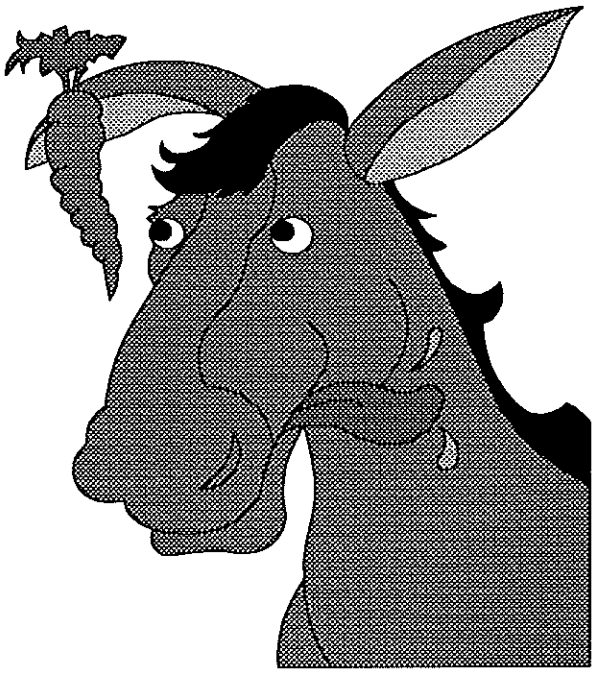
- ☒ Pre-identify the availability of resources
- ☒ Describe the proper process required to obtain State and Federal resources (financial)
- ☒ Draft priorities for reconstruction
- ☒ Establish a public relations campaign (public interface)
- ☒ Design method to speed-up normal decision-making process
- ☒ Document, document, document

RETIRED CURRICULUM

YOU LEARN VERY LITTLE

THE SECOND TIME

A MULE KICKS YOU !



RETIRED CURRICULUM

CALIFORNIA MASTER MUTUAL AID AGREEMENT provides:

- ☑ a **formal structure**
- ☑ no party shall **unreasonably deplete** its own resources
- ☑ the **responsible local official shall remain in charge**
- ☑ **operational plans shall be developed**
- ☑ **reimbursement** for mutual aid shall only be pursuant to the state law and policies, in accordance with the **State Office of Emergency Services policies and procedures**.

RETIRED CURRICULUM

The planning basis for the ***California Fire Service and Rescue Emergency Mutual Aid Plan*** is:

- **No community has resources sufficient** to cope with any and all emergencies for which potential exists

- Officials **must preplan** emergency operations to ensure efficient utilization of available resources

- Basic to California emergency planning is a **statewide system of mutual aid** in which each jurisdiction relies first upon its own resources

- The state is divided into **six mutual aid regions** to facilitate the coordination of mutual aid; through this system the Governor's Office is informed of conditions in each geographic and organization area of the state, and the occurrence or imminent threat of disaster.

RETIRED CURRICULUM

The planning basis for the ***California Fire Service and Rescue Emergency Mutual Aid Plan*** is:

- In addition to jurisdictional resources, emergency operations plans **should include both public and private agencies** with support capability and/or emergency operational responsibilities

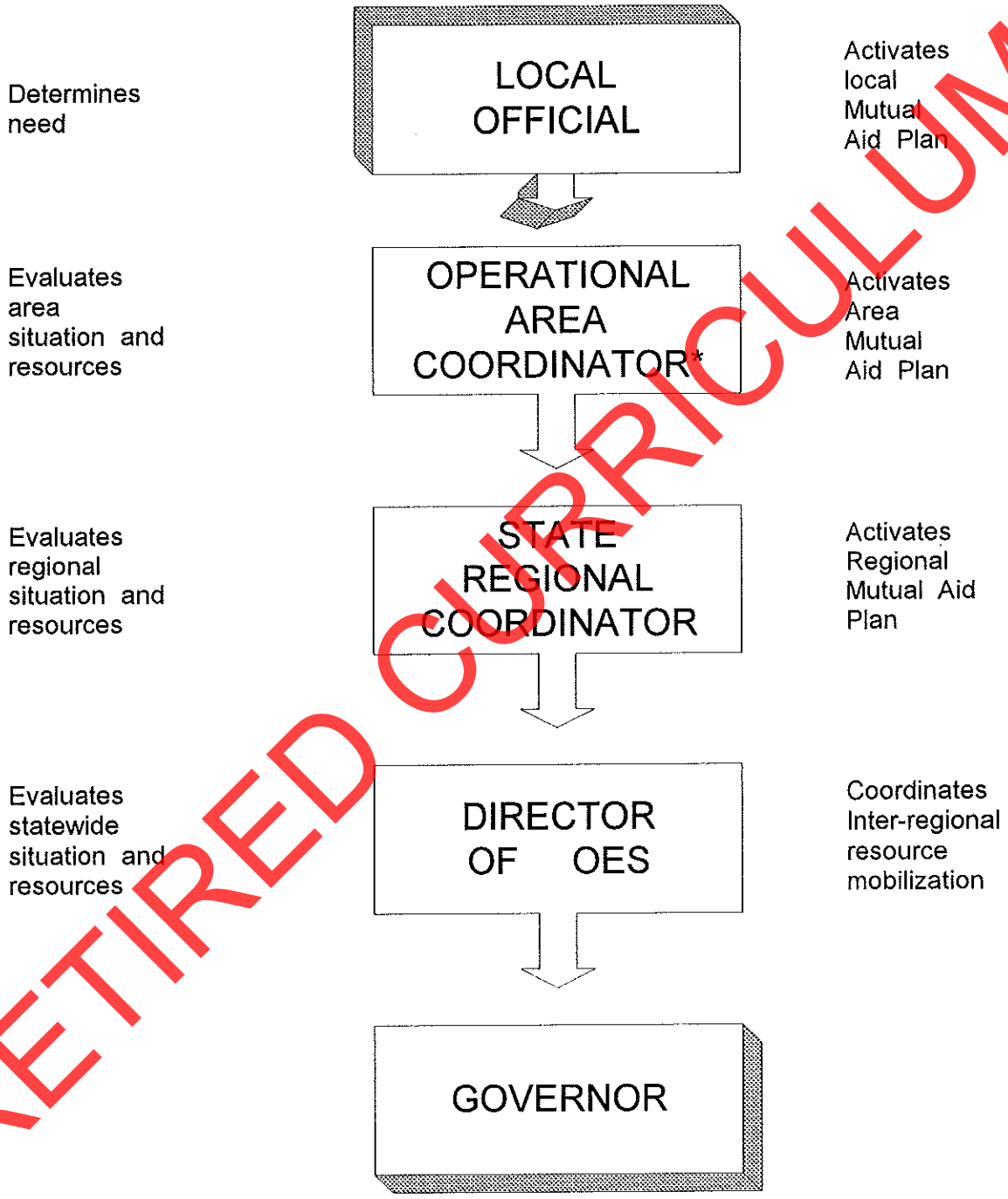
- Emergency operations plans should be **distributed** to, and **discussed** with management, command, operational and support level personnel within each planning jurisdiction

- Emergency operation plans must be **continuously reviewed, revised, and tested** to encompass change and refinement consistent with experience gained through disaster operations and training, and changes in resource availability

- Emergency operations plans are to be reviewed, revised and updated **every five years.**

RETIRED CURRICULUM

REQUEST FOR MUTUAL AID



RETIRED CURRICULUM

*Resources are deployed.

CALIFORNIA MUTUAL AID PROGRAM

Channels of Statewide Mutual Aid Coordination

Coordinated by State OES			***Coordinated by EMSA***
FIRE and RESCUE	LAW ENFORCEMENT	EMERGENCY SERVICES	EMERGENCY MEDICAL
Fire Mutual Aid System	Coroners Mutual Aid System	All other emergency services mutual aid, not included in other systems	Disaster Medical Mutual Aid System
Urban Search and Rescue Mutual Aid System	Law Enforcement Mutual Aid System	Volunteer Engineers Mutual Aid System*	
	Search and Rescue Mutual Aid System (not urban)	Public Works Mutual Aid System	
		Emergency Managers Mutual Aid System	
		Hazardous Materials Mutual Aid System*	
		Water Agency Response Network (WARN)*	

*System currently under development.

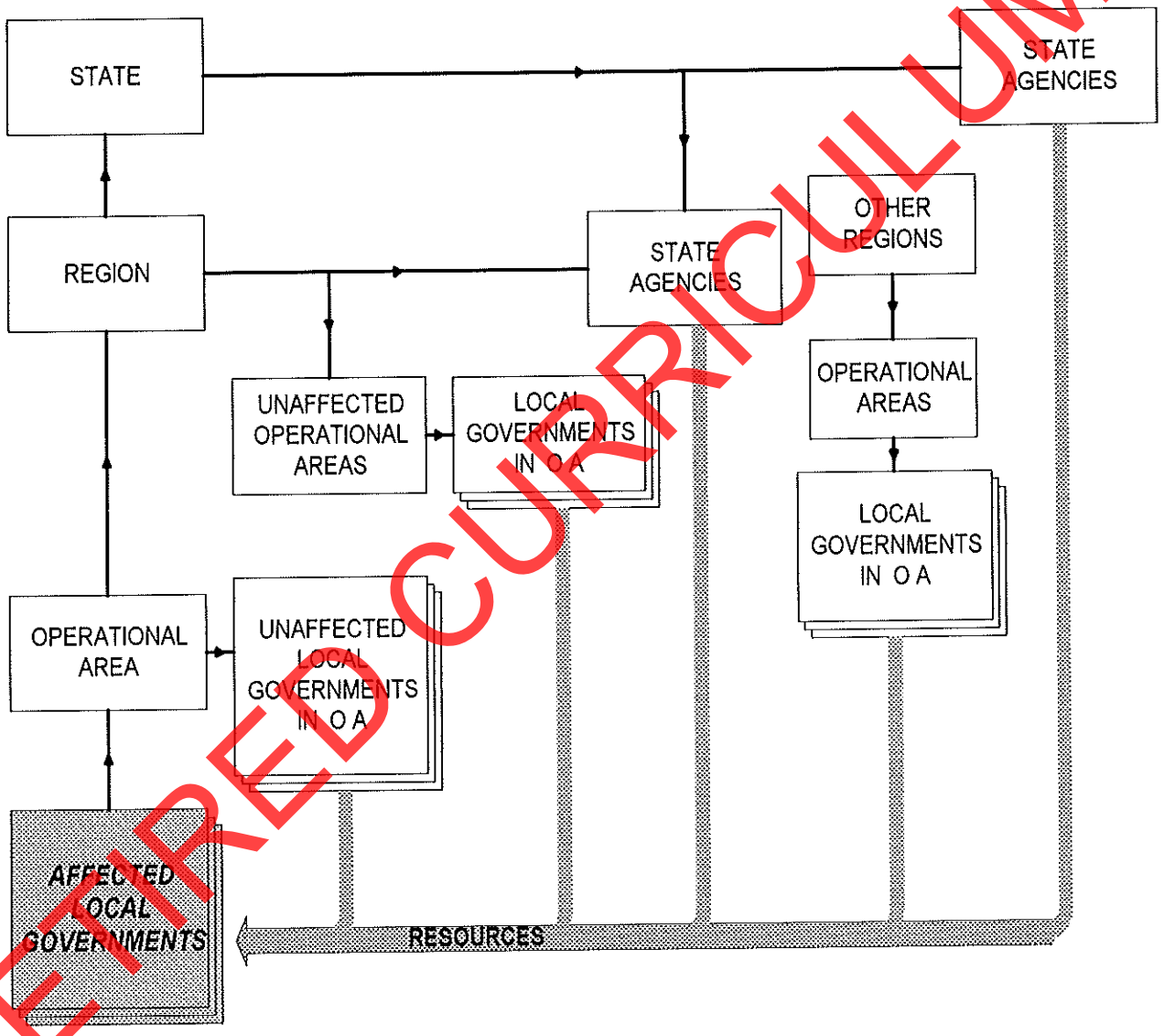
Source SEMS Guidelines, Exhibit E-3

RETIRED CURRICULUM

Standardized Emergency Management System (SEMS)

MUTUAL AID SYSTEM CONCEPT

GENERAL FLOW OF REQUESTS AND RESOURCES



RETIRED CURRICULUM

Note:

- ◊ Local governments may request mutual aid directly from other local governments where local agreements exist.
- ◊ Discipline-specific mutual aid systems may have procedures that provide additional methods of obtaining state resources.
- ◊ Volunteer and private agencies may be involved at each level.

PUBLIC EXPECTATIONS

The jurisdiction should

- Alert their citizens in advance of a disaster
- Quickly and accurately assess the magnitude of an emergency
- Properly keep citizens informed of the situation (instructions & advice)
- Safely evacuate dangerous areas
- Relocate evacuated citizens to a safe place
- Provide for rapid restoration of services (even when not locally controlled)
- Give assistance in the form of recovery services
- Mitigate the impact of future emergencies
- Adequately protect life and property

RETIRED CURRICULUM

Local Emergency

* conditions that pose extreme peril to the safety of persons & property within territorial limits

* declared in the absence of a duly proclaimed State of Emergency

* conditions are a result of **any** emergency which is or is likely to be beyond the control of that agency's services, personnel, equipment and facilities

* require the combined forces of the local agencies to combat.

(California Emergency Services Act, Chapter 7 of Division 1 of Title 2 of the Government Code - 1970 Statues.)

RETIRED CURRICULUM

PROCLAMATION OF A LOCAL EMERGENCY PROVIDES LEGAL AUTHORITY TO :

- ✖ request that the Governor proclaim a State of Emergency
- ✖ promulgate orders and regulations necessary to provide for the protection of life and property, including orders or regulations imposing curfews, etc.
- ✖ exercise full power to provide mutual aid to any affected area in accordance with local ordinances, resolutions, emergency plans, or agreements
- ✖ request that state agencies provide mutual aid
- ✖ require the emergency services of any local official or employee

RETIRED CURRICULUM

and a

PROCLAMATION OF A LOCAL EMERGENCY PROVIDES LEGAL AUTHORITY TO :

- ⇨ requisition necessary personnel and material of any department or agency
- ⇨ obtain vital supplies and equipment and, if required immediately, to commandeer the same for public use
- ⇨ impose penalties for violation of lawful orders
- ⇨ conduct emergency operations without facing liabilities for performance, or failure of performance.

[Article 17 of the Emergency Services Act provides for certain privileges and immunities.]

RETIRED CURRICULUM

SAMPLE

PROCLAMATION OF EXISTENCE OF A LOCAL EMERGENCY BY EMERGENCY SERVICES DIRECTOR

WHEREAS, Chapter 118.42 of the City of Pleasant Living Municipal Code empowers the Emergency Services Director to proclaim the city is affected or is likely to be affected by a public calamity and the City Council is not in session; and

WHEREAS, the Emergency Services Director of the City of Pleasant Living does hereby find:

That conditions of extreme peril to the safety of persons and property have arisen within said City, caused by

description of incident or events;

RETIRED CURRICULUM

PROCLAMATION OF EXISTENCE OF A LOCAL EMERGENCY BY EMERGENCY SERVICES DIRECTOR continued

That the City Council of the City of Pleasant Living is not in session (and cannot immediately be called into session);

NOW THEREFORE, it is hereby proclaimed that a Local Emergency now exists throughout the city; and

It is further proclaimed and ordered that during the existence of said Local Emergency the powers, functions, and duties of the Emergency Organization of this City shall be those prescribed by State Law, by Municipal Code, Ordinances, and Resolutions of this City, and by the City of Pleasant Living Emergency Plan, as approved by the City Council on _____, 19_____.

Signature of
Emergency Services Director

Attested by:

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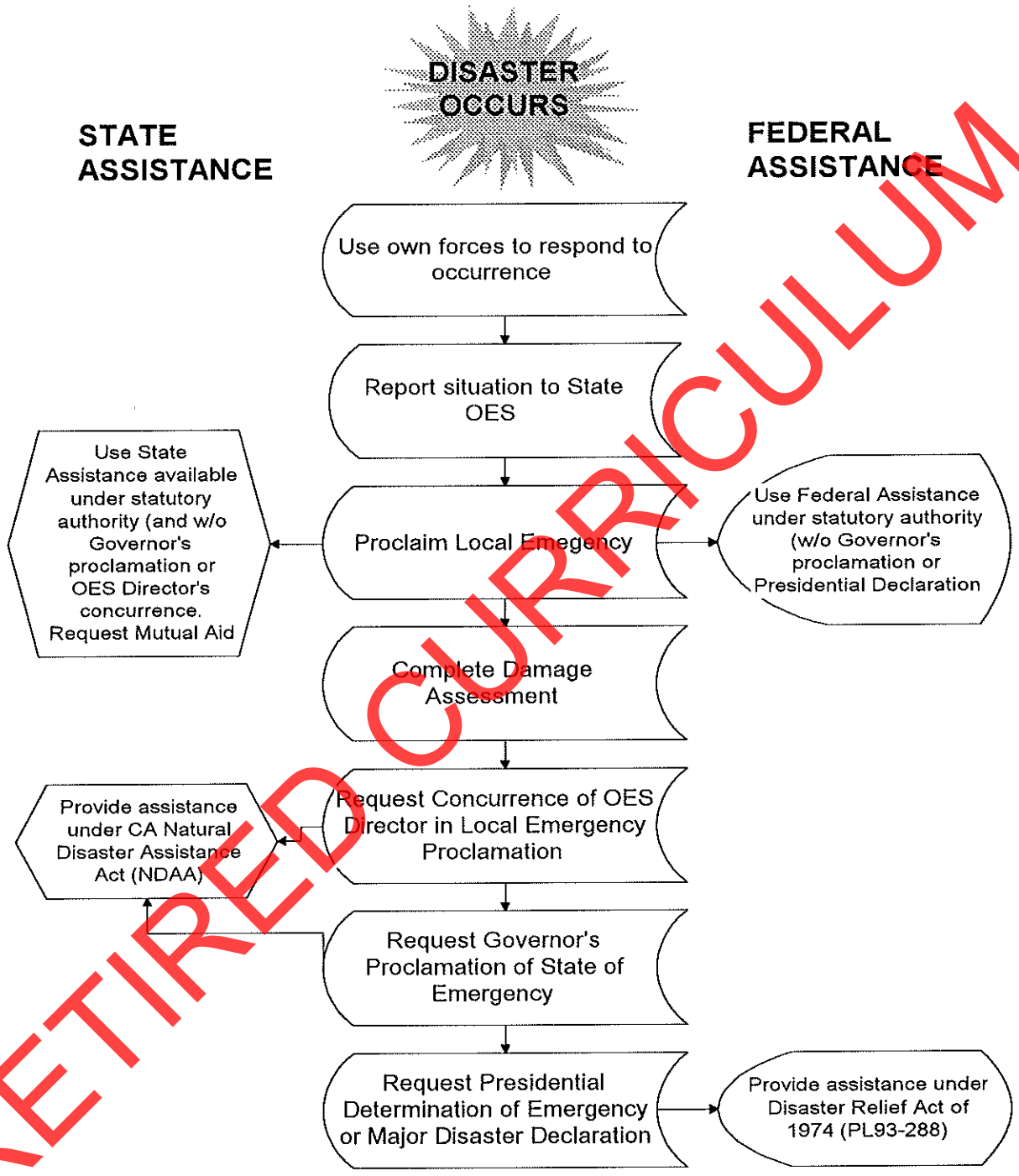

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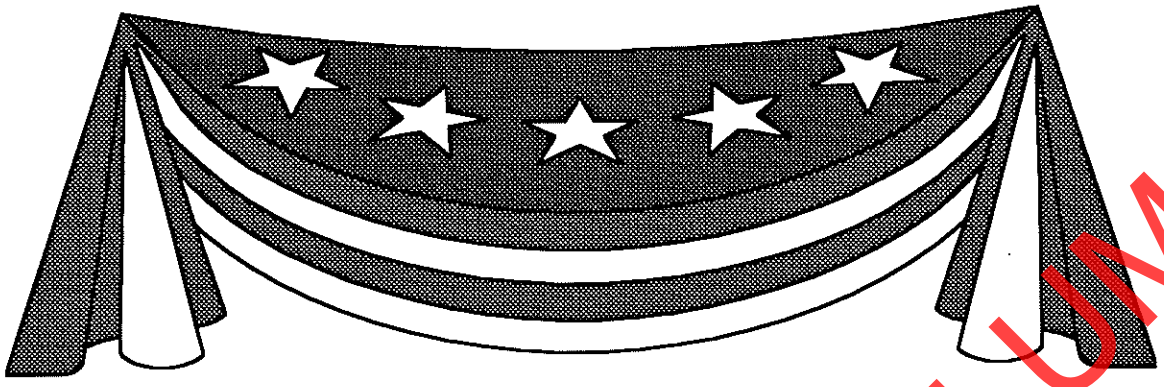


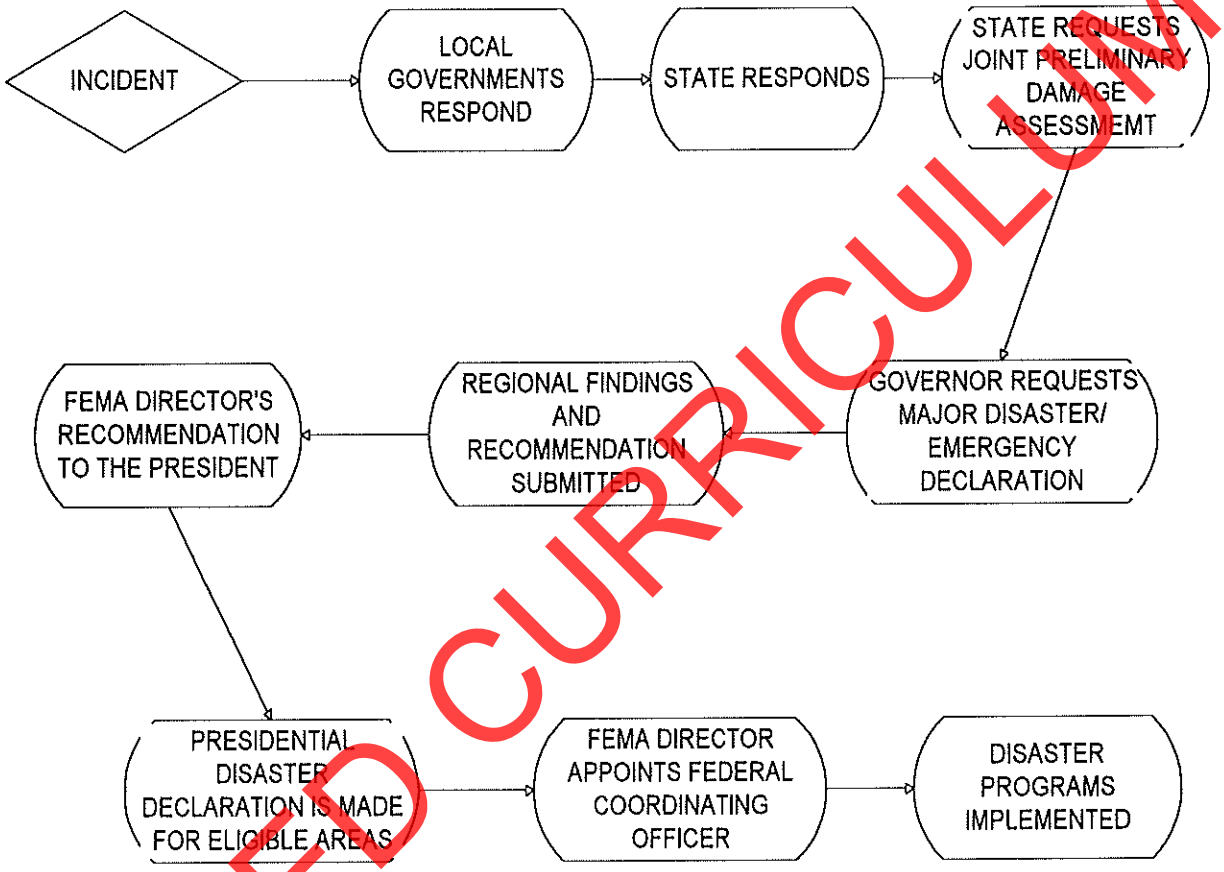
MAJOR DISASTER

Federal Declaration

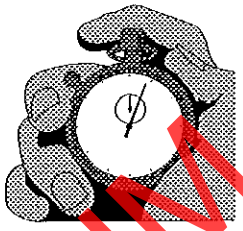
A "major disaster" is defined
in the Disaster Relief Act of 1974
(Public Law 93-288)
in any part of the United States which,
in the determination of the President,
causes damage of sufficient severity
and magnitude to
warrant major disaster assistance
above and beyond emergency services
by the federal government to **supplement**
the efforts and available resources of
the state, local governments, and
private relief organizations
in alleviating the damage, loss, hardship, or
suffering caused by a disaster.

RETIRED CURRICULUM

DISASTER / EMERGENCY EVENT FLOW CHART



RETIRED CURRICULUM



R E S O U R C E S

⇒ **INFORMATION**

⇒ **MONEY**

⇒ **PERSONNEL**

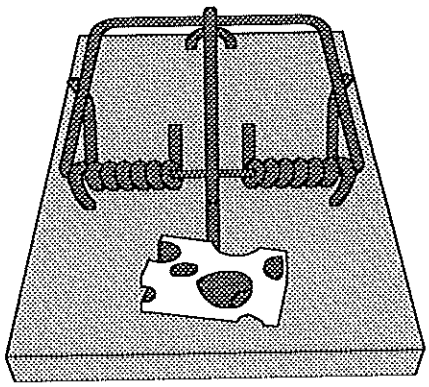
⇒ **PHYSICAL SPACE**

⇒ **EQUIPMENT**

RETIRED CURRICULUM

TO OBTAIN A RESOURCE :

- **Who** to contact, business and non-business hours (who can operate or use; license or labor union obligations)
- **What** to do to ensure the resource is available (is there a specific plan of operation)
- **Where** to find this resource (procedures to follow)
- **When** can it arrive or be delivered (response capability)
- **How** will it be used (priorities established)



RETIRED CURRICULUM

INFORMATION NEEDED BEFORE A DISASTER

- ◇ Location of Resources
- ◇ How to properly access
- ◇ Reciprocal agreements
- ◇ Training availability
- ◇ Legislation and pending legislative matters
- ◇ Types of hazards
- ◇ Anticipated outcome (set priorities)

- ♦ Videotapes and photographs of area and facilities
- ♦ Inventory of facilities
- ♦ Alternate suppliers
- ♦ Internal communications (briefings, meetings, letters)
- ♦ Policy on "if" and "when" employees return to work
- ♦ Counseling (immediate and follow-up)

- ◇ Procedures:
  - to expedite procurement process
  - how to pay suppliers and employees
  - knowledge of forms and steps to take

- ♦ Define
  - ° objectives
  - ° needs
  - ° schedules
  - ° priorities

- ◇ Design streamlined processes
  - approval and decision-making
  - permit application
  - remove time wasters, roadblocks

RETIRED CURRICULUM

INDIVIDUAL ASSISTANCE

Provides help to
individuals and families
coordination of aid to businesses,
including farmers.

Disaster Application Centers (DACs)
make it easier for disaster victims
to obtain individual assistance,
the Federal Coordination Officer establishes
one or more in affected communities.

RETIRED CURRICULUM

PUBLIC ASSISTANCE

Provides funding and technical expertise to aid local and state governments
and certain private, non-profit organizations to repair essential facilities
(AKA "civil or public works" assistance.)

Provides federal aid to repair damaged or destroyed facilities essential to the overall integrity of the affected political jurisdiction and to protect public health, safety and welfare.

Includes repairs to roads, bridges, parks, city halls, public libraries, publicly held hospitals and utilities, and other facilities.
It can also be used to clear debris.

A Governor's request may seek individual assistance, public assistance, or both.

RETIRED CURRICULUM

EXERCISE

"An activity designed to **promote** emergency preparedness, **test or evaluate** emergency operations, policies, plans, procedures or management duties; and **demonstrate** operational capability."

REQUIRES INPUT THAT MOTIVATES A REALISTIC PERFORMANCE BY THE EXERCISE PARTICIPANTS

RETIRED CURRICULUM

Why should a community conduct exercises?

- ☑ reveal planning weaknesses
- ☑ reveal resource gaps
- ☑ improve coordination
- ☑ clarify roles and responsibilities
- ☑ improve individual performance
- ☑ gain public recognition of the emergency management program

RETIRED CURRICULUM

ORIENTATION SEMINAR CHARACTERISTICS:

- ⊗ **low stress,**
- ⊗ **informal setting**
- ⊗ **lower level of preparatory effort**
- ⊗ **minimal attempts to simulate reality**
- ⊗ **little attention to real time**

Focus on training and familiarization with:

- ♦ **personalities in the EM system**
- ♦ **responsibilities, procedures, roles**

General Purpose

participants examine or evaluate the jurisdiction's Emergency Management **policy, procedures, plan, resolve questions on coordination, assignment of responsibilities, in a non-threatening format, under minimum stress.**

RETIRED CURRICULUM

DRILLS

- TEST A **SINGLE** EMERGENCY **RESPONSE** FUNCTION

- INVOLVE ACTUAL FIELD RESPONSE

EFFECTIVENESS LIES IN FOCUS ON A

SINGLE, OR RELATIVELY LIMITED, PORTION OF THE OVERALL RESPONSE SYSTEM

TO EVALUATE AND IMPROVE IT

RETIRED CURRICULUM

TABLETOP EXERCISE

⌘

Actions taken and discussion based on a described emergency situation *plus* a series of messages to participants

Practice problems-solving for emergency situations

Ongoing discussion and critique of appropriateness of actions taken and decisions made

Participants practice a coordinated, effective response

Permits breaks before new messages delivered to discuss proper response

Involves policy and/or coordination personnel

RETIRED CURRICULUM

FUNCTIONAL EXERCISE

Simulation of an emergency that includes:

- description of the situation (narrative)
- a MSEL (master sequence of events list)
- a timed sequence of messages;
- and communication between players and simulators.

EOC members practice a coordinated, effective response in a time-pressured realistic emergency simulation

Individual and system performance is evaluated

Involves policy and coordination personnel

RETIRED CURRICULUM

Full-Scale Exercise

- adds a field component that interacts with a functional exercise, includes prescripted messages of simulated events
- tests the deployment of a seldom used resource
- should involve policy, coordination, operations, and field personnel.

RETIRED CURRICULUM

FIVE ELEMENTS OF AN EXERCISE PROGRAM

ORIENTATION SEMINAR

DRILL

TABLETOP EXERCISE

FUNCTIONAL EXERCISE

FULL-SCALE EXERCISE

RETIRED CURRICULUM

ESSENTIAL PARTS OF AN EMERGENCY MANAGEMENT PROGRAM :

- COMMITMENT FROM OFFICIALS
- FAMILIARITY WITH TECHNIQUES
- MOTIVATION AMONG PERSONNEL
- OPERATING SKILLS
- CONFIDENCE IN RESULTS
- POSITIVE ANTICIPATION OF THE NEXT EXERCISE

RETIRED CURRICULUM

SHELTERING FUNCTION

Tasks to be Performed:	*Responsibility of:*
Clothing	American Red Cross Church Groups Support Groups
Communications	Fire Services Law Enforcement RACES ARES
Facility Management	Recreation Department American Red Cross Private Owner
Feeding	Community Services American Red Cross
Mental Health	County Health Services Hospitals Health Specialty Centers Mental Health Association

RETIRED CURRICULUM

PURPOSE OF

ORIENTATION SEMINAR

EXAMINE AND EVALUATE

POLICY
PROCEDURES
PLAN

RESOLVE QUESTIONS ON

COORDINATION AND
ASSIGNMENT OF RESPONSIBILITIES

IN A NON THREATENING ENVIRONMENT

RETIRED CURRICULUM

ORIENTATION SEMINAR ELEMENTS

- low stress
- informal setting
- lower level of preparation required
- minimal attempts to simulate reality
- little attention to real time

ORIENTATION SEMINAR FOCUS is on:

- training and familiarization with personalities in emergency management organization
- responsibilities
- procedures
- roles

RETIRED CURRICULUM

RETIRED CURRICULUM

SHELTERING FUNCTION SCHEDULE

Tasks to be Performed:	*Responsibility of:*	*Orientation Seminar*
Clothing	American Red Cross Church Groups Support Groups	[date to be held]
Communications	Fire Services Law Enforcement RACES ARES	
Facility Management	Recreation Department American Red Cross Private Owner	
Feeding	Community Services American Red Cross	
Mental Health	County Health Services Hospitals Health Specialty Centers Mental Health Association	

RETIRED CURRICULUM

SHELTERING

RESPONSIBILITIES	ORIENTATION SEMINAR	DRILL	TABLETOP EXERCISE	FUNCTIONAL EXERCISE	FULL SCALE EXERCISE
COMMUNICATIONS					
CLOTHING					
FEEDING					
FIRE SERVICES					
LAW ENFORCEMENT					
LOCATOR SERVICES					
MEDICAL FIRST AID					
MENTAL HEALTH					
SUPPLIES					

EXERCISE DEVELOPMENT FLOW

ORIENTATION SEMINARS

DRILLS

TABLE TOP

FUNCTIONAL

FULL SCALE

RETIRED CURRICULUM

TABLETOP EXERCISE

Described emergency situation *plus* a series of messages to participants

Practice problems-solving
Ongoing discussion and critique

Participants practice a coordinated, effective response

Stop Action Permitted

Involves policy — coordination personnel

RETIRED CURRICULUM

TABLETOP EXERCISE DEVELOPMENT

All participants are in one room, usually seated around a table.

The orientation seminar and the tabletop exercise are used to prepare for functional and full-scale exercises.

RETIRED CURRICULUM

The characteristics of a tabletop exercise include:

- ✧ lower stress
- ✧ less pressure than a "real time" exercise
- ✧ attempts to simulate reality in a controlled atmosphere
- ✧ provides training and role familiarization
- ✧ it can introduce and re-emphasize procedures
- ✧ produces an awareness of personalities
- ✧ and avoids embarrassment to personnel.

RETIRED CURRICULUM

TABLETOP EXERCISE

HOW DOES IT WORK ?

- Scenario is established
- Led by a facilitator
- Effectiveness is determined by feedback
- Feedback is necessary to evaluate and revise policies, plans and procedures.

RETIRED CURRICULUM

TABLETOP EXERCISE

WHAT IS IT?

Tabletop exercises test the system through simulation.

There is no utilization of equipment or deployment of resources.

All activities or actions are ***simulated.***

Participants interact through discussion

Facilitator controls and motivates the play.

RETIRED CURRICULUM

WHAT ARE THE ADVANTAGES ?

Modest commitment of time, cost and resources.

Effective method of reviewing drafted or new plans, procedures and policies.

A way to educate or acquaint personnel of their emergency responsibility.

Identifies needed resources and minor obstacles.

Prepares personnel with emergency responsibilities to work together!

RETIRED CURRICULUM

WHAT ARE THE DISADVANTAGES ?

- ☑ Exercise may lack realism.
- ☑ Does not provide a true test of the entire emergency management system.
- ☑ Provides only a superficial exercise of plans or procedures.
- ☑ Difficult to demonstrate system overload

RETIRED CURRICULUM

ROLE OF THE FACILITATOR

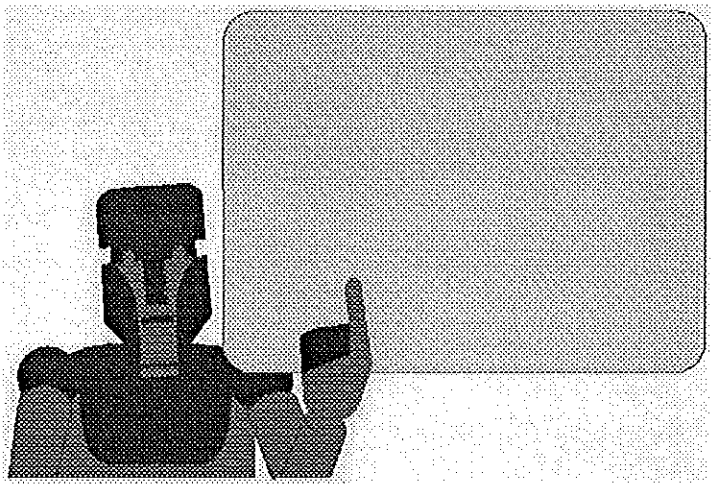
Introduces the scenario narrative and messages into play.

Controls the pace and flow of exercise.

Stimulates discussion, making sure that no one participant or department dominates the exercise.

Motivates actions

Ensures that pre-planned exercise objectives are met.



RETIRED CURRICULUM

How to Develop a Tabletop Exercise?

1. **Assess the need**
2. **Define the scope**
3. **Write a statement of purpose**
4. **Write out the objectives**
5. **Write the narrative**
6. **Write the exercise messages.**

WHAT DOES ALL THIS REALLY MEAN ?

RETIRED CURRICULUM

ASSESS THE NEED

IDENTIFY THOSE AREAS THAT NEED TO BE EXERCISED

WHICH MEMBERS OF THE STAFF SHOULD MAKE THAT IDENTIFICATION ?

Announcing:

May need to have several tabletops to meet objectives of identified needs.

RETIRED CURRICULUM

The Need for Exercises

FUNCTIONS: Are they new, recently updated, have they been exercised or used in an emergency recently?

Name of Item	New	Updated	Exercised	Used in Emergency	N/A
Basic Emergency Plan					
Plan Annex(es)					
SOP's					
Resource List					
Maps, Displays					
Reporting Requirements					
Notification Procedures					
Voluntary Organizations					
EOC/Command Center					
Warning Systems					
Damage Assessment					

RETIRED CURRICULUM

☐ Defining the Scope

Six components should be addressed:

- What are the emergency management activities?
- What agencies, departments, organizations?
- What types or kinds of personnel?
- What degree of realism is needed?
- What hazard are you preparing for?
- What geographical area or other limitation should be placed on the exercise?

RETIRED CURRICULUM

Write a Statement of Purpose

- Provide a written document that clearly and concisely tells others WHY the exercise is being conducted.

- Identify the parameters.

RETIRED CURRICULUM

Write Objectives

What is to be accomplished?

What is expected from this exercise?

What emergency actions are to be tested?

But the objectives must be
- ☑ specific
- ☑ realistic and challenging
- ☑ results oriented
- ☑ measurable.

RETIRED CURRICULUM

USE OF OBJECTIVES IN EXERCISE DESIGN

Phase	*Action*
DEVELOPMENT	Design the Exercise Based on Objectives
IMPLEMENTATION	Conduct the Exercise around the Objectives to make certain It does NOT get off track
EVALUATION	Measure and observe actions to see if they fulfill objectives
FOLLOW-UP	Re-train, re-plan, re-practice where objectives were not fulfilled

RETIRED CURRICULUM

What is WRONG with these OBJECTIVES ?

To get any of the agencies who want to improve some of their disaster operations to do better.

To identify the primary reason for slow response of ambulance units.

To improve the number of accurate messages transmitted by the police communications center.

Measurable Words

Vague = Too many interpretations:

to learn	to understand
to know	to realize
to believe	to really appreciate
to benefit	to grasp the significance of

Require specific action, fewer interpretations:

to write	to recite
to identify	to solve
to construct	to differentiate
to list	to compare
to contrast	to assemble
to inspect	to draw
to describe	to operate

Measurable objectives incorporate:

- specific actions
- completed by whom
- to what percentage
- and time limits.

RETIRED CURRICULUM

WRITE A NARRATIVE

A SHORT WRITTEN STORY THAT SETS THE SCENE FOR ALL EXERCISES

PROVIDES THE BACKGROUND INFORMATION

SHOULD SET THE MOOD AND REFLECT A SENSE OF CONCERN, URGENCY AND EXCITEMENT.

RETIRED CURRICULUM

WEATHER TERMINOLOGY

WATCH

is an alert message from the National Weather Service that a certain weather condition **MAY THREATEN** an area within the next 24 hours.

WARNING

is an alert message from the National Weather Service that a severe weather condition **EXISTS OR IS EXPECTED** to strike within the next 24 hours.

RETIRED CURRICULUM

Write Messages

Details of the exercise are transmitted through messages or problem statements.

IMPORTANT

Actions or decisions are dependent upon the quality of the message and precise time of its release.

RETIRED CURRICULUM

SUMMARY

Steps That Guide You in Developing a Tabletop Exercise

Assess the need

☐ Define the scope

Write a statement of purpose

Write out the objectives

Write the narrative

Write the exercise messages.

RETIRED CURRICULUM

PURPOSE OF A FUNCTIONAL EXERCISE

TO TEST AND EVALUATE

THE COORDINATION OF THE

EMERGENCY MANAGEMENT SYSTEM

UNDER CONDITIONS OF STRESS.

BRINGS TOGETHER INTO ONE AREA

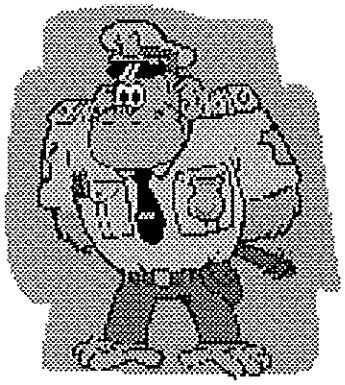
THE POLICY , COORDINATION AND

OPERATIONAL PERSONNEL.

RETIRED CURRICULUM

ROLE OF THE CONTROLLER

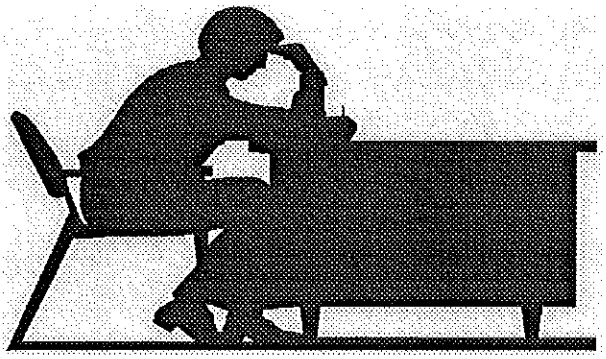
- KNOW THE SCENARIO
- COORDINATE THE FLOW, TIMING AND PATTERN OF EVENTS AND MESSAGES
- MAINTAIN THE STATUS - TRACKING SYSTEM TO RECORD SEQUENCE AND TIMING OF EVENTS AND MESSAGES
- COORDINATE ACTIVITIES AND INTERCHANGE AMONG SIMULATORS
- MONITOR COMMUNICATIONS
- RESPOND TO UNPLANNED SITUATIONS
- STOP ACTION



RETIRED CURRICULUM

ROLE OF A SIMULATOR

- ACTS OUT ALL ACTIONS, OUTSIDE EOC
- KNOWS SCENARIO AND THE AGENCY'S POLICIES, PLANS, PROCEDURES AND AVAILABLE RESOURCES
- KNOWS EACH SIMULATOR'S AREA OF RESPONSIBILITY
- REVIEWS AND PRE-PLANS EVENTS AND MESSAGES
- DEVELOPS OR HAS A SYSTEM TO TRACK PERSONNEL AND RESOURCES COMMITTED
- SENDS MESSAGES "ON TIME"
- DOES NOT OVERSTEP BOUNDARIES
- ADDS FEELING AND EMOTION TO ROLE



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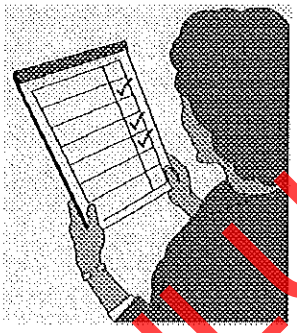
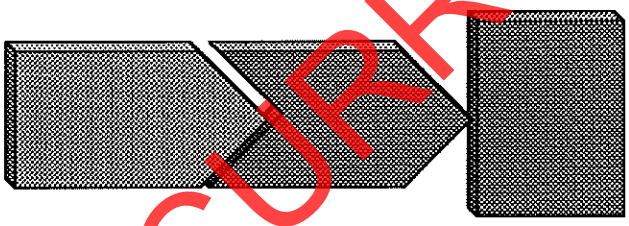


ROLE OF AN EVALUATOR

- OBSERVES THE ACTIONS AND DECISIONS
- SEES HOW PLAYERS SPECIFICALLY REACT TO THE SCENARIO AND MESSAGES
- CONTRIBUTES TO THE CRITIQUE

RETIRED CURRICULUM

SIMULATORS INTERACT WITH THE EXERCISE PARTICIPANTS TO CAUSE ACTIONS AND DECISIONS TO BE MADE



The exchange of information is made by paper, telephone and radio.

RETIRED CURRICULUM

FULL SCALE EXERCISE

TESTS THE MOVEMENT OF PERSONNEL AND RESOURCES

TESTS THE ACTUAL MOVEMENT OF WORKERS, EQUIPMENT AND RESOURCES REQUIRED TO DEMONSTRATE

COORDINATION AND RESPONSE CAPABILITIES.

RETIRED CURRICULUM

CLASS PROJECT

RETIRED CURRICULUM

CLASS PROJECT

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RETIRED CURRICULUM

Class Project
Basic Information

Class participants will be divided into working groups, determined by population size of the community which employs them. This information was received when the instructor requested student information from the class participants on the first day. On the first day of class, the instructor assigned each individual to a working group. Each working group should be no larger than ten people. The working groups shall represent a city population, such as:

100,000 persons or more	=	City of Grande
25,000 persons or more	=	City of Midtown
25,000 persons or less	=	City of Littleton

PRESENTATION TIME FRAME: Total of 30 minutes for each group to present. Questions from the City Council **will follow** and then open discussion during next 20 minutes from citizens.

ASSIGNMENT:
On the first day of class the instructor informed each working group to ensure that their "city" is prepared to manage a large-scale emergency. Information provided throughout the class will assist them in meeting those requirements.

The class participants are to prepare a presentation for the last full day of class. The presentation shall be based on an order from the City Council and the very powerful citizens' Disaster Committee that asked them to prepare for the next 12-hour operational period and to present their Incident Action Plan (IAP).

Each person in the group must prepare and coordinate their activities with the Incident Commander and other group members. Each Emergency Operations Center ICS position's tasks should be managed.

CLASS PARTICIPANTS
Students who are not presenting their Incident Action Plan will act as members of the City Council, concerned community leaders, and citizens. These role-players will be encouraged to ask questions of the presenting group. The instructor has prepared position assignment cards for specific role-players. These position assignment cards describe the position and questions that the position is interested in having answered by the city's Emergency Management organization working within the Emergency Operations Center (EOC).

RETIRED CURRICULUM

CLASS PROJECT
Incident Action Plan Considerations

Current size-up of incident
- ☐ what is going on?
- ☐ what are the critical incidents?
- ☐ who is in charge and where are they?
- ☐ what resources are available?
- ☐ what resources are assigned?
- ☐ what resources are still needed?
- ☐ have strategies been established?
- ☐ what are the strategies?
- ☐ status of facilities?
- ☐ status of vendors/suppliers?
- ☐ transportation problems?

Staffing requirements for the next 12-hours
- ☐ were priorities established?
- ☐ how were personnel assigned?
- ☐ what time frames were established for working shifts?
- ☐ essential facilities identified?
- ☐ respond - to what type of calls?

Request for Mutual Aid
- ☐ how did they access?
- ☐ who did they contact?
- ☐ how did they contact the above "who"?
- ☐ what resources were specifically requested?
- ☐ what resources are responding and when will they be here?
- ☐ who is directing/assigning incoming mutual aid resources?

Communications
- ☐ are communications adequate?
- ☐ are you getting feedback and updates from field personnel?
- ☐ are you getting redundant calls or responses?
- ☐ how are requests from citizens being verified?

Welfare
- ☐ what have you done/planned for the relief of the emergency workers?
- ☐ what is planned for the feeding of emergency workers?
- ☐ where and how are the emergency workers to rest?
- ☐ who coordinated this function?

Finance
- ☐ who is recording and tracking expenses?
- ☐ what is the damage estimate?
- ☐ who is maintaining evidence of damage and response efforts?
- ☐ what services were contracted with?
- ☐ what services have you employed without a contract?

RETIRED CURRICULUM

CITY OF _____, CALIFORNIA USA

You are employed by the (fictitious) City of _____, California USA.

The city has grown rapidly during the past few years. Present population is approximately _____.

The Rio Grande river flows through the city from north to south. There are several streams that flow out of the canyons and into the Rio Grande.

Original development was just east of the north/south freeway. Land closer to the river was often flooded during spring thaws from snow runoff. Better drainage control has minimized this in recent years.

The original development was in the downtown area. Many of the century-old buildings have been refurbished and are now intermixed with new high-rise structures, which have multi-level basements.

Development west of the river is mostly apartments, subsidized housing, shopping centers and light manufacturing.

Areas east of downtown are mostly residential, new developments spread toward the foothills. However, some new developments in the foothills have been experiencing landslides in recent months.

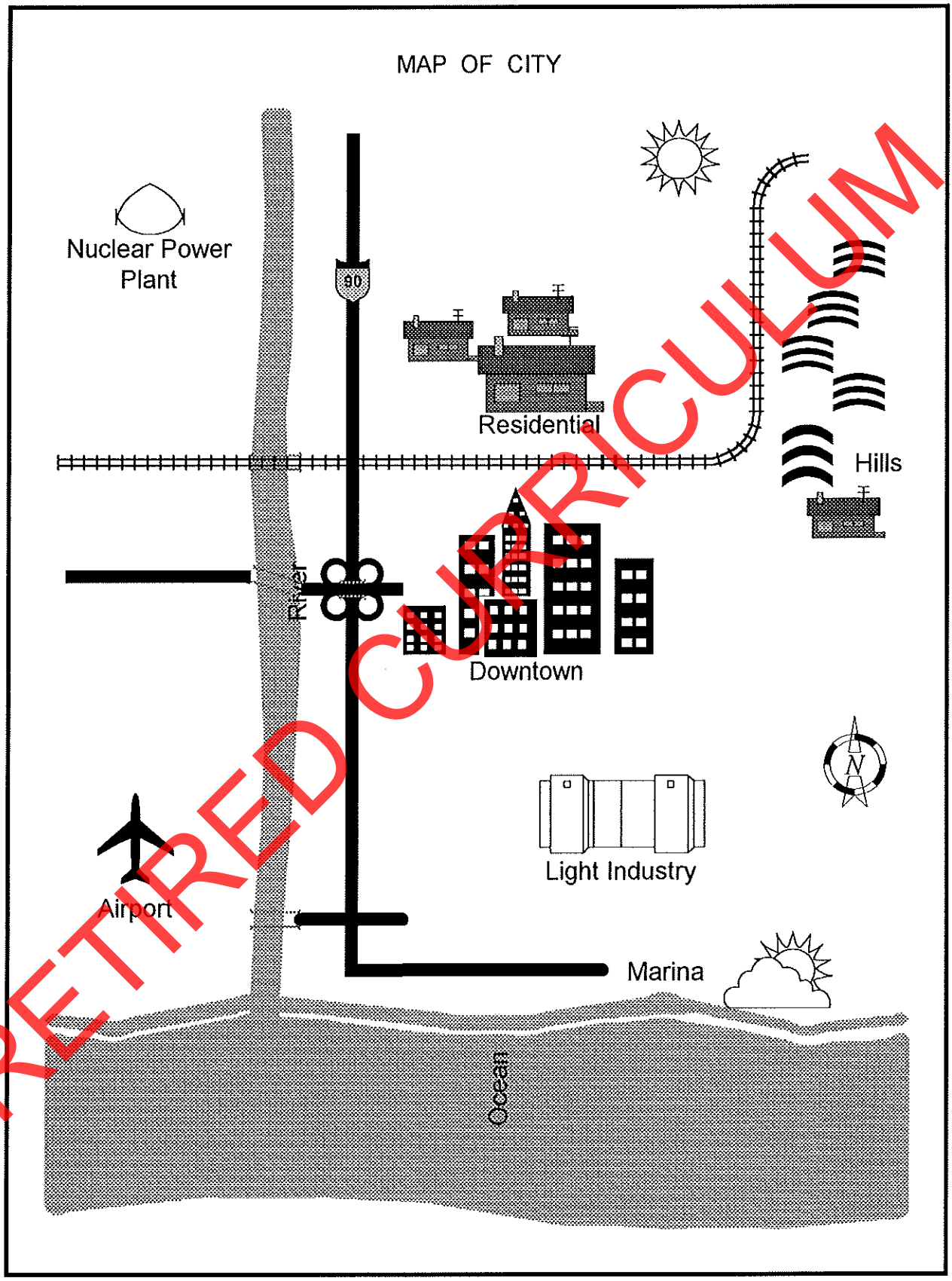
The Big Plume nuclear power plant is located northwest of the downtown area and employs approximately 1,100 people. The City of _____, the County of Big Time and the power plant successfully passed their annual inspection and drill recently conducted by the Nuclear Regulatory Commission, FEMA and State OES.

The winds are generally mild and flow in off the ocean in a northerly direction during the early morning hours, and reverse themselves in the evening hours. Some fog has been occurring in the early morning hours over the past two days. However, rain is forecast for later in the week.

The City of _____ has _____ fire station(s), a boat marina, one library, _____ hospital(s), one cemetery, and _____ police helicopter.

The Spirit of Flight Metropolitan Airport is located southwest of the downtown area and has provided a major financial influx to the city.

RETIRED CURRICULUM



RETIRED CURRICULUM

NUCLEAR POWER PLANT EMERGENCY CLASSIFICATION SYSTEM

The Nuclear Regulatory Commission (NRC) established an emergency classification system. The four stages of a nuclear power plant incident are:

Unusual Event and ***Alert***

There is little or no threat to public safety during the Unusual Event and Alert classifications. Any releases are within technical specifications set by the NRC or are a fraction of federal and state Protective Action Guides (PAGs). These classifications provide early and prompt notification of minor events which could escalate in the event of operator error or equipment failure, or which are symptomatic of a more serious condition.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. A local jurisdiction may activate their Emergency Operating Center (EOC) at the ***Alert*** level. The state authority is also notified by the utility.

Site Area Emergency

Releases at this classification are not expected to result in exposure levels exceeding the Environmental Protection Agency (EPA) Protective Action Guides (PAGs). Full mobilization of emergency personnel in the nearsite environs is indicated, as well as dispatch of monitoring teams and associated communications.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. . The state authority is also notified by the utility. The utility will also begin dose projections; recommend protective actions to local decisionmakers; provide briefings to authorities on plant conditions; and mobilize radiological monitoring teams.

The local jurisdiction may recommend protective actions for people and animals (domestic and farm); request assistance from the state; close specific facilities, parks and schools; and mobilize radiological monitoring teams. The local jurisdiction may declare a local emergency.

General Emergency

This is the most severe classification. It is based on potential reactor core melt and threat to public safety. Protective action decisions will be based on projected dose to the general population and time constraints.

The utility is required to notify local officials within 15 minutes after one of these incidents occurs. . The state authority is also notified by the utility. The utility will also begin dose projections; recommend protective actions to local decisionmakers; provide briefings to authorities on plant conditions; and mobilize radiological monitoring teams.

The local jurisdiction may recommend protective actions for people and animals (domestic and farm); evacuate and/or shelter within certain areas; request assistance from the state; close specific facilities, parks and schools; and mobilize radiological monitoring teams. The local jurisdiction may declare a local emergency and ask the state to declare a state emergency, as necessary.

RETIRED CURRICULUM

City of Grande
Memorandum

CURRENT LISTING OF RESOURCES

POLICE DEPARTMENT
Current staffing level = 234 persons
One police helicopter.

FIRE DEPARTMENT

Station Number	Engine Companies	Apparatus Truck Co.	Specialized Apparatus	Personnel
1	1500 gpm engine	100' tractor	light truck 1	7
2	1500 gpm engine		grass wagon	5
3	1250 gpm rescue engine	75' aerial scope	light truck 2	8
4	1250 gpm engine			3
5	1500 gpm engine		Battalion II	4
6	1500 gpm engine		grass wagon Battalion I	5
7	1000 gpm engine		2-crash rescue	7
			TOTAL On-duty per shift	39

PUBLIC WORKS DEPARTMENT
Current staffing level = 100 persons

HOSPITALS
Located within city limits = 3 (one is a trauma center)
An air ambulance service operates within this jurisdiction.

LIBRARY
One main library and two other locations within city limits.

RETIRED CURRICULUM

City of Midtown
Memorandum

CURRENT LISTING OF RESOURCES

POLICE DEPARTMENT
Current staffing level = 78 persons
One police helicopter is shared with an adjoining city.

FIRE DEPARTMENT

Station Number	Engine Companies	Apparatus Truck Co.	Specialized Apparatus	Personnel
1	1000 gpm engine		rescue squad Battalion 1	6
2	1250 gpm engine			3
3		1250 "Quint"		4
			TOTAL On-duty per shift	13

PUBLIC WORKS
Current staffing level = 38 persons

HOSPITALS
Located within city limits = 2
A trauma center hospital is located 20 miles away that operates an air ambulance.

RETIRED CURRICULUM

City of Littleton
Memorandum

CURRENT LISTING OF RESOURCES

POLICE DEPARTMENT
Current staffing level = 36 persons
Contract with nearby jurisdiction for one-quarter time of police helicopter.

FIRE DEPARTMENT

Station Number	Engine Companies	Apparatus Truck Co.	Specialized Apparatus	Personnel
1	1500 gpm engine		3,000 gal water tanker	6
			rescue squad	
1	1500 gpm **reserve** unit*		3,000 gal water tanker	
			TOTAL On-duty per shift	6

**Reserve fire engine staffed by complement of 21 active volunteers.*

PUBLIC WORKS DEPARTMENT
Current staffing level = 15 persons

HOSPITALS
Located within city limits = 0
The closest hospital is 20 miles away.

LIBRARY
One main library located in the downtown section.

RETIRED CURRICULUM

SCENARIO #1

At 4:45 p.m. on a Tuesday, work day, a 6.9 earthquake occurs 10 miles northeast of the City of _____.

During the first hour, reports of damage are sketchy. No deaths have been reported. Collapsed buildings have been seen by emergency workers who were able to contact the dispatch center. Fires are evident by the smoke in the sky. The telephone system is not working, however, some cellular telephones are working. Radio communications are overwhelmed by the amount of emergency traffic. The city's Emergency Operations Center has been activated.

By the third hour after the earthquake occurred, damage reports indicate that many older buildings in the downtown area have whole walls missing or have completely collapsed. Newer buildings have lost a lot of glass. There is no power. The nuclear power plant has declared an Unusual Emergency Event. Landslides have been reported blocking access to the population located in the hillsides. Ruptured gas lines have started many fires throughout the city. Many bridges and overpasses have collapsed.

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

RETIRED CURRICULUM

SCENARIO #2

At 9:45 p.m. on a Friday night, a train derailment has occurred at the most northern bend of the railroad tracks. This area consists of rolling hills and expensive homes. The first hour reports are sketchy. The manifests filed with the City of _____ state that this train would transport several known toxic chemicals that when released to the atmosphere or mixed together are known to cause serious injury and even death. No deaths have been reported. Purple and green clouds have been reported in the area. Fire is evident by the smoke in the sky. The telephone system is not working due to an earlier traffic accident in the same area, however, some cellular telephones are working. A clear report on this incident has been difficult to ascertain since radio communications are overwhelmed by the amount of emergency traffic on this Friday-full-moon-payday. The city's Emergency Operations Center was activated earlier for an earthquake drill. The City Manager has asked everyone to remain until more details are known.

The third hour after the train derailment, damage reports indicate that a large amount of toxic chemicals have been released to the atmosphere. A colorful cloud is being pushed along by the evening breeze toward the downtown area. Some citizens hearing the news reports of the "menacing cloud" have reported that they are experiencing headaches, vomiting, and nausea. Some people have arrived at their closest hospital feeling very sick. The hospitals are demanding more information. There is no power. The nuclear power plant has declared an Unusual Emergency Event. Protesters against the use and transportation of hazardous materials have quickly organized and are reported to be blocking the roads in the hillsides.

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

RETIRED CURRICULUM

SCENARIO #3

At 7:45 a.m. on a Monday morning, an unexpected flash flood occurs 50 miles north of the City of _____. The Corps of Engineers has estimated the crest of be an eight foot (8') wave, which is expected to try to travel down the river channel. Of course the river channel was built for a 50-year flood and this is considered to be a 150- to 200-year flood threat. As the waters begin to reach the city in the first hour, reports of damage are sketchy. Deaths are being reported as likely by the news media. The telephone system is not working, however, some cellular telephones are working. Radio communications are overwhelmed by the amount of emergency traffic. The city's Emergency Operations Center has been activated.

By the third hour, collapsed buildings have been seen by emergency workers who were able to contact the dispatch center. Fires are evident by the smoke in the sky. Damage reports indicate that many older buildings in the downtown area have whole walls missing or have completely collapsed. People in the newer buildings are calling for assistance to get out of the buildings and parking structures. There is no power. The nuclear power plant has declared an Unusual Emergency Event. Ruptured gas lines have started many fires throughout the city. Many bridges and overpasses have collapsed.

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

RETIRED CURRICULUM

SCENARIO #4

At 12:45 p.m. on a Tuesday afternoon, the nuclear power plant declares an "Unusual Emergency Event" (some incident out of the routine has occurred, such as a heart attack or car accident on the site; or a natural disaster may threaten the site). Fifteen minutes later it declares an "Alert" condition, actual degradation in the level of plant safety has occurred.

During the first hour, reports of damage are sketchy. Three deaths have been reported. Fires are evident by the smoke in the sky. The telephone system is not working due to their power shortage, however, the emergency telephone system with the plant is operational. Hundreds of people appear to be voluntarily leaving the city, heavy traffic is being reported. Many accidents have occurred. Grocery stores are reporting unruly crowds and demand assistance from city officials. School officials are contacting the city, should they release the children or hold them? The city's Emergency Operations Center has been activated.

By the third hour the power plant has moved from a "Site Area Emergency" (actual or probably failure of system needed for protection of the public) into a "General Emergency" condition (potential exists for a large radioactivity release). There is no power. Requests for more information are overwhelming the dispatch centers.

RETIRED CURRICULUM

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

SCENARIO #5

At 11:45 a.m. on a Thursday morning, a large commercial aircraft has made a crash landing near the Spirit of Flight Metropolitan Airport.

First reports of damage and injuries are sketchy. No deaths have been reported. Collapsed buildings have been seen by emergency workers who were able to contact the dispatch center. Fires are evident by the smoke in the sky. Radio communications are overwhelmed by the amount of emergency traffic. The city's Emergency Operations Center has been activated.

The third hour after the airplane crash, damage reports indicate that many of the light industrial buildings, northeast of the airport, have completely collapsed or received large pieces of fuselage through their roofs. Many injured persons are located there and several persons are reported dead. There appears to be no power in that are. Fires are reported. The bridge connecting the airport and the light industrial areas has collapsed.

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

RETIRED CURRICULUM

SCENARIO #6

At 3:00 a.m. on a Tuesday morning, a severe freezing condition totally encompasses the City of _____.

During the first hour, reports of damage are sketchy. No deaths have been reported. Many traffic accidents have been seen by emergency workers who were able to contact the dispatch center. Some fires were started in abandoned buildings downtown due to the extremely cold weather. Smoke is in the sky. The telephone system is no working, however, some cellular telephones are working. Radio communications are overwhelmed by the amount of requests for help and responding emergency traffic. The city's Emergency Operations Center has been activated.

By the third hour, several deaths have been reported from portable heating devices and other fires caused by people trying to light their gas furnaces. Some older buildings in the downtown area have lost their ability to heat, these buildings house many senior citizens. Due to the extreme temperature change, some of the newer buildings have lost a lot of glass. There is no power. The nuclear power plant has declared an Unusual Emergency Event. Due to frozen roads, the transportation corridors of the city are not passable to the general public. Requests for food, water, and medical assistance are flooding the dispatch centers. Ruptured gas lines have started many fires in the industrial area of the city. High winds and continued cold temperatures are predicted.

ASSIGNMENT

Using Incident Command System terminology, develop the city's Incident Action Plan (IAP) for the next 12-hour period.

Prepare your report as you would present a briefing to the City Council and concerned community leaders. Each person in your group must contribute to the IAP presentation, each Section Chief should cover their responsibilities and related activities. Be prepared to answer inquiries from the City Council and community leaders.

Prepare your presentation on flip chart paper, overhead transparency sheets, or any other media readily available and easily visible to your City Council members.

RETIRED CURRICULUM

ACTION PLANNING

Action planning should be used at all levels of the Standardized Emergency Management System (SEMS). The use of action plans provides designated personnel with knowledge of the objectives to be achieved and the steps required for achievement. Once objectives are determined, the operational period action plan provides a framework for establishing the necessary organization, making assignments and allocating resources to accomplish the objectives. At the incident, action plans are known as Incident Action Plans.

According to the Standardized Emergency Management System (SEMS) Guidelines, March 1995, Incident Action Plans have four main elements that should be included. There is no single format which will fit all situations. Several Incident Command System (ICS) forms are appropriate for use in Incident Action Plans.

- Statement of Objectives — statement of what is expected to be achieved. Objectives must be measurable.

- Organization — describes what elements of the ICS organization will be in place for the next operational period.

- Tactics and Assignments — describes tactics and control operations, and what resources will be assigned. Resource assignments are often done by Division or Group.

- Supporting Material — examples could include a map of incident, a communications plan, medical plan, the traffic plan, weather data, special precautions, a safety message, and so forth.

Organizational Levels

SEMS regulations describe five organizational response levels. These levels are:

- field
  - local government
    - operational area
      - region
        - state.

RETIRED CURRICULUM

CLASS PROJECT

continued

Within SEMS, EOCs are operated at Local Government, Operational Area, Region and State Levels. The five primary SEMS functions of Management, Operations, Planning/Intelligence, Logistics and Finance/Administration are found at each level. The duties and responsibilities for these functions at each EOC level have many similarities.

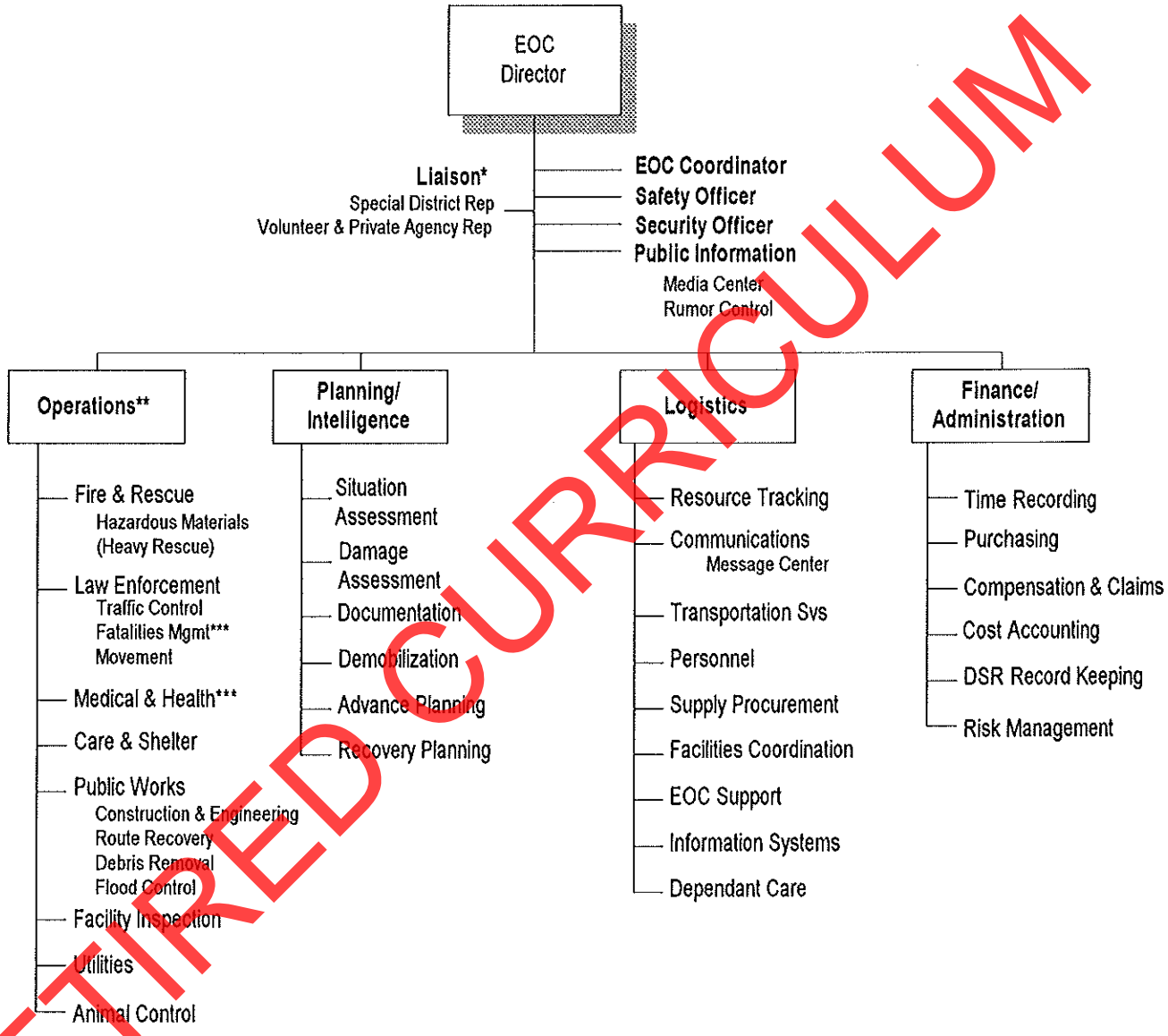
The following section provides descriptions of the responsibility for each of the five primary functions which are generally applicable to any EOC level. Also included are sample checklists for a variety of other positions, generally required to fulfill your EOC obligations. These checklists are only samples and should be augmented and modified as appropriate when applied at any SEMS level.

EMERGENCY OPERATIONS CENTER

POSITION DESCRIPTIONS

RETIRED CURRICULUM

CLASS PROJECT
EOC ORGANIZATION



RETIRED CURRICULUM

* May be organized as a section or branch.
** If all elements are activated, a deputy will be appointed to provide a manageable span of control.
*** Normally coordinated by county, but a local coordinator may be designated if needed.
( ) Indicates functions coordinated by the branch but not organized as a distinct group or unit within the branch.

EMERGENCY OPERATIONS CENTER

CITY COUNCIL

Position Responsibility: Serves as a liaison with general public and other jurisdictional elected officials.

Emergency Actions:

- ☐ Serve as Disaster Council representative
- ☐ Conduct City Council meeting to declare or ratify Declaration of Local Emergency (ratification within seven days)
- ☐ Conduct public briefings based on information released from the Public Information Officer
- ☐ Meet with local and national dignitaries that may visit the emergency site(s)
- ☐ Serve as a political bridge between city staff and other elected officials
- ☐ Monitor incident activities
- ☐ Maintain a written log of all significant events and activities.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

EOC DIRECTOR

Position Responsibility: Overall command, coordination and management of incident activities, including development, implementation and review of strategic decisions (Incident Action Plan).

The City Manager by City Ordinance is the EOC Director. The EOC Director shall be supported by all jurisdictional departments and divisions.

Emergency Actions:

- ☐ Assume command, don identification vest and READ ENTIRE CHECKLIST
- ☐ Determine appropriate level of EOC activation based on situation as known
- ☐ Respond immediately to EOC site and determine operational status
- ☐ Mobilize appropriate personnel for initial activation of EOC; issue appropriate vests and checklists; give assignments/missions; and brief as necessary.
- ☐ Establish liaison and communications with assisting agencies
- ☐ Jointly assess incident situations and identify needed protective action missions including:
  - ☐ Rescue
  - ☐ Medical Aid
  - ☐ Evacuation
  - ☐ Sheltering
  - ☐ Security
  - ☐ Containment
  - ☐ Public Information & Warning
  - ☐ Fire Suppression
  - ☐ Other
- ☐ Jointly assess available resources and request assistance as needed
- ☐ Ensure that field agency representatives have been assigned to other facilities as necessary
- ☐ Ensure that telephone and/or radio communications with other facilities are established and tested
- ☐ Confirm the delegation of authority as required from the agency administrator. Obtain any guidance or direction as necessary
- ☐ Develop, approve and implement a consolidate Incident Action Plan (IAP) including: assessment of situation; definition of problem; establishment of priorities; evaluation on evacuation; estimate of incident duration
- ☐ Monitor, coordinate and manage all incident activities
- ☐ Confer with Operations Section Coordinator and other general staff to determine what representation is needed at the EOC from other agencies
- ☐ Determine need, and establish if necessary, a deputy director position

RETIRED CURRICULUM

EOC DIRECTOR Checklist continued

- ☐ Schedule the first planning meeting. Request or give periodic progress reports and briefings
- ☐ Revise Incident Action Plan (IAP) as needed
- ☐ Approve requests for additional personnel, equipment and resources
- ☐ Establish and maintain contacts with adjacent jurisdictions/agencies and with other organizational levels, as appropriate
- ☐ Monitor section level activities to assure that all appropriate actions are being taken
- ☐ Authorize release of information to news media and general public
- ☐ Notify relief of complete and current incident status before releasing assignment
- ☐ Approve plan for demobilization, and release incident personnel, equipment and resources (prepare to assist other jurisdictions if disaster is region wide)
- ☐ Deactivate the EOC and close out logs when emergency situation no longer requires activation
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation
- ☐ Collect all pertinent reports/logs and forward to city Emergency Services
- ☐ Be prepared to provide input to the after-action report.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

PUBLIC INFORMATION OFFICER

Position Responsibility: Formulate and release accurate and complete information about the incident to news media, the general public, and other appropriate agencies — only after it has been approved by the EOC Director. Responsible for public information, health and safety instructions, rumor control and media relations.

The city's Public Information Officer is a member of the Command Section.

Emergency Actions:

- ☐ Check in and establish communications with the EOC Director
- ☐ Obtain briefing and receive assignment
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Activate, organize, and brief staff as necessary
- ☐ Meet with Communications Unit Coordinator
  - ☐ Obtain briefing regarding on-site and external communications capabilities and restrictions
  - ☐ Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
- ☐ Set up an area designated only for news media (information center) and control their activity in this area
- ☐ Contact news media personnel and maintain communications link
- ☐ Assemble and prepare information for Emergency Broadcast System (EBS) and press release messages (use sample EBS messages from Emergency Plan)
- ☐ Establish liaison with local, county and state agencies for uniformity of all message released to the news media and general public
- ☐ Prepare and coordinate with EOC Director and Operations Section on "evacuation messages" to be released, when necessary
- ☐ Obtain approval from IC for release of all messages to news media or the general public
- ☐ Transmit messages to news media and display a copy in EOC
- ☐ Provide trained escorts to accompany news media representative and VIPs
- ☐ Establish "rumor control or information" function, develop a means for identifying false or erroneous information. Develop procedure to be used to squelch such information.
- ☐ Monitor radio and television transmissions
- ☐ Attend necessary meetings to update information
- ☐ Coordinate with the Situation Status Unit and define areas of special interest for public information, and health and safety instructions. Identify means for securing the information as it is developed.

RETIRED CURRICULUM

PUBLIC INFORMATION OFFICER continued

- ☐ Arrange meetings with City Council and/or incident personnel and news media, when requested.
- ☐ Develop a news briefing schedule. Arrange for preparation of briefing materials as required.
- ☐ Obtain, process and summarize information received in a form usable in presentations
- ☐ Prepare post incident releases and/or summary information for use by the news media
- ☐ Maintain a hard copy of EBS and other press messages released
- ☐ Maintain unit log including operations times, significant events, equipment purchased and names of personnel on specific units/areas
- ☐ Determine 24-hour staffing requirements and request additional personnel as required
- ☐ Notify relief personnel of current emergency/information status
- ☐ When ordered, secure operations and forward all necessary messages, reports and logs to the EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

LIAISON OFFICER

Position Responsibility: Contact, communicate and coordinate with assisting and cooperating agency/jurisdictional representatives outside of city government. These include coordinating agency representatives assigned to the EOC as well as handling requests from other agencies for sending liaison personnel to other EOCs. This position is a member of the Command Section.

Emergency Actions:

- ☐ Check in and establish communications with the EOC Director
- ☐ Obtain briefing and receive assignment
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Activate, organize and brief staff as necessary
- ☐ Meet with Communications Unit Coordinator
  - ☐ Obtain briefing regarding on-site and external communications capabilities and restrictions
  - ☐ Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
- ☐ Identify assisting agency/jurisdictional representatives and establish communications and coordination
- ☐ Provide point-of-contact for assisting agency/jurisdictional representatives
- ☐ Contact all on-site agency representatives, ensure that they:
  - ☐ have signed into the EOC
  - ☐ understand their assigned function
  - ☐ know their work location
  - ☐ understand EOC organization and floor plan (provide both)
- ☐ Compile list of agency representatives (name, agency, EOC telephone number) and make list available to all Section and Branch coordinators
- ☐ Maintain continual communication links between assisting agency/jurisdictional representative(s) and the EOC Director
- ☐ Brief agency representative(s) on current situation, priorities and action plan
- ☐ Respond to requests for inter organizational contacts
- ☐ Monitor emergency situations and involvement of each agency/jurisdiction
- ☐ Monitor incident operations and identify inter organizational coordination problems
- ☐ Coordinate requests for mutual aid except for fire and law agencies
- ☐ Maintain unit log, including operation times, significant events, equipment purchased and names of personnel. Deactivate and close out logs when authorized by the EOC Director.
- ☐ When ordered, secure operations and forward all necessary reports/log to EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

SAFETY OFFICER

Position Responsibility: Monitors and assesses hazardous and unsafe situations to assure incident personnel safety in all facilities used in support of EOC operations. Stop or modify all unsafe operations.

The city's Safety Officer is a member of the Command Section.

Emergency Actions:

- ☐ Check in and establish communications with the EOC Director
- ☐ Obtain briefing and receive assignment
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
  - ☐ Assign personnel to monitor specific locations as necessary
  - ☐ Advise EOC Security Office of your function; secure information regarding emergency conditions
- ☐ Participate in planning meetings
- ☐ Develop measures to assure safety of all incident personnel
- ☐ Monitor and assess hazardous and unsafe situations
- ☐ Evaluate conditions and advise the EOC Director any conditions and actions which might result in liability (i.e., oversights, improper response actions, etc.)
- ☐ For the event (which caused the EOC activation) prepare to provide guidance regarding health and safety actions that may be required following the event
- ☐ Investigate accidents and file proper claims
  - ☐ Coordinate all pertinent information with the Finance Section
- ☐ Exercise authority to stop and prevent unsafe acts
- ☐ Maintain unit log, including operation times, significant events, equipment purchased and names of personnel
- ☐ Notify relief personnel of current emergency/safety status
- ☐ Deactivate the Safety Officer position and close out logs when authorized by the EOC Director. Be prepared to provide input to the after action report.
- ☐ When ordered, secure operations and forward all necessary reports/log to EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

LEGAL OFFICER

Position Responsibility: Provide legal counsel to the City Council, EOC Director and Command Section concerning actions related to and planned for the incident. Prepare proclamations, emergency ordinances and other legal documents, as necessary.

The city's Legal Officer is a member of the Command Section.

Emergency Actions:

- ☐ Check in and establish communications with the EOC Director
- ☐ Obtain briefing and receive assignment
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
- ☐ Establish area of legal responsibility and identify potential liabilities
- ☐ Participate in planning meetings
- ☐ Prepare Declaration of Local Emergency and other pertinent documents
- ☐ Prepare necessary emergency rules and regulations and laws required for acquisition and/or control of critical resources
- ☐ Develop the necessary ordinances and regulations to provide a legal basis for evacuation and/or population control (i.e., price gouging, curfew, etc.)
- ☐ Commence such civil and criminal proceedings as needed to appropriately implement and enforce emergency actions
- ☐ Enforces emergency actions
- ☐ Review Incident Action Plan (IAP) and provide legal counsel to City Council, EOC Director and Command Section, as necessary
- ☐ Assist health officer in formulation of declaration of health emergency when necessary
- ☐ In coordination with Finance Section, draft and review all necessary emergency contracts, agreements, and memoranda of understanding with vendors and agencies
- ☐ Maintain unit log including operation times, significant events, equipment purchased and names of personnel on specific units/areas
- ☐ Notify relief personnel of current emergency/legal status
- ☐ When ordered, secure operations and forward all necessary messages, reports and logs to the EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

OPERATIONS SECTION COORDINATOR

Position Responsibility: Management and coordination of all tactical operations of the emergency situation consistent with the Incident Action Plan (IAP).

Emergency Actions:

- ☐ Check in and obtain briefing from EOC Director
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Activate and brief Operations Section personnel as necessary
- ☐ Participate in the preparation of the Incident Action Plan (advise on operational capabilities; make recommendations on the tactical portion of the IAP)
- ☐ Meet with Communications Unit Coordinator
  - ☐ Obtain briefing regarding on-site and external communications capabilities and restrictions
  - ☐ Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
- ☐ Determine estimated time of arrival for requested staff
- ☐ Execute the Incident Action Plan (IAP)
  - ☐ Contact, assemble and brief all supervisors
  - ☐ Review missions, assignments and activities
  - ☐ Assemble and disassemble strike teams, task forces, as necessary
  - ☐ Supervise and coordinate all incident operations
  - ☐ Monitor effectiveness of IAP (recommend modification, as necessary)
- ☐ Establish staging areas, as necessary
- ☐ Establish and maintain communication with affected areas
- ☐ Establish contact with adjacent EOCs. Determine status of Operations section at other EOCs. Determine status of any requests for assistance
- ☐ Meet with Planning Section Coordinator. Obtain and review any major incident reports. Obtain from the Planning Section additional field operational information pertinent to Operation Section
- ☐ Determine ongoing needs, request additional resources as necessary and resolve logistical problems reported
- ☐ Ascertain what resources are presently committed; coordinate with Logistics Section Coordinator
- ☐ Maintain liaison with county, state, military and federal agencies through the Liaison Officer; establish communications with agency representative(s)
- ☐ Initiate animal control measures as necessary
- ☐ Determine ongoing needs, request additional resources as necessary and resolve logistical problems reported
- ☐ Ascertain what resources are presently committed; coordinate with Logistics Section Coordinator

RETIRED CURRICULUM

OPERATIONS SECTION COORDINATOR continued

- ☐ Continually update EOC Director on unusual occurrences, status of situation and when missions are accomplished, as well as anticipated problems and recommendations
- ☐ Insure the general welfare and safety of all operational personnel
- ☐ Anticipate potential situation changes; keep up to date on situation and resources associated with Operations Section; maintain current status at all times
- ☐ Ensure that all contacts with the news media are fully coordinated with the EOC Public Information Officer
- ☐ Maintain unit log including operation times, significant events, equipment purchased and names of section personnel
- ☐ Notify relief of current emergency/operations status before release from duty
- ☐ Ensure that intelligence information is made available to the Planning/Intelligence Section
- ☐ Ensure that all fiscal and administrative requirements are coordinated through the Finance/Administration Section
- ☐ Implement demobilization of Operations Section resources in conformity with the demobilization plan
- ☐ Be prepared to provide input to the after action report
- ☐ When ordered, secure operations, and forward all reports/log to EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

FIRE & RESCUE SERVICES UNIT

Position Responsibility: Supervise and coordinate all fire service tactical operations (including rescue, suppression, containment, hazardous materials and special assistance) consistent with the Incident Action Plan (IAP).

Fire & Rescue Service Unit is a subdivision of the Operations Section.

Emergency Actions:

- ☐ Check in and establish communication with the Operations Section Coordinator
- ☐ Obtain briefing and receive assignment/mission(s); activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Attend planning meetings at the request of the Operations Section Coordinator
- ☐ Execute the mission(s) consistent with the IAP
  - ☐ Contact, assemble and brief individuals and groups as necessary
  - ☐ Review assignment and group activities
  - ☐ Assign specific tasks as necessary
  - ☐ Supervise and coordinate fire service operations
- ☐ Coordinate activities with other operational units
- ☐ Advise field Incident Commander(s) of the current plan of operations; advise upon limitations or restrictions that exist; ensure exchange of information continues
- ☐ Request mutual aid with the Operational Area Coordinator as necessary
- ☐ Establish fire services priorities based on the nature and severity of the disaster, in conformity with the IAP
- ☐ Prepare to provide assistance to other mutual aid jurisdictions when applicable
- ☐ Continually update Operations Section Coordinator regarding unusual occurrences, resources needed, status of situation an when mission(s) are accomplished
- ☐ Resolve or report logistical problems encountered by subordinates
- ☐ Establish priorities based on the nature and severity of the disaster, in conformity with the IAP
- ☐ Prepare to provide assistance to other mutual aid jurisdictions when applicable
- ☐ Insure general welfare and safety of all fire services personnel and resources
- ☐ Maintain unit log including operation time, significant events, equipment purchased and names of personnel
- ☐ Notify relief of current emergency/operations status before release from duty
- ☐ Implement demobilization of operations section resources in conformity with demobilization plan
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

LAW ENFORCEMENT UNIT

Position Responsibility: Supervise and coordinate all law enforcement tactical operations (including security, evacuation, traffic control and situation reporting) consistent with the Incident Action Plan (IAP).

Law Enforcement Unit is a subdivision of the Operations Section.

Emergency Actions:

- ☐ Check in and establish communications with the Operations Section Coordinator
- ☐ Obtain briefing and receive assignment/mission(s); activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Attend planning meetings at the request of the Operations Section Coordinator
- ☐ Execute the mission(s) consistent with the IAP
  - ☐ Contact, assemble and brief individuals and groups as necessary
  - ☐ Review assignment and group activities
  - ☐ Organize, sectorize and assign specific tasks as necessary
- ☐ Coordinate with Operations Section Coordinator on designation of necessary security/perimeter boundaries for emergency/hazardous evacuation areas
- ☐ Assist Operations Section Coordinator on designation of evacuation zones and evacuation routes
- ☐ Establish necessary perimeter and/or traffic control check points
- ☐ Provide security; enforce laws and temporary rules
- ☐ Assist the Coroner's Office in the operation of a morgue(s)
- ☐ Contact and coordinate with American Red Cross/recreation department to establish needed shelters
- ☐ Coordinate with Public Information Officer and Care & Shelter Unit on necessary evacuation messages to release to general public via EBS, public address systems or other means
- ☐ Assign staff to the Transportation Services Unit of the Logistics Section
- ☐ Coordinate notification of evacuation with other law enforcement agencies
- ☐ Assign necessary patrols to verify evacuation, assist carless population, prevent looting, and/or provide situation reports/damage information
- ☐ Resolve or report logistical problems encountered by subordinates
- ☐ Notify relief of current emergency/operations status before release from duty
- ☐ Implement demobilization of operations section resources in conformity with demobilization plan
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

PUBLIC WORKS UNIT

Position Responsibility: Provide services to reduce damage, restore essential services and assist in heavy rescue operations.

Public Works Unit is a subdivision of the Operations Section.

Emergency Actions:

- ☐ Check in and establish communication with the Operations Section Coordinator
- ☐ Obtain briefing and receive assignment/mission(s); activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Attend planning meetings at the request of the Operations Section Coordinator
- ☐ Establish priorities based on the nature and severity of the disaster, in conformity with the Incident Action Plan (IAP)
- ☐ Provide emergency power; restore, maintain and operate essential services
- ☐ Supply water for emergency operations (through liaisons)
- ☐ Provide assistance in heavy rescue operations
- ☐ Coordinate and assist with debris removal
- ☐ Consult with other Operations Section units to assess the situation and determine need for resources
- ☐ Inventory the status of essential city services (water system, sewer system, roads and streets, bridges, overpasses and pedestrian walkways; damaged and unsafe government buildings)
- ☐ Provide updated information on road availability and closures to the Planning Section and the EOC Public Information Officer
- ☐ Establish contact and maintain relationship with utility companies; establish priority list for re-establishing services
- ☐ Provide for necessary countermeasure activities (flooding, firefighting, reservoir check, containment assistance) within safety and resource constraints
- ☐ Provide for necessary recovery operations (i.e., clean-up, debris removal, road repairs, structure inspection, damage assessment)
- ☐ Restore, maintain and operate essential facilities; construct emergency facilities
- ☐ Request mutual aid as needed; enlist private contractors and public utilities
- ☐ Resolve or report logistical problems encountered by subordinates; insure general welfare and safety of all public works personnel and resources
- ☐ Maintain unit log including operation time, significant events, equipment purchased and names of personnel
- ☐ Notify relief of current emergency/operations status before release from duty
- ☐ Implement demobilization of resources in conformity with demobilization plan
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

CARE AND SHELTER UNIT

Position Responsibility: Provide temporary shelter, feeding and registration of impacted persons.

Care and Shelter Unit is a subdivision of the Operations Section.

Emergency Actions:

- ☐ Check in and establish communication with the Operations Section Coordinator
- ☐ Obtain briefing and receive assignment/mission(s); activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Attend planning meetings at the request of the Operations Section Coordinator
- ☐ Establish priorities based on the nature and severity of the disaster, in conformity with the Incident Action Plan (IAP)
- ☐ Initiate a recall of Recreation Department and Community Services personnel, and the American Red Cross as necessary
- ☐ Verify shelter locations and availability; determine shelter locations needed
- ☐ Provide alternative communication to link facilities with the EOC
- ☐ Evacuate and relocate any facilities which become endangered
- ☐ Assist in the evacuation of institutionalized persons in threatened areas
- ☐ Request necessary food, supplies, equipment and other items to operate mass care and shelter facilities
- ☐ Ensure that a building inspector checks each facility used to shelter persons
- ☐ Activate registration and inquiry system and message board, in coordination with American Red Cross
- ☐ Maintain liaison with EOC Public Information Officer on current conditions
- ☐ Request assistance from the Operational Area and regional care service centers
- ☐ Notify volunteer agencies of support required; arrange for crisis counseling
- ☐ Provide for reception and placement of all volunteer agencies
- ☐ Provide special services as required for the care of unaccompanied children, the aged, and the handicapped (and pets); coordinate with County Health
- ☐ Notify the Post office to divert incoming mail to appropriate relocation areas
- ☐ Resolve or report logistical problems encountered by subordinates; insure general welfare and safety of all Care and Shelter personnel and resources
- ☐ Maintain unit log including operation time, significant events, equipment purchased and names of personnel
- ☐ Notify relief of current emergency/operations status before release of duty
- ☐ Implement demobilization of resources in conformity with demobilization plan
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

MEDICAL & HEALTH UNIT

Position Responsibility: Monitor and coordinate all tactical operations triage, treatment, transportation, decontamination and morgue to provide the best patient care possible consistent with the Incident Action Plan (IAP).

Medical Services Unit is a subdivision of the Operations Section.

Emergency Actions:

- ☐ Check I and establish communication with the Operations Section Coordinator
- ☐ Obtain briefing and receive assignment/mission(s)
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Determine level of emergency medical activities performed prior to activation of medical services
- ☐ Attend planning meetings at the request of the Operations Section Coordinator
- ☐ Execute the mission(s) consistent with the IAP
  - ☐ Contact, assemble and brief individuals and reorganize medical units as necessary
  - ☐ Review assignment and group activities
  - ☐ Assign specific tasks as necessary
  - ☐ Supervise and coordinate medical service operations
- ☐ Coordinate location of triage, treatment, transportation, decontamination and morgue areas with supervisors
- ☐ Establish locations for casualty collection points as necessary, and insure adequate procurement of supplies and medical personnel at these sites
- ☐ Insure that all treatment areas are NOT located in a hazardous area
- ☐ Prepare procedures for major medical emergency
- ☐ Inform Operations Section Coordinator on number of patients/status and need for morgue
- ☐ Insure proper medical care procedures are followed
- ☐ Contact and coordinate with medical facilities receiving patients; coordinate activities with other emergency medical providers
- ☐ Coordinate activities with other operational leaders
- ☐ Continually update Operations Section Coordinator regarding unusual occurrences, resources needed, status of situation and when mission(s) are accomplished
- ☐ Resolve or report logistical problems encountered by subordinates; insure general welfare and safety of all medical services personnel and resources
- ☐ Maintain unit log including operation time, significant events, equipment purchased and names of personnel
- ☐ Notify relief of current emergency/operations status before release of duty
- ☐ Implement demobilization of resources in conformity with demobilization plan
- ☐ When ordered, secure operations, and forward all reports/log to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

PLANNING/INTELLIGENCE SECTION COORDINATOR

Position Responsibility: Collect, analyze, evaluate, display and disseminate information about the incident situation and status of resources; prepare strategies for Incident Action Plan (IAP); and manage the Planning/Intelligence Section.

Emergency Actions:

- ☐ Check in and obtain briefing from EOC Director
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Organize, activate, brief and manage Planning/Intelligence Section as necessary
  - ☐ Situation Unit
  - ☐ Damage Assessment Unit
  - ☐ Visual Display Unit
  - ☐ Documents Unit
  - ☐ Radiological Defense Unit
- ☐ Meet with Communications Unit Coordinator
  - ☐ Obtain briefing regarding on-site and external communications capabilities and restrictions
  - ☐ Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
- ☐ Screen incoming damage and casualty information and ensure that pertinent data is posted to status boards, maps or similar records
- ☐ Gather complete intelligence regarding the incident situation, damage/safety assessment, and maintain status of all emergency resources
- ☐ Evaluate preliminary disaster information; determine the extent of damage and estimate the amount of resources required to support the emergency operations
- ☐ Provide periodic status summaries/briefings on incident situation
- ☐ Contact other adjacent EOCs, determine status of Planning/Intelligence Section at those EOCs, obtain and review status and major incident reports
- ☐ Compile and display incident and resource status summary information
- ☐ Advise general staff of any significant changes in incident status
- ☐ Provide Geographic Information Services and other technical support services to the various organizational elements within the EOC
- ☐ Establish a weather data collection system when necessary
- ☐ Identify need for use of other specialized resource(s)
- ☐ Assist in preparation of Incident Action Plan (IAP)
- ☐ Assemble information on alternative strategies and recommendations on plan to EOC Director; render predictions and manage information
- ☐ Prepare and distribute EOC Director's orders and IAP
- ☐ Prepare recommendations to EOC Director for release of resources, including a demobilization and decontamination plan as necessary
- ☐ Insure general welfare/safety of all Planning/Intelligence Section personnel

RETIRED CURRICULUM

PLANNING/INTELLIGENCE SECTION COORDINATOR continued

- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of section personnel
- ☐ Notify relief of current emergency/planning status before release from duty
- ☐ Implement demobilization of resources in conformity with demobilization plan
- ☐ Prepare an after-action report and assist in debriefing
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

SITUATION ASSESSMENT UNIT

Position Responsibility: Collect, evaluate and display current incident situation status and information regarding the emergency. The Situation Assessment Unit is a subdivision of the Planning/Intelligence Section.

Emergency Actions:

- ☐ Check in and establish communication with the Planning/Intelligence Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
  - ☐ Damage Intelligence Groups
  - ☐ Field Observer(s)
  - ☐ Weather Observer
  - ☐ Dispatchers
- ☐ Establish contact and collect incident status information from appropriate damage intelligence groups/field observers
- ☐ Compile and display summary incident status information
  - ☐ Complete situation/incident summary forms as necessary consider these items
    - ☐ location and nature of incident
    - ☐ status of each incident (controlled, contained or out of control)
    - ☐ special hazards
    - ☐ persons injured and dead
    - ☐ property damage (estimated dollar loss)
    - ☐ city resources used
    - ☐ outside agencies assisting
    - ☐ shelters
- ☐ Maintain an inventory of available personnel, equipment, vehicles, supplies, etc.
- ☐ Participate in Planning/Intelligence Section meetings and give briefing on incident status
- ☐ Contact technical specialist as necessary to assist in evaluating incident status
- ☐ Establish weather data collection system when necessary
- ☐ Advise Planning/Intelligence Section Coordinator on any significant changes in incident status
- ☐ Supervise emergency mapping and recording operations
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/planning status before release from duty
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

DAMAGE ASSESSMENT UNIT

Position Responsibility: Coordinates an initial inspection of the entire jurisdiction; prepares the damage assessment reports.

The Damage Assessment Unit is a subdivision of the Planning/Intelligence Section.

Emergency Actions:

- ☐ Check in and establish communication with the Planning/Intelligence Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and staff damage assessment teams as necessary
- ☐ Provide for an initial and successive inspections of the entire jurisdiction; report locations of damaged structures, utilities, roads, stop lights and facilities
  - ☐ Special attention should be given to essential facilities and hazardous areas (government buildings, schools, utilities and large occupied structures)
- ☐ Prepare initial damage estimate for the jurisdiction
- ☐ Collect, record and total the type of estimated value of damage
- ☐ Inspect and post critically damaged structures for occupancy or condemnation
- ☐ Utilize mutual aid for building inspectors
- ☐ Coordinate with oil and fuel line companies on damage assessment
- ☐ Coordinate with American Red Cross on damage assessment estimates
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER
ICS DISASTER PREPAREDNESS MANAGEMENT GUIDE

DOCUMENTATION UNIT

Position Responsibility: Collect and display status of resources (personnel, equipment, apparatus, supplies, etc.). The Documentation Unit is a subdivision of the Planning/Intelligence Section.

Emergency Actions:

- ☐ Check in and establish communication with the Planning/Intelligence Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
  - ☐ Check in Recorders
  - ☐ Support Staff
  - ☐ Aides/Runners
- ☐ Establish contact and collect information on status of resources (all agency personnel/apparatus/equipment/supplies assigned or available) from:
  - ☐ Law Enforcement
  - ☐ Fire Services
  - ☐ EOC Director/Unified Command
  - ☐ Operations Section
  - ☐ Logistics Section
  - ☐ Planning/Intelligence Section
  - ☐ Finance/Administration Section
- ☐ Compile and display summary status of all resources
  - ☐ Complete appropriate resource summary forms
- ☐ Participate in Planning/Intelligence Section meetings and give briefings on status of resources as required
- ☐ Provide resource summary information in response to specific requests
- ☐ Assist with check-in function at EOC and supporting facilities
- ☐ Prepare and maintain master roster of all agency resources registered
- ☐ Prepare and maintain emergency organization chart, assignment lists and "T" card status displays as requested
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Establish and organize incident file and retain copies of all forms/messages generated for after-incident use
- ☐ Provide duplication services, photography and video services during incident
- ☐ Duplicate and distribute copies of IAP as directed
- ☐ Provide other incident documents for Planning/Intelligence Section as directed
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

LOGISTICS SECTION COORDINATOR

Position Responsibility: Manage resources which provide for personnel, equipment, facilities, services, transportation and material in support of the incident activities.

Emergency Actions:

- ☐ Check in and obtain briefing from EOC Director
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Organize, activate, brief and manage Logistics Section as necessary
- ☐ Meet with Communications Unit Coordinator
  - ☐ Obtain briefing regarding on-site and external communications capabilities and restrictions
  - ☐ Establish operating procedure with Communications Unit for use of telephone and radio systems. Make any priorities or special requests known
- ☐ Meet with Planning/Intelligence Section Coordinator to obtain information on situation
- ☐ Meet with Operations Section Coordinator, review resource needs and procedures for coordinating requests between Sections
- ☐ Meet with Finance/Administration Section Coordinator, review financial and administrative support needs and procedures. Determine level of purchasing authority to be delegated to Logistics Section
- ☐ Participate in preparation of Incident Action Plan (IAP)
- ☐ Advise on current service and support capabilities
- ☐ Prepare service and support elements of the IAP (i.e., incident communications plans, transportation services plan, etc.)
- ☐ Identify current and future service and support requirements for planned and expected operations
- ☐ Coordinate and process all requests for additional resources from Operations Section (in conformity with IAP priority protective action missions)
- ☐ Contact adjacent EOCs and determine status of logistical functions. Determine status of any requests for assistance
- ☐ Utilize resource directory to assist in locating and procuring required resources
- ☐ Provide shelter, food and transportation for all workers (including their families when necessary)
- ☐ Maintain a master list of personnel and resources available
- ☐ Maintain and care for all essential facilities
- ☐ Ensure logistical arrangements to utilize other resource groups and resources outside of heavily damaged areas
- ☐ Obtain, reproduce and disseminate updated resource inventories and other information for other Sections when necessary
- ☐ Ensure that all contacts with the media are fully coordinated with the EOC Public Information Officer

RETIRED CURRICULUM

LOGISTICS SECTION COORDINATOR continued

- ☐ Conduct periodic briefings for section personnel, ensure all elements are aware of priorities
- ☐ Brief EOC Director on major problem areas or anticipated problems with recommendations
- ☐ Recommend release of Logistics Section resources in conformity with demobilization plan
- ☐ Ensure general welfare and safety of all Logistics Section personnel
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ Be prepared to provide input to the after action report
- ☐ When ordered, secure operations, and forward all reports/logs to IC.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

SUPPLY PROCUREMENT UNIT

Position Responsibility: Provide for the ordering, storing, processing and allocation of all disaster resources and supplies. Determine status of all personnel, including volunteer forces.

The Supply Unit is a subdivision of the Logistics Section.

Emergency Actions:

- ☐ Check in and establish communication with the Logistics Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
- ☐ Determine the number and locations of personnel previously deployed
- ☐ Determine status of personnel in each department and request employees that can be utilized for more urgent assignments
- ☐ Develop a relief plan and coordinate with all Sections; personnel should be assigned to 12-hour shifts if possible
- ☐ Fill requests for personnel as needed
- ☐ Maintain a personnel resource pool
- ☐ Maintain time records on all personnel, forward to Finance/Administration Section
- ☐ Recruit and obtain additional emergency workers, including volunteers
- ☐ Order, receive, store and process all disaster related resources and supplies
- ☐ Provide for the conservation, allocation and distribution of food
- ☐ Coordinate with the Finance/Administration Section on all contact with vendors or rental companies; alert procurement personnel of emergency actions
- ☐ Stockpile, maintain, deploy and receive critical supplies and equipment
- ☐ Coordinate with other jurisdictions and private companies on sources of equipment and supplies
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

FACILITIES COORDINATION UNIT

Position Responsibility: Provide temporary relief and support to displaced evacuees, emergency workers and their families.

The Facilities Coordination Unit is a subdivision of the Logistics Section.

Emergency Actions:

- ☐ Check in and establish communication with the Logistics Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary (utilize task force, work with social services, American Red Cross and Salvation Army and others as required)
- ☐ Assess need for shelters, registration of volunteers, reception of donated commodities, etc.
- ☐ Determine potential sheltering needs
- ☐ Upon request, identify available shelter resources
- ☐ Coordinate activities to obtain
  - ☐ Housing and shelters (including managers)
  - ☐ Food, provision and preparation
  - ☐ Blankets, pillows and bedding
  - ☐ Sanitation and waste disposal, shower and washing areas
  - ☐ First aid supplies and trained personnel
  - ☐ Registration services and counseling assistance
  - ☐ Maintenance, lighting, heating and cooling
- ☐ Advise Logistics Section Coordinator upon shelter(s) activation and maintain status on facility and assigned personnel
- ☐ Determine facilities required for emergency workers (including the EOC)
- ☐ Provide other assistance as available, including
  - ☐ Mobile Food Canteen for emergency workers
  - ☐ Receive, register, organize, stockpile and distribute donated commodities like food, clothing, potable water, etc.
- ☐ Coordinate with volunteer agencies (regional and headquarters staff)
- ☐ Coordinate activities with private lodging establishments
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/facility status before release from duty
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

TRANSPORTATION SERVICES UNIT

Position Responsibility: Provide for mobilization, dispatch and coordination of private and public vehicular resources in order to assist Operations Section in evacuation, as necessary.

The Transportation Unit is a subdivision of the Logistics Section.

Emergency Actions:

- ☐ Check in and establish communication with the Logistics Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
- ☐ Augment jurisdictional resources with school district resources and other available private sector vehicles
- ☐ Participate in Logistic Section planning activities and determine need for type of and amount of transportation resources required
- ☐ Alert all private and public transportation companies (i.e., bus companies, taxi services, tour agencies, helicopter and airlines, etc.) and determine availability of buses, drivers and fuel
- ☐ Determine destination points to transport evacuees
- ☐ Establish staging areas for vehicles
- ☐ Dispatch vehicles as requested by Operations Section to assist in evacuation
- ☐ Inform buses of pickup and destination points (include maps)
- ☐ Maintain communications and coordination with resources and Operations Section
- ☐ Provide transportation for emergency workers, dependents and families of emergency workers, and elected officials as necessary
- ☐ Notify Logistics Section Coordinator when vehicles have completed their pick-up and transportation of evacuees to destination points
- ☐ Demobilize vehicular resources in accordance with demobilization plan
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ When ordered, secure operations and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

DEPENDENT CARE UNIT

Position Responsibility: Provide communications between families and emergency workers as necessary.

The Dependent Care Unit is a subdivision of the Logistics Section.

Emergency Actions:

- ☐ Check in and establish communication with the Logistics Section Coordinator
- ☐ Obtain briefing and receive assignment; activate EOC workspace
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Appoint and brief staff as necessary
- ☐ Coordinate all activities with American Red Cross and Care & Shelter Unit of Operations Section
- ☐ Coordinate the shelter, transportation, feeding and medical needs for the family members of emergency workers
- ☐ Provide shelter needs for families of emergency workers to designated relocation centers; provide transportation as needed
- ☐ Maintain a "Dependent Care Log" on the location and welfare of dependents and families of emergency workers
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/resource status before release from duty
- ☐ Be prepared to provide input to after action report
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director, through proper channels.

RETIRED CURRICULUM

EMERGENCY OPERATIONS CENTER

FINANCE/ADMINISTRATION SECTION COORDINATOR

Position Responsibility: Responsible for all financial and cost aspects of the incident; personnel and equipment time recording; incident procurement, contracts and purchase orders; legal considerations and any claims for compensation; and providing administrative support to the EOC.

Emergency Actions:

- ☐ Check in and obtain briefing from EOC Director
- ☐ Don position identification vest and READ ENTIRE DUTY CHECKLIST
- ☐ Organize, activate, brief and manage Finance/Administration Section
  - ☐ Time Recording Unit
  - ☐ Purchasing Unit
  - ☐ Compensation and Claims Unit
  - ☐ Cost Accounting Unit
  - ☐ DSR Record Keeping
  - ☐ Risk Management
- ☐ Attend planning meetings to gather information on overall strategy
- ☐ Confer with EOC Director on delegation of purchasing authority to section. Determine appropriate purchasing limits to delegate to Logistics Section
- ☐ Meet with Operations and Logistics Section Coordinators, determine financial and administrative support needs, review procedures for on-going support required from Finance/Administration Section
- ☐ Provide input in planning sessions on financial and cost analysis matters
- ☐ ASSIGN A MISSION or TRACKING NUMBER TO THE INCIDENT
- ☐ Authorize and identify emergency funding source to support emergency operation
- ☐ Determine additional finance needs, emergency activity code and resources as necessary
- ☐ Meet with assisting agency representatives providing financial assistance as required
- ☐ In coordination with Legal Officer, draft and establish for the IC a review of emergency contracts, agreements and memorandums of understanding with private vendors and agencies as necessary
- ☐ Verify all time data and deductions with private vendors or operators of equipment
- ☐ Ensure prompt notification of injuries and deaths and proper processing of necessary claims for compensation
- ☐ Ensure that all contacts with the news media are fully coordinated with the EOC Public Information Officer
- ☐ Expedite invoices, claims and applications for relief

RETIRED CURRICULUM

FINANCE/ADMINISTRATION SECTION COORDINATOR continued

- ☐ Collect all time and equipment records/unit logs for equipment/personnel assigned to the incident
- ☐ Obtain and record all cost data and prepare incident cost summaries as necessary
- ☐ Conduct periodic briefings for section personnel, ensure that all organizational elements are aware of priorities
- ☐ Brief EOC Director on major problem areas or anticipated problems with recommendations
- ☐ Recommend release of Finance/Administration Section resources in conformity with demobilization plan
- ☐ Maintain unit log including operation times, significant events, equipment purchased, and names of unit personnel
- ☐ Notify relief of current emergency/finance status before release from duty
- ☐ Be prepared to provide input to after action report
- ☐ Ensure that any open actions are assigned to the appropriate agency or element for follow-on support
- ☐ Ensure that any required forms or reports are completed prior to your release and departure
- ☐ When ordered, secure operations, and forward all reports/logs to EOC Director.

RETIRED CURRICULUM

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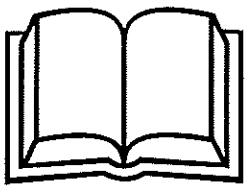

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***Recommended for future reading.**