IC or UNIFIED COMMAND
Fire, Law Enforcement,
Public Health, EMS

SAFETY
OFFICER (SOF)

LIAISON
OFFICER (LOFR)

PUBLIC INFORMATION
OFFICER (PIO)

OPERATIONS SECTION
CHIEF (OSC)

PLANNING SECTION
CHIEF (PSC)

LOGISTICS SECTION
CHIEF (LSC)

FINANCE/ADMIN SECTION
CHIEF (FSC)

Units

Units

Units

U.S. Fire Administration
Working for a fire-safe America

Course Host Guide

Planning and Setup Instructions:

USFA O-305, Type 3 All-Hazards Incident
Management Team (AHIMT) Introduction Course

October 2019

FEMA

About This Guide and the O-305 Course…

This Course Host Guide was developed to assist any department, agency, district, Non-Governmental Organization, commonwealth, private-sector business, or jurisdiction by providing guidance on how to deliver the U.S. Fire Administration (USFA) O-305, Type 3 All-Hazard Incident Management Team (AHIMT) Introduction course successfully.

Since its development in 2004, student evaluations from the 0-305 course have consistently rated it as "*the best ICS course available*" or "*one of the best ICS courses I've ever taken*." For over 15 years this course has been identified and used as the entry point onto the path for developing an AHIMT or increasing local incident management capability, and has been presented many hundreds of times throughout the United States and numerous other countries.

Although it was developed and sponsored by the USFA, you will find the course is not fire-centric, but developed specifically to reflect an All-Hazards and whole-community approach to incident management training that reflects all disciplines and all levels of government, Non-Governmental Organizations (NGOs), and the private sector.

The planning and preparation for this course are more complex than other Incident Command System (ICS) courses because of this course's interactive nature, because of multiple scenarios used during the course, and because of its focus on teams using multiple Instructors and Mentors to present. This *Guide* has been developed to help ensure that those additional complexities are identified, and that clear and concise procedures are provided to navigate successfully through the entire planning process and course presentation. The Emergency Response Support Branch of the USFA is always available to answer any questions not addressed in this *Guide*.

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Course Host Guide

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1. Introduction and Overview

Course Description, Purpose, and Goal

Course Description

This five-day course provides students with a solid foundation of the activities, processes, leadership elements, and the knowledge, skills, and abilities (KSAs) necessary to function within the framework of a Type 3 AHIMT deployed to an incident or planned event. The course is considered fast-paced, highly interactive, and challenging as the students, formed into the Command and General Staff positions on an All-Hazards Incident Management Team, navigate through multiple activities and rapidly expanding incident scenarios. The course includes a comprehensive review of the roles and responsibilities of each of the Incident Command System (ICS) Command and General Staff positions, their roles as leaders of their sections or functional areas, leadership and teambuilding, and decision-making under stress. A significant portion of time is spent explaining the Planning Process, each step within the process, the roles and responsibilities of each ICS position within the process, and the deliverables expected from them (based on their ICS position on the team) at the conclusion of each step. Multiple scenarios are used throughout the class to provide the students with opportunities to practice each step of the Planning Cycle, conduct the meetings and briefings, and produce multiple Incident Action Plans (IAPs). Two of the course days include comprehensive incident scenarios that last approximately five hours and that require the team to manage current incident management operations of a rapidly expanding incident, at the same time as planning for, and completing, an IAP for the next Operational Period.

Course Purpose and Goal

This course meets the needs of the National Incident Management System (NIMS) and the National Response Framework (NRF). The USFA O-305, Type 3 All-Hazard Incident Management Team (AHIMT) Introduction course focuses on the importance of developing and operating as a functional Type 3 AHIMT. This course will assist individual responders to perform as viable team members by:

- Learning the basic foundational KSAs necessary to perform in an ICS position on an AHIMT.
- Emphasizing the nature and purpose of a Type 3 AHIMT so that others in the community and emergency services are more willing and able to assist or participate in their local Type 3 AHIMT.
- Demonstrating the critical role that leadership an
- Demonstrating the critical role that leadership and teamwork skills play in the success of a Type 3 AHIMT.
- Providing a basic framework for building and maintaining critical interpersonal communications and working together as a team member of a Type 3 AHIMT.
- Operationalizing the components of the NIMS and NRF for use in the field.
- Offering practical experience of on-scene operations through extensive exercises and simulations that provide multiple opportunities to perform as members of a Type 3 AHIMT during simulated incidents.

Target Audience

This course is intended to be taught at the introductory level for participation on an All-Hazards Incident Management Team. Students in this course should include all interdisciplinary emergency response personnel, such as fire protection and law enforcement personnel, Emergency Medical Services (EMS) responders, staff members of departments of public works and departments of public health, emergency management, mass care, Non-Governmental Organizations (NGOs), and members of various community and tribal groups offering critical emergency response services.

The National Integration Center disciplines that are ideal include:

- Incident management.
- Mass care.
- Emergency management.
- EMS.
- Law enforcement.
- Public works.
- Education.
- Aviation.
- Search and rescue.
- Public health/Medical.
- Firefighting and hazardous materials response.
- Animal control/Veterinary.

Prerequisites

Students should have a working understanding of the ICS and the Command and General Staff positions that make up an All-Hazards Incident Management Team. The Host and Instructors should exercise some flexibility, as there may be students in the class that completed their prerequisites several years ago and have not had an opportunity to implement or practice those skills.

If a proposed student lacks one of the prerequisites, the Host and/or Lead Instructor should discuss the implications. The significant value of having a student complete this course, and the fact that this course is not frequently offered, should be weighed against the KSAs the student(s) may lack.

The prerequisites for the class are:

1. ICS-100.C: Introduction to Incident Command System.
2. ICS-200.B: ICS for Single Resources and Initial Action Incidents.
3. ICS-300: Intermediate ICS for Expanding Incidents.
4. IS-700.B: An Introduction to the National Incident Management System.
5. IS-800.C: National Response Framework, An Introduction.
6. ICS-400: Advanced Incident Command System, Command and General Staff (recommended).

2. Course Planning Schedule

There are numerous milestones and tasks that must be accomplished to properly plan for and present a USFA O-305, Type 3 All-Hazard Incident Management Team (AHIMT) Introduction course. Each task that the Host should complete is identified and distinguished ("**HOST**") from those that can be passed on to the Lead Instructor ("**LEAD**"). An experienced Lead Instructor can assume more responsibilities than indicated and will greatly simplify the process for the Host.

How to Start

Select an individual from the Host (agency, department, NGO, private sector, etc.) who will be readily available as the Point of Contact (POC) ("**HOST**") to work with the USFA, the Lead Instructor ("**LEAD**") that the Host chooses, the facility POC, and others identified in this *Guide*.

The HOST responsibilities include:

- Requesting approval of the course using the *Course Request Procedure* in this section.
- Selecting the Lead Instructor (explained in Section 3).
- Selecting the additional instructor and mentors needed or passing that responsibility on to the Lead Instructor to accomplish (explained in Section 3).
- Determining team composition (explained in Section 4).
- Identifying a course facility location (explained in Section 5).
- Completing or coordinating the extensive duplication requirements (explained in Section 6).
- Coordinating with the AHIMT authority, fire, EMS, law enforcement, and other disciplines desired to provide necessary outreach to potential students.
- Establishing and maintaining logistical and travel arrangements for students, if needed.
- Providing the Lead Instructor with the information necessary to modify a generic Final Day simulation or develop a customized simulation based on the Host's information and resources.
- Completing the course presentation schedule that follows.

120–90 DAYS PRIOR TO COURSE (approximate – time permitting)

HOST: Initiate the process to obtain approval from the USFA to host the course by following the *Course Request Procedure* in this section.

HOST: Select the Lead Instructor using the guidelines in Section 3, *Selecting and Managing the Instructional Cadre.* Determine who will select the remaining cadre using those same guidelines.

HOST: Select an appropriate facility by following the guidelines in Section 5, *Facility and Physical Classroom Requirements.*

LEAD: Identify geographic information system (GIS) capability of HOST or other arrangements for producing simulation maps for the simulation. See Section 6, *Duplication Requirements,* and Unit 0: *Facilitator Guide*, of the USFA O-305 Course Instructor Guide.

LEAD: Contact HOST to ensure duplication and confirm who is duplicating the Student Manuals, handouts, and other materials in USFA course package described in Section 6, *Printing and*

Duplication Requirements.

90–60 DAYS PRIOR TO COURSE (approximate – time permitting)

HOST: Identify type of incident and location preferred for the simulation on last day.

HOST: If using a customized simulation, provide the Lead Instructor with the following information to enable customizing the scenario-driven exercise:
- ❯ Location of the facility where the incident will occur.
- ❯ List of public safety resources that would respond to that location.
- ❯ Photos, multiple locations around the facility and from differing angles.

HOST: Print or plot large-format (easel-sized) maps, photographs, and plot plans identified by Lead Instructor. These are used during the customized simulation.

HOST & LEAD:
Identify, select, and place students in the desired ICS positions using the guidelines in Section 4, *Selecting Students, Teams, and ICS Positions.*

60–30 DAYS PRIOR TO COURSE (approximate – time permitting)

LEAD: Develop new custom simulation or review and validate existing simulation or one of the template simulations included in the USFA curriculum.

LEAD: Obtain a status on the production of the student materials for classroom and students.

HOST: Ship materials to training site, confirm receipt of materials on arrival.

HOST: Distribute information to enable each student to obtain a Student Identification Number (SID). The HOST should advise attendees that all students scheduled to attend the training course should have their SID Number for use on the application for enrollment. The following information can be forwarded to the prospective students.
Obtaining a FEMA SID Number:
Step 1: To register, go to https://cdp.dhs.gov/femasid.
Step 2: Click on the "Need a FEMA SID" box on the middle of the screen.
Step 3: Follow the instructions and provide the necessary information to create your account.
Step 4: You will receive an email with your SID number. You should save this number in a secure location.

Where the SID Number is used
The SID Number is placed on the General Admissions Application Short Form, FEMA Form 119-25-2, in Box 6.

DAY PRIOR TO START OF COURSE (if possible)

HOST: Assemble information on locations for lunches. This should include options for the class to decide on for Days 4 and 5 when there are NO lunch breaks. Locations that have delivery service options would be the best.

LEAD: Conduct a walkthrough of the training facility with HOST personnel the day prior to the class start date. The HOST and/or facility POC should be present during the walkthrough. The walkthrough should include:
- ❯ A physical walkthrough of the facility to familiarize the instructional team with the

main classroom, breakout areas, and overall layout.

❯ An operational check of audiovisual (A/V) equipment and sound capabilities.

❯ A physical check of supplies shipped for the course.

LEAD: Instructors and Mentors should set up the classroom, if permitted.

LEAD: Meets with all Instructors and Mentors to review agenda, instructional assignments, and customized simulation.

LEAD: If Instructors are from out of town, Lead Instructor or driver conducts a "dry run" from hotel to training site to assess location, traffic, and ensure on-time arrival.

DAY OF COURSE (if possible)

LEAD: If unable to set up the day prior, Instructors and Mentors must arrive no later than one hour prior to course start to set up the classroom.

HOST: Provide very important person (VIP) or agency representative to welcome students and thank them for their attendance and time. Provide facility-specific emergency information and mealtime recommendations.

LEAD: Check with students to determine who does not yet have a SID from FEMA and work to facilitate obtaining one. Set a date, typically Day 3 or 4 of the course, when all FEMA applications will be collected and checked for completion.

END OF COURSE

LEAD: Ensure that the following have been executed:

❯ All application forms are completed and checked, including students' signatures.

❯ Collect any locally required student evaluations, FEMA application forms, sign-in rosters (ICS Form 211), etc., and coordinate with HOST on disposition.

HOST: Using the *Course Closeout Procedure*, process the documentation.

Course Request Procedure

The procedures to request a course from the USFA are completely independent of how the course will be funded or paid for. Obtaining approval of the course delivery through the USFA process should not be construed as an agreement by the USFA/NFA to pay for, or reimburse the Host for, the course.

1. To request the USFA O-305 course, send an email to the USFA All-Hazards Incident Management Team Program Manager Point of Contact shown on the USFA Incident Management Team professional development and training page at:

   ❯ https://www.usfa.fema.gov/training/imt

2. In response, you will receive additional information, a course request form, and, if needed, the options available for obtaining the course materials.

The USFA has provided baseline Instructor/Mentor qualifications in Section 3, *Selecting and Managing the Instructional Cadre,* that should be used as indicated to select the cadre*.*

1. The Host POC (see *Course Planning Schedule* in this section) should contact the USFA All-Hazards Incident Management Team Program Manager Point of Contact approximately 120 to 90 days prior to the start of the course so they can obtain the program materials and applications that permit course presentation to be qualified for USFA/NFA certificates. If an individual State has a differing method or process to submit course requests to the USFA, then follow local protocol and procedures prior to contacting the USFA. Please allow sufficient time for the USFA to process your request.

2. If the Host is working through their local Office of Emergency Management, State Fire Training Officer, State's Office of Emergency Management, or the State Training Officer (STO), they may have additional coordination procedures or local evaluation forms they wish to be included during the course presentation.

3. When the delivery is completed, follow the process indicated in the *Course Closeout Procedure* in the next subsection.

Course Closeout Procedure

This course closeout procedure should be followed to ensure proper acceptance of the course, to ensure that students receive their emailed attendance certificates, to facilitate grant closeout if a grant was used, and to ensure completion of any locally required procedures.

1. Prior to dismissing the students at the end of the course, ensure that:

   A. Each student has turned in a completed FEMA application form. Special attention should be paid to including a legible email address, mailing address, SID number, and student's signature.

   B. Any locally required documentation, such as state or local evaluations, grant sign-in sheets, daily rosters, etc., has been completed for each day required and all students are listed as required.

2. Ensure that someone from the sponsoring organization signs Block #19a on each FEMA Form 119, *General Admissions Application*, before processing.

3. It is strongly suggested that the Lead Instructor make at least one set of photocopies of the FEMA application forms and sign-in sheets for their own documentation, regardless of whether the Host also makes a copy for their records.

4. It is strongly suggested that the Host make a complete set of photocopied FEMA applications, rosters, and any other documentation that will leave their possession.

5. Mail the following components of the Course Delivery Completion Package to the National Emergency Training Center (NETC) Admissions Office in one envelope, containing all documents listed below, to the address listed on the *Application Cover Sheet Off-Campus Courses* form letter.

   A. Originals of the FEMA applications, one per student.

   B. Photocopies of any locally generated or required evaluations.

   C. An updated copy of the *National Fire Academy Application Cover Sheet Off-Campus Courses* form letter that indicates the location, Instructors and Mentors used, and number of students. A copy of the NFA form letter is included on the next page.

6. The NETC Admissions Office will process the applications and issue certificates.

Rev: March, 2014

National Fire Academy
Application Cover Sheet
Off-campus Courses

NFA Sponsored, State/Local Partner Sponsored & Approved Courses

Within 10 days of delivery please mail cover sheet/completed applications to:

NETC Admission's Office
16825 South Seton Avenue, Bldg. I
Emmitsburg, Maryland 21727

To help complete the section below, please use the following guidelines:

NFA Sponsored (NFA provides instructors & materials)
These courses include 2-day off-campus (**F** Code) and 6/10-day off-campus (**N** Code) courses.

State/Local Partner Sponsored (State provides instructors, they teach NFA developed courses). All State / local partner sponsored 2, 5, 6, and 10-day courses will now be coded with the letter designation of "**O**" for off-site.

Approved Courses (These are State developed / NFA approved courses. The State provides instructors & materials) are coded **Y**

Course Code (circle one): **F**   **N**   **(O)**   **Y**
Course Number: 0305
Course Title: USFA O-0305, All-Hazards Incident Management Team Introduction
Dates of Course: _____
Course Length (hours/days): 40 hours, 5-days
Sponsoring Jurisdiction/Agency: _____
Delivery Site (City/State):   _____
Instructor Name(s):   _____
Mentor Name(s):   _____
Number of Students: _____
Point of Contact/Phone #:   _____
Certificates Required: Yes **X**   No _____
(If Yes is checked, certificates will be emailed directly to students.)

Admissions Use Only

Date Rec'd: _____   *Due Date:* _____

Entered: _____ *Date:* _____ *Proofed:* _____

Certs Due: _____

Roster/Certs Printed: _____ *Date:* _____

Duplicate Apps/Already Attended:

3. Selecting and Managing the Instructional Cadre

In addition to deciding to present the USFA O305 course, one of the most important decisions a Host will make is selecting the Lead Instructor, the Second Instructor, and the individual Mentors who will present the course. The success of this course is highly dependent upon the experience and expertise of the cadre selected.

Roles and Responsibilities of the Cadre

Conducting this course requires the participation of course cadre made up of personnel with specific roles within the cadre. These roles are referred to as the Lead Instructor, Instructor(s), and Mentors. Personnel chosen for the cadre should not have collateral duties that may require them to be absent from any portion of the course.

Selecting a Lead Instructor

The Host has two main options for selecting a Lead Instructor. The first option is to request the list of Instructors who have completed the Train-the-Trainer course from the USFA and select a Lead Instructor from that list. The USFA will not provide any recommendations on a specific instructor but will only provide the list. The second option is to use the *USFA O-305 Instructor and Mentor Qualification Chart* and locate someone who meets that criterion. Using a Lead Instructor or cadre with minimal experience in instructing the course can present significant challenges to the Host.

Lead Instructor Role

The Lead Instructor is responsible for the effective and efficient delivery of the course. The Lead Instructor has specific duties and responsibilities that are addressed in Section 2, *Course Planning Schedule.* An experienced Lead Instructor may assume more responsibilities than indicated and will greatly simplify the process.

After selecting the Lead Instructor, the Host can request the Lead Instructor to select the other Instructor(s) and Mentors needed based on their experience, discipline, and instructional style. If the Host chooses to select the additional cadre, consideration should be given to consulting with the Lead Instructor to ensure that the cadre is balanced among disciplines and possesses compatible instructional styles. The Lead Instructor determines teaching assignments for the cadre and team assignments for the Mentors, so their input is valuable.

Instructors and Their Role

For the purposes of this course, Instructors are responsible for delivering lectures, demonstrations, and facilitated discussions in the main classroom. Instructors tailor classroom discussion and pace based on feedback from the Mentors monitoring their teams' progress.

Number of Instructors Needed

Due to the length of the course, a minimum of one Lead Instructor and at least one additional Instructor (referred to as a Second Instructor) is required. Instructors may instruct individual units or portions of units as needed. The Second Instructor may fill the role of both an Instructor and a Mentor. Refer to the staffing guidelines provided below on page 13.

Mentors and Their Role

For the purposes of this course, Mentors are responsible for working with an individual team during activities that take place in the breakout locations. Mentors provide feedback on how well students are absorbing the material and recommend changing the pace of the course to match student capabilities. One Mentor should be assigned to each team for the duration of the course. Based on their qualifications, Mentors can be assigned to instruct a unit or portion of a unit, as assigned by the Lead Instructor.

Number of Mentors Needed

The Mentor role is critical to a team's success and must be continuously available to the team during the entire course. It is not recommended that two or more Mentors "job share" during the week, trading off on different days, because of a lack of the continuity and stability that the team needs.

- ❯ There should be one Mentor for each team for the duration of the course.

- ❯ The Second Instructor may fill a dual role and be assigned to an individual team in the role of their Mentor as long as they can meet the Mentor guidelines.

- ❯ If the Host desires to train additional Mentors for succession planning, more than one Mentor could be assigned to a team. However, Mentors should not contradict each other in front of the team, but work through differences in private.

- ❯ Mentors should be complementary in their management and instructional styles and in the direction they provide to the team.

Recommended Cadre Size and Positions			
Number of Students (and Team Size)	Lead Instructor	Second Instructor	Mentor
16 to 20 Students (2 teams of 8 to 10)	1	1	1
24 to 30 Students (3 teams of 8 to 10)	1	1	2
32 to 40 Students (4 teams of 8 to 10)	1	1	3
40 to 50 Students (5 teams of 8 to 10) *	1	1	4
Minimum Cadre Size and Positions			
Number of Students (and Team Size)	Lead Instructor	Second Instructor	Mentor
16 to 20 Students (2 teams of 8 to 10)	1	1	0
24 to 30 Students (3 teams of 8 to 10)	1	1	1
32 to 40 Students (4 teams of 8 to 10)	1	1	2
40 to 50 Students (5 teams of 8 to 10) *	1	1	4

*Not recommended.

Although it is possible, Hosts are cautioned that presenting the course to over 40 students in one class presents significant logistical and instructional challenges. It is usually very difficult to locate the main classroom needed to hold all five teams with tables and chairs set up in a pod fashion, as described in Section 5, *Facility and Physical Classroom Requirements*, combined with the number of breakout rooms

required to support the teams in their breakout sessions (and minimal travel time between the two). In addition, the time necessary to permit each of the five teams to report out their findings after each exercise or activity will push the schedule and demand an experienced cadre that can work under a closely timed agenda. If the challenges are resolved and a course greater than 40 students is planned, it is not recommended that the Lead Instructor have any other duties — for example, as a Mentor for one of the teams — when presenting a course that size.

Instructor and Mentor Qualifications

The USFA maintains a list of personnel who have completed one of the Train-the-Trainer courses conducted by the USFA or were on the original USFA qualified instructor list. That list is available by contacting Jeff Soulé, Fire Program Specialist, Emergency Response Support Branch, using the contact information below:

Jeff Soulé
Fire Program Specialist
All-Hazards Incident Management Team Program Manager
Emergency Response Support Branch
U.S. Fire Administration
jeffrey.soule@fema.dhs.gov
(301) 447-1304 (office)

Although a Host can choose their own cadre based on either the list available from the USFA or the *USFA O-305 Instructor and Mentor Qualification Chart* provided on the following page, the use of an experienced Lead Instructor is critical to a successful delivery.

The USFA O-305 Instructor/Mentor Qualification Chart is on following page (p.15).

Instructor and Mentor Qualification Chart

Instructor Level	Teaching Skill	Course Content Knowledge	Practical Application	Ethics Criteria
Lead Instructor	Same as Mentor/ Instructor PLUS must have previously served as a Mentor/ Instructor during an O-305 delivery.	Instructors must have successfully completed the following courses: • IS-700a, National Incident Management System, an Introduction. • IS-800b, Introduction to the National Response Framework. • ICS-100 and ICS-200 or IS-100 and IS-200. • ICS-300 and ICS-400. • The relevant position-specific course(s) specific to the ICS position(s) for which they are qualified in the AHIMT. • USFA 0-305, or S-420, or S-520, Complex Incident Management Course (CIMC), or Advanced All-Hazards Incident Management (AAIM).	Minimum of 8 years' operational field experience at the Command or General Staff level on a recognized Federal, State, or local Incident Management Team (Type I, 2, 3) with an emergency management discipline. Disciplines may include: • Fire. • Emergency Medical Service. • Law enforcement. • Public works. • Public health. • Wildland fire agency. Instructors must have participated in the development of an IAP at an emergency incident as a member of the Command and General Staff.	As required by Agency.
Second Instructor/ Mentor	Instructors must have a minimum of 5 years' experience delivering emergency management-type training (including exercises that test team and individual performance) to a target audience comprised of incident management-level emergency response personnel.	Same as the Lead Instructor.	Same as the Lead Instructor, except: Mentor/Instructors must have a minimum of 3–5 years of operational field experience at the Command level.	As required by Agency.

4. Selecting Students, Teams, and ICS Positions

The course is focused on and built around the concept of the students filling the role of one of the eight NIMS ICS positions typically found in the Command and General Staff of an AHIMT. These eight positions are as follows:

1. Incident Commander (IC).
2. Safety Officer (SOF).
3. Liaison Officer (LOFR).
4. Public Information Officer (PIO).
5. Planning Section Chief (PSC).
6. Operations Section Chief (OSC).
7. Logistics Section Chief (LSC).
8. Finance/Administration Section Chief (FSC).

Team Size Considerations

❯ This course is designed for the Command and General Staff of an AHIMT, not for the unit leaders of a team. The instructional material, activities, and exercises are not designed to involve those positions.

❯ Because students are formed into teams of eight each, the optimal number of students are in multiples of eight: i.e., 16, 24, 32, and 40. However, the number of students rarely matches those numbers exactly.

❯ When there will be more than eight students per team, assign Deputy positions to the General Staff. The best practice is to assign the first deputy as a Deputy OSC and the second deputy as a Deputy PSC. Using that configuration, it is possible to accommodate up to 10 students per team.

❯ It is not recommended that a team size be greater than 10 members.

❯ If a team falls to seven members either before or during the course, it is recommended that the IC assume the LOFR.

❯ If a team falls to six members during the course, either consider reassigning a member from another team, or, as a last resort, delete the finance administration position. This will necessitate removing or holding all Finance-related injects during the exercises.

Composition and Balance of Teams

When assigning students to their teams, consider the following guidelines:

❯ Vary the level of AHIMT or incident response experience on each team.

❯ Create teams with mixed disciplines: firefighting, emergency medical services, emergency management, law enforcement, public health, public works, utilities, private sector, media, volunteer organizations, etc.

❯ When possible, teams should be diverse with respect to agencies and disciplines.

❯ If possible, supervisor/subordinate relationships should be avoided within teams.

❯ In the rare instance in which a non-host organization sends an entire pre-assigned team, honor that request even though it may run counter to the above guidelines.

5. Facility and Physical Classroom Requirements

Facility Requirements and Selection Guidelines

This course has unique requirements to present and Hosts often overlook the details described in this section, the *Facility and Classroom Requirements* section. Following these guidelines is essential to successfully presenting a course.

Main Classroom Requirements

- ❯ <u>Avoid using an Emergency Operations Center (EOC) or other facility that has fixed tables and chairs with workstations</u>.

- ❯ Students will spend the entire time with their team. Most of the first two days of the course is spent in the main classroom, so the classroom must accommodate and be set up to maintain team integrity. This is accomplished by arranging the tables into separate team spaces or pods.

- ❯ The classroom should be arranged in pods or groups of tables and chairs to seat 8 to 10 students and their coach comfortably, per pod or group. The desks should provide about three linear feet of desk space per student.

- ❯ The main classroom must be large enough to accommodate the pod setup and permit students to walk in between the team tables without being obstructed. A standard-sized classroom is not sufficient, except for a one- or two-team course.

- ❯ The classroom should be of sufficient size to accommodate any extra observers, invitees, or VIPs that may arrive to sit and observe in the back, anticipated or not.

- ❯ Two extra tables and sufficient chairs for the number of instructional cadre are needed in the back of the room. One of the tables is for organizing the handouts.

- ❯ The classroom needs large amounts of wall space for students to post their work. Rooms with all-glass walls are difficult to use.

- ❯ All students should be able to view the projection screen in the main classroom with a minimum of effort, so that no one has their back to the screen. This is usually resolved by using a chevron style pattern of arranging the desks.

Main Classroom Audiovisual Requirements

The facility requirements most often overlooked are the AV needs to support the classroom. Inability to see the PowerPoint slides adequately or watch or hear the Department of Homeland Security (DHS) Planning Process digital video disk (DVD) will significantly detract from the learning environment. Careful attention must be made to ensure that these requirements are met.

The main classroom _must_ have the following:

❯ One or more liquid-crystal LCD/PowerPoint projector(s). Ceiling-mounted projection is preferred. Projector must be capable of smoothly playing a DVD with sound.

❯ Sufficient-size projection screen so that the students in the back of the classroom can easily see the projected images. Multiple monitors or displays throughout the classroom are acceptable.

❯ Speakers of sufficient size and volume so that all students can hear the DVD audio.

❯ One computer dedicated to PowerPoint projection.

❯ One lectern at the front of the classroom.

❯ Desirable: one confidence monitor. This is a monitor or screen located either on the lectern or in the front of the classroom, facing the Instructor, so they do not need to turn around to see the images on the large screen.

❯ Breakout Area Requirements.

One breakout area per team is needed. The main classroom can be used as one of the breakout areas, but there should be minimal distractions from the Instructors and other teams prematurely entering the classroom. Attempting to place two teams in the main classroom will usually result in an environment that is too noisy for either team.

❯ Additional classrooms located close to the main classroom are an ideal setup.

❯ Each breakout area should be able to accommodate at least eight to 11 people, including the coach, and should have enough space to allow people to move freely within the room.

❯ The breakout area needs to have movable tables and chairs so the team can set up the location as their Incident Command Post (ICP) during the simulations on Days 4 and 5. Conference rooms usually do not work very well because of the presence of the one large table that cannot be moved.

❯ Because this room is used as the ICP, a significant amount of wall space is needed to post the materials necessary to conduct the Planning Meeting and Operational Briefing. Plan for large amounts of wall space.

Breakout Area Audiovisual Requirements

There are no AV requirements in the breakout rooms.

Supplies and Support Material Needs

The following supplies and support materials need to be available at the start of the course:

- ❯ Three or more rolls of painter's tape or blue tape (to secure laminated ICS forms and large easel paper to walls).
- ❯ The DHS NIMS Planning P DVD (provided by the USFA).

- **ICS Position Vests**
  - ❯ One set of 8 to10 colored Vests with ICS position labels front/back *for each team*.
  - ❯ Each team should be given a separate color for identity. Suggest red, green, light blue, yellow, and dark blue.

- **Easel Pads**
  - ❯ One easel chart pad and one easel per pod or group of tables.
  - ❯ One easel pad and easel at the front of the room for the Instructors.
  - ❯ Spare pads. Recommend Post-it-style pads so they can be placed on walls for presentations without using blue/painter's tape.

- **Markers**
  - ❯ One set per team: fine-tipped wet erase markers for use on the laminated ICS forms; red, blue, and black markers in each set.
  - ❯ One set per team: standard-tipped dry erase markers for easel pads; red, blue, and black markers in each set.
  - ❯ Note: Keep all permanent markers hidden during the class or you will ruin the wall charts.

- **Students Supplies**
  - ❯ Pen, pencil, and highlighter (one per student).
  - ❯ Name Tents for the desks are helpful.

Printing and Photocopying Needs During the Course

- ❯ A photocopier should be locally available to enable photocopying of the three IAPs created by each team. The teams create one master of each of the IAPs, but need multiple copies for them to present an Operational Briefing.
- ❯ A printer capable of being used by the Instructors should be available in the event there are last minute printing or hand-out requests by the students.

6. Printing and Duplication Requirements

All course materials needed for presenting the course will be provided on a CD by the USFA. The Generic Simulations the Host can use to develop the final day customized simulation are also included in Appendix J of the Instructor Guide.

Most course materials are designed to be placed in three-ring binders so that Instructors and students can easily add and remove materials. Blank ICS forms and exercise injects are not intended to be placed in a binder, but handed out as specified in the IG.

The following materials should be duplicated as indicated.

Instructor Guide

- Each Instructor and Mentor should already have a copy of the Instructor Guide (IG), so print these only if they do not have their own copies. The Instructor Guide includes:
- A 1.5-inch three-ring binder with clear cover and spine sleeves.
- Binder cover and spine, color, glossy cover stock or uncoated cover stock.
- Seventeen tab dividers, black and white, card stock. Placed in between each unit and each appendix. (Printing the tab labels is covered later in this section).
- Units 0–4, black and white, double-sided printing, copy paper.
- Appendix A: (At a Glance Guides), color, double-sided printing, color copy or glossy paper.
- Appendices B-J, black and white, double-sided printing, copy paper (note that Appendix J is the Generic Simulation materials and requires printing only the selected simulation).
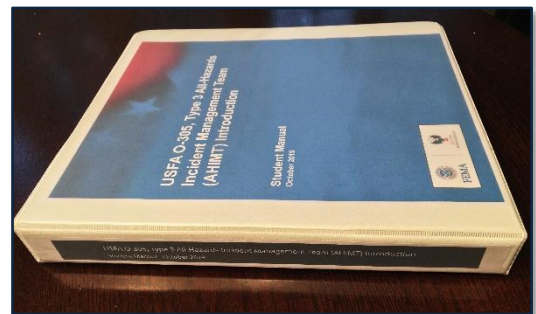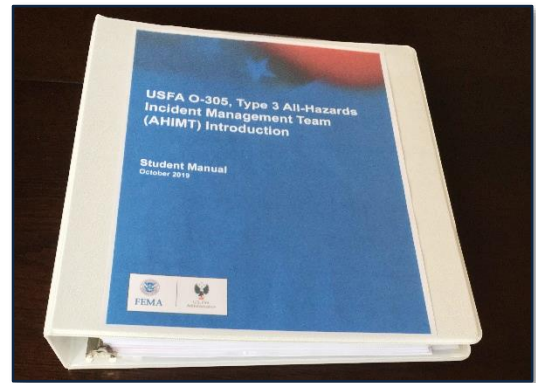
Student Manual

The Student Manual (SM), one per student, includes:

- A 1.5-inch three-ring binder with clear cover and spine sleeves.
- Binder cover and spine, color, glossy cover stock or uncoated cover stock.
- Twelve tab dividers, black and white, card stock, Placed in between each unit and each appendix. (Printing the tab labels is covered later in this section).
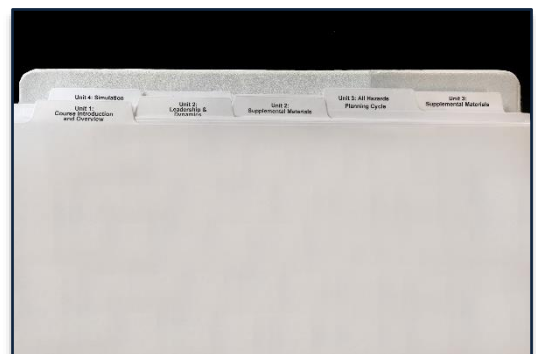
- Units 1–4, black and white, double-sided printing, copy paper.
- Appendix A (At a Glance Guides) – see section below At a Glance Guides.
- Appendices B-F, black and white, double-sided printing, copy paper.

At a Glance Guides

Although included as Appendix 1, the *At a Glance Guides* have different duplication requirements from the rest of the materials. The *At a Glance Guides* are "cheat sheets" that allow students quick-reference access to details about elements of the Planning P. One appendix (there are 17 documents) should be printed for each student.

- Print in color, double-sided printing, color copy or glossy paper.
- If possible, laminate them and place in the front pocket of the Student Manual for easy reference.
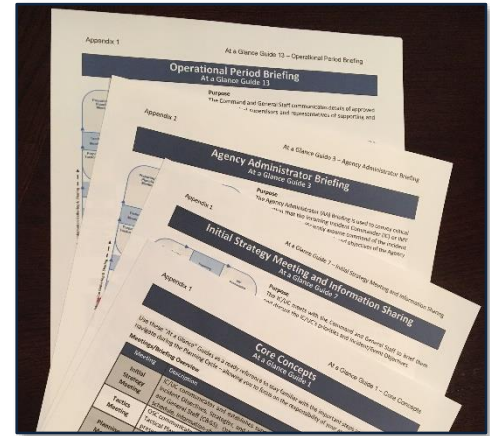
Blank Incident Command System (ICS) Forms

A considerable number of blank ICS forms are required to support the exercises throughout the course. The ICS forms are not placed in a binder but distributed as directed in the IG.

ICS Forms Duplication Requirements

ICS Forms/Worksheets	Per Team	Per Student	Size and Notes
ICS 202	6		8 ½ x 11
ICS 203	6		8 ½ x 11
ICS 204	20		8 ½ x 11
ICS 205	6		8 ½ x 11
ICS 206	6		8 ½ x 11
ICS 208	6		8 ½ x 11
ICS 211	5		8 ½ x 14 (for daily sign-in)
ICS 213	60		8 ½ x 11 (three-part form, carbonless)
ICS 214		2	8 ½ x 11 (used during the simulations)
ICS 226	2		8 ½ x 11
ICS 227	2		8 ½ x 11
IAP Completion Checklist	3		8 ½ x 11 (used to help teams with IAPs)

Incident Command System Wall Charts for Simulations

During the course's simulations, each team requires large, wall-size laminated ICS forms.

❯ The ICS forms and the Planning P should be printed black and white.

❯ Incident maps for simulations should be printed in color.

❯ All charts must be laminated and large enough for each team to look at from a distance in their breakout rooms. The size approximations should meet those recommendations.

❯ The Host Agency is responsible for providing the incident maps for the Jefferson County Hazmat incident; for Activity 3.8, Cypress Tornado; and for the scenario selected for the final simulation in Unit 4.

❯ Personnel responsible for printing and plotting maps and charts will understand the use of the terms ARCH D or ARCH E, or ANSI D or ANSI E sized prints. ARCH D and ANSI D sized prints are 24" x 36". The larger ARCH E print is 36" x 48" and ANSI E prints are 34" x 44".

ICS Wall Chart Plotting Requirements

ICS Wall Chart	Per Main Classroom	Per Team	ICS Wall Charts
ICS Form 215, Operational Planning Worksheet		1	(approximately 44"H by 68"W but in landscape format)
ICS Form 215A, Incident Action Plan Safety Analysis		1	(approximately 46"H by 33"W)
Planning P		1	(approximately 36"H by 24"W
Planning P	1		(approximately 60"H by 36"W
Jefferson County Hazmat – Activity 3-7			
Incident Map		1	(approximately 36"H by 24"W)
Cypress Tornado – Activity 3-8			
Cypress Map		1	(approximately 36"H by 24"W)
Customized Generic Scenario – Activity 4-1			
Incident Maps		1	Wall Size (provided by Host)

Miscellaneous Duplication Requirements

Handout 2-5 Expectation of IMT Members

This handout is used for Activity 2-5 Command and General Staff Interactions. It is located on the USFA provided CD and in the Instructor Guide, Unit 2, Supplemental Materials. It is not in the Student Manual. This handout needs to be duplicated, one for each student.

❯ Black and white, double-sided printing, stapled, copy paper.

Final Exam

The final exam is located on the USFA provided CD and included as Appendix I in the Instructor Guide. Print one set of questions and one answer sheet per student.

❯ Final Exam questions: black and white, double-sided printing, stapled, copy paper.

❯ Answer Sheet: black and white, copy paper.

Miscellaneous Duplication Requirements

Handout	Per Team	Per Student	Size and Notes
Handout 2-5 Expectation of IMT Members		1	8 ½ x 11 double-sided, stapled, copy paper
Final Exam questions		1	8 ½ x 11 double-sided, stapled, copy paper
Answer Sheet		1	8 ½ x 11, copy paper

Injects and Simulation Support Needs

❯ Injects are forms that contain information specific to the simulation that either prompts action or requires a response to a new or developing situation during the scenario. Injects may be delivered by radio, telephone, or hand. Host Agencies needs to print the injects in Unit 3 and Unit 4 separately as indicated below.

❯ Unit 3, Activity 3-8 printing directions:

● If using the Standard Simulation (Cypress Tornado):

  A. One set of simulation materials must be duplicated for each team. This material is on the USFA provided CD and is also found in Appendix H of the Instructor Guide.

● If using a Custom Scenario:

  A. A scenario built from one of the Generic Scenarios found on the USFA provided CD (and also located in Appendix J of the Instructor Guide), or other scenario agreed on by the Host and Lead Instructor. This would require the duplication of the same type and amounts of supporting materials as listed in the table below for Activity 3-8.

❯ Unit 4 Simulation printing directions:

● Injects and other supporting materials as listed in the table below must be duplicated for each team.

Cypress Tornado – Activity 3-8	Per Team	Per Student	Size and Notes
Completed ICS-201 Incident Briefing	5		8 ½ x 11, double-sided, stapled
Agency Administrator Briefing		1	8 ½ x 11, double-sided
Sim Message Log	1		8 ½ x 11, single-sided, stapled (Mentors use)
Sim Messages	1		8 ½ x 11, single-sided (Mentors use)
Cypress Map	2		8 ½ x 11 (in Host materials)
Harris County Resources	1		8 ½ x 11 (in Host materials)
Customized Generic Scenario – Activity 4-1			
Completed ICS-201	5		8 ½ x 11, double-sided, stapled
Completed Agency Administrator Briefing		1	8 ½ x 11, double-sided
Sim Message Log	1		8 ½ x 11, single-sided, stapled (Mentors use)
Sim Injects Messages	1		8 ½ x 11, single-sided (Mentors use)
Incident Map	2		8 ½ x 11 (provided by Host)

Printing Tab Dividers

❯ Each Instructor Guide needs 17 tab dividers, black and white, card stock, placed in between each unit, supplemental materials, and each appendix.

❯ Each Student Manual needs 12 tab dividers, black and white, card stock, placed in between each unit, supplemental materials, and each appendix.

❯ Printing tabs onto cardstock requires a word-processing template specific to the brand and style of the tabs used.

❯ To print the tabs, transfer these names to the template selected for the brand and style of tabs desired. Follow the directions specific to the brand of tabs.

Instructor Guide Tab Dividers	Student Manual Tab Dividers
Unit 0: Facilitator Guide	Unit 1: Course Overview and Introduction
Unit 1: Course Overview and Introduction	Unit 2: Leadership and Team Dynamics
Unit 2: Leadership and Team Dynamics	Unit 2: Supplemental Materials
Unit 2: Supplemental Materials	Unit 3: The All-Hazards Planning Cycle
Unit 3: The All-Hazards Planning Cycle	Unit 3: Supplemental Materials
Unit 3: Supplemental Materials	Unit 4: Simulation
Unit 4: Simulation	Appendix A: At a Glance Guides
Appendix A: At a Glance Guides	Appendix B: Command and General Staff Roles
Appendix B: Command and General Staff Roles	Appendix C: Leadership and Team Dynamics
Appendix C: Leadership and Team Dynamics	Appendix D: Sample Incident Action Plan
Appendix D: Sample Incident Action Plan	Appendix E: Glossary-Acronyms
Appendix E: Glossary-Acronyms	Appendix F: References
Appendix F: References	
Appendix G: Activity 2-4 Communicating with a Team	
Appendix H: Cypress Tornado Simulation	
Appendix I: Final Exam Package	
Appendix J: Generic Simulations	