



# IS-100.SCa Introduction to the Incident Command System for Schools

Instructor Guide

September 2007



**FEMA**



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**ICS-100: Introduction to  
ICS for Schools**

**Instructor Guide**

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**September 2007**



**Purpose** This course provides training on and resources for school personnel who require a basic understanding of the Incident Command System (ICS).

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**Who Should Attend** ICS-100, Introduction to the Incident Command System for Schools, introduces the Incident Command System (ICS) and provides the foundation for higher level ICS training. This course describes the history, features and principles, and organizational structure of the Incident Command System. It also explains the relationship between ICS and the National Incident Management System (NIMS).

The target audience includes persons involved with emergency planning, response, and/or recovery efforts for schools.

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**ICS Instructor Guidelines** The FEMA National Integration Center (NIC) Incident Management Systems Division is responsible for facilitating the development of national guidelines for incident management training and exercises at all jurisdictional levels. This document provides guidelines for ICS instructors.

While individual agencies and organizations are responsible for establishing and certifying instructors, the NIC urges those agencies and organizations to follow these guidelines.

The NIC recommends the following ICS general instructor guidelines:

#### **Instructor Levels**

- Lead instructors must have sufficient experience in presenting all units of the course so they are capable of last-minute substitution for unit instructors.
- Unit instructors must be experienced in the lesson content they are presenting.
- Adjunct instructors may provide limited instruction in specialized knowledge and skills at the discretion of the lead instructor. They must be experienced, proficient, and knowledgeable of current issues in their field of expertise.

#### **Training Requirements for Lead and Unit Instructors**

Instructors should have formal instructor training (NWCG Facilitative Instructor, M-410, EMI Master Trainer Program, Office for Domestic Preparedness Instructor Course or equivalent).

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## Course Background Information

**ICS-100  
Instructor  
Qualifications**

It is recommended that this training be team taught by instructors with the following minimum qualifications:

- One instructor required, two recommended
- Lead and Unit instructors successfully completed ICS-100, ICS-200, and EMI's IS-700 (NIMS: An Introduction)
- Lead instructor should have served as Incident Commander, or on Command or General Staff in five incidents.

**Course  
Objective**

The course objective is to enable participants to demonstrate basic knowledge of the Incident Command System (ICS).

**Training  
Content**

The training is comprised of the following units:

- Unit 1: Course Overview
- Unit 2: ICS Overview
- Unit 3: ICS Features and Principles
- Unit 4: Incident Commander & Command Staff Functions
- Unit 5: General Staff Functions
- Unit 6: Unified Command
- Unit 7: Course Summary – Putting It All Together

The below table presents the recommended training agenda.

<b>Morning Session</b>	<b>Unit 1: Course Overview</b>	<b>35 minutes</b>
	<b>Unit 2: ICS Overview</b>	<b>1 hour</b>
	<b>Unit 3: ICS Features and Principles</b>	<b>1 hour 45 minutes</b>
<b>Afternoon Session</b>	<b>Unit 4: Incident Commander &amp; Command Staff Functions</b>	<b>60 minutes</b>
	<b>Unit 5: General Staff Functions</b>	<b>1 hour 45 minutes</b>
	<b>Unit 6: Unified Command</b>	<b>55 minutes</b>
	<b>Unit 7: Course Summary – Putting It All Together</b>	<b>75 minutes</b>

**ICS Training  
and NIMS**

The National Incident Management Systems (NIMS) National Standard Curriculum: Training Development Guidance outlines the system's ICS concepts and principles, management characteristics, organizations and operations, organizational element titles, and recommendations for a model curriculum. It also provides an evaluation checklist for content that may be used to make sure that the training meets the "as taught by DHS" standard. The guidance document is available for download from the NIMS Homepage at <http://www.fema.gov/emergency/nims>.

The model NIMS ICS curriculum organizes four levels of training: ICS-100, Introduction to ICS; ICS-200, Basic ICS; ICS-300, Intermediate ICS; and ICS-400, Advanced ICS. ICS training provided by the Emergency Management Institute (EMI), the National Fire Academy (NFA), the National Wildfire Coordinating Group (NWCG), the U.S. Department of Agriculture (USDA), the Environmental Protection Agency (EPA), and the U.S. Coast Guard (USCG) follows this model.

According to the FEMA National Integration Center (NIC) Incident Management Systems Division, emergency management and response personnel already ICS trained do not need retraining if their previous training is consistent with the DHS standard. Acceptable ICS training would include ICS courses managed, administered, or delivered by EMI, NFA, NWCG, USDA, EPA, or USCG. For more information about NIMS ICS, go to <http://www.fema.gov/emergency/nims/>.

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**Course Logistics Overview****Course Materials**

Listed below are the materials that you will need in order to conduct this course:

- **Instructor Guide and Resource CD**: Obtain one copy of the Instructor Guide and resource CD for each trainer.
  - **Student Manual**: Secure one copy of the Student Manual for each person attending the session.
  - **PowerPoint Files CD**: The course visuals and videos are stored on a CD. **Transfer the course visuals from the CD to the hard drive of a computer.** The visuals and videos will operate more effectively if they are accessed from the computer's hard drive instead of the CD. Complete the following steps for copying the folders and files from the CD:
    1. Insert the Visuals CD in your CD drive.
    2. Using Windows Explorer, access the list of folders and files on your CD drive.
    3. Highlight the folder on the CD titled "visuals."
    4. With the visual folder highlighted, click on the Edit pull-down menu and then select Copy.
    5. Select a location on your computer's hard drive. When you are in that drive (and folder), click on the Edit pull-down menu and then select Paste.
    6. All of the visuals and videos should now be copied onto your hard drive. It is important to copy the entire main visual folder rather than the individual files. This method will ensure that the videos stay linked to the visuals!
    7. Test the visuals and videos to make sure that everything transferred correctly. Remember that the videos will only play when you are in the "Slide Show" mode.
  - **Course Evaluation Forms**: Make sure that you have one copy of the course evaluation form for each person attending the training.
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**Course  
Equipment**

The following equipment is required for conducting this course:

- **Computer and Projection Device:** Make arrangements to have a computer with a PowerPoint slide projector. Be sure to try out the projector in advance of the training, in case you need help getting it to work properly. Make sure all equipment is functioning properly. Test the PowerPoint projector and the lights. If you do not have equipment for projection, plan to refer participants to their Student Manuals. The visuals are reproduced in the Student Manual, but the training is more effective with the projection of the visuals. Arrange for technical assistance to be available during training in the event of equipment malfunction.
- **Speakers or Output to a Sound System:** The speakers built into a typical computer will not be loud enough for the audience to hear the audio elements within the digital video segments.

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**Copyright**

This course makes no use of copyrighted/proprietary material.

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# Unit 1: Course Overview

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## Objectives

At the end of this unit, the participants should be able to describe the purpose of the course.

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## Scope

- Unit Introduction
  - Course Objective
  - Participant Introductions
  - Expectations: Participant and Instructor
  - Course Structure
  - Course Logistics
  - Successful Course Completion
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## Methodology

The instructors will welcome the participants to the course and introduce themselves. They will also review the course objective and show a brief video that illustrates the importance of ICS for schools. Following instructor introductions, each participant will introduce himself or herself to the rest of the group. After introductions, the instructors will facilitate a discussion about what the group expects to gain from the course.

The instructors will then provide guidelines for the behavior they expect from each participant. The instructors will also explain the course structure and logistics. Finally, they will describe what is required for successful course completion. The instructors will then transition to Unit 2, which provides an overview of the Incident Command System (ICS).

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## Time Plan

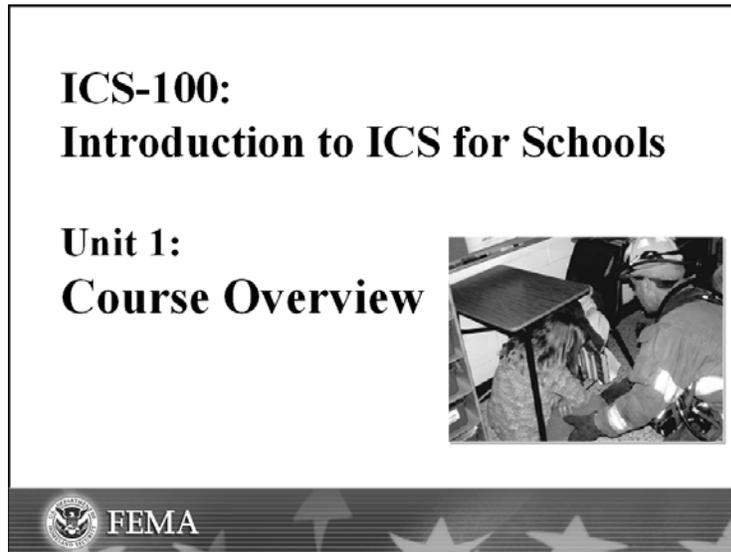
A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Introduction and Course Objective	5 minutes
Introductions and Expectations	20 minutes
Course Structure and Logistics	5 minutes
Successful Course Completion	5 minutes
<b>Total Time</b>	<b>35 minutes</b>

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Visual 1.1



**Visual Description:** Unit Introduction

### Instructor Notes

Welcome the participants to the course.

Tell the participants that this course will introduce them to the Incident Command System (ICS).

Introduce yourself by providing:

- Your name and organization.
- A brief statement of your experience with emergency or incident response using ICS, and your experience with school-based incidents.



Visual 1.2

**ICS-100 Course Objective**

**Demonstrate basic knowledge of the Incident Command System (ICS) and how it applies to school-based incidents.**



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Unit 1:  
Course Overview

**Visual Description:** ICS-100 Course Objective

### Instructor Notes

Tell participants that the objective for this course is for participants to demonstrate basic knowledge of the Incident Command System (ICS) and how ICS applies to school-based incidents.

Tell the participants that this course is designed to provide overall incident management skills rather than tactical expertise. Additional courses are available on developing and implementing incident tactics.

Explain that the brief video you are going to show will provide an overview of the purpose and objective of this course.



Visual 1.3



**Visual Description:** Video: Incident Command System: Promoting Safer Schools

### Instructor Notes

Tell the participants that this brief (2-minute) video presents a review of the purpose of ICS.

**Instructions for playing videos:** The videos are activated by a single click on the image in Slide Show mode. If you click a second time on the video, it will stop. The videos will not work unless you are in Slide Show mode.

The total running time for the video is 1:54.

### Video Transcript:

Each school day more than 50 million students are entrusted to our care. On most days, our schools are safe havens for teaching and learning. In spite of our best efforts and preparation, school personnel may serve as first responders for an array of emergency incidents.

Each year, natural disasters such as tornadoes, floods, and severe storms affect schools. Health-related incidents such as flu outbreaks, food-borne diseases, and even rabid animals can threaten school children. And accidents, whether in chemistry labs, sporting venues, or on school buses, may occur. Unfortunately, schools are not immune from intruders, crime, or violence. The terrorist attack against a school in Beslan, Russia, shocked the entire world. An analysis of the Beslan school attack found that responders failed to establish and maintain clear incident command.

Given today's threats, schools must be prepared to respond in partnership with local, State, tribal, and Federal agencies. As partners, you must respond together in a seamless, coordinated fashion using the same terminology and approach.

**Video Transcript: (Continued)**

The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management approach. ICS allows school personnel and community responders to adopt an integrated organizational structure that matches the complexities and demands of the incidents without being hindered by jurisdictional boundaries. The ICS structure is flexible. It can grow or shrink to meet different needs. This flexibility makes it a very cost-effective and efficient management approach for both small and large situations. In this course, you'll learn ICS principles that can be applied to school-based incidents. And, more importantly, you'll be better able to interface with other community responders.



Visual 1.4

### Participant Introductions

- Name, job title, and organization
- Overall experience with emergency or incident response in schools
- Assigned position in school ICS organization

Unit 1:  
Course Overview

**Visual Description:** Participant Introductions

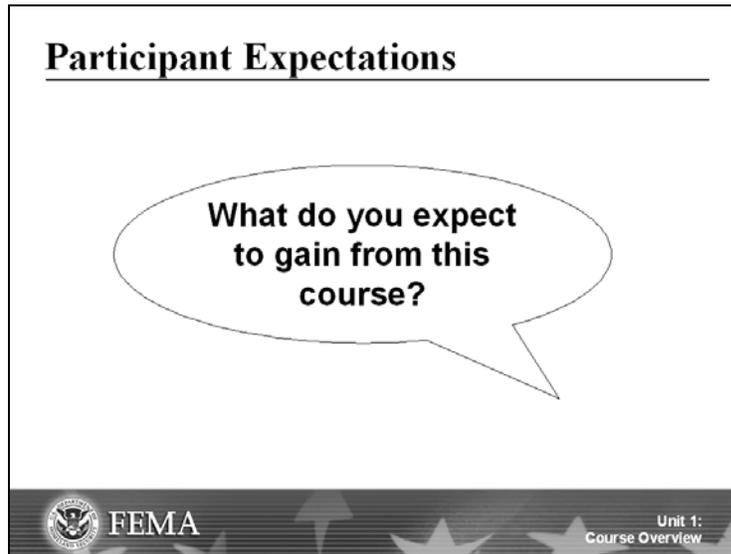
### Instructor Notes

Ask the participants to introduce themselves by providing:

- Their names, job titles, and organizations.
- A brief statement of their overall experience with emergency or incident response in schools.
- Their assigned position(s) in their school ICS organization.



Visual 1.5



**Visual Description:** What do you expect to gain from this course?

### Instructor Notes

Ask the participants the following question:

**What do you expect to gain from this course?**

Allow the group time to respond.

Record their responses on chart paper.

If possible, hang the list of their responses in the training room. Revisit the list at the end of the course to ensure that participants have met their learning objectives.



Visual 1.6

### Instructor Expectations

- Cooperate with the group.
- Be open minded to new ideas.
- Participate actively in all of the training activities and exercises.
- Return to class at the stated time.
- Use what you learn in the course to perform effectively within an ICS organization.

Unit 1:  
Course Overview

**Visual Description:** Instructor Expectations

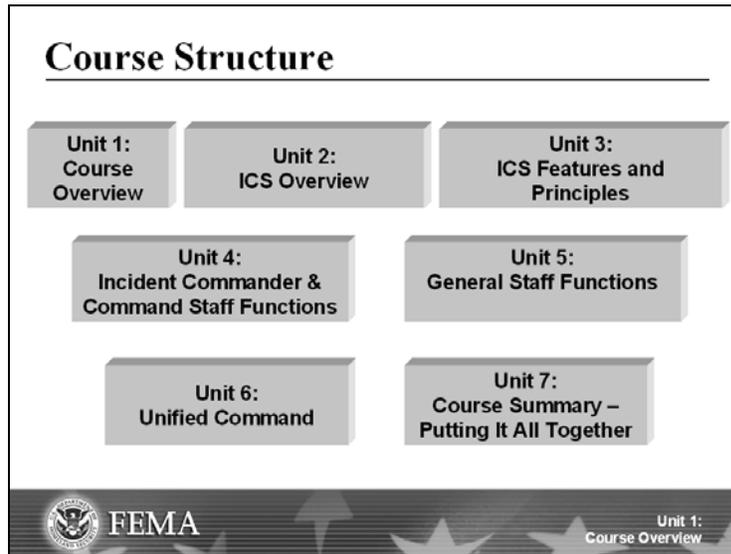
### Instructor Notes

Explain that like the participants, you, as the instructor, also have expectations for the course. You expect that everyone will:

- Cooperate with the group.
- Be open minded to new ideas.
- Participate actively in all of the training activities and exercises.
- Return to class at the stated time.
- Use what they learn in the course to perform effectively within an ICS organization.



Visual 1.7



**Visual Description:** Course Structure – Unit 1: Course Overview; Unit 2: ICS Overview; Unit 3: ICS Features and Principles; Unit 4: Incident Commander & Command Staff Functions; Unit 5: General Staff Functions; Unit 6: Unified Command; Unit 7: Course Summary – Putting It All Together

### Instructor Notes

Tell participants that the course is divided into the following seven units:

- Unit 1: Course Overview
- Unit 2: ICS Overview
- Unit 3: ICS Features and Principles
- Unit 4: Incident Commander & Command Staff Functions
- Unit 5: General Staff Functions
- Unit 6: Unified Command
- Unit 7: Course Summary – Putting It All Together



Visual 1.8

### Course Logistics

- Course agenda
- Sign-in sheet
- Housekeeping:
  - Breaks
  - Message and telephone location
  - Cell phone policy
  - Facilities
  - Other concerns



 **FEMA** Unit 1:  
Course Overview

**Visual Description:** Course Logistics

### Instructor Notes

Review the following information with the group:

- Course agenda
- Sign-in sheet

Review the following housekeeping issues:

- Breaks
- Message and telephone location
- Cell phone policy
- Facilities
- Other concerns



Visual 1.9

**Successful Course Completion**

- Participate in unit activities/exercises.
- Achieve 75% or higher on the final exam.
- Complete the end-of-course evaluation.



 FEMA Unit 1:  
Course Overview

**Visual Description:** Successful Course Completion

### Instructor Notes

Tell participants that in order to successfully complete this course, they must:

- Participate in unit activities/exercises.
- Achieve 75% or higher on the final exam.
- Complete the end-of-course evaluation.

**Ask if anyone has any questions about anything covered in this unit.**

Explain that the next unit will provide an overview of the Incident Command System.

Refer the participants to the glossary located at the end of this unit. Encourage participants to refer to this glossary throughout the training session.

**ICS 100: Introduction to ICS for Schools  
Sample Agenda**

**DAY ONE****Morning Session**

- Unit 1: Course Overview (35 minutes)
- Unit 2: ICS Overview (1 hour)
- Unit 3: ICS Features and Principles (1 hour 45 minutes)

**Afternoon Session**

- Unit 4: Incident Commander & Command Staff Functions (60 minutes)
- Unit 5: General Staff Functions (1 hour 45 minutes)
- Unit 6: Unified Command (55 minutes)
- Unit 7: Course Summary – Putting It All Together (75 minutes)

**Your Notes:**

**A**

**Action Plan:** See Incident Action Plan.

**Agency:** An agency is a division of government with a specific function, or a nongovernmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or cooperating (providing resources and/or assistance). (See Assisting Agency, Cooperating Agency, Jurisdictional Agency, and Multiagency Incident.)

**Agency Administrator or Executive:** Chief executive officer (or designee) of the agency or jurisdiction that has responsibility for the incident.

**Agency Dispatch:** The agency or jurisdictional facility from which resources are allocated to incidents.

**Agency Representative:** An individual assigned to an incident from an assisting or cooperating agency who has been delegated authority to make decisions on matters affecting that agency's participation at the incident. Agency Representatives report to the Incident Liaison Officer.

**Air Operations Branch Director:** The person primarily responsible for preparing and implementing the air operations portion of the Incident Action Plan. Also responsible for providing logistical support to helicopters operating on the incident.

**Allocated Resources:** Resources dispatched to an incident.

**All-Risk:** Any incident or event, natural or human-caused, that warrants action to protect life, property, environment, and public health and safety, and minimize disruption of governmental, social, and economic activities.

**Area Command (Unified Area Command):** An organization established to oversee the management of (1) multiple incidents that are each being handled by an ICS organization, or (2) large or multiple incidents to which several Incident Management Teams have been assigned. Area Command has the responsibility to set overall strategy and priorities, allocate critical resources according to priorities, ensure that incidents are properly managed, and ensure that objectives are met and strategies followed. Area Command becomes Unified Area Command when incidents are multijurisdictional. Area Command may be established at an emergency operations center facility or at some location other than an Incident Command Post.

**Assigned Resources:** Resources checked in and assigned work tasks on an incident.

**Assignments:** Tasks given to resources to perform within a given operational period, based upon tactical objectives in the Incident Action Plan.

**Assistant:** Title for subordinates of the Command Staff positions. The title indicates a level of technical capability, qualifications, and responsibility subordinate to the primary positions.

**Assisting Agency:** An agency or organization providing personnel, services, or other resources to the agency with direct responsibility for incident management.

**Available Resources:** Resources assigned to an incident, checked in, and available for a mission assignment, normally located in a Staging Area.

**B**

**Base:** The location at which primary Logistics functions for an incident are coordinated and administered. There is only one Base per incident. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base.

**Branch:** The organizational level having functional or geographic responsibility for major parts of the Operations or Logistics functions. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section. Branches are identified by the use of Roman numerals or by functional name (e.g., medical, security, etc.).

**C**

**Cache:** A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.

**Camp:** A geographical site, within the general incident area, separate from the Incident Base, equipped and staffed to provide sleeping, food, water, and sanitary services to incident personnel.

**Chain of Command:** A series of management positions in order of authority.

**Check-In:** The process whereby resources first report to an incident. Check-in locations include: Incident Command Post (Resources Unit), Incident Base, Camps, Staging Areas, Helibases, Helispots, and Division Supervisors (for direct line assignments).

**Chief:** The ICS title for individuals responsible for functional Sections: Operations, Planning, Logistics, and Finance/Administration.

**Clear Text:** The use of plain English in radio communications transmissions. No Ten Codes or agency-specific codes are used when utilizing clear text.

**Command:** The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.

**Command Post:** See Incident Command Post.

**Command Staff:** The Command Staff consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander. They may have an Assistant or Assistants, as needed.

**Communications Unit:** An organizational Unit in the Logistics Section responsible for providing communication services at an incident. A Communications Unit may also be a facility (e.g., a trailer or mobile van) used to provide the major part of an Incident Communications Center.

**Compacts:** Formal working agreements among agencies to obtain mutual aid.

**Compensation/Claims Unit:** Functional Unit within the Finance/Administration Section responsible for financial concerns resulting from property damage, injuries, or fatalities at the incident.

**Complex:** Two or more individual incidents located in the same general area that are assigned to a single Incident Commander or to Unified Command.

**Cooperating Agency:** An agency supplying assistance other than direct operational or support functions or resources to the incident management effort.

**Coordination:** The process of systematically analyzing a situation, developing relevant information, and informing appropriate command authority of viable alternatives for selection of the most effective combination of available resources to meet specific objectives. The coordination process (which can be either intra- or interagency) does not involve dispatch actions. However, personnel responsible for coordination may perform command or dispatch functions within the limits established by specific agency delegations, procedures, legal authority, etc.

**Coordination Center:** A facility that is used for the coordination of agency or jurisdictional resources in support of one or more incidents.

**Cost Sharing Agreements:** Agreements between agencies or jurisdictions to share designated costs related to incidents. Cost sharing agreements are normally written but may also be oral between authorized agency or jurisdictional representatives at the incident.

**Cost Unit:** Functional Unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.

**Crew:** See Single Resource.

## D

**Delegation of Authority:** A statement provided to the Incident Commander by the Agency Executive delegating authority and assigning responsibility. The Delegation of Authority can include objectives, priorities, expectations, constraints, and other considerations or guidelines as needed. Many agencies require written Delegation of Authority to be given to Incident Commanders prior to their assuming command on larger incidents.

**Demobilization Unit:** Functional Unit within the Planning Section responsible for assuring orderly, safe, and efficient demobilization of incident resources.

**Deputy:** A fully qualified individual who, in the absence of a superior, could be delegated the authority to manage a functional operation or perform a specific task. In some cases, a Deputy could act as relief for a superior and therefore must be fully qualified in the position. Deputies can be assigned to the Incident Commander, General Staff, and Branch Directors.

**Director:** The ICS title for individuals responsible for supervision of a Branch.

**Dispatch:** The implementation of a command decision to move a resource or resources from one place to another.

**Dispatch Center:** A facility from which resources are ordered, mobilized, and assigned to an incident.

**Division:** Divisions are used to divide an incident into geographical areas of operation. A Division is located within the ICS organization between the Branch and the Task Force/Strike Team. (See Group.) Divisions are identified by alphabetic characters for horizontal applications and, often, by floor numbers when used in buildings.

**Documentation Unit:** Functional Unit within the Planning Section responsible for collecting, recording, and safeguarding all documents relevant to the incident.

## E

**Emergency:** Absent a Presidentially declared emergency, any incident(s), human-caused or natural, that requires responsive action to protect life or property. Under the Robert T. Stafford Disaster Relief and Emergency Assistance Act, an emergency means any occasion or instance for which, in the determination of the President, Federal assistance is needed to supplement State and local efforts and capabilities to save lives and to protect property and public health and safety, or to lessen or avert the threat of a catastrophe in any part of the United States.

**Emergency Management Coordinator/Director:** The individual within each political subdivision that has coordination responsibility for jurisdictional emergency management.

**Emergency Operations Centers (EOCs):** The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be located in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction. EOCs may be organized by major functional disciplines (e.g., fire, law enforcement, and medical services), by jurisdiction (e.g., Federal, State, regional, county, city, tribal), or some combination thereof.

**Emergency Operations Plan (EOP):** The plan that each jurisdiction has and maintains for responding to appropriate hazards.

**Event:** A planned, non-emergency activity. ICS can be used as the management system for a wide range of events, e.g., parades, concerts, or sporting events.

## F

**Facilities Unit:** Functional Unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, sanitary facilities, etc.

**Federal:** Of or pertaining to the Federal Government of the United States of America.

**Field Operations Guide:** A pocket-size manual of instructions on the application of the Incident Command System.

**Finance/Administration Section:** The Section responsible for all incident costs and financial considerations. Includes the Time Unit, Procurement Unit, Compensation/Claims Unit, and Cost Unit.

**Food Unit:** Functional Unit within the Service Branch of the Logistics Section responsible for providing meals for incident personnel.

**Function:** Function refers to the five major activities in ICS: Command, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function. A sixth function, Intelligence, may be established, if required, to meet incident management needs.

**G**

**General Staff:** A group of incident management personnel organized according to function and reporting to the Incident Commander. The General Staff normally consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance/Administration Section Chief.

**Ground Support Unit:** Functional Unit within the Support Branch of the Logistics Section responsible for the fueling, maintaining, and repairing of vehicles, and the transportation of personnel and supplies.

**Group:** Groups are established to divide the incident into functional areas of operation. Groups are composed of resources assembled to perform a special function not necessarily within a single geographic division. (See Division.) Groups are located between Branches (when activated) and Resources in the Operations Section.

**H**

**Hazard:** Something that is potentially dangerous or harmful, often the root cause of an unwanted outcome.

**Helibase:** The main location for parking, fueling, maintenance, and loading of helicopters operating in support of an incident. It is usually located at or near the incident Base.

**Helispot:** Any designated location where a helicopter can safely take off and land. Some Helispots may be used for loading of supplies, equipment, or personnel.

**Hierarchy of Command:** See Chain of Command.

**I**

**Incident:** An occurrence or event, natural or human-caused, that requires an emergency response to protect life or property. Incidents can, for example, include major disasters, emergencies, terrorist attacks, terrorist threats, wildland and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war-related disasters, public health and medical emergencies, and other occurrences requiring an emergency response.

**Incident Action Plan (IAP):** An oral or written plan containing general objectives reflecting the overall strategy for managing an incident. It may include the identification of operational resources and assignments. It may also include attachments that provide direction and important information for management of the incident during one or more operational periods.

**Incident Base:** Location at the incident where the primary Logistics functions are coordinated and administered. (Incident name or other designator will be added to the term Base.) The Incident Command Post may be collocated with the Base. There is only one Base per incident.

**Incident Commander (IC):** The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

**Incident Command Post (ICP):** The field location at which the primary tactical-level, on-scene incident command functions are performed. The ICP may be collocated with the incident base or other incident facilities and is normally identified by a green rotating or flashing light.

**Incident Command System (ICS):** A standardized on-scene emergency management construct specifically designed to provide for the adoption of an integrated organizational structure that reflects the complexity and demands of single or multiple incidents, without being hindered by jurisdictional boundaries. ICS is the combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure, designed to aid in the management of resources during incidents. It is used for all kinds of emergencies and is applicable to small as well as large and complex incidents. ICS is used by various jurisdictions and functional agencies, both public and private, to organize field-level incident management operations.

**Incident Communications Center:** The location of the Communications Unit and the Message Center.

**Incident Complex:** See Complex.

**Incident Management Team (IMT):** The Incident Commander and appropriate Command and General Staff personnel assigned to an incident.

**Incident Objectives:** Statements of guidance and direction necessary for the selection of appropriate strategy(ies), and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.

**Incident Types:** Incidents are categorized by five types based on complexity. Type 5 incidents are the least complex and Type 1 the most complex.

**Incident Support Organization:** Includes any off-incident support provided to an incident. Examples would be Agency Dispatch Centers, Airports, Mobilization Centers, etc.

**Initial Action:** The actions taken by resources that are the first to arrive at an incident site.

**Initial Response:** Resources initially committed to an incident.

**Intelligence Officer:** The intelligence officer is responsible for managing internal information, intelligence, and operational security requirements supporting incident management activities. These may include information security and operational security activities, as well as the complex task of ensuring that sensitive information of all types (e.g., classified information, law enforcement sensitive information, proprietary information, or export-controlled information) is handled in a way that not only safeguards the information, but also ensures that it gets to those who need access to it to perform their missions effectively and safely.

## J

**Joint Information Center (JIC):** A facility established to coordinate all incident-related public information activities. It is the central point of contact for all news media at the scene of the incident. Public information officials from all participating agencies should collocate at the JIC.

**Joint Information System (JIS):** Integrates incident information and public affairs into a cohesive organization designed to provide consistent, coordinated, timely information during crisis or incident operations. The mission of the JIS is to provide a structure and system for developing and delivering coordinated interagency messages; developing, recommending, and executing public information plans and strategies on behalf of the Incident Commander; advising the Incident Commander concerning public affairs issues that could affect a response effort; and controlling rumors and inaccurate information that could undermine public confidence in the emergency response effort.

**Jurisdiction:** A range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, tribal, State, or Federal boundary lines) or functional (e.g., law enforcement, public health).

**Jurisdictional Agency:** The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.

## K

**Kinds of Resources:** Describe what the resource is (e.g., medic, firefighter, Planning Section Chief, helicopters, ambulances, combustible gas indicators, bulldozers).

## L

**Landing Zone:** See Helispot.

**Leader:** The ICS title for an individual responsible for a Task Force, Strike Team, or functional unit.

**Liaison:** A form of communication for establishing and maintaining mutual understanding and cooperation.

**Liaison Officer (LNO):** A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies. The Liaison Officer may have Assistants.

**Logistics:** Providing resources and other services to support incident management.

**Logistics Section:** The Section responsible for providing facilities, services, and materials for the incident.

**Local Government:** A county, municipality, city, town, township, local public authority, school district, special district, intrastate district, council of governments (regardless of whether the council of governments is incorporated as a nonprofit corporation under State law), regional or interstate government entity, or agency or instrumentality of a local government; an Indian tribe or authorized tribal organization, or in Alaska a Native village or Alaska Regional Native Corporation; a rural community, unincorporated town or village, or other public entity. See Section 2 (10), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

## M

**Major Disaster:** As defined under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (42 U.S.C. 5122), a major disaster is any natural catastrophe (including any hurricane, tornado, storm, high water, wind-driven water, tidal wave, tsunami, earthquake, volcanic eruption, landslide, mudslide, snowstorm, or drought), or, regardless of cause, any fire, flood, or explosion, 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 under this Act to supplement the efforts and available resources of States, tribes, local governments, and disaster relief organizations in alleviating the damage, loss, hardship, or suffering caused thereby.

**Management by Objective:** A management approach that involves a four-step process for achieving the incident goal. The Management by Objectives approach includes the following: establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities and directing efforts to fulfill them, in support of defined strategic objectives; and documenting results to measure performance and facilitate corrective action.

**Managers:** Individuals within ICS organizational Units that are assigned specific managerial responsibilities, e.g., Staging Area Manager or Camp Manager.

**Medical Unit:** Functional Unit within the Service Branch of the Logistics Section responsible for the development of the Medical Emergency Plan, and for providing emergency medical treatment of incident personnel.

**Message Center:** The Message Center is part of the Incident Communications Center and is collocated or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.

**Mitigation:** The activities designed to reduce or eliminate risks to persons or property or to lessen the actual or potential effects or consequences of an incident. Mitigation measures may be implemented prior to, during, or after an incident. Mitigation measures are often guided by lessons learned from prior incidents. Mitigation involves ongoing actions to reduce exposure to, probability of, or potential loss from hazards. Measures may include zoning and building codes, floodplain buyouts, and analysis of hazard-related data to determine where it is safe to build or locate temporary facilities. Mitigation can include efforts to educate governments, businesses, and the public on measures they can take to reduce loss and injury.

**Mobilization:** The process and procedures used by all organizations (Federal, State, and local) for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.

**Mobilization Center:** An off-incident location at which emergency service personnel and equipment are temporarily located pending assignment, release, or reassignment.

**Multiagency Coordination (MAC):** The coordination of assisting agency resources and support to emergency operations.

**Multiagency Coordination Systems (MACS):** Multiagency coordination systems provide the architecture to support coordination for incident prioritization, critical resource allocation, communications systems integration, and information coordination. The components of multiagency coordination systems include facilities, equipment, emergency operations centers (EOCs), specific multiagency coordination entities, personnel, procedures, and communications. These systems assist agencies and organizations to fully integrate the subsystems of the NIMS.

**Multiagency Incident:** An incident where one or more agencies assist a jurisdictional agency or agencies. May be single or unified command.

**Mutual-Aid Agreement:** Written agreement between agencies and/or jurisdictions that they will assist one another on request, by furnishing personnel, equipment, and/or expertise in a specified manner.

## N

**National Incident Management System (NIMS):** A system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State, local, and tribal governments; the private sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

## O

**Officer:** The ICS title for the personnel responsible for the Command Staff positions of Safety, Liaison, and Public Information.

**Operational Period:** The period of time scheduled for execution of a given set of operation actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although usually not over 24 hours.

**Operations Section:** The Section responsible for all tactical operations at the incident. Includes Branches, Divisions and/or Groups, Task Forces, Strike Teams, Single Resources, and Staging Areas.

**Out-of-Service Resources:** Resources assigned to an incident but unable to respond for mechanical, rest, or personnel reasons.

## P

**Planning Meeting:** A meeting held as needed throughout the duration of an incident, to select specific strategies and tactics for incident control operations, and for service and support planning. On larger incidents, the Planning Meeting is a major element in the development of the Incident Action Plan.

**Planning Section:** Responsible for the collection, evaluation, and dissemination of information related to the incident, and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident. Includes the Situation, Resources, Documentation, and Demobilization Units, as well as Technical Specialists.

**Preparedness:** The range of deliberate, critical tasks and activities necessary to build, sustain, and improve the operational capability to prevent, protect against, respond to, and recover from domestic incidents. Preparedness is a continuous process. Preparedness involves efforts at all levels of government and between government and private-sector and nongovernmental organizations to identify threats, determine vulnerabilities, and identify required resources. Within the NIMS, preparedness is operationally focused on establishing guidelines, protocols, and standards for planning, training and exercises, personnel qualification and certification, equipment certification, and publication management.

**Preparedness Organizations:** The groups that provide interagency coordination for domestic incident management activities in a nonemergency context. Preparedness organizations can include all agencies with a role in incident management, for prevention, preparedness, response, or recovery activities. They represent a wide variety of committees, planning groups, and other organizations that meet and coordinate to ensure the proper level of planning, training, equipping, and other preparedness requirements within a jurisdiction or area.

**Prevention:** Actions to avoid an incident or to intervene to stop an incident from occurring. Prevention involves actions to protect lives and property. It involves applying intelligence and other information to a range of activities that may include such countermeasures as deterrence operations; heightened inspections; improved surveillance and security operations; investigations to determine the full nature and source of the threat; public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and, as appropriate, specific law enforcement operations aimed at deterring, preempting, interdicting, or disrupting illegal activity and apprehending potential perpetrators and bringing them to justice.

**Procurement Unit:** Functional Unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.

**Public Information Officer (PIO):** A member of the Command Staff responsible for interfacing with the public and media or with other agencies with incident-related information requirements.

## R

**Recorders:** Individuals within ICS organizational units who are responsible for recording information. Recorders may be found in Planning, Logistics, and Finance/Administration Units.

**Reinforced Response:** Those resources requested in addition to the initial response.

**Reporting Locations:** Location or facilities where incoming resources can check in at the incident. (See Check-In.)

**Resources:** Personnel and major items of equipment, supplies, and facilities available or potentially available for assignment to incident operations and for which status is maintained. Resources are described by kind and type and may be used in operational support or supervisory capacities at an incident or at an EOC.

**Recovery:** The development, coordination, and execution of service- and site-restoration plans; the reconstitution of government operations and services; individual, private-sector, nongovernmental, and public-assistance programs to provide housing and to promote restoration; long-term care and treatment of affected persons; additional measures for social, political, environmental, and economic restoration; evaluation of the incident to identify lessons learned; postincident reporting; and development of initiatives to mitigate the effects of future incidents.

**Resource Management:** Efficient incident management requires a system for identifying available resources at all jurisdictional levels to enable timely and unimpeded access to resources needed to prepare for, respond to, or recover from an incident. Resource management under the NIMS includes mutual-aid agreements; the use of special Federal, State, local, and tribal teams; and resource mobilization protocols.

**Resources Unit:** Functional Unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.

**Response:** Activities that address the short-term, direct effects of an incident. Response includes immediate actions to save lives, protect property, and meet basic human needs. Response also includes the execution of emergency operations plans and of mitigation activities designed to limit the loss of life, personal injury, property damage, and other unfavorable outcomes. As indicated by the situation, response activities include applying intelligence and other information to lessen the effects or consequences of an incident; increased security operations; continuing investigations into nature and source of the threat; ongoing public health and agricultural surveillance and testing processes; immunizations, isolation, or quarantine; and specific law enforcement operations aimed at preempting, interdicting, or disrupting illegal activity, and apprehending actual perpetrators and bringing them to justice.

## S

**Safety Officer:** A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have Assistants.

**Section:** The organizational level having responsibility for a major functional area of incident management, e.g., Operations, Planning, Logistics, Finance/Administration, and Intelligence (if established). The section is organizationally situated between the Branch and the Incident Command.

**Segment:** A geographical area in which a Task Force/Strike Team Leader or Supervisor of a single resource is assigned authority and responsibility for the coordination of resources and implementation of planned tactics. A segment may be a portion of a Division or an area inside or outside the perimeter of an incident. Segments are identified with Arabic numbers.

**Service Branch:** A Branch within the Logistics Section responsible for service activities at the incident. Includes the Communication, Medical, and Food Units.

**Single Resource:** An individual, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified work Supervisor that can be used on an incident.

**Situation Unit:** Functional Unit within the Planning Section responsible for the collection, organization, and analysis of incident status information, and for analysis of the situation as it progresses. Reports to the Planning Section Chief.

**Span of Control:** The number of individuals a supervisor is responsible for, usually expressed as the ratio of supervisors to individuals. (Under the NIMS, an appropriate span of control is between 1:3 and 1:7.)

**Staging Area:** Location established where resources can be placed while awaiting a tactical assignment. The Operations Section manages Staging Areas.

**State:** When capitalized, refers to any State of the United States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Commonwealth of the Northern Mariana Islands, and any possession of the United States. See Section 2 (14), Homeland Security Act of 2002, Public Law 107-296, 116 Stat. 2135 (2002).

**Strategy:** The general direction selected to accomplish incident objectives set by the Incident Commander.

**Strategic:** Strategic elements of incident management are characterized by continuous long-term, high-level planning by organizations headed by elected or other senior officials. These elements involve the adoption of long-range goals and objectives, the setting of priorities, the establishment of budgets and other fiscal decisions, policy development, and the application of measures of performance or effectiveness.

**Strike Team:** A specified combination of the same kind and type of resources with common communications and a Leader.

**Supervisor:** The ICS title for individuals responsible for a Division or Group.

**Supply Unit:** Functional Unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.

**Support Branch:** A Branch within the Logistics Section responsible for providing personnel, equipment, and supplies to support incident operations. Includes the Supply, Facilities, and Ground Support Units.

**Supporting Materials:** Refers to the several attachments that may be included with an Incident Action Plan, e.g., Communications Plan, Map, Safety Plan, Traffic Plan, and Medical Plan.

**Support Resources:** Nontactical resources under the supervision of the Logistics, Planning, or Finance/Administration Sections, or the Command Staff.

## T

**Tactical Direction:** Direction given by the Operations Section Chief that includes the tactics required to implement the selected strategy, the selection and assignment of resources to carry out the tactics, directions for tactics implementation, and performance monitoring for each operational period.

**Tactics:** Deploying and directing resources on an incident to accomplish incident strategy and objectives.

**Task Force:** A combination of single resources assembled for a particular tactical need with common communications and a Leader.

**Team:** See Single Resource.

**Technical Specialists:** Personnel with special skills that can be used anywhere within the ICS organization.

**Threat:** An indication of possible violence, harm, or danger.

**Time Unit:** Functional Unit within the Finance/Administration Section responsible for recording time for incident personnel and hired equipment.

**Type:** A classification of resources in the ICS that refers to capability. Type 1 is generally considered to be more capable than Types 2, 3, or 4, respectively, because of size, power, capacity, or, in the case of Incident Management Teams, experience and qualifications.

**Tools:** Those instruments and capabilities that allow for the professional performance of tasks, such as information systems, agreements, doctrine, capabilities, and legislative authorities.

**Tribal:** Any Indian tribe, band, nation, or other organized group or community, including any Alaskan Native Village as defined in or established pursuant to the Alaskan Native Claims Settlement Act (85 Stat. 688) (43 U.S.C.A. and 1601 et seq.), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

## U

**Unified Area Command:** A Unified Area Command is established when incidents under an Area Command are multijurisdictional. (See Area Command and Unified Command.)

**Unified Command:** An application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the Unified Command, often the senior person from agencies and/or disciplines participating in the Unified Command, to establish a common set of objectives and strategies and a single Incident Action Plan.

**Unit:** The organizational element having functional responsibility for a specific incident Planning, Logistics, or Finance/Administration activity.

**Unity of Command:** The concept by which each person within an organization reports to one and only one designated person. The purpose of unity of command is to ensure unity of effort under one responsible commander for every objective.

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# Unit 2: ICS Overview

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## Objectives

At the end of this unit, the participants should be able to:

- Identify three purposes of the Incident Command System (ICS).
  - Identify requirements to use ICS.
- 

## Scope

- Unit Introduction
  - Unit Objectives
  - ICS Overview
    - What Is an Incident?
    - What Is ICS?
    - ICS Purposes
  - History of ICS
    - Video: History of ICS
    - Activity
    - Knowledge Review
  - National Preparedness and ICS Requirements
  - Activity: Management Challenges
  - Summary
- 

## Methodology

The instructors will introduce the unit by displaying a visual, which outlines the unit objectives. After this introduction to ICS, the instructors will lead a discussion about when participants have used ICS in the past and when they might use it in the future.

The instructors will show a video presentation that explains why ICS was initially developed. After the video, the instructors will summarize the key points of the video. To ensure comprehension, the participants will answer questions about ICS.

The instructors will introduce the group to the importance of the National Incident Management System (NIMS) and its impact on ICS.

The participants will then break into small groups to participate in a scenario-based activity in which they explore how ICS can help to address incident management challenges.

After answering any questions that the participants have, the instructors will summarize the key points from the unit and transition to Unit 3.

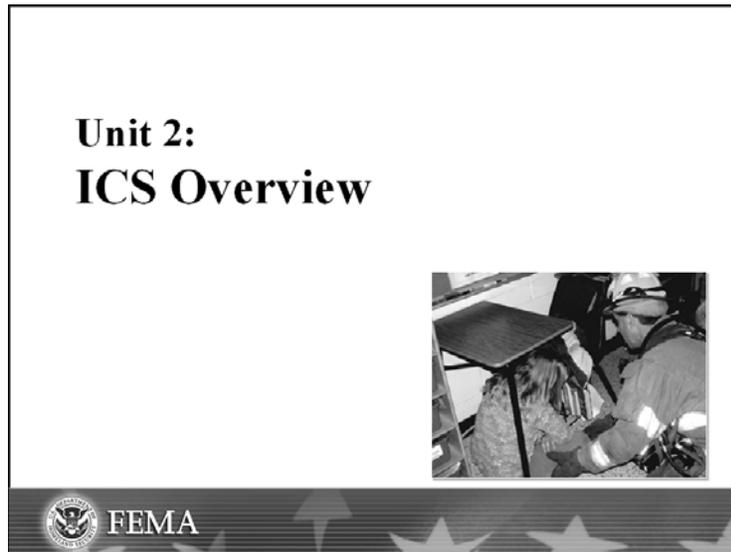
**Time Plan**

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

<b>Topic</b>	<b>Time</b>
Unit Objectives	5 minutes
ICS Overview	15 minutes
History of ICS	10 minutes
National Preparedness and ICS Requirements	10 minutes
Activity: Management Challenges	15 minutes
Summary	5 minutes
<b>Total Time</b>	<b>1 hour</b>



Visual 2.1



**Visual Description:** Unit Introduction

### Instructor Notes

Explain that Unit 2 provides a general overview of the Incident Command System, or ICS. The next visual will outline the objectives for this unit.



Visual 2.2

### Unit Objectives

- Identify three purposes of the Incident Command System (ICS).
- Identify requirements to use ICS.



FEMA

Unit 2:  
ICS Overview

**Visual Description:** Unit Objectives

### Instructor Notes

Review the unit objectives with the group. Tell the participants that by the end of this unit, they should be able to:

- Identify three purposes of the Incident Command System (ICS).
  - Using management best practices, ICS helps to ensure:
    - The safety of responders and others.
    - The achievement of tactical objectives.
    - The efficient use of resources.
- Identify requirements to use ICS.
  - National Incident Management Systems (NIMS)
  - Superfund Amendments and Reauthorization Act (SARA) – 1986
  - Occupational Safety and Health Administration (OSHA) Rule 1910.120
  - State and Local Regulations



Visual 2.3

## What Is an Incident?

An incident is . . .

. . . an occurrence, caused by either human or natural phenomena, that requires response actions to prevent or minimize loss of life, or damage to property and/or the environment.



Unit 2:  
ICS Overview

**Visual Description:** What Is an Incident?

### Instructor Notes

Explain that an incident is an occurrence, caused by either human or natural phenomena, that requires response actions to prevent or minimize loss of life, or damage to property and/or the environment.

**Ask the participants for examples of incidents that have occurred in schools.**

Responses may include the following:

- Columbine High School, CO, shooting
- Enterprise, AL, school collapse as a result of a tornado
- Bomb threats
- Hostage situation
- Utility outage on school property or in the neighborhood
- Food poisoning
- Armed intruder on school property



Visual 2.4

## What Is ICS?

### The Incident Command System:

- Is a standardized, on-scene, all-hazard incident management concept.
- Allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.



Unit 2:  
ICS Overview

**Visual Description:** What Is ICS?

### Instructor Notes

Explain that the Incident Command System (ICS):

- Is based on proven incident management practices.
- Defines incident response organizational concepts and structures.
- Consists of procedures for managing personnel, facilities, equipment, and communications.
- Is used throughout the life cycle on an incident (e.g., from threat to parent/student reunification).



Visual 2.5

## ICS Purposes

Using management best practices, ICS helps to ensure:

- The safety of responders and others.
- The achievement of tactical objectives.
- The efficient use of resources.



Unit 2:  
ICS Overview

**Visual Description:** ICS Purposes

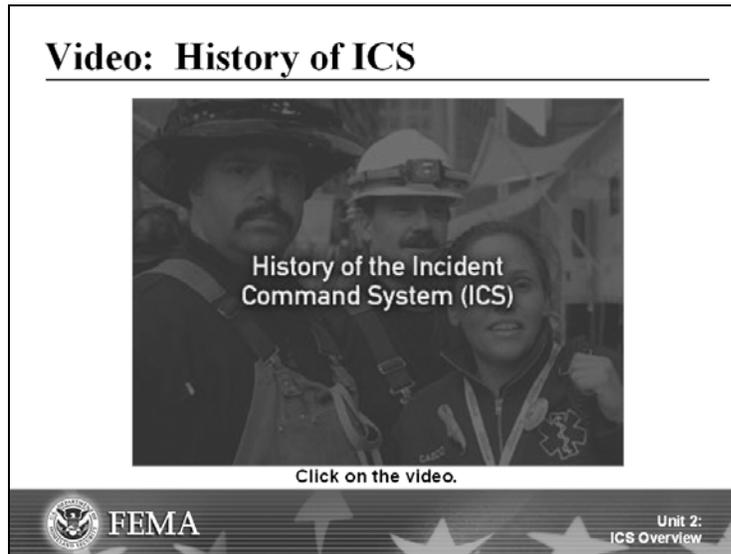
### Instructor Notes

Emphasize that by using management best practices, ICS helps to ensure:

- The safety of responders and others.
- The achievement of tactical objectives.
- The efficient use of resources.



Visual 2.6



**Visual Description:** Video: History of ICS

### Instructor Notes

Tell the participants that this video provides a brief history of the development of ICS.

**Instructions for playing the video:** The videos are activated by a single click on the image in Slide Show mode. If you click a second time on the video, it will stop. The videos will not work unless you are in Slide Show mode.

The total running time for the video is 2:00.

### Video Transcript:

The Incident Command System (ICS) was developed in the 1970s following a series of catastrophic fires in California's urban interface. Property damage ran into the millions and many people died or were injured. The personnel assigned to determine the causes of this disaster studied the case histories and discovered that response problems could rarely be attributed to lack of resources or failure of tactics.

What were the lessons learned?

Surprisingly, studies found that response problems were far more likely to result from inadequate management than from any other single reason. Weaknesses in incident management were often due to:

- Lack of accountability, including unclear chains of command and supervision.
- Poor communication, due to both inefficient uses of available communications systems and conflicting codes and terminology.

**Video Transcript: (Continued)**

- Lack of an orderly, systematic planning process.
- No common, flexible, predesigned management structure that enables commanders to delegate responsibilities and manage workloads efficiently.
- No predefined methods to integrate interagency requirements into the management structure and planning process effectively.

A poorly managed incident response can be devastating to our economy and our health and safety. With so much at stake, we must effectively manage our response efforts. The Incident Command System, or ICS, allows us to do so.

ICS is a proven management system based on successful business practices.

This course introduces you to basic ICS concepts and terminology.

[end of transcript]

**Ask the participants to summarize the key points of the video.**

If not mentioned by the class, add these points:

- Historically, weaknesses in incident management were often due to:
  - Lack of accountability.
  - Poor communication.
  - Lack of a planning process.
  - Overloaded leaders including the Incident Commander.
  - Lack of integration among responders.
- ICS was developed to address these management weaknesses.

Refer participants to the next page for additional information about the history of ICS.

### ICS Background

The concept of ICS was developed more than 30 years ago, in the aftermath of a devastating wildfire in California. During 13 days in 1970, 16 lives were lost, 700 structures were destroyed, and over one-half million acres burned. The overall cost and loss associated with these fires totaled \$18 million per day. Although all of the responding agencies cooperated to the best of their ability, numerous problems with communication and coordination hampered their effectiveness.

As a result, the Congress mandated that the U.S. Forest Service design a system that would "make a quantum jump in the capabilities of Southern California wildland fire protection agencies to effectively coordinate interagency action and to allocate suppression resources in dynamic, multiple-fire situations."

The California Department of Forestry and Fire Protection; the Governor's Office of Emergency Services; the Los Angeles, Ventura, and Santa Barbara County Fire Departments; and the Los Angeles City Fire Department joined with the U.S. Forest Service to develop the system. This system became known as FIRESCOPE (Firefighting RESources of California Organized for Potential Emergencies). In 1973, the first "FIRESCOPE Technical Team" was established to guide the research and development design. Two major components came out of this work, the ICS and the Multiagency Coordination System (MACS).

The FIRESCOPE ICS is primarily a command and control system delineating job responsibilities and organizational structure for the purpose of managing day-to-day operations for all types of emergency incidents. By the mid-seventies, the FIRESCOPE agencies had formally agreed on ICS common terminology and procedures and conducted limited field-testing of ICS. By 1980, parts of ICS had been used successfully on several major wildland and urban fire incidents. It was formally adopted by the Los Angeles Fire Department, the California Department of Forestry and Fire Protection (CDF), and the Governor's Office of Emergency Services (OES), and endorsed by the State Board of Fire Services.

Also during the 1970s, the National Wildfire Coordinating Group (NWCG) was chartered to coordinate fire management programs of the various participating Federal and State agencies.

By 1980, FIRESCOPE ICS training was under development. Recognizing that in addition to the local users for which it was designed, the FIRESCOPE training could satisfy the needs of other State and Federal agencies, the NWCG conducted an analysis of FIRESCOPE ICS for possible national application.

By 1981, ICS was widely used throughout Southern California by the major fire agencies. In addition, the use of ICS in response to non-fire incidents was increasing. Although FIRESCOPE ICS was originally developed to assist in the response to wildland fires, it was quickly recognized as a system that could help public safety responders provide effective and coordinated incident management for a wide range of situations, including floods, hazardous materials accidents, earthquakes, and aircraft crashes. It was flexible enough to manage catastrophic incidents involving thousands of emergency response and management personnel.

By introducing relatively minor terminology, organizational, and procedural modifications to FIRESCOPE ICS, the NIIMS ICS became adaptable to an all-hazards environment. While tactically each type of incident may be handled somewhat differently, the overall incident management approach still utilizes the major functions of the Incident Command System. The FIRESCOPE board of directors and the NWCG recommended national application of ICS.

In 1982, all FIRESCOPE ICS documentation was revised and adopted as the National Interagency Incident Management System (NIIMS). In the years since FIRESCOPE and the NIIMS were blended, the FIRESCOPE agencies and the NWCG have worked together to update and maintain the Incident Command System Operational System Description (ICS 120-1). This document would later serve as the basis for the National Incident Management System (NIMS) ICS.

### ICS Variations

In the early 1970s, the Phoenix Fire Department developed the Fire Ground Command System (FGC). The concepts of FGC were similar to FIRESCOPE ICS but there were differences in terminology and in organizational structure. The FGC system was developed for structural firefighting and was designed for operations of 25 or fewer companies.

There were several efforts to "blend" the various incident command systems. One early effort was in 1987 when the National Fire Protection Association (NFPA) undertook the development of NFPA 1561, then called Standard on Fire Department Incident Management System. The NFPA committee quickly recognized that the majority of the incident command systems in existence at the time were similar.

The differences among the systems were mostly due to variations in terminology for similar components. That NFPA standard, later revised to its present title: Standard on Emergency Services Incident Management, provides for organizations to adopt or modify existing systems to suit local requirements or preferences as long as they meet specific performance measurements. Recognizing the continuing challenges occurring in the fire service in applying a common approach to incident command, the National Fire Service Incident Management System (IMS) Consortium was created in 1990. Its purpose was to evaluate an approach to developing a single command system. The consortium consisted of many individual fire service leaders, representatives of most major fire service organizations, and representatives of Federal, State, and local agencies, including FIRESCOPE and the Phoenix Fire Department. One of the significant outcomes of the consortium's work was an agreement on the need to develop operational protocols within ICS, so that fire and rescue personnel would be able to apply the ICS as one common system.

In 1993, the IMS consortium completed its first document: Model Procedures Guide for Structural Firefighting. As a result, FIRESCOPE incorporated the model procedures, thereby enhancing its organizational structure with operational protocols. These changes enabled the Nation's fire and rescue personnel to apply the ICS effectively regardless of what region of the country they were assigned to work. The National Fire Academy (NFA), having already adopted the FIRESCOPE ICS in 1980, incorporated this material into its training curriculum as well.

Source: National Integration Center

## Topic

## Activity



Visual 2.7

**Activity**

**Instructions:** Working as a team, develop a brief description after reading the statement below.

Briefly describe two examples where ICS could be used to manage planned events in your school.

 FEMA Unit 2:  
ICS Overview

**Visual Description:** Activity: Briefly describe two examples where ICS could be used to manage planned events in your school.

**Instructor Notes**

**Purpose:** The purpose of this activity is to illustrate how ICS can be used to address incident management issues, using planned events as an example.

**Instructions:** Follow the steps below to conduct this activity:

1. Assign the participants to work as a team to develop a brief description of two examples where ICS could be used to manage planned events in a school.
2. Tell the groups to write their examples on chart paper.
3. Ask the participants in each group to select a spokesperson to present the group's response.
4. Tell the groups that they will have 5 minutes to complete this activity.

**Debrief:**

1. Monitor the time. When 5 minutes have passed, ask the spokesperson from each group to briefly present their response.
2. Point out the importance of practicing ICS in planned events such as athletic events, parades, graduations, and other large gatherings in the school system.
3. If not mentioned by the groups, emphasize the importance of including outside response agencies in the ICS organization for planned events.



Visual 2.8

**Knowledge Review**

**Instructions:** Decide if the statement is TRUE or FALSE.

The study of previous incident responses found that failures likely resulted from a lack of resources.

 FEMA Unit 2:  
ICS Overview

**Visual Description:** True or False? The study of previous incident responses found that failures likely resulted from a lack of resources.

### Instructor Notes

Ask the participants if the following statement is TRUE or FALSE.

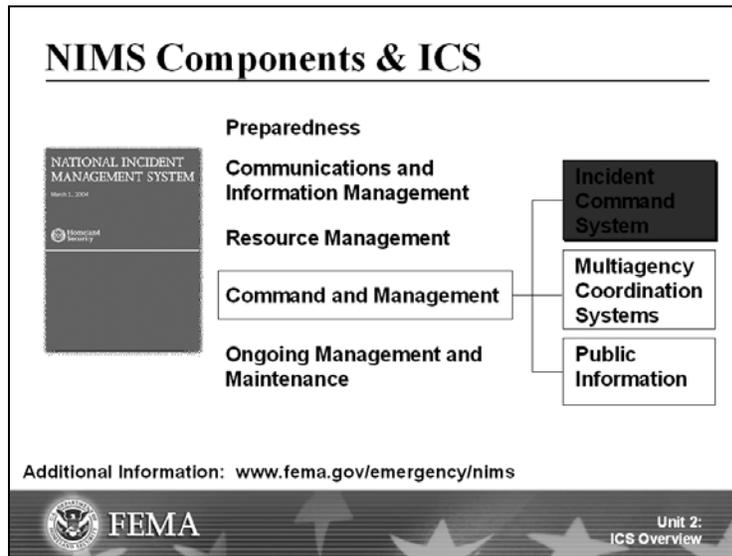
**The study of previous incident responses found that failures likely resulted from a lack of resources.**

Allow the participants time to respond.

Review the correct answer: This statement is false. In fact, the study of previous incidents found that incident response failures were far more likely to result from inadequate management than from any other single reason.



Visual 2.9



**Visual Description:** NIMS Components & ICS

### Instructor Notes

**NIMS provides a consistent framework for incident management at all jurisdictional levels regardless of the cause, size, or complexity of the incident.** NIMS is not an operational incident management or resource allocation plan. NIMS represents a core set of doctrine, concepts, principles, terminology, and organizational processes that enables effective, efficient, and collaborative incident management.

- **Preparedness:** Effective emergency management and incident response activities begin with a host of preparedness activities conducted on an ongoing basis, in advance of any potential incident. Preparedness involves an integrated combination of planning, procedures and protocols, training and exercises, personnel qualifications and certification, and equipment certification.
- **Communications and Information Management:** Emergency management and incident response activities rely upon communications and information systems that provide a common operating picture to all command and coordination sites. NIMS describes the requirements necessary for a standardized framework for communications and emphasizes the need for a common operating picture. NIMS is based upon the concepts of interoperability, reliability, scalability, portability, and the resiliency and redundancy of communications and information systems.
- **Resource Management:** Resources (such as personnel, equipment, and/or supplies) are needed to support critical incident objectives. The flow of resources must be fluid and adaptable to the requirements of the incident. NIMS defines standardized mechanisms and establishes the resource management process to: identify requirements, order and acquire, mobilize, track and report, recover and demobilize, reimburse, and inventory resources.

- **Command and Management:** The Command and Management component within NIMS is designed to enable effective and efficient incident management and coordination by providing flexible, standardized incident management structures. The structures are based on three key organizational constructs: **the Incident Command System, Multiagency Coordination Systems, and Public Information.**
- **Ongoing Management and Maintenance:** Within the auspices of Ongoing Management and Maintenance, there are two components: the National Integration Center (NIC) and Supporting Technologies.



Visual 2.10

### ICS Mandates

- NIMS requires all levels of government to:
  - Prepare for and use ICS for all domestic responses.
  - Adopt ICS as a condition of receiving Federal preparedness funding.
- This requirement also applies to schools and school districts receiving emergency preparedness funding including the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) grants.

Unit 2:  
ICS Overview

**Visual Description:** ICS Mandates

### Instructor Notes

NIMS requires all levels of government to:

- Prepare for and use ICS for all domestic responses.
- Adopt ICS as a condition of receiving Federal preparedness funding.

This requirement also applies to schools and school districts receiving emergency preparedness funding including the U.S. Department of Education Readiness and Emergency Management for Schools (REMS) grants, CFDA #84.184E (formerly known as the Emergency Response and Crisis Management (ERCM) grant program).

According to the National Integration Center, "institutionalizing the use of ICS" means that government officials, incident managers, and emergency response organizations at all jurisdictional levels must adopt the Incident Command System. Actions to institutionalize the use of ICS take place at two levels:

**Policy Level:** At the policy level, institutionalizing the ICS means government officials (i.e., Governors, mayors, county and city managers, tribal leaders, and others) must:

- Adopt the ICS through executive order, proclamation, or legislation as the jurisdiction's official incident response system; and
- Direct that incident managers and response organizations in their jurisdictions train, exercise, and use the ICS in their response operations.

**Organizational Level:** At the organizational/operational level, evidence that incident managers and emergency response organizations are institutionalizing the ICS would include the following:

- ICS is being integrated into functional and system-wide emergency operations policies, plans, and procedures.
- ICS training is planned or underway for responders, supervisors, and command-level officers.
- Responders at all levels are participating in and/or coordinating ICS-oriented exercises that involve responders from multiple disciplines and jurisdictions.



Visual 2.11

### Other ICS Mandates

- Hazardous Materials Incidents
  - Superfund Amendments and Reauthorization Act (SARA) – 1986
  - Occupational Safety and Health Administration (OSHA) Rule 1910.120
- State and Local Regulations



Unit 2:  
ICS Overview

**Visual Description:** Other ICS Mandates

### Instructor Notes

Explain that in addition to the NIMS mandate, the following laws require the use of ICS:

- The Superfund Amendments and Reauthorization Act (SARA) of 1986 established Federal regulations for handling hazardous materials. SARA directed the Occupational Safety and Health Administration (OSHA) to establish rules for operations at hazardous materials incidents.
- OSHA rule 1910.120, effective March 6, 1990, requires all organizations that handle hazardous materials to use ICS. The regulation states: “The Incident Command System shall be established by those employers for the incidents that will be under their control and shall interface with other organizations or agencies who may respond to such an incident.”

Note that the Environmental Protection Agency (EPA) requires States to use ICS at hazardous materials incidents.

**IMPORTANT INSTRUCTOR NOTE:** Add any State and local regulations governing the use of ICS.



Visual 2.12

**Activity: Management Challenges (1 of 2)****Instructions:**

1. Working as a team, review the scenario presented on the next visual.
2. Identify the top three challenges for school personnel to manage this incident. Write these challenges on chart paper.
3. Using what you have learned so far, describe how ICS could be used to address these challenges.
4. Select a spokesperson. Be prepared to present in 5 minutes.



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Unit 2:  
ICS Overview

**Visual Description:** Activity: Management Challenges (1 of 2)

**Instructor Notes**

**Purpose:** The purpose of this activity is to illustrate how ICS can be used to address incident management issues.

**Instructions:** Follow the steps below to conduct this activity:

1. Assign the participants to groups of five or six.
2. Tell the participants to work as a team to review the scenario presented on the next visual.
3. Explain that each group should identify the top three challenges for school officials to manage this incident. Each group should write the challenges on chart paper. The groups should also discuss how ICS could be used to address these challenges.
4. Ask the participants in each group to select a spokesperson.
5. Inform the group that they will have 5 minutes to complete this activity.



Visual 2.13

### Activity: Management Challenges (2 of 2)

**Scenario:** A second-grade class is on a science field trip to a State park. Although the day started out bright and sunny, severe weather is now threatening. The lead teacher decides to end the trip a little early to avoid getting caught in a storm. Students are organized and loaded onto the bus. The final count reveals that one student is missing. Other students and teachers report that they last saw the missing student at a spot near where the river and dense wooded area meet. While the students wait on the bus, a few teachers and park personnel search the area but fail to find the missing child.

**Questions:**

What are the priorities?

What are the incident management challenges?



Unit 2:  
ICS Overview

**Visual Description:** Activity: Management Challenges (2 of 2)

### Instructor Notes

The purpose of this scenario is to demonstrate the benefits of ICS. Review the below scenario and then lead the participants in a discussion using the below questions. Use the discussion to point out the benefits of ICS. Indicate what might happen if ICS is not used to manage this situation.

**Scenario:** A second-grade class is on a science field trip to a State park. Although the day started out bright and sunny, severe weather is now threatening. The lead teacher decides to end the trip a little early to avoid getting caught in a storm. Students are organized and loaded onto the bus. The final count reveals that one student is missing. Other students and teachers report that they last saw the missing student at a spot near where the river and dense wooded area meet. While the students wait on the bus, a few teachers and park personnel search the area but fail to find the missing child.

**Discussion Questions:**

What are the priorities?

What are the incident management challenges? (Think about how ICS may address these challenges!)

Note that using management best practices, ICS helps to ensure:

- The safety of responders and others.
- The achievement of tactical objectives.
- The efficient use of resources.



Visual 2.14

### Summary (1 of 2)

**Instructions:** Answer the questions below.

- What are three purposes of ICS?
- What are the requirements to use ICS?



FEMA

Unit 2:  
ICS Overview

**Visual Description:** Summary (1 of 2)

### Instructor Notes

Ask participants if they can now:

- Identify three purposes of ICS.
  - Using management best practices, ICS helps to ensure:
    - The safety of responders and others.
    - The achievement of tactical objectives.
    - The efficient use of resources.
- Identify requirements to use the Incident Command System (ICS).
  - National Incident Management Systems (NIMS)
  - Superfund Amendments and Reauthorization Act (SARA) – 1986
  - Occupational Safety and Health Administration (OSHA) Rule 1910.120
  - U.S. Department of Education Readiness and Emergency Management for Schools (REMS) grants
  - State and Local Regulations



Visual 2.15

### Summary (2 of 2)

ICS . . .

- Is a standardized management tool for meeting the demands of small or large emergency or nonemergency situations.
- Represents "best practices," and has become the standard for emergency management across the country.
- May be used for planned events, natural disasters, and acts of terrorism.
- Is a key feature of NIMS.



Unit 2:  
ICS Overview

**Visual Description:** Summary (2 of 2)

### Instructor Notes

Summarize this unit by reminding the group that ICS:

- Is a standardized management tool for meeting the demands of small or large emergency or nonemergency situations.
- Represents "best practices," and has become the standard for emergency management across the country.
- May be used for planned events, natural disasters, and acts of terrorism.
- Is a key feature of NIMS.

**Ask if anyone has any questions about anything covered in this unit.**

Transition to the next unit by explaining that it will cover the basic features of ICS.

**Your Notes:**

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## Unit 3: ICS Features and Principles

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## Objectives

At the end of this unit, the participants should be able to describe the basic features and principles of the Incident Command System (ICS).

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## Scope

- Unit Introduction
  - Unit Objectives
  - Introduction to ICS Features and Principles
    - Making ICS Work
    - Video: ICS Features
  - Common Terminology
    - Common Terminology – No Codes
    - Use of Plain English
  - ICS Organization
    - Modular Organization
    - Chain of Command
    - Unity of Command
  - Incident Command and Command Staff
    - Incident Management Roles
    - Incident Objectives
  - Management by Objectives
  - Incident Action Plan (IAP)
    - Reliance on an IAP
    - Elements of an IAP
    - Activity: IAP
  - Span of Control
    - Manageable Span of Control
    - ICS Management: Span of Control
    - Knowledge Review
  - ICS Facilities and Schools
    - Video: Incident Facilities Virtual Tour
    - Incident Facility Map Symbols
    - Knowledge Review
  - Incident Management
    - Integrated Communications
    - Information & Intelligence Management
    - Activity: Incident Management
    - Resource Management
  - Transfer of Command
    - When Command Is Transferred
  - Summary
-

## Methodology

The instructors will begin by explaining that this unit provides an overview of the basic features and principles of the Incident Command System, or ICS. Instructors will display a visual that outlines the unit objectives.

After reviewing the unit objectives, the instructors will provide information on ICS Features and Principles, first by showing a video. Next, they will explain the importance of using common terminology and plain English during an incident response.

Next, the instructors will explain the differences between ICS organizational structure and day-to-day administrative organizational structure. They will describe the ICS flexible modular organization, including the fact that only functions or positions that are necessary will be filled. The instructors will cover the concepts of chain of command and unity of command, providing an example of unity of command to illustrate how one's supervisor within an ICS organization may not be the same as that person's day-to-day supervisor.

The next topic is the Incident Command and Command Staff. The instructors will clarify the differences between the Executive/Senior Officer's role and the role of the Incident Commander during an incident. The group will consider a scenario to segue into discussion of incident objectives, and the priorities followed in addressing objectives in school incidents.

The next ICS feature covered is management by objectives. The instructors will present the steps to follow when establishing incident objectives. Establishing incident objectives is the precursor to developing an Incident Action Plan, or IAP. The instructors will identify the four elements that every IAP must contain. The participants will then work in teams to identify four items to include in an IAP for a school incident.

The instructors will explain the importance of maintaining a manageable span of control: Per ICS guidelines, a supervisor optimally should not have more than 5 subordinates. The instructor will ask the participants what types of school incident situations warrant a low span-of-control ratio. Students will consider a school incident scenario, and determine whether the span of control is sufficient.

Next the group will view a video that presents a "virtual tour" of standard ICS facilities. The instructors will then briefly review predesignated incident facilities. The participants will apply this information by completing a scenario-based Knowledge Review, considering school-specific situations and appropriate ICS incident facilities.

The instructors will then explain the importance of developing an integrated voice and data communications system, and ensuring that communications systems among various responders are interoperable. The instructors will lead a discussion of the importance of information and intelligence management. They will use an activity to ask the group for examples of information and intelligence that could be used to manage an incident.

The next ICS feature covered is resource management. Resources include personnel as well as equipment.

### Methodology (Continued)

The instructors will then describe the process for transferring command, or moving responsibility for incident command from one Incident Commander to another. The instructors will ask participants to identify topics to include in a transfer of command briefing.

At the end of the unit, the participants will answer questions about the ICS features covered. The instructors will then summarize the key ICS features and principles, and transition to Unit 4.

### Time Plan

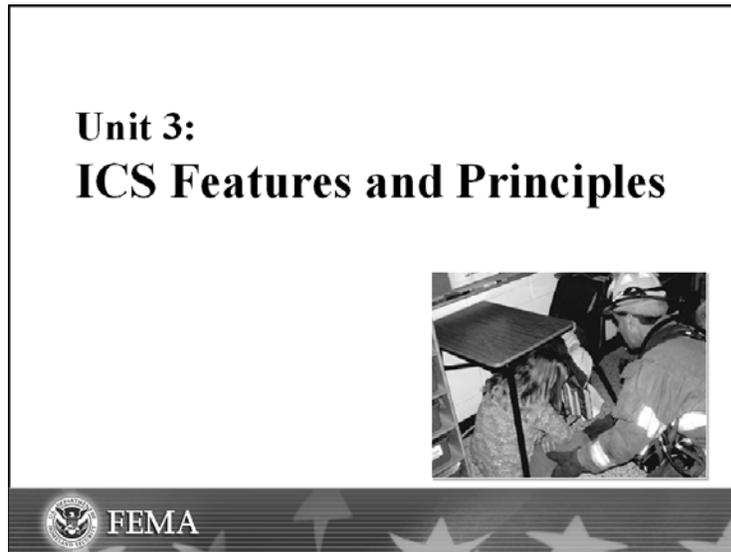
A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Objectives	5 minutes
Introduction to ICS Features and Principles	10 minutes
Common Terminology	5 minutes
ICS Organization	10 minutes
Incident Command and Command Staff	10 minutes
Management by Objectives	5 minutes
Incident Action Plan	5 minutes
Activity: Incident Action Plan	10 minutes
Span of Control	5 minutes
Knowledge Review	5 minutes
ICS Facilities and Schools	10 minutes
Knowledge Review	5 minutes
Incident Management	10 minutes
Transfer of Command	5 minutes
Summary	5 minutes
<b>Total Time</b>	<b>1 hour 45 minutes</b>

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Visual 3.1



**Visual Description:** Unit Introduction

### Instructor Notes

Tell the participants that this unit will provide an overview of the basic features and principles of the Incident Command System:

- ICS management principles
- ICS core system features



Visual 3.2

### Unit Objectives (1 of 2)

Describe the basic features of the Incident Command System (ICS), including:

- Common terminology.
- Modular organization.
- Management by objectives.
- Reliance on an Incident Action Plan (IAP).
- Chain of command and unity of command.
- Manageable span of control.



Unit 3:  
ICS Features and Principles

**Visual Description:** Unit Objectives (1 of 2)

### Instructor Notes

Tell the group that by the end of this unit they should be able to describe the basic features of the Incident Command System (ICS), including:

- Common terminology.
- Modular organization.
- Management by objectives.
- Reliance on an Incident Action Plan (IAP).
- Chain of command and unity of command.
- Manageable span of control.

Explain that the objectives for this unit continue on the next visual.



Visual 3.3

### Unit Objectives (2 of 2)

Describe the basic features of the Incident Command System (ICS), including:

- Predesignated incident locations and facilities.
- Resource management.
- Information and intelligence management.
- Integrated communications.
- Transfer of command.



Unit 3:  
ICS Features and Principles

**Visual Description:** Unit Objectives (2 of 2)

### Instructor Notes

Continue with the objectives for this unit.

By the end of this unit, participants will be able to describe the basic features of the Incident Command System (ICS), including:

- Predesignated incident locations and facilities.
- Resource management.
- Information and intelligence management.
- Integrated communications.
- Transfer of command.



Visual 3.4

### Making ICS Work

- ICS differs from day-to-day school management.
- Effective incident management relies on tight command.
- Strict adherence must be paid to top-down direction.
- Each must commit to following this command and control approach.

Unit 3:  
ICS Features and Principles

**Visual Description:** Making ICS Work

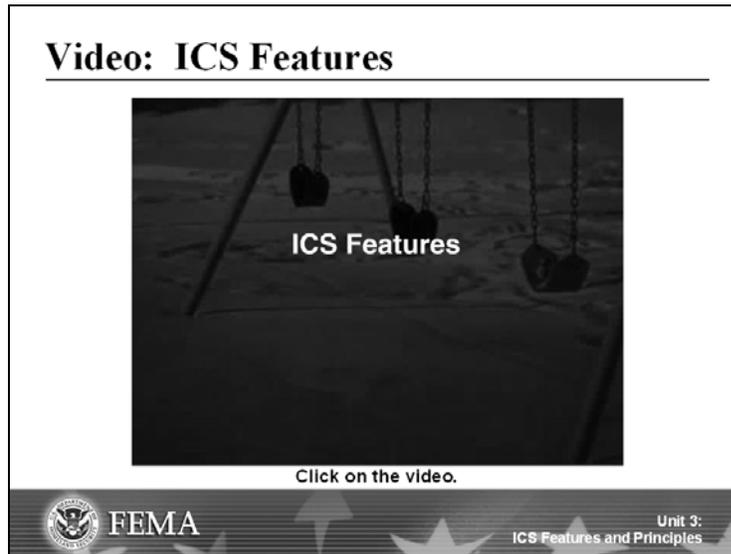
### Instructor Notes

Explain that features and principles used in ICS differ from daily activities.

- The features and principles used to manage an incident differ from day-to-day school management approaches. Effective incident management relies on a tight command and control structure. Although information is exchanged freely through the ICS structure, strict adherence must be paid to top-down direction.
- To make ICS work, each of us must commit to following this command and control approach.



Visual 3.5



**Visual Description:** Video: ICS Features

### Instructor Notes

Tell the participants that the following video will introduce this lesson on ICS features and principles.

Explain that the lesson covers each of these ICS features in detail.

The total running time for the video is about 2:00.

### Video Transcript:

As you learned in the previous lesson, ICS is based on proven management principles that contribute to the strength and efficiency of the overall system.

ICS principles are implemented through a wide range of management features including the use of common terminology and clear text, and a modular organizational structure.

ICS emphasizes effective planning, including management by objectives and reliance on an Incident Action Plan. The ICS features related to command structure include chain of command and unity of command.

**Video Transcript: (Continued)**

ICS helps ensure full utilization of all incident resources by:

- Maintaining a manageable span of control.
- Establishing predesignated incident locations and facilities.
- Implementing resource management practices.
- Ensuring integrated communications.

ICS supports responders and decisionmakers through effective information and intelligence management. ICS counts on each of us taking personal accountability for our own actions. And the mobilization process helps ensure that incident objectives can be achieved while responders and students remain safe. This lesson covers each of these ICS features in detail.

The 14 essential ICS features are listed below:

- **Common Terminology:** Using common terminology helps to define organizational functions, incident facilities, resource descriptions, and position titles.
- **Chain of Command and Unity of Command:** Chain of command refers to the orderly line of authority within the ranks of the incident management organization. Unity of command means that every individual has a designated supervisor to whom he or she reports at the scene of the incident. These principles clarify reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident managers at all levels must be able to control the actions of all personnel under their supervision.
- **Unified Command:** In incidents involving multiple jurisdictions, a single jurisdiction with multiagency involvement, or multiple jurisdictions with multiagency involvement, Unified Command allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability. (This topic is covered in a later unit.)
- **Modular Organization:** The Incident Command organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident.
- **Management by Objectives:** Includes establishing overarching objectives; developing and issuing assignments, plans, procedures, and protocols; establishing specific, measurable objectives for various incident management functional activities; and directing efforts to attain the established objectives.
- **Reliance on an Incident Action Plan:** Incident Action Plans (IAPs) provide a coherent means of communicating the overall incident objectives in the contexts of both operational and support activities.
- **Manageable Span of Control:** Span of control is key to effective and efficient incident management. **Within ICS, the span of control of any individual with incident management supervisory responsibility should range from three to seven subordinates.**
- **Incident Locations and Facilities:** Various types of operational locations and support facilities are established in the vicinity of an incident to accomplish a variety of purposes. Typical predesignated facilities include Incident Command Posts, Bases, Camps, Staging Areas, Mass Casualty Triage Areas, and others as required.
- **Comprehensive Resource Management:** Resource management includes processes for categorizing, ordering, dispatching, tracking, and recovering resources. It also includes processes for reimbursement for resources, as appropriate. Resources are defined as personnel, teams, equipment, supplies, and facilities available or potentially available for assignment or allocation in support of incident management and emergency response activities.

- **Information and Intelligence Management:** The incident management organization must establish a process for gathering, sharing, and managing incident-related information and intelligence.
- **Integrated Communications:** Incident communications are facilitated through the development and use of a common communications plan and interoperable communications processes and architectures.
- **Establishment and Transfer of Command:** The command function must be clearly established from the beginning of an incident. When command is transferred, the process must include a briefing that captures all essential information for continuing safe and effective operations.
- **Accountability:** Effective accountability at all jurisdictional levels and within individual functional areas during incident operations is essential. To that end, the following principles must be adhered to:
  - **Check-In:** All responders, regardless of agency affiliation, must report in to receive an assignment in accordance with the procedures established by the Incident Commander.
  - **Incident Action Plan:** Response operations must be directed and coordinated as outlined in the IAP.
  - **Unity of Command:** Each individual involved in incident operations will be assigned to only one supervisor.
  - **Span of Control:** Supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision.
  - **Resource Tracking:** Supervisors must record and report resource status changes as they occur. (This topic is covered in a later unit.)
- **Dispatch/Deployment:** Personnel and equipment should respond only when requested or when dispatched by an appropriate authority.



Visual 3.6

### Common Terminology – No Codes!

Using common terminology helps to define:

- Organizational functions.
- Incident facilities.
- Resource descriptions.
- Position titles.

Common terminology allows school personnel to seamlessly integrate with first responders.



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Unit 3:  
ICS Features and Principles

**Visual Description:** Common Terminology – No Codes!

### Instructor Notes

The ability to communicate within the ICS is absolutely critical. An essential method for ensuring the ability to communicate is by using common terminology and clear text.

**Ask the participants: If you heard “code red in the cafeteria” which of the following would that mean to you?**

Select what you think this announcement means.

- Fire
- Child choking
- Intruder
- Not sure

A critical part of an effective multiagency incident management system is for all communications to be in plain English. That is, use clear text. Do not use radio codes, agency-specific codes, or jargon.

ICS establishes common terminology allowing diverse incident management and support entities to work together. Common terminology helps to define:

- **Organizational Functions.** Major functions and functional units with domestic incident management responsibilities are named and defined. Terminology for the organizational elements involved is standard and consistent.
- **Incident Facilities.** Common terminology is used to designate the facilities in the vicinity of the incident area that will be used in the course of incident management activities.
- **Resource Descriptions.** Major resources—including personnel, facilities, and major equipment and supply items—used to support incident management activities are given common names and are "typed" with respect to their capabilities, to help avoid confusion and to enhance interoperability.
- **Position Titles.** At each level within the ICS organization, individuals with primary responsibility have distinct titles. Titles provide a common standard for all users, and also make it easier to fill ICS positions with qualified personnel. ICS titles often do NOT correspond to the titles used on a daily basis.



Visual 3.7

### Use of Plain English

- Communications should be in plain English or clear text.
- Do not use codes, agency-specific codes, or jargon.

Even if you use codes on a daily basis, why should you use plain English during an incident response?

FEMA Unit 3: ICS Features and Principles

**Visual Description:** Use of Plain English

### Instructor Notes

Ask the participants the following question:

**Even if you use codes on a daily basis, why should you use plain English during an incident response?**

Allow the participants time to respond.

If not mentioned by the group, tell the participants that it is important to use plain English during an incident response because often there is more than one agency involved in an incident. Ambiguous codes and acronyms have proven to be major obstacles in communications. Often agencies have a variety of codes and acronyms that they use routinely during normal operations. Not every ten code is the same nor does every acronym have the same meaning. When these codes and acronyms are used on an incident, confusion is often the result. The National Incident Management Systems (NIMS) requires that all responders use “plain English,” referred to as “clear text,” and within the United States, English is the standard language.

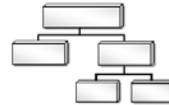


Visual 3.8

## ICS Organization

Differs from the day-to-day, administrative organizational structures and positions.

- Unique ICS position titles and organizational structures are designed to avoid confusion during incident response.
- Rank may change during an incident. For example, a “chief” may not hold that title when deployed under an ICS structure.



**Visual Description:** ICS Organization

### Instructor Notes

The ICS organization is unique but easy to understand. There is no correlation between the ICS organization and the administrative structure of any single agency or jurisdiction. This is deliberate, because confusion over different position titles and organizational structures has been a significant stumbling block to effective incident management in the past.

For example, someone who serves as a Chief every day may not hold that title when deployed under an ICS structure.



Visual 3.9

### Modular Organization

Incident command organizational structure is based on:

- Size, type, and complexity of the incident.
- Specifics of the hazard environment created by the incident.
- Incident planning process and incident objectives.

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Unit 3:  
ICS Features and Principles

**Visual Description:** Modular Organization

### Instructor Notes

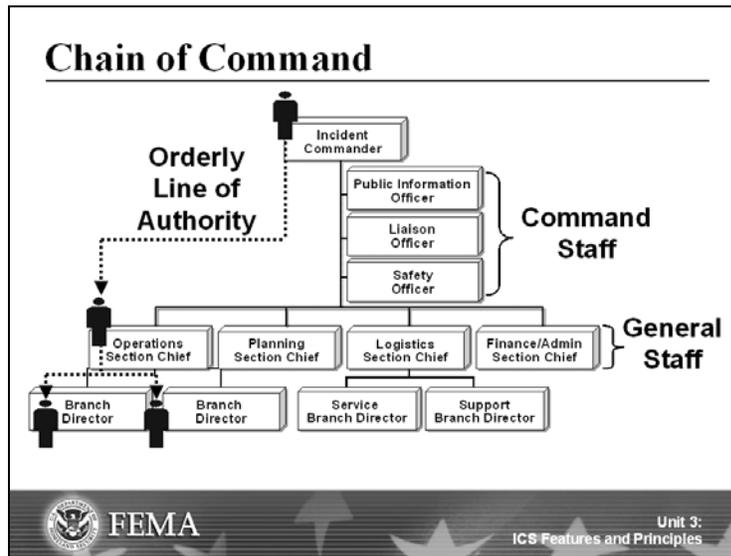
The ICS organizational structure develops in a top-down, modular fashion that is based on the size and complexity of the incident, as well as the specifics of the hazard environment created by the incident. As incident complexity increases, the organization expands from the top down as functional responsibilities are delegated.

The ICS organizational structure is flexible. When needed, separate functional elements can be established and subdivided to enhance internal organizational management and external coordination. As the ICS organizational structure expands, the number of management positions also expands to adequately address the requirements of the incident.

In a later unit, we'll look at how the Operations Section expands and contracts based on span of control.



Visual 3.10



**Visual Description:** Chain of Command

### Instructor Notes

Chain of command is an orderly line of authority within the ranks of the incident management organization. Chain of command:

- Allows incident managers to direct and control the actions of all personnel under their supervision.
- Avoids confusion by requiring that orders flow from supervisors.

Chain of command does not prevent personnel from directly communicating with each other to ask for or share information.

The features and principles used to manage an incident differ from day-to-day school management approaches. Effective incident management relies on a tight command and control structure. Although information is exchanged freely through the ICS structure, strict adherence must be paid to top-down direction.

**To make ICS work, each of us must commit to following this command and control approach.**



Visual 3.11

## Unity of Command

Under unity of command, personnel during an incident:

- Report to only one incident supervisor.
- Receive work assignments only from the assigned supervisor.



**Visual Description:** Unity of Command

### Instructor Notes

Under unity of command, personnel:

- Report to only one ICS supervisor.
- Receive work assignments only from their ICS supervisors.

### Example of Unity of Command

The school nurse is the Incident Commander for a heat stroke incident at a lacrosse match. You are a member of the monitoring team assigned to watching athletes and providing preventative fluids.

The Assistant Principal arrives at the athletic field and asks you to go speak to members of the media about the measures being taken to protect the students. Even though the Assistant Principal may outrank everyone in the ICS organization, she cannot go around the established ICS chain of command and give you an assignment. The correct protocol would be for the Assistant Principal to communicate the need to the Incident Commander. Remember, when you are in an ICS organization, you should:

- Receive work assignments only from your ICS supervisor.
- Report to only one ICS supervisor.

Your supervisor within an ICS organization may not be the same as your day-to-day supervisor.



Visual 3.12

### Incident Management Roles

<p><b>Executive/Senior Official's Role</b> Provide the following to the Incident Commander:</p> <ul style="list-style-type: none"> <li>▪ Policy</li> <li>▪ Mission</li> <li>▪ Direction</li> <li>▪ Authority</li> </ul>	<p><b>Incident Commander's Role</b></p> <ul style="list-style-type: none"> <li>▪ Manage the incident at the scene.</li> <li>▪ Keep officials informed on all important matters pertaining to the incident.</li> </ul>
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To maintain the unity of command and safety of responders, the chain of command must NOT be bypassed.

Unit 3:  
ICS Features and Principles

**Visual Description:** Incident Management Roles

### Instructor Notes

The Executive/Senior Official (Principal, Superintendent, etc.) is responsible for the incident. Along with this responsibility, by virtue of their position, these individuals have the authority to make decisions, commit resources, obligate funds, and command the resources necessary to protect the students and facilities.

Having the responsibility does not mean that the Executive/Senior Official assumes a command role over the on-scene incident operation. Rather, the Executive/Senior Official:

- Provides policy guidance on priorities and objectives based on situational needs and the Emergency Operations Plan.
- Oversees resource coordination and support to the on-scene command from an Operations Center.

The Incident Commander is the primary person in charge at the incident. In addition to managing the incident scene, he or she must keep the Executive/Senior Official informed and up to date on all important matters pertaining to the incident.

The ICS hierarchy of command must be maintained and not even Executives and Senior Officials can bypass the system.



Visual 3.13

**Scenario**

Several minutes ago, a tornado struck the school without warning. You were not injured but are isolated in a damaged part of the building with students and no other school personnel. You have taken command of the response.



**What is the first action that you would take?**

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Unit 3:  
ICS Features and Principles

**Visual Description:** Scenario: What is the first action that you would take?

### Instructor Notes

Review the following scenario on assuming command:

**Scenario:** Several minutes ago, a tornado struck the school without warning. You were not injured but are isolated in a damaged part of the building with students and no other school personnel. You have taken command of the response.

**Question:** What is the first action that you would take?

**Instructor Note:** Use this scenario to transition to a discussion of incident objectives and action planning. If not mentioned by the students, note that the first actions would include sizing up the situation and taking measures to ensure life safety.



Visual 3.14

### Incident Objectives

Incident objectives are established based on the following priorities:

- #1: Life Safety
- #2: Incident Stabilization
- #3: Property Preservation

What additional priorities are critical for managing school incidents?



FEMA Unit 3:  
ICS Features and Principles

**Visual Description:** Incident Objectives

### Instructor Notes

As school personnel, you understand the value of learning objectives. Incident objectives are used to ensure that everyone within the ICS organization has a clear understanding of what needs to be accomplished.

Incident objectives are established based on the following priorities:

- #1: Life Safety
- #2: Incident Stabilization
- #3: Property Preservation

**Ask the participants: What additional priorities are critical for managing school incidents?**



Visual 3.15

### Management by Objectives: Steps

The steps for establishing incident objectives include:

- **Step 1:** Understand agency policy and direction.
- **Step 2:** Assess incident situation.
- **Step 3:** Establish incident objectives.
- **Step 4:** Select appropriate strategy or strategies to achieve objectives.
- **Step 5:** Perform tactical direction.
- **Step 6:** Provide necessary followup.



**Visual Description:** Management by Objectives: Steps

### Instructor Notes

Tell participants that the steps for establishing incident objectives include:

- Step 1: Understand agency policy and direction, such as that of the school district.
- Step 2: Assess incident situation.
- Step 3: Establish incident objectives.
- Step 4: Select appropriate strategy or strategies to achieve objectives.
- Step 5: Perform tactical direction.
- Step 6: Provide necessary followup.



Visual 3.16

### Reliance on an Incident Action Plan

Every incident must have an Incident Action Plan (IAP) that:

- Specifies the incident objectives.
- States the activities to be completed.
- Covers a specified timeframe, called an operational period.
- May be oral or written—except for hazardous materials incidents, which require a written IAP.



 FEMA Unit 3:  
ICS Features and Principles

**Visual Description:** Reliance on an Incident Action Plan

### Instructor Notes

The Incident Commander must ensure that there is an Incident Action Plan (IAP) that:

- Specifies the incident objectives.
- States the activities to be completed.
- Covers a specified timeframe, called an operational period.
- May be **oral or written**—except for hazardous materials incidents, which require a written IAP.

Even the smallest of incidents are managed by incident objectives and plans. The plan can be as simple as the next steps the Incident Commander plans to do. The steps can be orally communicated to the rest of the ICS organization.



Visual 3.17

### Elements of an Incident Action Plan

Every IAP must have four elements:

- What do we want to do?
- Who is responsible for doing it?
- How do we communicate with each other?
- What is the procedure if someone is injured?



**Visual Description:** Elements of an Incident Action Plan

### Instructor Notes

Explain that every IAP must answer the following four questions:

- What do we want to do?
- Who is responsible for doing it?
- How do we communicate with each other?
- What is the procedure if someone is injured?



Visual 3.18

### Activity: Incident Action Plan

#### Instructions:

- Working as a team, identify four items you would include in an IAP.
- Write these items on chart paper.
- Select a spokesperson. Be prepared to present in 5 minutes.



**Visual Description:** Activity: Incident Action Plan

#### Instructor Notes

**Purpose:** The purpose of this activity is to illustrate how to develop an IAP.

**Instructions:** Follow the steps below to conduct this activity:

1. Assign the participants to groups of five or six.
2. Explain that the participants should identify four items they would include in an Incident Action Plan.
3. Tell the groups that they should record the IAP elements on chart paper and select a spokesperson to report back to the group.
4. Inform the groups that they will have 5 minutes to complete this activity.

**Debrief:** Monitor the time. When 5 minutes have passed, ask the spokesperson from each group to present the elements of their IAP. Their answers will depend on the incident objectives that were developed in the previous activity, but, at a minimum, should include:

- What they want to do.
- Who is responsible for doing it.
- How they will communicate with one another.
- The procedures if someone is injured.

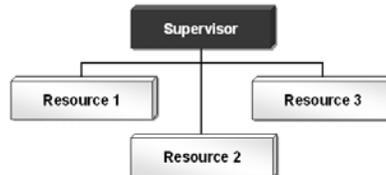


Visual 3.19

## Manageable Span of Control

### Span of control:

- Pertains to the number of individuals or resources that one supervisor can manage effectively during an incident.
- Is key to effective and efficient incident management.



**Visual Description:** Manageable Span of Control

### Instructor Notes

Tell the participants that another basic ICS feature concerns the supervisory structure of the organization. Maintaining adequate span of control throughout the ICS organization is very important.

Span of control pertains to the number of individuals or resources that one supervisor can manage effectively during an incident.

Maintaining an effective span of control is important at incidents where safety and accountability are a top priority.

Emphasize that supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision.



Visual 3.20

### ICS Management: Span of Control

ICS span of control for any supervisor:

- Is between 3 and 7 subordinates.
- Optimally does not exceed 5 subordinates.

FEMA Unit 3: ICS Features and Principles

**Visual Description:** ICS Management: Span of Control

#### Instructor Notes

Review the following key points:

- Another basic ICS feature concerns the supervisory structure of the organization. Maintaining adequate span of control throughout the ICS organization is very important.
- Span of control pertains to the number of individuals or resources that one supervisor can manage effectively during an incident.
- The type of incident, nature of the task, hazards and safety factors, and distances between personnel and resources all influence span of control considerations. **Maintaining an effective span of control is particularly important on incidents where safety and accountability are a top priority.**
- Effective span of control on incidents may vary from three (3) to seven (7), and a ratio of one (1) supervisor to five (5) reporting elements is recommended.

**Ask the participants: What types of school incidents warrant a low span-of-control ratio?**



Visual 3.21

### Knowledge Review

**Instructions:** Determine if the span of control is consistent with ICS guidelines.

**Situation:** Heavy rains have caused flash flooding. The East Middle School is isolated and students cannot leave. Resources are provided for student accountability and site security.

```
graph TD; IC[Incident Commander] --- R1_1[Resource]; IC --- R1_2[Resource]; IC --- R1_3[Resource]; IC --- R1_4[Resource]; R1_1 --- R2_1[Resource]; R1_2 --- R2_2[Resource]; R1_3 --- R2_3[Resource]; R1_4 --- R2_4[Resource];
```

FEMA Unit 3: ICS Features and Principles

**Visual Description:** Knowledge Review

### Instructor Notes

Tell the participants to review the situation on the visual.

**Situation:** Heavy rains have caused flash flooding. The East Middle School is isolated and students cannot leave. Resources are provided for student accountability and site security.

**Ask the participants to determine if the span of control is consistent with ICS guidelines.**

Allow the participants time to respond.

If not mentioned, point out that the span of control is NOT consistent with ICS guidelines. Remind them that ICS span of control for any supervisor is between 3 and 7 subordinates and optimally does not exceed 5 subordinates.



Visual 3.22



**Visual Description:** Video: Incident Facilities Virtual Tour

### Instructor Notes

Present the following key points:

- Incident activities may be accomplished from a variety of operational locations and support facilities.
- The Incident Commander identifies and establishes needed facilities depending on incident needs. Standardized names are used to identify types of facilities.
- In order to integrate with community responders, it is important to be familiar with the standard ICS facilities.
- Some or all of these facilities may be used in some school incidents and in other incidents in their community.

### Video Transcript:

This presentation introduces the ICS facilities. In smaller, school-based incidents you most likely will not need many of the standard ICS facilities. However, in large incidents, such as Hurricane Katrina, undamaged schools are often converted into ICS facilities.

The Incident Command Post, or ICP, is the location from which the Incident Commander oversees all incident operations. There is generally only one ICP for each incident, but it may change locations during the event. Every incident must have some form of an Incident Command Post. The ICP may be located outside, in a vehicle, trailer, or tent, or within a building. The ICP will be positioned outside of the present and potential hazard zone but close enough to the incident to maintain command.

**Video Transcript: (Continued)**

Staging Areas are temporary locations at an incident where personnel and equipment wait to be assigned. Staging Areas should be located close enough to the incident for a timely response, but far enough away to be out of the immediate impact zone. In large complex incidents, there may be more than one Staging Area at an incident. Staging Areas can be collocated with other ICS facilities.

A Base is the location from which primary logistics and administrative functions are coordinated and administered.

A Camp is the location where resources may be kept to support incident operations if a Base is not accessible to all resources. Camps are equipped and staffed to provide food, water, sleeping areas, and sanitary services. A school gym or cafeteria could be used as a Camp for a community-wide incident.

A Helibase is the location from which helicopter-centered air operations are conducted. Helibases are generally used on a more long-term basis and include such services as fueling and maintenance.

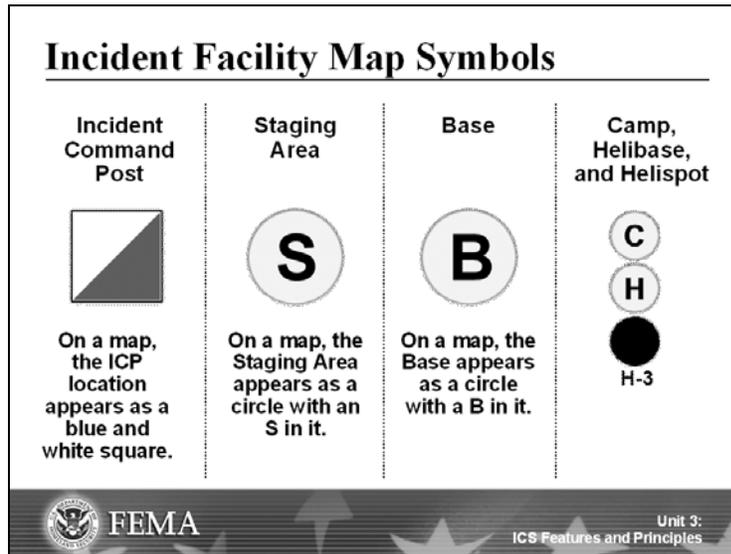
Helispots are more temporary locations at the incident, where helicopters can safely land and take off. Multiple Helispots may be used. Think about your school environment. Could you use a parking lot or athletic field for a temporary Helispot?

Let's review the different ICS facilities covered in this video.

- The **Incident Command Post** is the location from which the Incident Commander oversees all incident operations.
- **Staging Areas** are where personnel and equipment are gathered while waiting to be assigned.
- A **Base** is the location from which primary logistics and administrative functions are coordinated and administered.
- A **Helibase** is the location from which helicopter-centered air operations are conducted.
- **Helispots** are more temporary locations at the incident, where helicopters can safely land and take off.



Visual 3.23



**Visual Description:** Incident Facility Map Symbols

### Instructor Notes

Explain that in ICS, it is important to be able to identify the map symbols associated with the basic incident facilities.

The map symbols used to represent each of the six basic ICS facilities are shown in the illustration.

Ask the participants the following question:

**Helicopters were taking off and landing at a high school football field after a tornado severely damaged the school campus. What map symbol would indicate this ICS facility?**

If not mentioned by the group, explain that the ICS facility could be a Helibase or Helispot and point out the symbols in the visual.



Visual 3.24

### ICS Facilities and Schools: Summary

- A single Incident Command Post should be established on all incidents—even small ones!
- School incidents may require additional facilities (e.g., Student-Parent Reunification Area).



Unit 3:  
ICS Features and Principles

**Visual Description:** ICS Facilities and Schools: Summary

### Instructor Notes

Present the following points:

- A single Incident Command Post should be established on all incidents, even on a small incident.
- School incidents may require additional facilities beyond those that are standard ICS facilities.

**Example:** For example, if you need a Student-Parent Reunification Area, add that site to your incident facilities. It is preferable to add needed facilities rather than to use a standard ICS facility, such as a Staging Area, for a school-unique function. A Staging Area is intended only for responders waiting for assignments, not parents waiting for their children.



Visual 3.25

### Knowledge Review (1 of 3)

**Instructions:** Review the following scenario and answer the question that follows.

**Scenario:** Community search and rescue teams have been dispatched to respond to the collapse of a school gymnasium. As teams arrive, they are being held at this location until they receive their assignments.

Which type of incident facility is being described in the scenario above?



FEMA

Unit 3:  
ICS Features and Principles

**Visual Description:** Knowledge Review (1 of 3)

#### Instructor Notes

Tell the participants to review the scenario and answer the question that follows.

**Scenario:** Community search and rescue teams have been dispatched to respond to the collapse of a school gymnasium. As teams arrive, they are being held at this location until they receive their assignments.

**Question:** Which type of incident facility is being described in the scenario above?

Provide feedback on the question:

- The incident facility being used for personnel and equipment awaiting tactical assignments is the **Staging Area**.
- The Staging Area is a temporary location at an incident where personnel and equipment are kept while waiting for tactical assignments. Staging Areas should be located close enough to the incident for a timely response, but far enough away to be out of the immediate impact zone. The Operations Section manages the Staging Area. The Operations Section will be covered in a later unit.



Visual 3.26

### Knowledge Review (2 of 3)

**Instructions:** Review the following scenario and select the optimal strategy.

**Scenario:** Initially in the gymnasium collapse incident, school personnel took command and established an Incident Command Post in the Assistant Principal's office. When the local responders arrived, they established an Incident Command Post in a mobile command van near the operation.

Select the optimal strategy.

- A. Both Incident Command Posts should continue to operate because the personnel in each are managing different aspects of the incident.
- B. The Incident Command Posts should be combined to ensure that school personnel and first responders are coordinating their management of the incident.



**Visual Description:** Knowledge Review (2 of 3)

#### Instructor Notes

Tell the participants to review the scenario and select the optimal strategy.

**Scenario:** Initially in the gymnasium collapse incident, school personnel took command and established an Incident Command Post in the Assistant Principal's office. When the local responders arrived, they established an Incident Command Post in a mobile command van near the operation.

#### Select the optimal strategy:

- A. Both Incident Command Posts should continue to operate because the personnel in each are managing different aspects of the incident.
- B. The Incident Command Posts should be combined to ensure that school personnel and first responders are coordinating their management of the incident.

Provide feedback on the question:

- The optimal strategy would be for the Incident Command Posts to be combined. Whenever possible, there should be only one Incident Command Post. In this scenario, a combined Incident Command Post would help to ensure that school personnel and first responders are coordinating their management of the incident.
- A later unit will cover the ICS concept of **Unified Command**. In ICS, Unified Command is a unified team effort that allows all schools and agencies with shared responsibility for the incident to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating school or agency authority, responsibility, or accountability.



Visual 3.27

### Knowledge Review (3 of 3)

**Instructions:** Review the following scenario and select the correct statement.

**Situation:** Severe weather has created a need to shelter students at the school. You have set up an area with cots and blankets to allow the students to rest.

Which statement is correct?

- A. Because there is no standard ICS facility defined for sheltering students, ICS prohibits one from being established.
- B. This area is part of the response operation but is not considered an ICS facility because it houses students rather than responders.
- C. The standard ICS facility, referred to as a camp, should be used to shelter the students during this incident.



**Visual Description:** Knowledge Review (3 of 3)

### Instructor Notes

Tell the participants to review the following scenario and select the correct statement.

**Scenario:** Severe weather has created a need to shelter students at the school. You have set up an area with cots and blankets to allow the students to rest.

**Which statement is correct?**

- A. Because there is no standard ICS facility defined for sheltering students, ICS prohibits one from being established.
- B. This area is part of the response operation but is not considered an ICS facility because it houses students rather than responders.
- C. The standard ICS facility, referred to as a camp, should be used to shelter the students during this incident.

Explain that a key part of the incident response is sheltering students. The area where you shelter the students is not considered an ICS facility. ICS facilities are for responders, not for those who are being attended to during the incident.



Visual 3.28

## Integrated Communications

Incident communications are facilitated through:

- The development and use of a common communications plan.
- The interoperability of communications equipment, procedures, and systems.

Before an incident, it is critical to develop an integrated voice and data communications system (equipment, systems, and protocols).



**Visual Description:** Integrated Communications

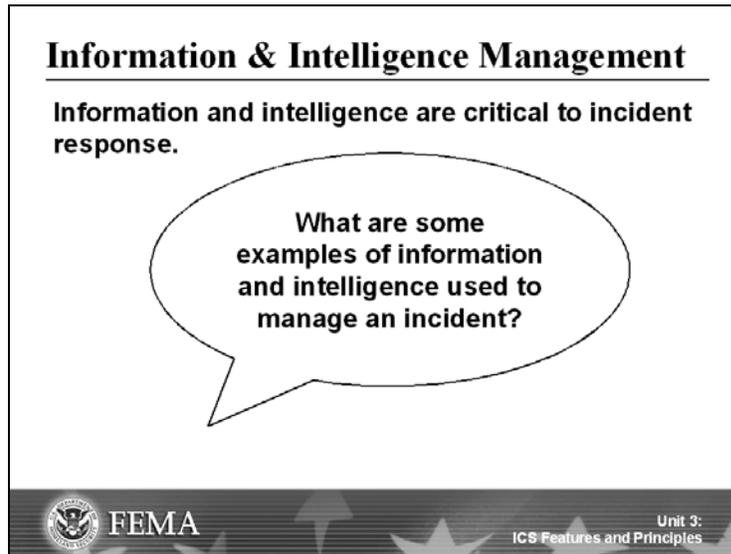
### Instructor Notes

Present the following points:

- A common communications plan is essential for ensuring that responders can communicate with one another during an incident.
- The response to the Columbine school shooting incident was hampered by response agencies operating on radios set to different frequencies.
- Prior to an incident, schools must work with local responders to ensure that communications equipment, procedures, and systems can operate together during a response (interoperable).



Visual 3.29



**Visual Description:** Information & Intelligence Management: What are some examples of information and intelligence used to manage an incident?

### Instructor Notes

Note that the analysis and sharing of information and intelligence is an important component of ICS. Incident management must establish a process for gathering, sharing, and managing incident-related information and intelligence.

Ask the participants the following question:

**What are some examples of information and intelligence used to manage an incident?**

If not mentioned by the participants, add the following items:

Intelligence includes other operational information that may come from a variety of different sources, such as:

- Risk assessments.
- Threats including potential for school violence.
- Surveillance of disease outbreak.
- Weather forecasts.
- Structural plans and vulnerabilities.



Visual 3.30

### Activity: Incident Management

**Instructions:** Read the scenario below and identify lessons learned from the scenario that you would apply to managing incident information and intelligence.

**Scenario:** At the Columbine school shooting incident, police and emergency response crews arrived within minutes of 911 calls. One of the first functions of a SWAT incident is to acquire intelligence. The SWAT team commander found some students, who quickly sketched a layout of the school. As the situation evolved, officers received a lot of false information including: there were as many as eight gunmen; snipers were on the roof; killers were hiding in ceilings or in heating ducts or trying to mingle with escaping students. The lack of reliable information hampered the operation.



**Visual Description:** Activity: Incident Management

### Instructor Notes

Tell the participants to read the scenario below and identify lessons learned from the scenario that they would apply to managing incident information and intelligence.

**Scenario:** At the Columbine school shooting incident, police and emergency response crews arrived within minutes of 911 calls. One of the first functions of a SWAT incident is to acquire intelligence. The SWAT team commander found some students, who quickly sketched a layout of the school. As the situation evolved, officers received a lot of false information including: there were as many as eight gunmen; snipers were on the roof; killers were hiding in ceilings or in heating ducts or trying to mingle with escaping students. The lack of reliable information hampered the operation.

If not mentioned by the group, present the sample answers shown below:

- Assign someone to serve as a point of contact with arriving responders to brief them on information about the school layout and facilities.
- Prior to incidents, ensure that first responders have copies of floor plans and other critical information about the school environment.
- Ensure that communications systems used by school personnel and first responders are interoperable, so everyone can communicate with each other.
- Establish a single Incident Command Post so that you can work with first responders to jointly analyze and verify information.



Visual 3.31

## Resource Management

Resource management includes processes for:

- Categorizing resources.
- Ordering resources.
- Dispatching resources.
- Tracking resources.
- Recovering resources.



It also includes processes for reimbursement for resources, as appropriate.



**Visual Description:** Resource Management

### Instructor Notes

Note that as mentioned in the previous unit, resources at an incident must be managed effectively. Maintaining an accurate and up-to-date picture of resource utilization is a critical component of incident management. Resource management includes processes for:

- Categorizing resources.
- Ordering resources.
- Dispatching resources.
- Tracking resources.
- Recovering resources.

Explain that in ICS, resources are defined as **personnel, teams, equipment, supplies, and facilities**.

Point out that resource management also includes processes for reimbursement for resources, as appropriate.



Visual 3.32

### Transfer of Command

- Moves the responsibility for incident command from one Incident Commander to another.
- Must include a transfer of command briefing (which may be oral, written, or both).



**Visual Description:** Transfer of Command

### Instructor Notes

Tell the participants that the next ICS feature is Transfer of Command.

- The process of moving the responsibility for incident command from one Incident Commander to another is called transfer of command.
- The transfer of command process always includes a transfer of command briefing, which may be oral, written, or a combination of both.



Visual 3.33

### When Command Is Transferred

A thorough briefing occurs when command is transferred. Command is transferred when:

- A jurisdiction or agency is legally required to take command.
- A more qualified Incident Commander arrives.
- Incident complexity changes.
- The current Incident Commander needs to rest.

**What would you include in a transfer of command briefing?**

FEMA Unit 3: ICS Features and Principles

**Visual Description:** When Command Is Transferred

#### Instructor Notes

The process of moving the responsibility for incident command from one Incident Commander to another is called transfer of command. Transfer of command may take place when:

- A jurisdiction or agency is legally required to take command.
- A more qualified Incident Commander arrives and assumes command.
- Incident complexity changes.
- The current Incident Commander needs to rest. (There is normally turnover of personnel on long or extended incidents to accommodate work/rest requirements.)

The transfer of command process always includes a transfer of command briefing, which may be oral, written, or a combination of both.

**What would you include in a transfer of command briefing?**

→ **Hint: Refer to the additional information on the next page!**

The process of moving the responsibility for incident command from one Incident Commander to another is called “transfer of command.” It should be recognized that transition of command on an expanding incident is to be expected. It does not reflect on the competency of the current Incident Commander.

There are five important steps in effectively assuming command of an incident in progress.

**Step 1:** The incoming Incident Commander should, if at all possible, personally perform an assessment of the incident situation with the existing Incident Commander.

**Step 2:** The incoming Incident Commander must be adequately briefed.

This briefing must be by the current Incident Commander, and take place face-to-face if possible. The briefing must cover the following:

- Incident history (what has happened)
- Priorities and objectives
- Current plan
- Resource assignments
- Incident organization
- Resources ordered/needed
- Facilities established
- Status of communications
- Any constraints or limitations
- Incident potential
- Delegation of authority

**Step 3:** After the incident briefing, the incoming Incident Commander should determine an appropriate time for transfer of command.

**Step 4:** At the appropriate time, notice of a change in incident command should be made to:

- Agency headquarters.
- General Staff members (if designated).
- Command Staff members (if designated).
- All incident personnel.

**Step 5:** The incoming Incident Commander may give the previous Incident Commander another assignment on the incident. There are several advantages to this strategy:

- The initial Incident Commander retains first-hand knowledge at the incident site.
- This strategy allows the initial Incident Commander to observe the progress of the incident and to gain experience.



Visual 3.34

**Summary (1 of 4)**

**Instructions:** Answer the questions below.

- **Why is it important to use common terminology?**
- **Who is responsible for the establishment and expansion of the ICS modular organization?**
- **What 4 items must be included in an IAP?**



FEMA Unit 3:  
ICS Features and Principles

**Visual Description:** Summary (1 of 4)

### Instructor Notes

In order to summarize this unit, ask the participants to answer the questions displayed on the visual.

Allow the participants time to respond to each question.

The correct answers are as follows:

- **Why is it important to use common terminology?** It is important to use common terminology so that diverse incident management and support entities can work together.
- **Who is responsible for the establishment and expansion of the ICS modular organization?** The Incident Commander is responsible for the establishment and expansion of the ICS modular organization.
- **What four items must be included in an IAP?** (1) What do we want to do? (2) Who is responsible for doing it? (3) How do we communicate with each other? (4) What is the procedure if someone is hurt?



Visual 3.35

### Summary (2 of 4)

**Instructions:** Answer the questions below.

- What is unity of command?
- What is the recommended ratio of supervisors to reporting elements?
- Why are incident facilities predesignated?
- What must happen in a transfer of command?



Unit 3:  
ICS Features and Principles

**Visual Description:** Summary (2 of 4)

### Instructor Notes

#### (Continued)

- **What is unity of command?** Unity of command means that every individual is accountable to only one designated supervisor to whom he or she reports at the scene of an incident.
- **What is the recommended ratio of supervisors to reporting elements?** The recommended ratio is 1 supervisor to 5 reporting elements.
- **Why are incident facilities predesignated?** Facilities are predesignated so that anyone who is involved in the Incident Command System can easily identify the function of each facility.
- **What must happen in a transfer of command?** During a transfer of command there must be a transfer of command briefing.



Visual 3.36

### Summary (3 of 4)

**ICS:**

- **Utilizes management features including the use of common terminology and a modular organizational structure.**
- **Emphasizes effective planning through the use of management by objectives and Incident Action Plans.**
- **Supports responders by providing data they need through effective information and intelligence management.**



**Visual Description:** Summary (3 of 4)

### Instructor Notes

Review the key points on the visual.

**ICS:**

- Utilizes management features including the use of common terminology and a modular organizational structure.
- Emphasizes effective planning through the use of management by objectives and Incident Action Plans.
- Supports responders by providing data they need through effective information and intelligence management.



Visual 3.37

### Summary (4 of 4)

**ICS:**

- Utilizes the principles of chain of command, unity of command, and transfer of command.
- Ensures full utilization of incident resources by maintaining a manageable span of control, establishing predesignated incident facilities, implementing resource management practices, and ensuring integrated communications.



**Visual Description:** Summary (4 of 4)

### Instructor Notes

Review the key points on the visual.

**ICS:**

- Utilizes the principles of chain of command, unity of command, and transfer of command.
- Ensures full utilization of incident resources by maintaining a manageable span of control, establishing predesignated incident facilities, implementing resource management practices, and ensuring integrated communications.

**Ask if anyone has any questions about content covered in this unit.**

Transition to the next unit by explaining that Unit 4 will cover the Incident Commander and Command Staff functions.

**Your Notes:**

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## Unit 4: Incident Commander and Command Staff Functions

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## Objectives

At the end of this unit, the participants should be able to:

- Describe the role and function of the Incident Commander.
  - Describe the role and function of the Command Staff.
- 

## Scope

- Unit Introduction
  - Unit Objectives
  - Standardized ICS Position Titles
  - Management Functions
  - Incident Commander
    - Establishing Command
    - Delegating Incident Management Functions
    - Audio Clip: Incident Commander Role
    - Incident Commander Responsibilities
    - Audio Clip: Incident Commander Responsibilities
    - Deputy Incident Commander
    - Audio Clips: Voices of Experience
    - Selecting and Changing Incident Commanders
    - Transferring Incident Commanders
  - Knowledge Review
  - Command Staff
    - Expanding the Organization
    - Audio Clips: Meet the Command Staff
    - Command Staff Qualifications
  - Activity: Who Am I?
  - Activity: Command Staff Roles
  - Summary
- 

## Methodology

The instructors will outline the objectives for this unit. The instructors will explain the importance of using standardized ICS position titles. Next, they will overview the management functions that are part of every incident, and will then overview the role of the Incident Commander. The participants will listen to an audio clip in which an Incident Commander talks about his role. Next, the instructors will summarize the Incident Commander's responsibilities. The participants will then listen to another audio clip in which an Incident Commander talks about responsibilities. After the audio clip, the instructors will introduce the role of the Deputy Incident Commander. They will also listen to experienced Incident Commanders share their perspectives. The instructors will then cover selecting, changing, and transferring Incident Commanders.

### Methodology (Continued)

After a Knowledge Review, the instructors will transition to the Command Staff. The presentation outlines the responsibilities of the Public Information Officer, Safety Officer, and Liaison Officer. The participants will listen to three audio clips in which members of the Command Staff speak. The participants will complete an activity in which they identify Command Staff members from descriptions of their actions.

The instructors will then lead an activity in which the participants apply the roles of the Command Staff to a scenario. To summarize the unit, the instructors will review the unit objectives and then transition to Unit 5.

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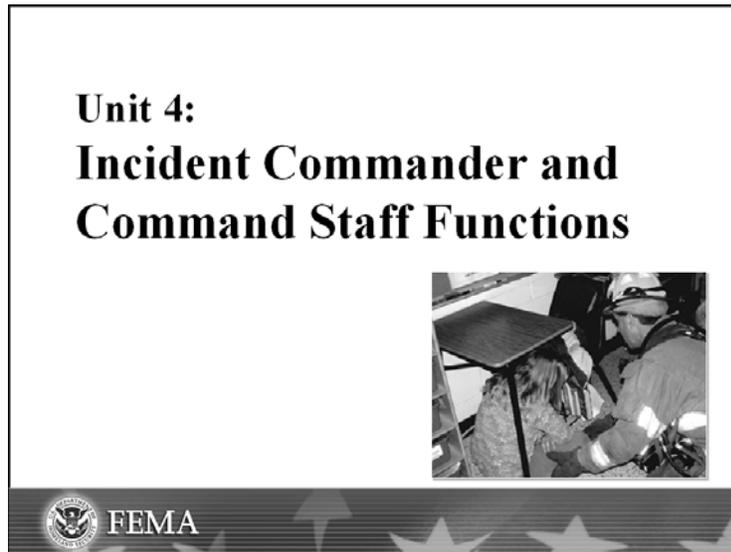
### Time Plan

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Introduction and Unit Objectives	5 minutes
Standardized ICS Position Titles	2 minutes
Management Functions	5 minutes
Incident Commander	10 minutes
Knowledge Review	5 minutes
Command Staff	10 minutes
Activity: Who Am I?	5 minutes
Activity: Command Staff Roles	15 minutes
Summary	3 minutes
<b>Total Time</b>	<b>60 minutes</b>



Visual 4.1



**Visual Description:** Unit Introduction

### Instructor Notes

Tell the group that this unit will provide an overview of the role of the Incident Commander and Command Staff, including these topics:

- Five major management functions
- ICS organizational structure
- Incident Commander roles and responsibilities
- Selection and transfer of Incident Commanders
- Command Staff roles and responsibilities



Visual 4.2

### Unit Objectives

- Identify the five major ICS management functions.
- Identify the position titles associated with the Command Staff.
- Describe the role and function of the Incident Commander.
- Describe the selection and transfer of Incident Commanders.
- Describe the role and function of the Command Staff.



FEMA

Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Unit Objectives

### Instructor Notes

Tell the group that by the end of this unit they should be able to:

- Identify the five major ICS management functions.
- Identify the position titles associated with the Command Staff.
- Describe the role and function of the Incident Commander.
- Describe the selection and transfer of Incident Commanders.
- Describe the role and function of the Command Staff.



Visual 4.3

### Standardized ICS Position Titles

**Use of standardized ICS titles:**

- Provide common standards for all responding agencies.
- Allows positions to be filled with most qualified personnel.



 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Standardized ICS Position Titles

### Instructor Notes

Tell the participants that in this course, standardized ICS titles are used. Using standardized ICS position titles serves three important purposes:

- Titles provide a common standard for all responding agencies. For example, if one school uses the title Incident Commander, another School Commander, etc., this lack of consistency can cause confusion at an incident.
- The use of distinct titles for ICS positions allows for filling ICS positions with the most qualified individuals rather than by seniority.
- Standardized position titles help ensure that the personnel in those positions are qualified.



Visual 4.4

**Management Function Descriptions (1 of 2)**

<b>Incident Command</b>	Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.
<b>Operations</b>	Conducts operations to reach incident objectives. Establish the tactics and directs all operational resources.
<b>Planning</b>	Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation.

 **FEMA** Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Management Function Descriptions (1 of 2)

### Instructor Notes

Present the following points:

Every incident requires that certain management functions be performed. The problem must be identified and assessed, a plan to deal with it developed and implemented, and the necessary resources procured and paid for.

Regardless of the size of the incident, these management functions still will apply.

There are five major management functions that are the foundation upon which the ICS organization develops. These functions include:

- |                         |   |
|-------------------------|---|
| <b>Incident Command</b> | Sets the incident objectives, strategies, and priorities and has overall responsibility for the incident.                             |
| <b>Operations</b>       | Conducts operations to reach the incident objectives. Establishes the tactics and directs all operational resources.                  |
| <b>Planning</b>         | Supports the incident action planning process by tracking resources, collecting/analyzing information, and maintaining documentation. |



Visual 4.5

**Management Function Descriptions (2 of 2)**

<b>Logistics</b>	Provides resources and needed services to support the achievement of the incident objectives.
<b>Finance &amp; Administration</b>	Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analysis.

 **FEMA** Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Management Function Descriptions (2 of 2)

### Instructor Notes

Present the following points.

The remaining major management functions include:

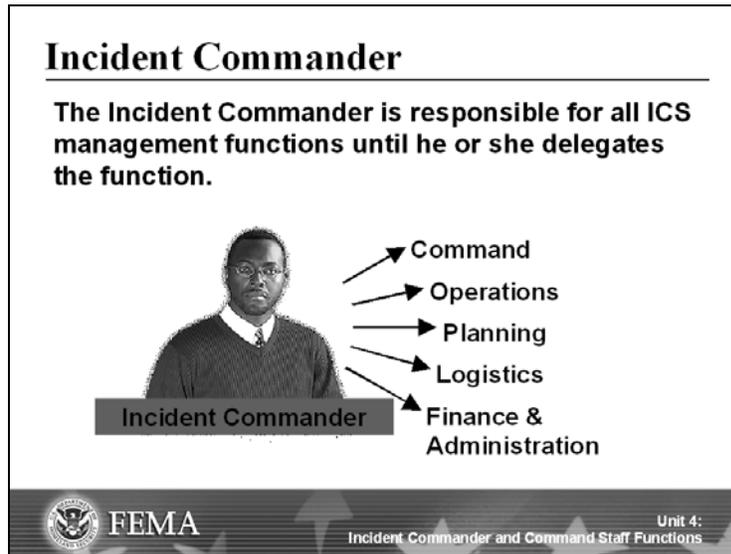
**Logistics** Provides resources and needed services to support the achievement of the incident objectives.

**Finance & Administration** Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

These functions apply whether you are handling a routine emergency, organizing for a major nonemergency event, or managing a response to a major disaster.



Visual 4.6



**Visual Description:** Incident Commander

### Instructor Notes

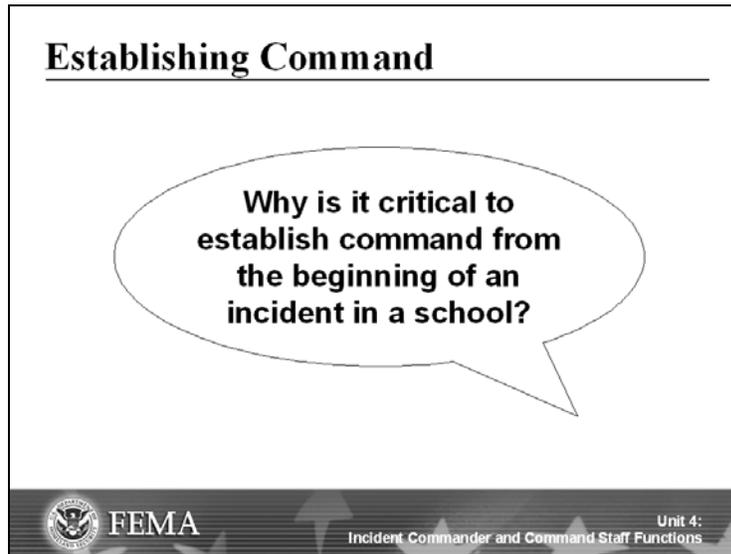
Explain that the Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics.

Emphasize that the **Incident Commander is the only position that is always staffed in ICS applications**. On small incidents and events, one person, the Incident Commander, may accomplish all management functions.

Remind the participants that the Incident Commander is responsible for all ICS management functions until he or she delegates the function.



Visual 4.7



**Visual Description:** Establishing Command

### Instructor Notes

Ask the participants the following question:

**Why is it critical to establish command from the beginning of an incident in a school?**

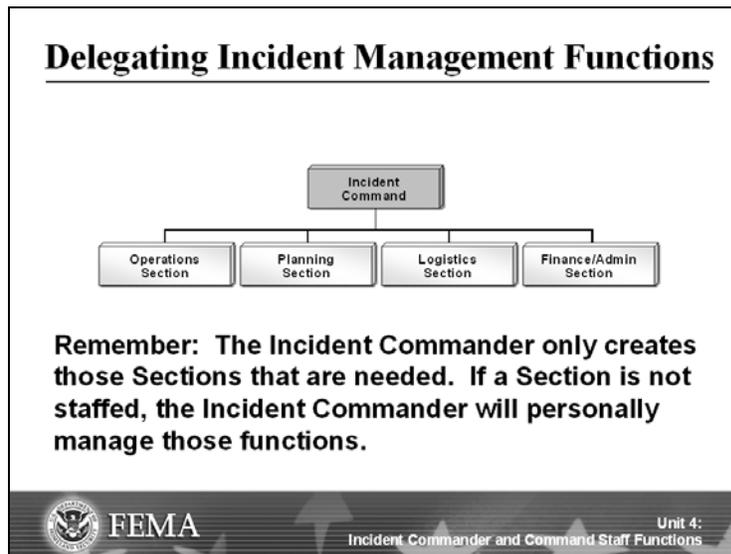
If not mentioned by the participants, add the following key points:

- Lack of command becomes a safety hazard for responders, students, and school staff.
- Size up and decisionmaking are impossible without a command structure.
- It is difficult to expand a disorganized organization if the incident escalates.

Emphasize that all incident responses begin by establishing command.



Visual 4.8



**Visual Description:** Delegating Incident Management Functions

### Instructor Notes

Remind the participants that the ICS organization is modular and has the capability to expand or contract to meet the needs of the incident. On a larger incident, the Incident Commander may create Sections and delegate the Operations, Planning, Logistics, and Finance/Administration functions.



Visual 4.9

### Incident Commander Role

Listen to one Incident Commander talk about his role.



Incident Commander

 Click icon to play.

**Audio Key Points:**  
**The Incident Commander:**

- Provides overall leadership for incident response.
- Delegates authority to others.
- Takes general direction from agency administrator/official.

 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Incident Commander Role

### Instructor Notes

Tell the group that they will now listen to an audio clip in which an Incident Commander talks about his role.

To play the audio, click on the icon. The total running time for this clip is 26 seconds.

### Audio Transcript:

My job is to provide the overall leadership for incident response. I am able to delegate my authority to others to manage the ICS organization. I take general direction and receive my delegation of authority from school administration. However, at the incident scene, I am in charge.



Visual 4.10

### Incident Commander Responsibilities

In addition to having overall responsibility for managing the entire incident, the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders.
- Establishing and maintaining liaison with other agencies participating in the incident.



Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Incident Commander Responsibilities

### Instructor Notes

Explain that the Incident Commander is specifically responsible for:

- Ensuring incident safety.
- Providing information services to internal and external stakeholders.
- Establishing and maintaining liaison with other agencies participating in the incident.

The Incident Commander may appoint one or more Deputies. **Deputy Incident Commanders must be as qualified as the Incident Commander.**



Visual 4.11

### Incident Commander Responsibilities

Listen to the Incident Commander talk more about his responsibilities.



Incident Commander

 Click icon to play.

**Audio Key Points:**

**The Incident Commander:**

- Is responsible for all activities and functions until delegated and assigned to staff.
- Assesses need for staff.
- Establishes incident objectives.
- Directs staff to develop the Incident Action Plan.

FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Incident Commander Responsibilities

### Instructor Notes

Tell the group that they will now listen to an audio clip in which an Incident Commander talks about his responsibilities.

To play the audio, click on the icon. The total running time for this clip is 41 seconds.

### Audio Transcript:

As the Incident Commander, I am responsible for all activities and functions until I delegate them. So, one of the first things I do is assess my need for staff. I know that for an incident that is both complex and long term, I will need more staff. In addition, I may decide that I need a Deputy.

Also, I establish incident objectives for the organization based on the situation and direction given by the school administration. The type of plan depends on the magnitude of the incident. Most simple incidents don't require written plans. If it were a complex incident, I would direct my staff to develop a written Incident Action Plan. The benefit of ICS is that the organization can be tailored to match the need.



Visual 4.12

### Deputy Incident Commander

A Deputy Incident Commander may be designated to:

- Perform specific tasks as requested by the Incident Commander.
- Perform the incident command function in a relief capacity.
- Represent an assisting agency that shares jurisdiction.



 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Deputy Incident Commander

### Instructor Notes

Tell the group that a Deputy Incident Commander may be designated to:

- Perform specific tasks as requested by the Incident Commander.
- Perform the incident command function in a relief capacity.
- Represent an assisting agency that shares jurisdiction.

Note that if a Deputy is assigned, he or she must be fully qualified to assume the Incident Commander's position.



Visual 4.13

### Voices of Experience

	Sister Carol Mathe Teacher Gila River Indian Community Bapchule, AZ	 Click icon to play.
	Anna Parrill Principal Soule Elementary School Salem, NH	 Click icon to play.
	Rose Colby Former Principal Mountain View Middle School Goffstown, NH	 Click icon to play.

 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Voices of Experience

### Instructor Notes

Tell the participants they will be hearing “voices of experience” from three school personnel who have served as Incident Commanders for school-based incidents.

Click on each icon to hear the “voice of experience.”

### Audio Transcripts:

Sister Carol Mathe  
Teacher  
Gila River Indian Community  
Bapchule, AZ

I have served as an incident commander. My job was to see the children were evacuated because of a bomb threat. When the police arrived there was a transfer of command, and at that point I became the liaison. Some of the challenges that I faced as the incident commander was dealing with other people, trying to take over your position, thinking they're in charge. Another was deciding who needed to be in what positions, who needed to be where the event was taking place.

**Audio Transcripts: (Continued)**

Anna Parrill  
Principal  
Soule Elementary School  
Salem, NH

My first assistant principalship I, in a lot of the situations, was the commander, and the principal actually fell in under operations, and again it really went on the strengths and the skills and the experience that each person had in the building.

The beauty of incident command is it allows you the flexibility to move people in and out of the positions so you're looking for people that have a calmness and ability to work with students and be able to really empower them to move in and out of the positions and that's again through a lot of practice and planning and drills and simulations that you go through and really allow them the opportunity to go through each of the positions.

Rose Colby  
Former Principal  
Mountain View Middle School  
Goffstown, NH

The first lesson we learned was the incident commander. We actually started into our whole safety programming when we had a need to respond to a bomb threat in the school. It was a number of years ago and I personally was not in the building at the time. I was principal and I realized when I got the phone calls that no one knew what to do when this happened and then some people from another building came in and no one knew who to take orders from and who to listen to. Who was in command? So that was when we really did our, our initial work in safety planning and it was clear to me that it shouldn't make any difference who was in the building but there was a need to have several people able to take charge in an emergency response as the incident commander, and so we, we actually looked at that role first and so we were, felt pretty comfortable as we went through our planning. What we would do is we would just rotate who would become the incident commander as we went through our drills so that everyone had the opportunity to be the incident commander in a variety of different settings when we used the incident command response.



Visual 4.14

### Selecting and Changing Incident Commanders

Command may change to meet the needs of the incident when incidents:

- Expand or contract.
- Change in jurisdiction or discipline.
- Become more or less complex.



Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Selecting and Changing Incident Commanders

### Instructor Notes

Explain that incident command may change to meet the needs of the incident when incidents:

- Expand or contract.
- Change in jurisdiction or discipline.
- Become more or less complex.



Visual 4.15

### Transferring Incident Commanders

#### Transfer of command requires:

- A transfer of command briefing for the incoming Incident Commander.
- Notification to all personnel that a change in command is taking place.



**Visual Description:** Transferring Incident Commanders

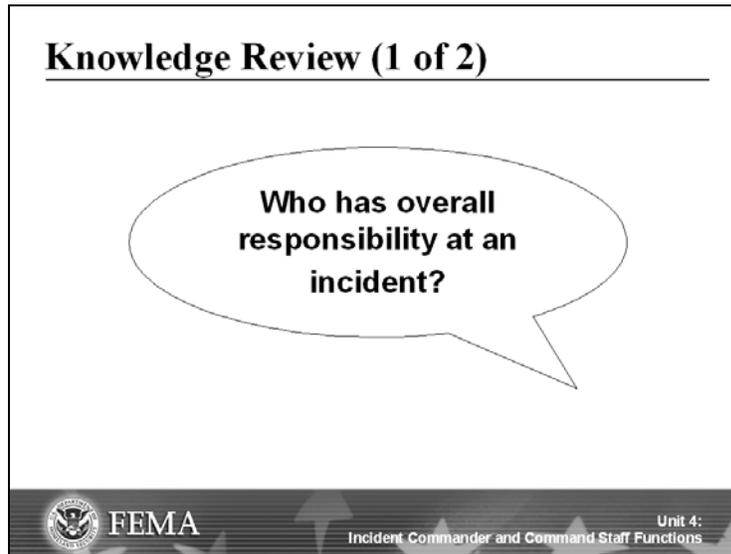
#### Instructor Notes

Explain that a transfer of command requires:

- A transfer of command briefing for the incoming Incident Commander.
- Notification to all personnel that a change in command is taking place.



Visual 4.16



**Visual Description:** Who has overall responsibility at an incident?

### Instructor Notes

Ask the following question:

**Who has overall responsibility at an incident?**

Allow time to respond.

If not mentioned, tell the participants that the correct answer is that the Incident Commander has overall responsibility at an incident.



Visual 4.17

**Knowledge Review (2 of 2)**

The Deputy Incident Commander is assuming control for the next operational period. What needs to occur before he or she can do so?

 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** The Deputy Incident Commander is assuming control for the next operational period. What needs to occur before he or she can do so?

### Instructor Notes

Ask the following question:

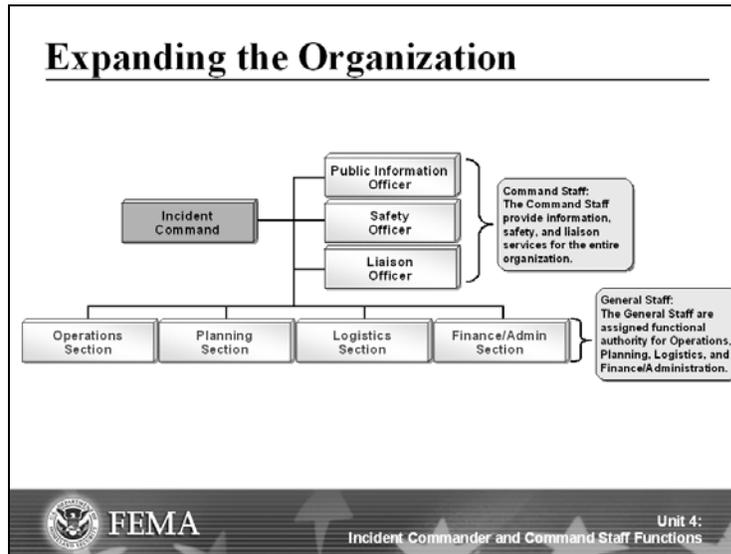
**The Deputy Incident Commander is assuming control for the next operational period. What needs to occur before he or she can do so?**

Allow time to respond.

If not mentioned, tell the participants that the correct answer is that before the Deputy Incident Commander can assume control for the next operational period, there must be a transfer of command briefing and notification to all personnel that a change in command is taking place.



Visual 4.18



**Visual Description:** Expanding the Organization

### Instructor Notes

As incidents grow, the Incident Commander may delegate authority for performance of certain activities to the Command Staff and the General Staff.

The Incident Commander will add positions only as needed.



Visual 4.19

### Meet the Command Staff

 Public Information Officer  Click icon to play.

---

 Safety Officer  Click icon to play.

---

 Liaison Officer  Click icon to play.

 FEMA Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Meet the Command Staff

### Instructor Notes

Tell the participants they will hear the Public Information Officer, Safety Officer, and Liaison Officer explain their roles as part of the Command Staff.

Click on each position to hear the audio transcript.

#### Audio Transcript:

##### Public Information Officer

I report directly to the Incident Commander. I am the primary contact for anyone who wants information about the incident and our response to it. I provide information to the media, public, and parents. School incidents attract a lot of media attention. Without me, media requests would overwhelm the Incident Commander. I also coordinate communications to our internal audiences including both incident staff and school personnel. It's very important for me to coordinate with other public information staff to ensure that we do not issue confusing or conflicting information.

Accurate information is essential. In the end, the Incident Commander will approve all information that I release. During a complex incident, I will probably need several Assistant Public Information Officers to help me.

**Audio Transcript: (Continued)**

## Safety Officer

My job is to make sure everyone is safe. I advise the Incident Commander on issues regarding incident safety, but I would like to emphasize that safety is everyone's responsibility. I work very closely with responders to make sure they are as safe as possible under the circumstances. I conduct risk analyses and implement safety measures. I have the authority to stop any unsafe activity that I observe. During a complex incident, I will need quite a few assistants to be my eyes and ears.

## Liaison Officer

I'm the go-between. I assist the Incident Commander by serving as the point of contact for other response organizations participating in the operation. I provide briefings to school administration and other agencies involved in the operation. I respond to requests from incident personnel for contacts among the assisting and cooperating agencies. I also monitor incident operations in order to identify any current or potential problems between the school and response agencies.



Visual 4.20

### Command Staff Qualifications

Provide information, liaison, and safety services for the entire organization.

**In a school incident, what are the unique Command Staff qualifications?**

```
graph TD; IC[Incident Commander] --- PIO[Public Information Officer]; IC --- LO[Liaison Officer]; IC --- SO[Safety Officer];
```

FEMA

Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Command Staff Qualifications. In a school incident, what are the unique Command Staff qualifications?

#### Instructor Notes

Depending upon the size and type of incident or event, the Incident Commander may designate personnel to provide information, safety, and liaison services. In ICS, the following personnel comprise the Command Staff:

- Public Information Officer, who serves as the conduit for information to internal and external stakeholders, including the media or parents.
- Safety Officer, who monitors safety conditions and develops measures for assuring the safety of all response personnel.
- Liaison Officer, who serves as the primary contact for supporting agencies assisting at an incident.

**Ask the participants:** In a school incident, what are the unique Command Staff qualifications?

**Command Staff Qualifications**

<b>Incident Commander</b>	<ul style="list-style-type: none"><li>▪ Authority to commit school resources</li><li>▪ Past experience as incident responder</li><li>▪ Ability to:<ul style="list-style-type: none"><li>▪ Take command</li><li>▪ Balance response initiatives with safety concerns</li><li>▪ Motivate responders</li><li>▪ Communicate clear directions</li><li>▪ Size up the situation and make rapid decisions</li><li>▪ Assess the effectiveness of tactics/strategies</li><li>▪ Be flexible and modify plans as necessary</li></ul></li></ul>
<b>Public Information Officer</b>	<ul style="list-style-type: none"><li>▪ Media relations training/experience</li><li>▪ Authority as designated spokesperson</li><li>▪ Ability to maintain grace under fire</li></ul>
<b>Safety Officer</b>	<ul style="list-style-type: none"><li>▪ Worker safety and HazMat training/experience</li><li>▪ Ability to assess risk and develop safety measures</li></ul>
<b>Liaison Officer</b>	<ul style="list-style-type: none"><li>▪ Ability to represent the concerns and needs of all parties involved in a response</li></ul>



Visual 4.21

**Activity: Who Am I?**

**Instructions:** Read each statement in your Student Manual and determine which of the Command Staff positions named below is being described. Write the answers in your Student Manual.



Public  
Information  
Officer



Safety  
Officer



Liaison  
Officer


**FEMA**
Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Activity: Who Am I?

### Instructor Notes

**Instructions:** Read each statement and determine which of the Command Staff positions named below is being described. Write the answers in your Student Manual.



Public  
Information  
Officer



Safety  
Officer



Liaison  
Officer

	Statement	Who Am I?
<b>A</b>	During the gymnasium roof collapse incident, I determined if search and rescue teams could enter the site to begin operations.	
<b>B</b>	During the hostile intruder incident, I answered questions and concerns to ensure a smooth interface between SWAT responders and school administration.	
<b>C</b>	The media and parents deserve to have accurate, timely information. I serve as the primary contact to disseminate approved messages.	

**Answers:**

- A. During the gymnasium roof collapse incident, I determined if search and rescue teams could enter the site to begin operations. Who Am I? **The correct answer is: Safety Officer.**

The Safety Officer's job is to make sure everyone is safe. The Safety Officer advises the Incident Commander on issues regarding incident safety. The Safety Officer works very closely with responders to make sure they are as safe as possible under the circumstances, and has the authority to stop any unsafe activity that is observed.

- B. During the hostile intruder incident, I answered questions and concerns to ensure a smooth interface between SWAT responders and school administration. Who Am I? **The correct answer is: Liaison Officer.**

The Liaison Officer is the go-between. The Liaison Officer assists the Incident Commander by serving as the point of contact for other response organizations participating in the operation. The Liaison Officer provides briefings to school administration and other agencies involved in the operation. The Liaison Officer responds to requests from incident personnel for contacts among the assisting and cooperating agencies, and also monitors incident operations in order to identify any current or potential problems between the school and response agencies.

- C. The media and parents deserve to have accurate, timely information. I serve as the primary contact to disseminate approved messages. Who Am I? **The correct answer is: Public Information Officer.**

The Public Information Officer reports directly to the Incident Commander, and is the primary contact for anyone who wants information about the incident and the response to it. The Public Information Officer provides information to the media, public, and parents. School incidents attract a lot of media attention. Without the Public Information Officer, media requests would overwhelm the Incident Commander. The Public Information Officer also coordinates communications to internal audiences, including both incident staff and school personnel. It's very important for the Public Information Officer to coordinate with other public information staff to ensure that no one issues confusing or conflicting information.

Accurate information is essential. In the end, the Incident Commander will approve all information that the Public Information Officer releases. During a complex incident, the Public Information Officer will probably need several Assistant Public Information Officers to help.



Visual 4.22

**Activity: Command Staff Roles (1 of 2)****Instructions:**

1. Working as a team, review the scenario presented on the next visual.
2. Identify which Command Staff positions would be assigned.
3. Next, if you were the Incident Commander, what specific activities would you delegate to each Command Staff member?
4. Select a spokesperson. Be prepared to present in 10 minutes.



**Visual Description:** Activity: Command Staff Roles (1 of 2)

**Instructor Notes**

**Purpose:** The purpose of this activity is to illustrate how ICS can be used to address incident management issues.

**Instructions:** Follow the steps below to conduct this activity:

1. Working as a team, review the scenario presented on the next visual.
2. Identify which Command Staff positions would be assigned.
3. Next, if you were the Incident Commander, what specific activities would you delegate to each Command Staff member?
4. Select a spokesperson. Be prepared to present in 10 minutes.



Visual 4.23

### Activity: Command Staff Roles (2 of 2)

**Scenario:** An unexpected flash flood has struck a small community. As a result:

- Homes, schools, and the business district are being evacuated.
- Critical infrastructure has been damaged including contamination of the water supply, downed power lines, and damaged roads.
- Perimeter control and security in the business district are needed.
- Mutual aid is arriving from several surrounding communities.
- Media representatives are arriving at the scene.



Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Activity: Command Staff Roles (2 of 2)

### Instructor Notes

#### Review the following scenario:

An unexpected flash flood has struck a small community. As a result:

- Homes, schools, and the business district are being evacuated.
- Critical infrastructure has been damaged including contamination of the water supply, downed power lines, and damaged roads.
- Perimeter control and security in the business district are needed.
- Mutual aid is arriving from several surrounding communities.
- Media representatives are arriving at the scene.

**Debrief:** Monitor the time. When 10 minutes have passed, ask the spokesperson from each group to present their Command Staff positions assigned and the activities that are delegated. If not mentioned by the group, add the following potential activities:

- **Public Information Officer:** Work with the media to ensure that evacuation orders are communicated to affected neighbors. Prepare releases with information about the status of the business district prior to the next morning. Arrange a press briefing in advance of the next news cycle.
- **Liaison Officer:** Coordinate with communities that are providing mutual aid and with private-sector utilities that are supporting the response. Work with the business community to identify response needs.
- **Safety Officer:** Ensure the safety of incident personnel from contaminated waste water, electrical hazards, and fatigue.



Visual 4.24

### Summary

Are you now able to:

- Identify the five major ICS management functions?
- Identify the position titles associated with the Command Staff?
- Describe the role and function of the Incident Commander?
- Describe the selection and transfer of Incident Commanders?
- Describe the role and function of the Command Staff?



FEMA

Unit 4:  
Incident Commander and Command Staff Functions

**Visual Description:** Summary

### Instructor Notes

Ask the participants if they are able to:

- Identify the five major ICS management functions.
- Identify the position titles associated with the Command Staff.
- Describe the role and function of the Incident Commander.
- Describe the selection and transfer of Incident Commanders.
- Describe the role and function of the Command Staff.

**Answer any questions the participants might have about this unit.**

Explain that the next unit will discuss the roles and responsibilities of the General Staff.

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## Unit 5: General Staff Functions

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## Objectives

At the end of this unit, the participants should be able to describe the roles and functions of the:

- Operations Section.
  - Planning Section.
  - Logistics Section.
  - Finance/Administration Section.
- 

## Scope

- Unit Introduction
  - Unit Objective
  - General Staff Overview
    - Expanding Incidents
    - ICS Position Titles
    - ICS Section Chiefs and Deputies
    - Increasing Interagency Coordination
  - Operations Section
    - Audio: Operations Section Chief
    - Video: Operations Section Expanding and Contracting
    - Operations: Single Resources
    - Operations: Teams
    - Sample “Strike” Teams
    - Activity
    - Operations: Too Many Teams!
    - The Solution: Add Functional Groups
    - Geographic Divisions & Groups
    - Complex Incidents
    - Activity: What Is the Correct Title?
  - Planning Section
    - Planning Section: Major Activities
    - Audio: Planning Section Chief
    - Planning Section: Units
    - Knowledge Review
  - Logistics Section
    - Logistics Section: Major Activities
    - Audio: Logistics Section Chief
    - Logistics Section: Branches and Units
  - Finance/Administration Section
    - Finance/Administration Section: Major Activities
    - Audio: Finance/Administration Section Chief
    - Finance/Administration Section: Units
  - Activity: Which Section?
  - Job Aid: Training and Qualifying General Staff
  - Activity: ICS Assignments: Considerations
  - General Staff Functions: Case Study
  - Summary
-

## Methodology

The instructors will outline this unit's objectives. They will then explain that as incidents expand, there may be need to add supervisory layers to the organization structure. This unit will describe these layers in depth and, specifically, will explain the role of the General Staff in the ICS structure.

The instructors will then explain the importance of using specific ICS position titles. They will identify the titles for all ICS supervisory levels.

The instructors will start with the Operations Section, having the participants listen to an audio clip of an Operations Section Chief describing her role. The participants will then watch a video describing how the Operations Section may expand or contract. The instructors will further explain the role of Task Forces, Strike Teams, and Single Resources. The participants will complete an activity applying ICS position titles within an expanding Operations Section.

To introduce the Planning Section, the instructors will present an audio clip of a Planning Section Chief describing his job. The instructors will then overview the key Planning Section tasks, and discuss the roles of the four Planning Section Units. They will also explain the use of Technical Specialists. The participants will complete a Knowledge Review matching particular Planning Section Units to specific functions.

The instructors will then identify the tasks of the Logistics Section. The participants will listen to an audio clip of the Logistics Section Chief describing his role. The instructors will then describe the Service Branch and the Support Branch and their corresponding Units.

The instructors will then present an audio clip of a Finance/Administration Section Chief describing her role. The instructors will then outline the major tasks of the Finance/Administration Section. The instructors will then describe each of the four Finance/Administration Section Units.

The participants will then complete an activity that allows them to apply the information they have learned about General Staff roles and responsibilities.

To summarize the unit, the instructors will present a case study scenario in which the participants must answer questions that assess their understanding of the role of the General Staff. After discussing the questions based on the scenario, the instructors will ask the participants if they have met the learning objectives for this unit.

**Time Plan**

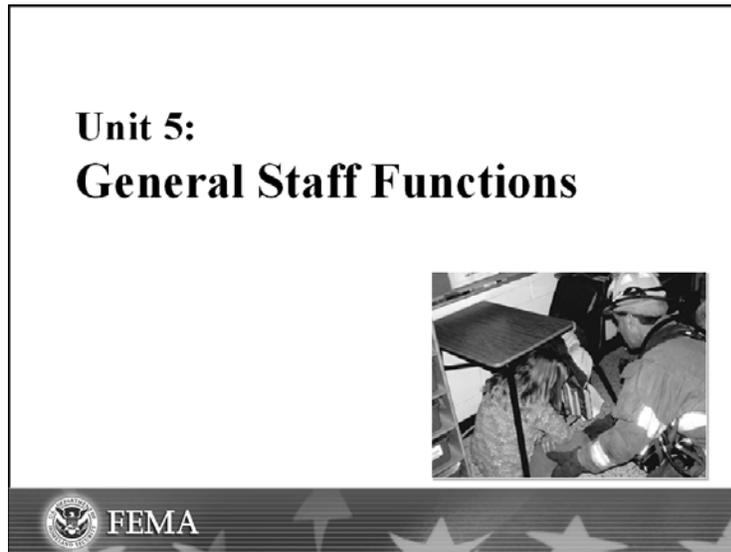
A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

<b>Topic</b>	<b>Time</b>
Unit Introduction and Unit Objectives	5 minutes
General Staff	10 minutes
Operations Section	15 minutes
Activity	20 minutes
Planning Section	10 minutes
Logistics Section	10 minutes
Finance/Administration Section	10 minutes
Activity	5 minutes
General Staff Functions: Case Study	15 minutes
Summary	5 minutes
<b>Total Time</b>	<b>1 hour 45 minutes</b>

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Visual 5.1



**Visual Description:** Unit Introduction

### Instructor Notes

Tell the participants that this unit will provide an overview of ICS General Staff functions, including the following topics:

- Operations Section
- Planning Section
- Logistics Section
- Finance/Administration Section
- Applied Exercise

## Topic

## Unit Objective



Visual 5.2

### Unit Objective

Describe the roles and functions of the General Staff including:

- Operations Section
- Planning Section
- Logistics Section
- Finance/Administration Section



Unit 5:  
General Staff Functions

**Visual Description:** Unit Objective

### Instructor Notes

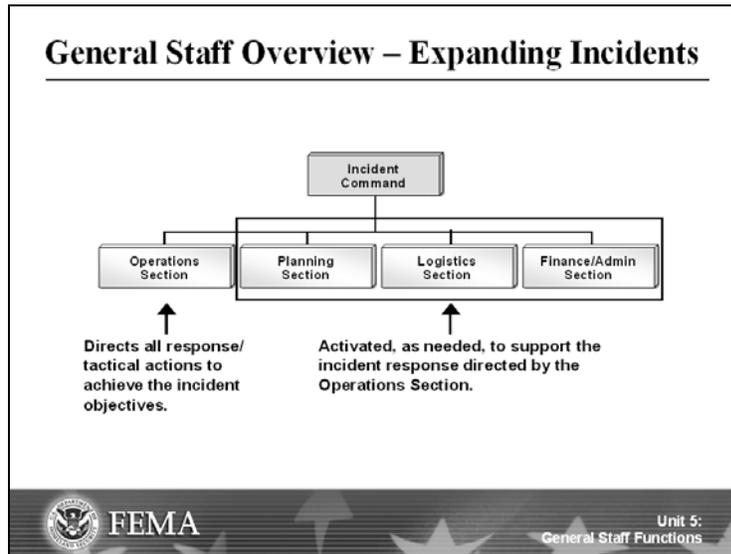
Tell participants that by the end of this unit, they should be able to describe the roles and functions of the General Staff including:

- Operations Section
- Planning Section
- Logistics Section
- Finance/Administration Section

Remind the participants that most school incidents usually are small, managed in a short period of time, and require few outside response resources. However, a school may become involved in a larger incident affecting the whole community and may be isolated. In such cases, a larger ICS organization may be required to manage the incident.



Visual 5.3

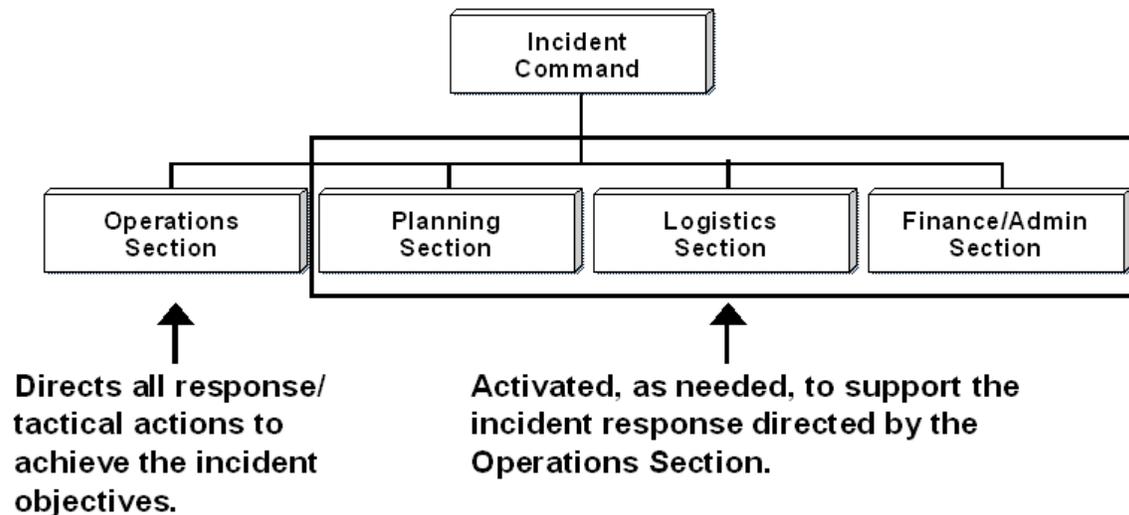


**Visual Description:** General Staff Overview – Expanding Incidents

### Instructor Notes

Tell participants that the General Staff overall responsibilities are summarized in the graphic.

In an expanding incident, the Incident Command first establishes the Operations Section. The remaining Sections are established as needed to support the operation.





Visual 5.4



**Visual Description:** Expanding Incidents

### Instructor Notes

Tell the participants that the definitions of ICS organizational components are shown in the Student Manual.

Note that later they will learn more about the different organizational elements.

- **Sections:** The organizational levels with responsibility for a major functional area of the incident (e.g., Operations, Planning, Logistics, Finance/Administration). The person in charge of each Section is designated as a Chief.
- **Divisions:** Used to divide an incident geographically. The person in charge of each Division is designated as a Supervisor.
- **Groups:** Used to describe functional areas of operations. The person in charge of each Group is designated as a Supervisor.
- **Branches:** Used when the number of Divisions or Groups exceeds the span of control. Can be either geographical or functional. The person in charge of each Branch is designated as a Director.
- **Task Forces:** A combination of mixed resources with common communications operating under the direct supervision of a Task Force Leader.
- **Strike Teams:** A set number of resources of the same kind and type with common communications operating under the direct supervision of a Strike Team Leader.
- **Single Resources:** May be individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor that can be used at an incident.



Visual 5.5

ICS Position Titles		
Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss

Unit 5:  
General Staff Functions

**Visual Description:** ICS Position Titles

### Instructor Notes

Tell the participants that additional levels of supervision are added as the ICS organization expands.

The ICS supervisory titles are shown in the graphic.

Organizational Level	Title	Support Position
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss

## Topic

## Activity

**Instructions:** Match the title below with the correct description by placing the correct description number in the box.

- |                          |            |   |
|--------------------------|------------|---|
| <input type="checkbox"/> | Commander  | 1. Responsible for supervision of a Branch.                       |
| <input type="checkbox"/> | Chief      | 2. Responsible for a Task Force, Strike Team, or functional Unit. |
| <input type="checkbox"/> | Director   | 3. Responsible for a Division or Group.                           |
| <input type="checkbox"/> | Supervisor | 4. Responsible for the overall management of the incident.        |
| <input type="checkbox"/> | Leader     | 5. Responsible for a functional Section, such as Operations.      |

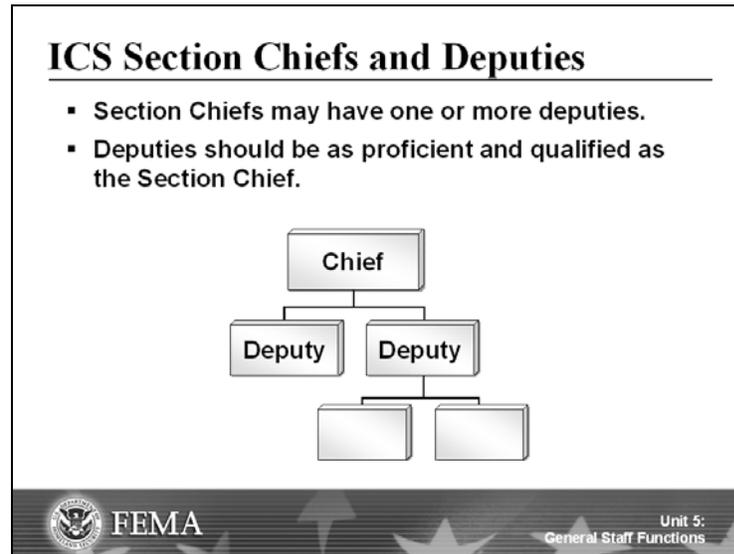
Allow the participants 2 minutes to mark their responses in their Student Manuals.

Review the correct answers as shown below:

- |                            |  |
|----------------------------|--|
| <input type="checkbox"/> 4 | The <b>Incident Commander</b> is responsible for the overall management of the incident. |
| <input type="checkbox"/> 5 | A <b>Section Chief</b> is responsible for a functional Section, such as Operations.      |
| <input type="checkbox"/> 1 | A <b>Branch Director</b> is responsible for supervision of a Branch.                     |
| <input type="checkbox"/> 3 | A <b>Supervisor</b> is responsible for a Division or Group.                              |
| <input type="checkbox"/> 2 | A <b>Leader</b> is responsible for a Task Force, Strike Team, or functional Unit.        |



Visual 5.6



**Visual Description:** ICS Section Chiefs and Deputies

### Instructor Notes

Tell the participants that, as mentioned previously, the person in charge of each Section is designated as a Chief. Section Chiefs have the ability to expand their Sections to meet the needs of the situation.

Each of the Section Chiefs may have a Deputy, or more than one, if necessary. The Deputy:

- May assume responsibility for a specific portion of the primary position, work as relief, or be assigned other tasks.
- Should always be as proficient as the person for whom he or she works.



Visual 5.7

### Increasing Interagency Coordination

- When an incident involves multiple agencies, assigning Deputies from other organizations can increase interagency coordination.



**Visual Description:** Increasing Interagency Coordination

### Instructor Notes

Explain that when an incident involves multiple agencies, assigning Deputies from other organizations can increase interagency coordination.

For example, in the case of a bomb threat at a school, Incident Command may be transferred to a first response organization while a school official may serve as a Deputy. When first responders and school personnel are integrated into the same ICS organizational structure, valuable information can be shared and crisis decisionmaking improved.



Visual 5.8

### Audio: Operations Section Chief



Operations Section Chief

 Click icon to play.

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the tactical field resources.
- Supervises air operations and those resources in a Staging Area.

FEMA

Unit 5:  
General Staff Functions

**Visual Description:** Audio: Operations Section Chief

### Instructor Notes

Present the following points to the participants:

Typically, the Operations Section Chief is the person with the greatest technical and tactical expertise in dealing with the problem at hand. The Operations Section Chief:

- Develops and implements strategy and tactics to carry out the incident objectives.
- Organizes, assigns, and supervises the response resources.

Tell the participants that they will listen to an audio clip of an Operations Section Chief explaining her role.

### Audio Transcript:

I take direction from the Incident Commander. I'm responsible for developing and implementing strategy and tactics to accomplish the incident objectives. This means that I organize, assign, and supervise all the tactical or response resources assigned to the incident. I would also manage the Staging Area, if one were established.



Visual 5.9

## Operations Section

- Directs and coordinates all incident tactical operations.
- Is typically one of the first organizations to be assigned to the incident.
- Expands from the bottom up.
- Has the most incident resources.
- May have Staging Areas and special organizations.



**Visual Description:** Operations Section

### Instructor Notes

Explain that the Operations Section is responsible for directing and coordinating all incident tactical operations.

Review the following key points with the group:

#### The Operations Section:

- Is typically one of the first organizations to be assigned to the incident.
- Develops from the bottom up.
- Has the most incident resources.
- May have Staging Areas and special organizations.



Visual 5.10



**Visual Description:** Video: Operations Section: Expanding and Contracting

### Instructor Notes

Tell the participants that you are going to play a short video that explains how the Section Chief manages the Operations Section. The video summarizes the expansion and contraction of an Operations Section.

#### Video Transcript:

The Operations Section Chief at an incident may work initially with only a few single resources or staff members.

The Operations Section usually develops from the bottom up. The organization will expand to include needed levels of supervision as more and more resources are deployed.

Single resources may be grouped into Strike Teams or Task Forces who report to a Leader. Remember, Strike Teams are comprised of similar resources while Task Forces combine different types of resources.

Groups may be added to supervise the growing number of resources, Teams, or Task Forces. Or, geographic Divisions along with Groups may be used. The Operations Section Chief may add Branches to supervise the Groups and Divisions and further reduce his or her span of control.

At some point, the Operations Section and the rest of the ICS organization will contract. The decision to contract will be based on the achievement of incident objectives.

Demobilization planning begins upon activation of the first personnel and continues until the ICS organization ceases operation.



Visual 5.11

### Operations: Single Resources

On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.



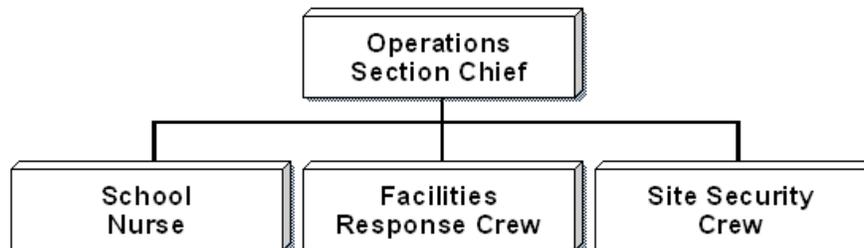
Unit 5:  
General Staff Functions

**Visual Description:** Operations: Single Resources

### Instructor Notes

Present the following points:

Single Resources are individuals, a piece of equipment and its personnel complement, or a crew or team of individuals with an identified supervisor. On a smaller incident, the Operations Section may be comprised of an Operations Section Chief and single resources.





Visual 5.12

### Operations: Teams

Most school-based incidents have “Teams and Team Leaders.” Using standard ICS terminology, the two types of team configurations are:

- **Task Forces**, which are a combination of mixed resources with common communications supervised by a Leader.
- **Strike Teams**, which include all similar resources with common communications supervised by a Leader.



Unit 5:  
General Staff Functions

**Visual Description:** Operations: Teams

### Instructor Notes

Summarize the following key points:

Single resources may be organized into teams. Using standard ICS terminology, the two types of team configurations are:

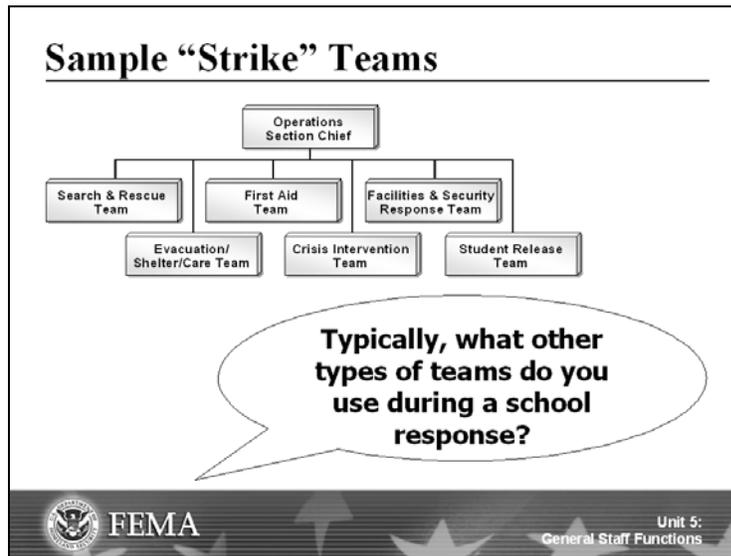
- **Task Forces**, which are a combination of mixed resources with common communications operating under the direct supervision of a Leader.
- **Strike Teams**, which include all similar resources with common communications operating under the direct supervision of a Leader.

Most school-based incidents typically use the terms, “Teams and Team Leaders.”

The terms Task Forces and Strike Teams comply with ICS common terminology and would be more easily understood by community-based responders.



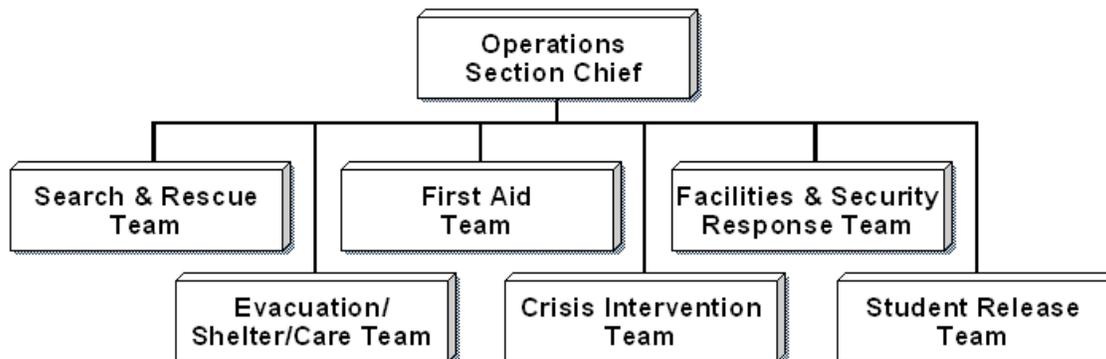
Visual 5.13



Visual Description: Sample “Strike” Teams

### Instructor Notes

Point out that the Operations Section organization chart shows possible team assignments in a school incident. Each team would have a Team Leader reporting to the Operations Section Chief.



Note that these are examples of possible teams. Teams should be established based on the type of incident and unique requirements of the school.

Review the team responsibilities listed on the next page.

**Ask the participants:** Typically, what other types of teams do you use during a school response?

## Topic

## Potential Operations Section “Strike” Teams

Strike Team	Potential Responsibilities
<b>Search &amp; Rescue Team</b>	<p>Search &amp; Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search &amp; Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search &amp; Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> <li>▪ Identifying and marking unsafe areas.</li> <li>▪ Conducting initial damage assessment.</li> <li>▪ Obtaining injury and missing student reports from teachers.</li> </ul>
<b>First Aid Team</b>	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> <li>▪ Setting up first aid area for students.</li> <li>▪ Assessing and treating injuries.</li> <li>▪ Completing master injury report.</li> </ul> <p>Note: The Logistics Section Medical Unit provides care to responders. The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>
<b>Evacuation/ Shelter/Care Team</b>	<p>Evacuation, shelter, and student care in an emergency are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> <li>▪ Accounting for the whereabouts of all students, staff, and volunteers.</li> <li>▪ Setting up a secure assembly area.</li> <li>▪ Managing sheltering and sanitation operations.</li> <li>▪ Managing student feeding and hydration.</li> <li>▪ Coordinating with the Student Release Team.</li> <li>▪ Coordinating with the Logistics Section to secure the needed space and supplies.</li> </ul>
<b>Facilities &amp; Security Response Team</b>	<p>The Facilities &amp; Security Response Team is responsible for:</p> <ul style="list-style-type: none"> <li>▪ Locating all utilities and turning them off, if necessary.</li> <li>▪ Securing and isolating fire/HazMat.</li> <li>▪ Assessing and notifying officials of fire/HazMat.</li> <li>▪ Conducting perimeter control.</li> </ul>
<b>Crisis Intervention Team</b>	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> <li>▪ Assessing need for onsite mental health support.</li> <li>▪ Determining need for outside agency assistance.</li> <li>▪ Providing onsite intervention/counseling.</li> <li>▪ Monitoring well-being of school emergency team, staff, and students.</li> <li>▪ Reporting all findings to the Operations Section Chief.</li> </ul>
<b>Student Release Team</b>	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> <li>▪ Setting up a secure reunion area.</li> <li>▪ Checking student emergency cards for authorized releases.</li> <li>▪ Completing release logs.</li> <li>▪ Coordinating with the Public Information Officer on external messages.</li> </ul>



Visual 5.14

### Activity

**Scenario:** Heavy rains have caused flash flooding. East High School is isolated and students cannot leave. Help may not arrive for several hours.

**Assignment:** In your table groups:

- **Develop an organizational chart** depicting how the Operations Section could be organized into teams.
- List the **responsibilities** of each team.
- Be prepared to present in 15 minutes.



Unit 5:  
General Staff Functions

**Visual Description:** Activity

### Instructor Notes

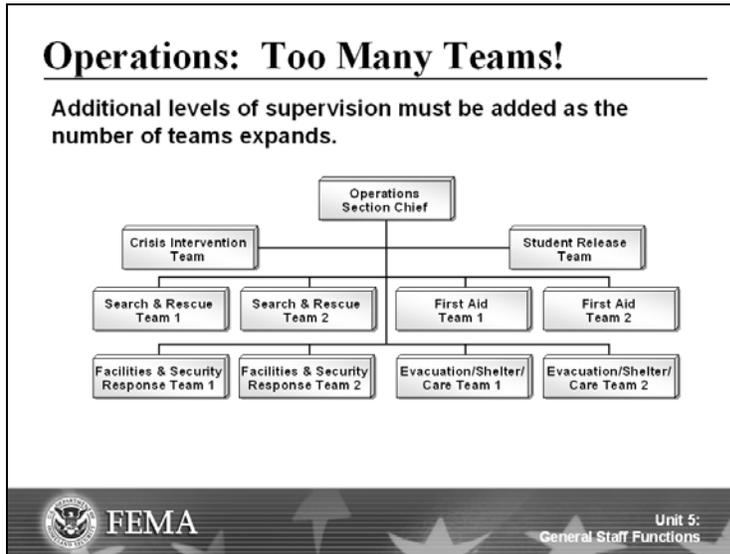
Review the scenario. Next, ask the participants to work in table groups to complete the following steps:

- Develop an organizational chart depicting how the Operations Section could be organized into teams. Draw the team structure on chart paper as large as possible.
- List the responsibilities of each team.
- Be prepared to present in 15 minutes.

**Instructor Note:** There is no single correct answer. Have the teams hang up their charts on one wall. Compare the similarities and differences among the team structures.



Visual 5.15

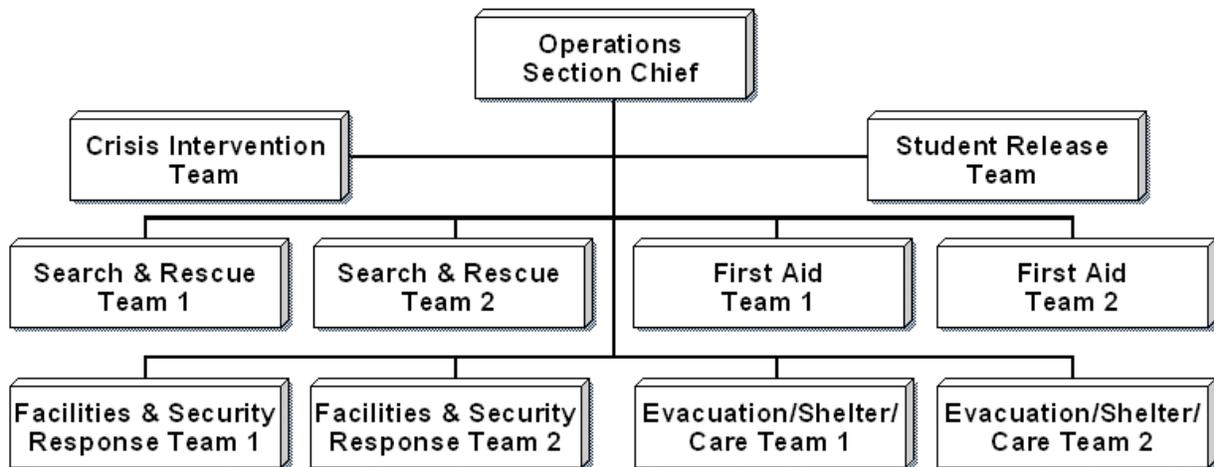


Visual Description: Operations: Too Many Teams!

**Instructor Notes**

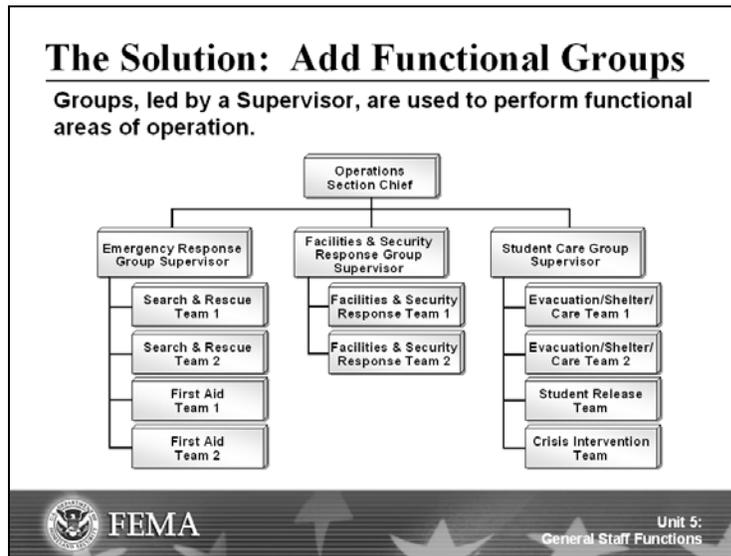
Explain to the participants that, to maintain span of control, each team should be comprised of a Team Leader and no more than 5 to 7 team members.

**Ask the participants: As teams are added, what happens to the Operations Section Chief's span of control?**





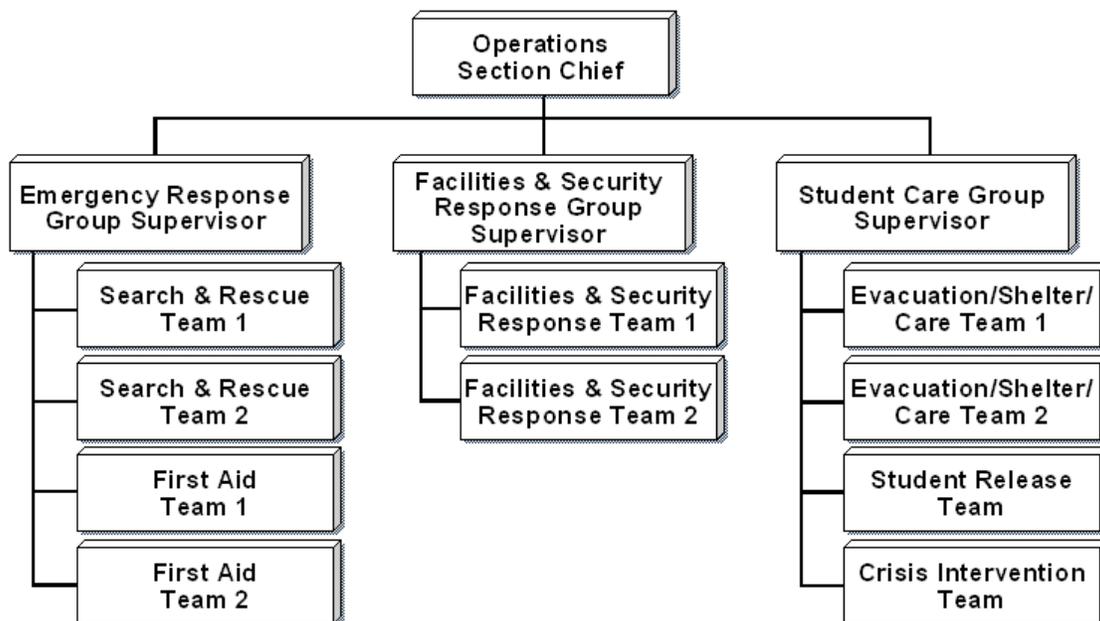
Visual 5.16



**Visual Description:** The Solution: Add Functional Groups

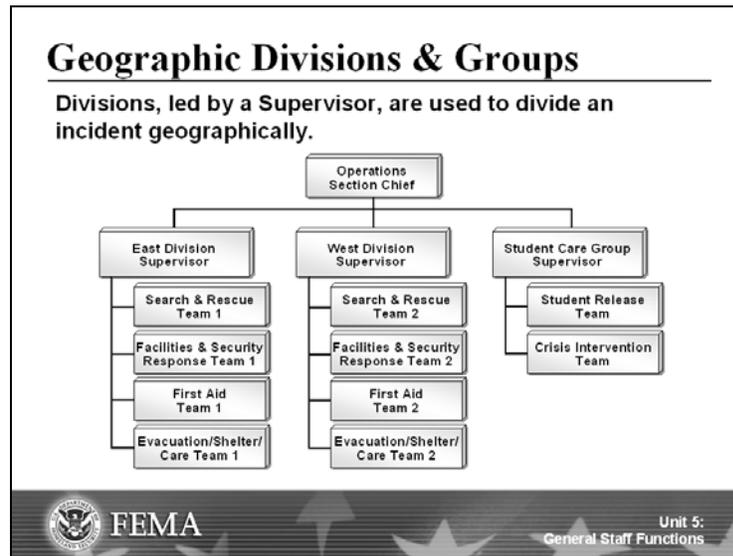
### Instructor Notes

Point out that, on a large, complex incident the Operations Section may become very large. Using the ICS principle of modular organization, the Operations Section may add elements to manage span of control. **Groups are used to perform functional areas of operation.** The organizational chart below illustrates how Groups can be used to maintain span of control within the Operations Section.





Visual 5.17

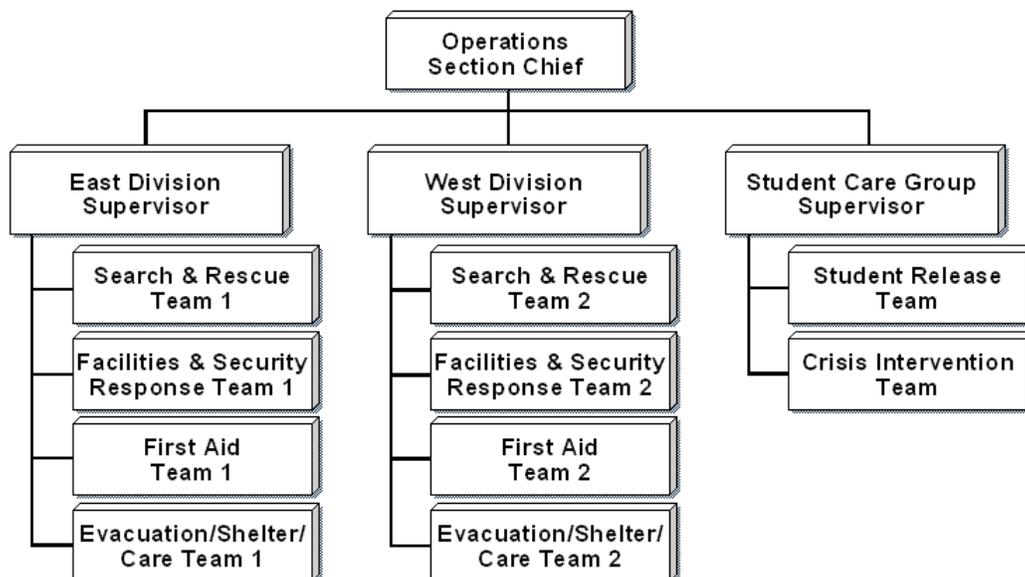


**Visual Description:** Geographic Divisions & Groups

### Instructor Notes

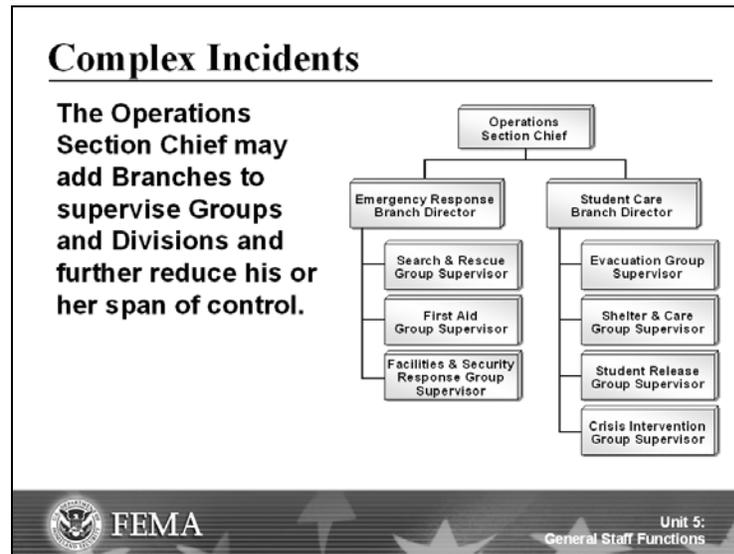
Summarize the following key points:

**Divisions** can be used to add a level of supervision. Divisions are used to divide an incident geographically. The organizational chart below illustrates how Groups and Divisions can be used together to maintain span of control within the Operations Section. The use of Divisions would be effective if the incident covered a large or isolated area of the school campus.





Visual 5.18



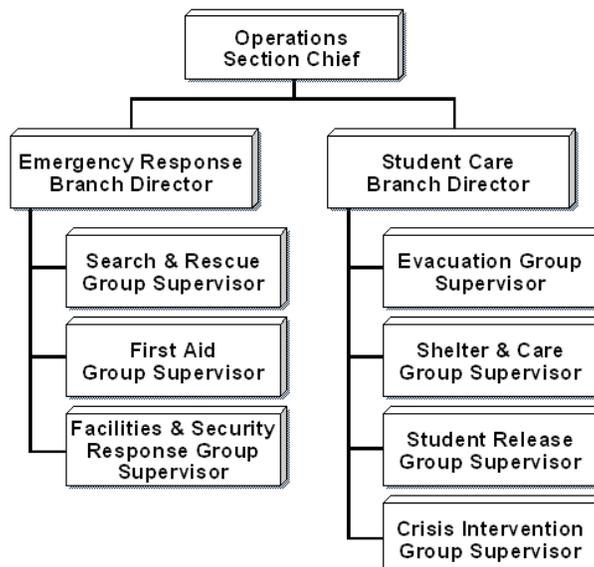
Visual Description: Complex Incidents

### Instructor Notes

Summarize the following key points:

The Operations Section Chief may add Branches to supervise Groups and Divisions and further reduce his or her span of control. The person in charge of each Branch is designated as a Director.

Review the chart. Ask the participants: What are the advantages of reducing the Operations Section Chief's span of control?





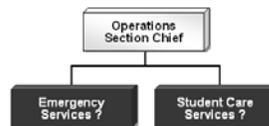
Visual 5.19

**Activity: What Is the Correct Title? (1 of 3)**

**Instructions:** Read each scenario and question. Mark the answer in your Student Manual.

**Scenario:** As incident objectives and resources expand, the Operations Section Chief begins organizing resources into functional areas. What title is the correct addition to the organizational chart?

- Unit Supervisor
- Team Supervisor
- Group Supervisor

Unit 5:  
General Staff Functions

**Visual Description:** Activity: What Is the Correct Title? (1 of 3)

**Instructor Notes**

**Instructions:** Read each scenario and question. Mark the answers in your Student Manual.

**Scenario:** As incident objectives and resources expand, the Operations Section Chief begins organizing resources into functional areas. What title is the correct addition to the organizational chart?

- Unit Supervisor
- Team Supervisor
- Group Supervisor

Provide feedback on the question:

**The correct addition to the organizational chart is: Group Supervisor.**

Groups are used to describe functional areas of operations. The person in charge of each Group is designated as a Supervisor.

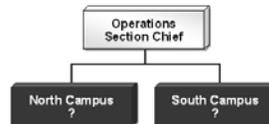


Visual 5.20

**Activity: What Is the Correct Title? (2 of 3)**

**Scenario:** The incident has isolated part of the school campus. Given this isolation, the Operations Section Chief has decided to organize resources by geographical areas. What title is the correct addition to the organizational chart?

- Task Force Supervisor
- Division Supervisor
- Sector Supervisor

Unit 5:  
General Staff Functions

**Visual Description:** Activity: What Is the Correct Title? (2 of 3)

**Instructor Notes**

**Scenario:** The incident has isolated part of the school campus. Given this isolation, the Operations Section Chief has decided to organize resources by geographical areas. What title is the correct addition to the organizational chart?

- Task Force Supervisor
- Division Supervisor
- Sector Supervisor

Provide feedback on the question:

**The correct addition to the organizational chart is: Division Supervisor.**

Divisions are used to divide an incident geographically. The person in charge of each Division is designated as a Supervisor.



Visual 5.21

### Activity: What Is the Correct Title? (3 of 3)

**Scenario:** As the incident expands even further, the Operations Section Chief determines that there is a need to add another level of supervisor to manage the Groups. What title is the correct addition to the organizational chart?

- Branch Director
- Department Director
- Field Director



Unit 5:  
General Staff Functions

**Visual Description:** Activity: What Is the Correct Title? (3 of 3)

### Instructor Notes

**Scenario:** As the incident expands even further, the Operations Section Chief determines that there is a need to add another level of supervisor to manage the Groups. What title is the correct addition to the organizational chart?

- Branch Director
- Department Director
- Field Director

Provide feedback on the question:

**The correct addition to the organizational chart is: Branch Director.**

Branches may be added when the number of Divisions or Groups exceeds the span of control and can be either geographical or functional. The person in charge of each Branch is designated as a Director.

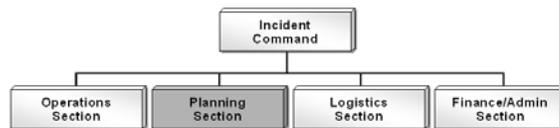
Tell the participants you will look at the Planning Section next.



Visual 5.22

### Planning Section: Major Activities

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.



Unit 5:  
General Staff Functions

**Visual Description:** Planning Section: Major Activities

### Instructor Notes

Tell the participants that the major activities of the Planning Section may include:

- Collecting, evaluating, and displaying incident intelligence and information.
- Preparing and documenting Incident Action Plans.
- Tracking resources assigned to the incident.
- Maintaining incident documentation.
- Developing plans for demobilization.



Visual 5.23

### Audio: Planning Section Chief



Planning Section Chief

 Click icon to play.

**Audio Key Points:**

**The Planning Section Chief:**

- Helps provide accurate information.
- Provides resources such as maps and floor plans.
- Develops Incident Action Plans.
- Maintains chronology of events.

 FEMA Unit 5:  
General Staff Functions

**Visual Description:** Audio: Planning Section Chief

### Instructor Notes

Summarize the following key points:

- The Incident Commander will determine if there is a need for a Planning Section and if so, will designate a Planning Section Chief.
- If no Planning Section is established, the Incident Commander will perform all planning functions.
- It is up to the Planning Section Chief to activate any needed additional staffing.

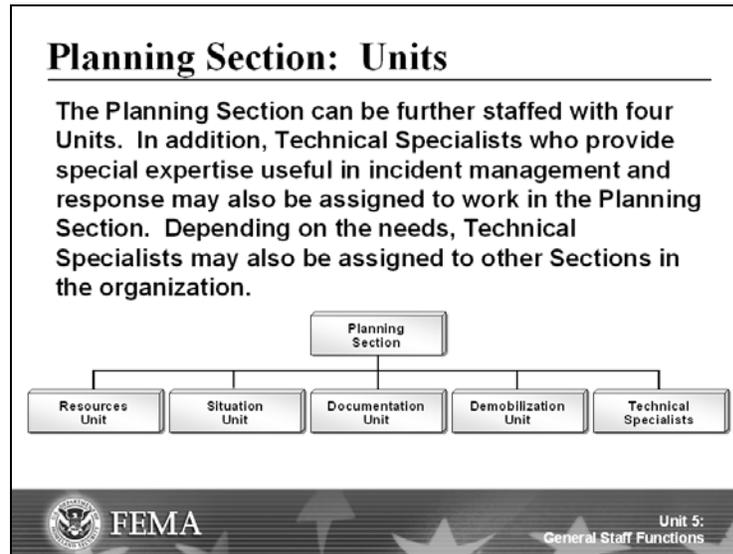
Tell the participants that you will play a short audio of a Planning Section Chief describing the role of the Planning Section in the ICS organization.

### Audio Transcript:

The Incident Commander will determine if there is a need for a Planning Section, and if so, will designate a Planning Section Chief. In a school incident, the Planning Section helps ensure responders have accurate information, such as the number of students remaining in the building. We can also provide resources such as maps and floor plans. In addition to developing plans, we can provide an invaluable service by recording a chronology of incident events for legal, analytical, fiscal, and historical purposes.



Visual 5.24

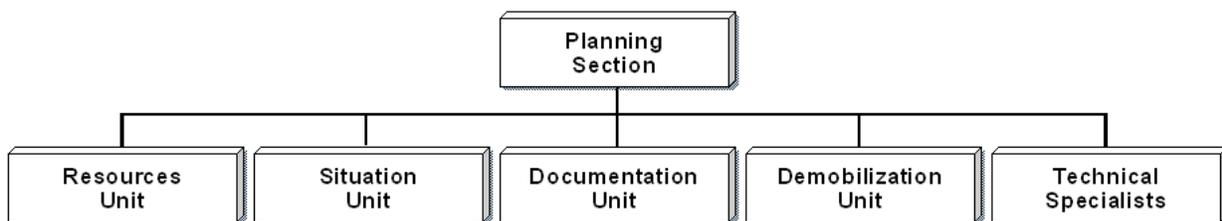


**Visual Description:** Planning Section: Units

### Instructor Notes

Summarize the following key points:

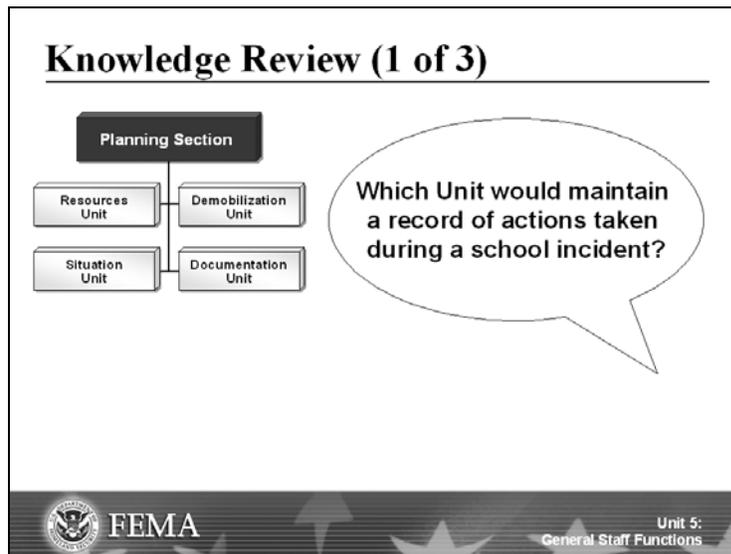
The Planning Section can be further staffed with four Units. In addition, Technical Specialists who provide special expertise useful in incident management and response may also be assigned to work in the Planning Section. Depending on the needs, Technical Specialists may also be assigned to other Sections in the organization.



- **Resources Unit:** Conducts all check-in activities and maintains the status of all incident resources. The Resources Unit plays a significant role in preparing the written Incident Action Plan.
- **Situation Unit:** Collects and analyzes information on the current situation, prepares situation displays and situation summaries, and develops maps and projections.
- **Documentation Unit:** Provides duplication services, including the written Incident Action Plan. Maintains and archives all incident-related documentation.
- **Demobilization Unit:** Assists in ensuring that resources are released from the incident in an orderly, safe, and cost-effective manner.



Visual 5.25



**Visual Description:** Knowledge Review (1 of 3) – Which Unit would maintain a record of actions taken during a school incident? The options are Resources Unit, Demobilization Unit, Situation Unit, or Documentation Unit.

### Instructor Notes

Ask the participants the following question:

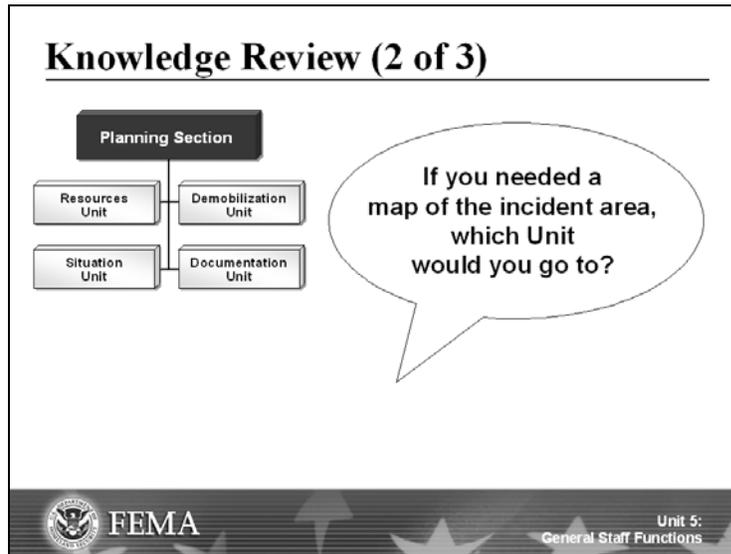
**Which Planning Section Unit would maintain a record of actions taken during a school incident?**

Allow time to respond.

If not mentioned, tell the participants that the correct answer is the Documentation Unit. The Documentation Unit maintains and archives documentation on incident actions.



Visual 5.26



**Visual Description:** Knowledge Review (2 of 3) – If you needed a map of the incident area, which Unit would you go to? The options are Resources Unit, Demobilization Unit, Situation Unit, or Documentation Unit.

### Instructor Notes

Ask the group the following question:

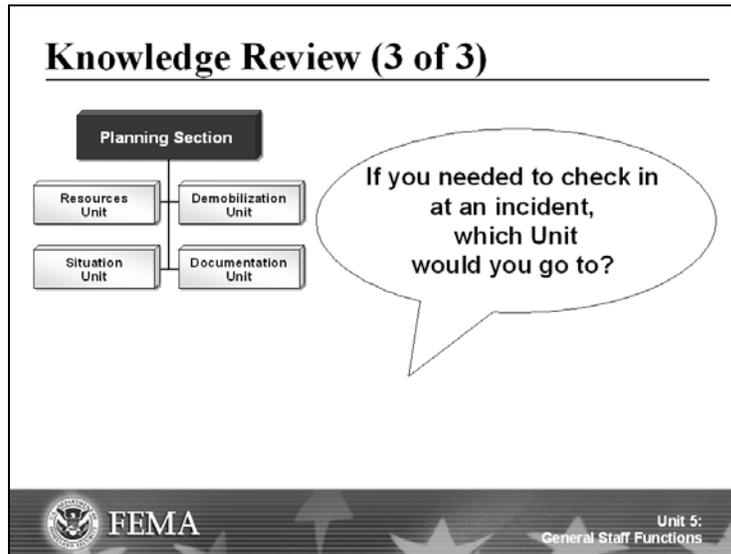
**If you needed a map of the incident area, which Planning Section Unit would you go to?**

Allow time to respond.

If not mentioned, tell the participants that the correct answer is the Situation Unit. The Situation Unit develops maps and projections and prepares situation displays and situation summaries.



Visual 5.27



**Visual Description:** Knowledge Review (3 of 3) – If you needed to check in at an incident, which Unit would you go to? The options are Resources Unit, Demobilization Unit, Situation Unit, or Documentation Unit.

### Instructor Notes

Ask the participants the following question:

**If you needed to check in at an incident, which Planning Section Unit would you go to?**

Allow time to respond.

If not mentioned, tell the participants that the correct answer is the Resources Unit. The Resources Unit conducts all check-in activities and maintains the status of all incident resources.



Visual 5.28

### Logistics Section: Major Activities

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to incident personnel (not injured students).



FEMA

Unit 5:  
General Staff Functions

**Visual Description:** Logistics Section: Major Activities

### Instructor Notes

Summarize the following key points:

The Logistics Section is responsible for all of the services and support needs, including:

- Ordering, obtaining, maintaining, and accounting for essential personnel, equipment, and supplies.
- Providing communication planning and resources.
- Setting up food services.
- Setting up and maintaining incident facilities.
- Providing support transportation.
- Providing medical services to **incident personnel (not injured students)**.



Visual 5.29

### Audio: Logistics Section Chief



Logistics Section Chief

 Click icon to play.

**Audio Key Points:**

**The Logistics Section Chief:**

- Provides resources and services required to support incident activities.
- Develops portions of Incident Action Plan and forwards them to the Planning Section.
- Contracts for and purchases goods and services needed at the incident.



FEMA

Unit 5:  
General Staff Functions

**Visual Description:** Audio: Logistics Section Chief

### Instructor Notes

Summarize the following key points:

- The Incident Commander will determine if there is a need for a Logistics Section at the incident, and if so, will designate an individual to fill the position of the Logistics Section Chief.
- The Logistic Section Chief helps make sure that there are adequate resources (personnel, supplies, and equipment) for meeting the incident objectives.

Tell the participants that you will play a short audio of a Logistics Section Chief describing his role in the ICS organization.

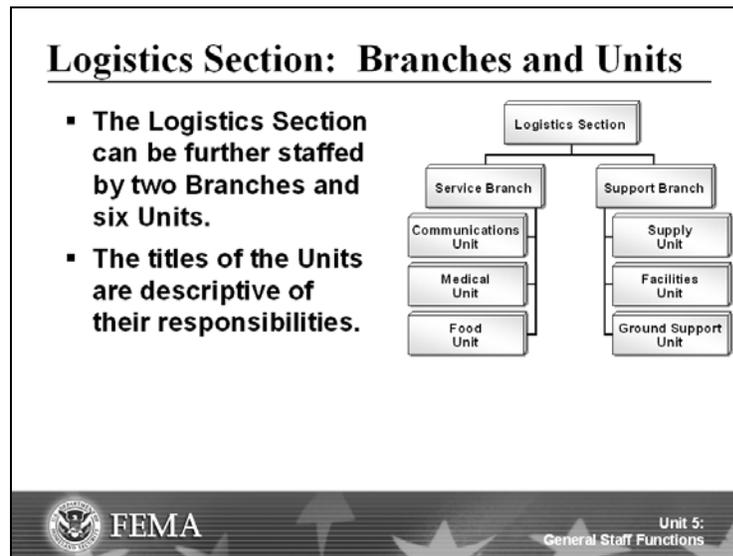
### Audio Transcript:

Logistics can make or break an incident response. I assist the Incident Commander and Operations Section Chief by providing the resources and services required to support incident activities. During a school incident, Logistics is responsible for ensuring that there are sufficient food, water, and sanitation supplies. We are also responsible for arranging buses for evacuations and communication equipment.

Logistics and Finance have to work closely to contract for and purchase goods and services needed at the incident.



Visual 5.30



**Visual Description:** Logistics Section: Branches and Units

### Instructor Notes

Summarize the following key points:

- The Logistics Section can be further staffed by two Branches and six Units.
- The titles of the Units are descriptive of their responsibilities.

### Service Branch

The Logistics Service Branch can be staffed to include a:

- **Communications Unit:** Prepares and implements the Incident Communications Plan (ICS-205), distributes and maintains communications equipment, supervises the Incident Communications Center, and establishes adequate communications over the incident.
- **Medical Unit:** Develops the Medical Plan (ICS-206), provides first aid and light medical treatment for personnel assigned to the incident, and prepares procedures for a major medical emergency.
- **Food Unit:** Supplies the food and potable water for all incident facilities and personnel, and obtains the necessary equipment and supplies to operate food service facilities at Bases and Camps.

**Support Branch**

The Logistics Support Branch can be staffed to include a:

- **Supply Unit:** Determines the type and amount of supplies needed to support the incident. The Unit orders, receives, stores, and distributes supplies, services, and nonexpendable equipment. All resource orders are placed through the Supply Unit. The Unit maintains inventory and accountability of supplies and equipment.
- **Facilities Unit:** Sets up and maintains required facilities to support the incident. Provides managers for the Incident Base and Camps. Also responsible for facility security and facility maintenance services such as sanitation, lighting, and cleanup.
- **Ground Support Unit:** Prepares the Transportation Plan. Arranges for, activates, and documents the fueling, maintenance, and repair of ground resources. Arranges for the transportation of personnel, supplies, food, and equipment.



Visual 5.31

### Finance/Administration Section: Major Activities

The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.



FEMA

Unit 5:  
General Staff Functions

**Visual Description:** Finance/Administration Section: Major Activities

### Instructor Notes

Summarize the following key points:

The Finance/Administration Section is set up for any incident that requires incident-specific financial management. The Finance/Administration Section is responsible for:

- Contract negotiation and monitoring.
- Timekeeping.
- Cost analysis.
- Compensation for injury or damage to property.

Note: On some incidents, the Finance/Administration function is not done at the incident scene; rather, this function is handled by the school district.



Visual 5.32

**Audio: Finance/Administration Section Chief**



Finance/Administration  
Section Chief

 Click icon to play.

**Audio Key Points:**

**The Finance/Admin Section Chief:**

- Is responsible for financial and cost analysis.
- Oversees contract negotiations.
- Tracks personnel and equipment time.
- Processes claims for accidents and injuries.
- Works with Logistics to ensure resources are procured.

 FEMA Unit 5:  
General Staff Functions

**Visual Description:** Audio: Finance/Administration Section Chief

### Instructor Notes

Summarize the following key points:

The Incident Commander will determine if there is a need for a Finance/Administration Section at the incident, and if so, will designate an individual to fill the position of the Finance/Administration Section Chief.

Tell the participants you will play a short audio of a Finance/Administration Section Chief describing her role in the ICS organization.

### Audio Transcript:

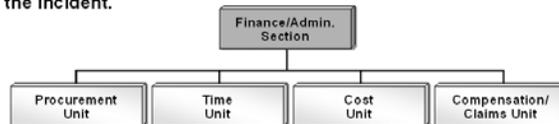
I'm the one who worries about paying for the response efforts. I'm responsible for all of the financial and cost analysis aspects of an incident. These include contract negotiation, tracking personnel and equipment time, documenting and processing claims for accidents and injuries occurring at the incident, and keeping a running tally of the costs associated with the incident. I work most closely with Logistics to be sure that we are able to contract for and procure the resources necessary to manage an incident.



Visual 5.33

### Finance/Administration Section: Units

- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.

Unit 5:  
General Staff Functions

**Visual Description:** Finance/Administration Section: Units

### Instructor Notes

Summarize the following key points:

- **Procurement Unit:** Responsible for administering all financial matters pertaining to vendor contracts, leases, and fiscal agreements.
- **Time Unit:** Responsible for incident personnel time recording.
- **Cost Unit:** Collects all cost data, performs cost effectiveness analyses, provides cost estimates, and makes cost savings recommendations.
- **Compensation/Claims Unit:** Responsible for the overall management and direction of all administrative matters pertaining to compensation for injury-related and claims-related activities kept for the incident.



Visual 5.34

### Activity: Which Section?

**Instructions:** Read the following statements and identify the correct Section Chief. Write your answers in your Student Manual.

- My Section is working on getting 50 buses for an immediate evacuation of the school in advance of floodwaters.
- When SWAT responders appeared on the scene of a hostile intruder incident, we provided school floor plans and attendance counts for the day.
- Teams within my Section are providing triage, treatment, and psychological first aid services to injured students.
- We oversee the documenting and processing of claims for accidents and injuries occurring at the incident.



Unit 5:  
General Staff Functions

**Visual Description:** Activity: Which Section?

### Instructor Notes

**Instructions:** Use the following activity to review the General Staff Section responsibilities. Ask the participants to identify the correct Section Chief.

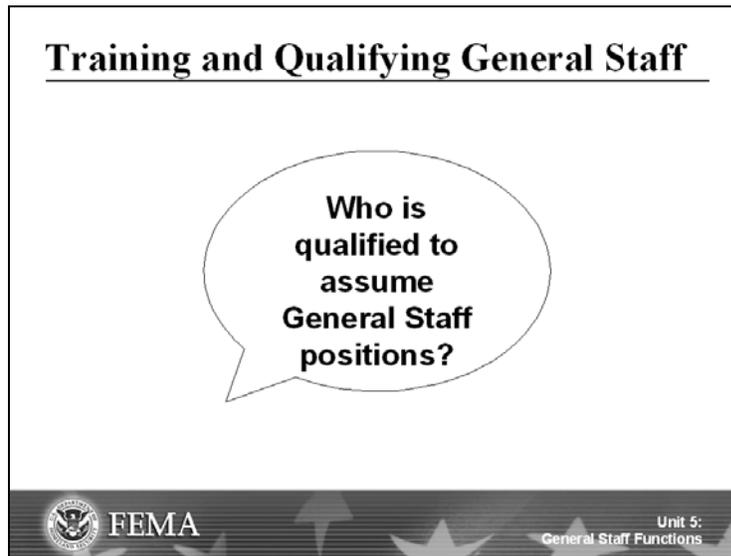
	Statement	Which Section?
<b>A</b>	My Section is working on getting 50 buses for an immediate evacuation of the school in advance of floodwaters.	
<b>B</b>	When SWAT responders appeared on the scene of a hostile intruder incident, we provided school floor plans and attendance counts for the day.	
<b>C</b>	Teams within my Section are providing triage, treatment, and psychological first aid services to injured students.	
<b>D</b>	We oversee the documenting and processing of claims for accidents and injuries occurring at the incident.	

Ask for volunteers to identify the correct Section Chief for each statement. If not mentioned, tell the participants that the correct answers are:

- A. Logistics Section Chief
- B. Planning Section Chief
- C. Operations Section Chief
- D. Finance/Administration Section Chief



Visual 5.35



**Visual Description:** Training and Qualifying General Staff: Who is qualified to assume General Staff positions?

### Instructor Notes

Tell participants to turn to the job aid located on the next page in their Student Manuals.

Explain that the job aid can be completed in class if time permits; otherwise, tell the participants to complete it when they return to their school or workplace.

Emphasize that the job aid identifies skills required for ICS positions rather than pre-selecting ICS positions based on everyday title or rank in the school organization.

### Job Aid: Training and Qualifying General Staff

**Instructions:** Review the descriptions below and identify the school personnel who may be able to be assigned to each ICS position.

<b>Operations Section Chief</b>	<ul style="list-style-type: none"> <li>▪ Past experience as incident responder</li> <li>▪ Completion of ICS training</li> <li>▪ Ability to:             <ul style="list-style-type: none"> <li>▪ Size up the situation and make rapid decisions</li> <li>▪ Communicate clear directions</li> <li>▪ Balance response initiatives with safety concerns</li> <li>▪ Lead and motivate responders</li> <li>▪ Assess the effectiveness of tactics/strategies</li> <li>▪ Be flexible and modify plans as necessary</li> </ul> </li> </ul>
<b>Planning Section Chief</b>	<ul style="list-style-type: none"> <li>▪ Completion of ICS training</li> <li>▪ Ability to:             <ul style="list-style-type: none"> <li>▪ Organize and analyze information</li> <li>▪ Write clear, accurate documents</li> <li>▪ Interpret diagrams and maps</li> <li>▪ Develop and present briefings</li> <li>▪ Use computer-based applications including databases and spreadsheets</li> <li>▪ Direct others in a crisis</li> </ul> </li> </ul>
<b>Logistics Section Chief</b>	<ul style="list-style-type: none"> <li>▪ Completion of ICS training</li> <li>▪ Knowledge of school logistics (food services, sheltering, transportation, emergency caches, etc.)</li> <li>▪ Ability to:             <ul style="list-style-type: none"> <li>▪ Organize and prioritize resource requests</li> <li>▪ Anticipate and plan for resource needs</li> <li>▪ Maintain records and documentation</li> <li>▪ Track resource requests</li> <li>▪ Solve resource problems creatively</li> <li>▪ Communicate effectively orally and in writing</li> <li>▪ Direct others in a crisis</li> </ul> </li> </ul>
<b>Finance/Administration Section Chief</b>	<ul style="list-style-type: none"> <li>▪ Completion of ICS training</li> <li>▪ Knowledge of workers' compensation, insurance claims, and contracting requirements</li> <li>▪ Ability to:             <ul style="list-style-type: none"> <li>▪ Keep accurate accounting records</li> <li>▪ Purchase/contract for needed resources</li> <li>▪ Process insurance and workers' compensation claims</li> <li>▪ Communicate effectively orally and in writing</li> <li>▪ Direct others in a crisis</li> </ul> </li> </ul>



Visual 5.36

### Activity: ICS Assignments: Considerations

**Instructions:** Read the following scenario and answer the questions that follow.

**Scenario:** An explosion and fire have just occurred in a middle school science lab. First responders have not yet arrived.

- Which ICS positions would be activated? In your school, who is likely to assume these positions?
- What procedures would you use to account for students during the evacuation?
- When first responders arrive, what needs to happen?



Unit 5:  
General Staff Functions

**Visual Description:** Activity: ICS Assignments: Considerations

### Instructor Notes

Provide participants with the following instructions for the activity.

**Instructions:** Review the scenario. Next, work in table groups to answer the following questions:

**Scenario:** An explosion and fire have just occurred in a middle school science lab. First responders have not yet arrived.

1. Which Command and General Staff (Section Chiefs) ICS positions would be activated?

ICS Positions Activated	Who Would Fill the Position?

**Note:** There is no single correct answer. Given this scenario, an Incident Commander, Safety Officer, Public Information Officer, Operations Section Chief, and Planning Section Chief would most likely be activated.

2. What procedures would you use to account for students during the evacuation?

**Instructor Note:** Explain that if their plans call for assigning classroom teachers to ICS positions, some classrooms will be unsupervised. Suggest that they develop a buddy system to ensure that all students are supervised properly. A buddy system is also a good idea in case one or more teachers become casualties of the event. Explain that, after developing a buddy list, school administrators need to take some additional steps to ensure that the buddy system works.

3. When first responders arrive, what needs to happen?

**Instructor Note:** Transfer of command briefing should be included as part of the answer.



Visual 5.37

### General Staff Functions: Case Study (1 of 7)

**Instructions:** Read the scenario below and then answer the question.

**The Scenario:** On a chilly autumn morning at Midtown Middle School, a school bus driver suffers a heart attack, loses control of his bus, and hits the bus ahead of him at the unloading zone. Several students are injured and others run from the scene, and five are later reported as missing. The Assistant Principal, who was greeting the students upon their arrival, establishes the initial ICS organization.

- In the ICS organization described above, the Assistant Principal has assumed which role?



Unit 5:  
General Staff Functions

**Visual Description:** General Staff Functions: Case Study (1 of 7)

### Instructor Notes

Provide the following instructions to the participants for the Case Study.

**Instructions:** Review the scenario described on the visuals. Answer the questions following each scenario.

**Scenario:** On a chilly autumn morning at Midtown Middle School, a school bus driver suffers a heart attack, loses control of his bus, and hits the bus ahead of him at the unloading zone. Several students are injured and others run from the scene and five are later reported as missing. The Assistant Principal who was greeting the students upon their arrival establishes the initial ICS organization.

### Question:

- In the ICS organization described above, the Assistant Principal has assumed which role?

Allow time to respond. If not mentioned, review the question and give the correct answer.

- In the ICS organization described above, the Assistant Principal has assumed which role? *The Incident Commander. The Assistant Principal was the first on the scene and was responsible for establishing the initial ICS organization. He or she was functioning as the Incident Commander.*



Visual 5.38

### General Staff Functions: Case Study (2 of 7)

**The Scenario Continues:**

The Assistant Principal tells the school secretary to call 911 for assistance and to notify the school district of the incident. Shortly afterwards, a Police Chief arrives at the scene along with an Emergency Medical Technician and other resources.

- What must happen before the Police Chief assumes the Incident Commander role?
- Who is the Emergency Medical Technician in the ICS organization?



Unit 5:  
General Staff Functions

**Visual Description:** General Staff Functions: Case Study (2 of 7)

#### Instructor Notes

Tell the group to review the scenario described on the visual and answer the questions that follow.

**Scenario:** The Assistant Principal tells the school secretary to call 911 for assistance and to notify the school district of the incident. Shortly afterwards, a Police Chief arrives at the scene along with an Emergency Medical Technician and other resources.

**Questions:**

- What must happen before the Police Chief assumes the Incident Commander role?
- What is the Emergency Medical Technician in the ICS organization?

Allow time to respond. If not mentioned, review the questions and give the correct answers.

- **What must happen before the Police Chief assumes the Incident Commander role?**  
*There must be a transfer of command briefing for the incoming Incident Commander. In this case, the Police Chief must be briefed by the Assistant Principal.*
- **What is the Emergency Medical Technician in the ICS organization?** *The Emergency Medical Technician is a Single Resource in the ICS organization.*



Visual 5.39

### General Staff Functions: Case Study (3 of 7)

The Scenario Continues:

A transfer of command occurs and the Police Chief assumes the Incident Commander role. The Command and General Staff positions are filled as shown on the chart.

- Does the Incident Commander have a manageable span of control?
- What is the title of the person in charge of the Search Group?
- The Evacuation/Shelter/Care Team is composed of 3 teachers providing student accountability services and reporting to a Leader.
- What is the correct ICS title for this team?

```

graph TD
    IC[Incident Commander] --- SO[Safety Officer]
    IC --- LO[Liaison Officer]
    IC --- Q[?]
    SO --- EMTE[Emergency Medical Technician]
    SO --- SG[Search Group]
    SO --- ESTC[Evacuation/Shelter/Care Team]
    
```

FEMA
Unit 5:  
General Staff Functions

**Visual Description:** General Staff Functions: Case Study (3 of 7)

### Instructor Notes

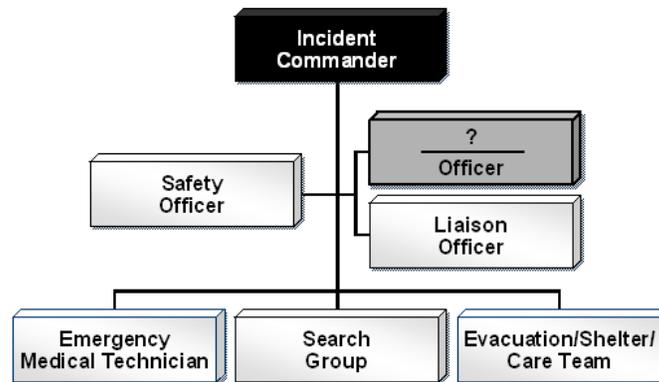
Tell the group to review the scenario described on the visual and answer the questions that follow. (See enlarged chart on the next page.)

**Scenario:** A transfer of command occurs and the Police Chief assumes the Incident Commander role. The Command and General Staff positions are filled as shown on the chart.

### Questions:

- Does the Incident Commander have a manageable span of control?
- What is the title of the person in charge of the Search Group?
- The Evacuation/Shelter/Care Team is composed of 3 teachers providing student accountability services and reporting to a Leader. What is the correct ICS title for this team?

(Continued)



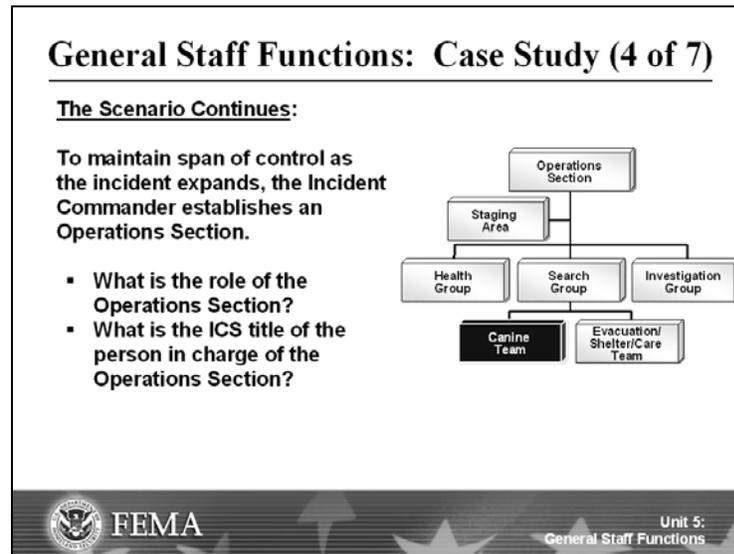
Caption: Organizational chart with Incident Commander, Safety Officer, [?] Officer, Liaison Officer, Emergency Medical Technician, Search Group, and Evacuation/Shelter/Care Team.

Allow time to respond. If not mentioned, review the questions and give the correct answers.

- **Does the Incident Commander have a manageable span of control?** *The Incident Commander does have a manageable span of control.*
- **What is the title of the person in charge of the Search Group?** *A Supervisor would be in charge of the Search Group.*
- **The Evacuation/Shelter/Care Team is composed of 3 teachers providing student accountability services and reporting to a Leader. What is the correct ICS title for this team?** *The correct ICS title for the Evacuation/Shelter/Care Team is "Strike Team."*



Visual 5.40



**Visual Description:** General Staff Functions: Case Study (4 of 7)

### Instructor Notes

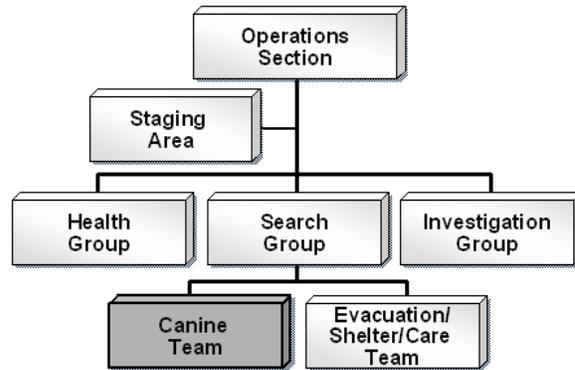
Tell the group to review the scenario described on the visual and answer the questions that follow. (See enlarged chart on the next page.)

**Scenario:** To maintain span of control as the incident expands, the Incident Commander establishes an Operations Section.

### Questions:

- What is the role of the Operations Section?
- What is the ICS title of the person in charge of the Operations Section?

(Continued)



Caption: Organizational chart showing the Operations Section. Reporting to the Operations Section are the following: Staging Area, Health Group, Search Group, Investigation Group, Canine Team, and Evacuation/Shelter/Care Team.

Allow time to respond. If not mentioned, review the questions and give the correct answers.

- **What is the role of the Operations Section?** *The Operations Section directs and controls all tactical operations for the incident.*
- **What is the ICS title of the person in charge of the Operations Section?** *The correct title of the person in charge of the Operations Section is "Chief."*



Visual 5.41

**General Staff Functions: Case Study (5 of 7)**

**The Scenario Continues:**

After the first hour, the Incident Commander establishes a second Section that will develop the Incident Action Plan and track the status of resources on the scene.

- What is the correct title of this Section?

```

graph TD
    IC[Incident Commander] --- SO[Safety Officer]
    IC --- PIO[Public Information Officer]
    IC --- LO[Liaison Officer]
    IC --- OS[Operations Section]
    IC --- S[? Section]
  
```

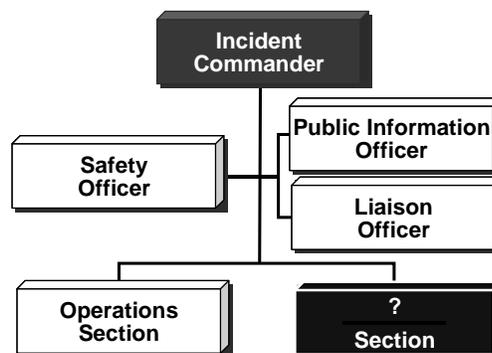
FEMA Unit 5: General Staff Functions

**Visual Description:** General Staff Functions: Case Study (5 of 7)

### Instructor Notes

Tell participants to review the scenario described on the visual and answer the question that follows.

**Scenario:** After the first hour, the Incident Commander establishes a second Section that will develop the Incident Action Plan and track the status of resources on the scene.



Caption: Organizational chart with Incident Commander, Command Staff, and Operations Section. A second Section has been added.

(Continued)

**Question:**

- **What is the correct title of this Section?**

Allow time to respond. If not mentioned, tell the participants that the correct answer is the Planning Section. As part of its many responsibilities, the Planning Section prepares and documents the Incident Action Plan (IAP).



Visual 5.42

### General Staff Functions: Case Study (6 of 7)

#### The Scenario Continues:

Later, more than 100 personnel are on the scene searching for the missing students. Given the number of personnel on the scene, there is a need to provide meals, food, first aid, and rest areas for responders.



- Which Section is responsible for providing these support resources?



Unit 5:  
General Staff Functions

**Visual Description:** General Staff Functions: Case Study (6 of 7)

#### Instructor Notes

Tell participants to review the scenario described on the visual and answer the question that follows.

**Scenario:** Later, more than 100 personnel are on the scene searching for the missing students. Given the number of personnel on the scene, there is a need to provide meals, food, first aid, and rest areas for responders.

#### **Question:**

- Which Section is responsible for providing these support resources?

Allow time to respond. If not mentioned, tell the participants that the correct answer is the Logistics Section. As part of its responsibilities, the Logistics Section is responsible for all services and support needs, such as food and medical services.



Visual 5.43

### General Staff Functions: Case Study (7 of 7)

#### The Scenario Continues:

Just before noon the students are found.

- Which resources would you demobilize first? Why?



Unit 5:  
General Staff Functions

**Visual Description:** General Staff Functions: Case Study (7 of 7)

### Instructor Notes

Tell participants to review the scenario described on the visual and answer the question that follows.

**Scenario:** Just before noon the students are found.

**Question:**

- Which resources would you demobilize first? Why?

Facilitate a discussion. There is no single correct answer. Use this activity as an opportunity to have the participants think about the need for demobilization planning.

Some of the factors that should be considered during the demobilization of this incident include: continued need for investigative resources, continued media coverage, recognition of volunteers, etc.



Visual 5.44

## Summary

Are you able to describe the roles and functions of the:

- Operations Section?
- Planning Section?
- Logistics Section?
- Finance/Administration Section?



Unit 5:  
General Staff Functions

**Visual Description:** Summary

## Instructor Notes

Ask the participants if they are able to describe the roles and functions of the:

- Operations Section.
- Planning Section.
- Logistics Section.
- Finance/Administration Section.

**Ask if anyone has any questions about anything covered in this unit.**

The next unit will focus on the features and organizational structures related to Unified Command.

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## Unit 6: Unified Command

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## Objectives

At the end of this unit, the participants should be able to:

- Define Unified Command.
  - List the advantages of Unified Command.
  - Identify the primary features of Unified Command.
  - Describe the roles and reporting relationships between school personnel and emergency responders under a Unified Command.
- 

## Scope

- Unit Introduction and Unit Overview
  - Activity: Optimal Strategy
  - Unified Command Definition and Benefits
  - Unified Command Features
  - Unified Command Organization
  - Unified Command Strategies
  - Unified Command: Best Practices
  - Applied Exercise
  - Unit Summary
- 

## Methodology

The instructors will review the objectives for this unit and then provide an overview of Unified Command. An activity involving a school bus accident will be used to illustrate the benefits of Unified Command.

Next the instructors will present the features and organizational structures related to Unified Command. Participants will work in teams to apply Unified Command principles in a final exercise.

The instructors will then transition to the next unit that focuses on putting together the information learned in this course to prepare to implement ICS.

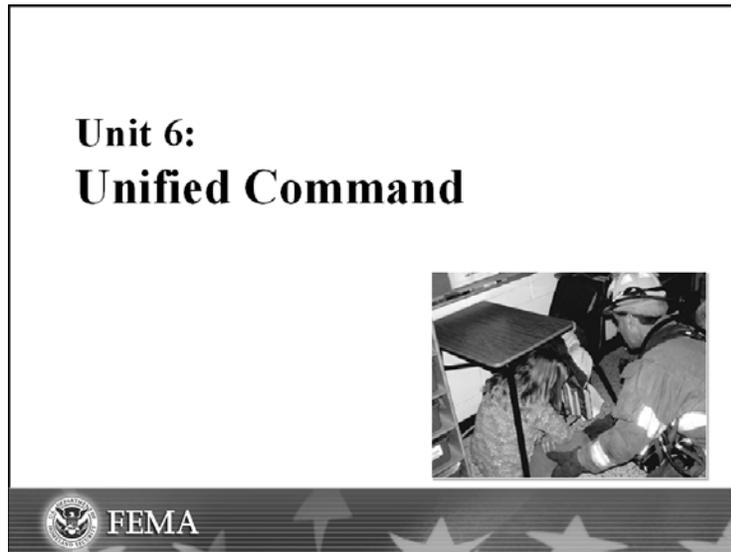
**Time Plan**

A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

<b>Topic</b>	<b>Time</b>
Unit Introduction and Unit Overview	5 minutes
Activity: Optimal Strategy	5 minutes
Unified Command Definition and Benefits	5 minutes
Unified Command Features	2 minutes
Unified Command Organization	5 minutes
Unified Command Strategies	3 minutes
Unified Command: Best Practices	2 minutes
Applied Exercise	25 minutes
Unit Summary	3 minutes
<b>Total Time</b>	<b>55 minutes</b>



Visual 6.1



**Visual Description:** Unit Introduction

### Instructor Notes

Present the following key content:

- The previous lessons covered the Incident Command Systems (ICS) fundamentals. This lesson introduces you to a more advanced concept, called **Unified Command**.
- Unified Command:
  - Applies ICS in incidents involving multiple jurisdictions or agencies.
  - Enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.



Visual 6.2

### Unit Objectives

- Define Unified Command.
- List the advantages of Unified Command.
- Identify the primary features of Unified Command.
- Describe the roles and reporting relationships between school personnel and emergency responders under a Unified Command.



Unit 6:  
Unified Command

**Visual Description:** Unit Objectives

### Instructor Notes

Tell the participants that by the end of this lesson, they should be able to:

- Define Unified Command.
- List the advantages of Unified Command.
- Identify the primary features of Unified Command.
- Describe the roles and reporting relationships between school personnel and emergency responders under a Unified Command.



Visual 6.3

### Activity: Optimal Strategy

**Instructions:** Read the scenario below and select the optimal strategy in your Student Manual.

**Scenario:** A high school football team is returning home from a State tournament in two buses. The first bus is involved in an accident on State Highway 1 right at the county line. Most of the bus is in Franklin County. However, the front part of the bus is in Revere County (the team's home county). First responders from both counties and the State have arrived on the scene. The Athletic Director was on the second bus and assumed command until first responders arrived.



Unit 6:  
Unified Command

**Visual Description:** Activity: Optimal Strategy

### Instructor Notes

**Instructions:** Read the scenario below and select the optimal strategy that provides the best solution.

**Scenario:** A high school football team is returning home from a State tournament in two buses. The first bus is involved in an accident on State Highway 1 right at the county line. Most of the bus is in Franklin County. However, the front part of the bus is in Revere County (the team's home county). First responders from both counties and the State have arrived on the scene. The Athletic Director was on the second bus and assumed command until first responders arrived.

Select the optimal strategy.

- Divide the incident along geographic and functional lines so that each county, the State, and the school can establish its own ICS organization with well-defined areas of responsibilities.
- Create a single ICS incident structure that allows for an effective multijurisdictional or multiagency approach.

Allow the participants time to select a strategy. Facilitate a discussion. If not mentioned by the participants, make the following points:

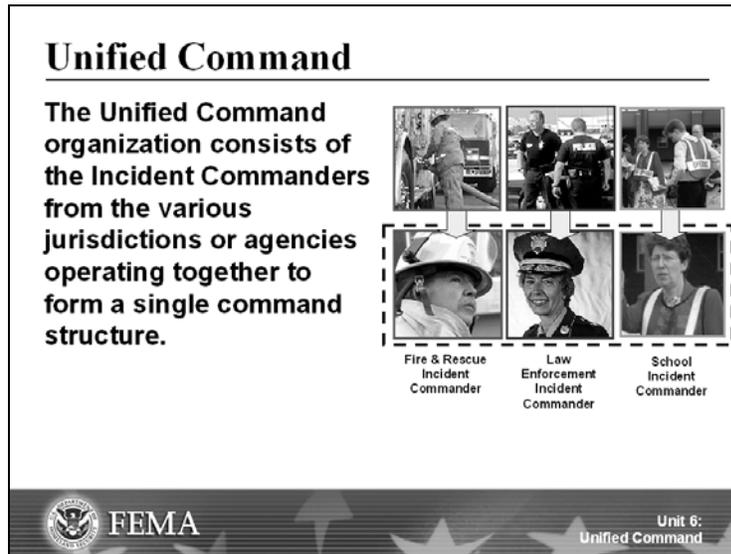
**Unified Command:** The preferred solution is to **create a single ICS incident structure with a built-in process for an effective and responsible multijurisdictional or multiagency approach.** This solution became Unified Command.

**Separate Commands:** The other option of dividing the incident into separate command structures may be the simplest political solution but is often not effective. If separate commands were used there is a danger of:

- Critical life safety incident objectives being missed because each command assumed that another one was taking responsibility.
- Duplication of efforts and competing for the same scarce resources.
- Inconsistent messages being reported to the media and parents.



Visual 6.4



**Visual Description:** Unified Command

### Instructor Notes

Unified Command:

- Applies ICS in incidents involving multiple jurisdictions or agencies.
- Enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

The Incident Commanders within the Unified Command make joint decisions and speak as one voice. Any differences are worked out within the Unified Command.

Unity of command is maintained. Each responder reports to a single supervisor within his or her area of expertise. Within a Unified Command the police officer would not tell the firefighters how to do their job nor would the police tell school personnel how to manage parent-student reunification.



Visual 6.5

### Unified Command Benefits

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts.
- Better resource utilization.

Unit 6:  
Unified Command

**Visual Description:** Unified Command Benefits

### Instructor Notes

Explain that in a Unified Command, schools and responding agencies blend into an integrated, unified team. A unified approach results in:

- A shared understanding of priorities and restrictions.
- A single set of incident objectives.
- Collaborative strategies.
- Improved internal and external information flow.
- Less duplication of efforts
- Better resource utilization.



Visual 6.6

### Unified Command Features

- A single integrated incident organization
- Collocated (shared) facilities
- One set of incident objectives, single planning process, and Incident Action Plan
- Integrated General Staff – Only one Operations Section
- Coordinated process for resource ordering

Unit 6:  
Unified Command

**Visual Description:** Unified Command Features

### Instructor Notes

Review the following features of Unified Command:

- **A Single Integrated Incident Organization:** As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operate without a common system or organizational framework.
- **Collocated (Shared) Facilities:** In a Unified Command incident facilities are collocated or shared. There is one single Incident Command Post.
- **One Set of Incident Objectives, Single Planning Process, and Incident Action Plan:** Unified Command uses one set of incident objectives and a single planning process, and produces one Incident Action Plan (IAP). The planning process for Unified Command is similar to the process used on single jurisdiction incidents.

Continue reviewing the following features of Unified Command:

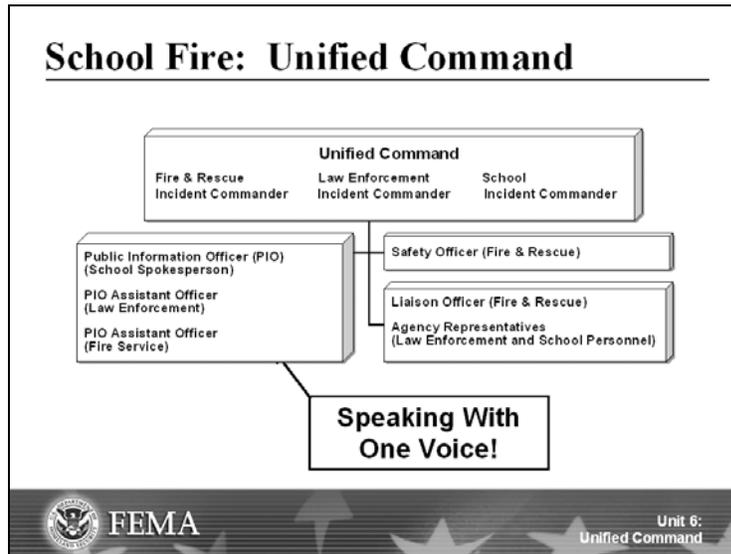
- **Integrated General Staff:** Integrating multijurisdictional and/or multiagency personnel into various other functional areas may be beneficial. For example:
  - In Operations and Planning, Deputy Section Chiefs can be designated from an adjacent jurisdiction.
  - In Logistics, a Deputy Logistics Section Chief from another agency or jurisdiction can help to coordinate incident support.

Incident Commanders within the Unified Command must concur on the selection of the General Staff Section Chiefs. The Operations Section Chief must have full authority to implement the tactics within the Incident Action Plan.

- **Coordinated Process for Resource Ordering:** The Incident Commanders within the Unified Command work together to establish resource ordering procedures that allow for:
  - Deployment of scarce resources to meet high-priority objectives.
  - Potential cost savings through agreements on cost sharing for essential services.



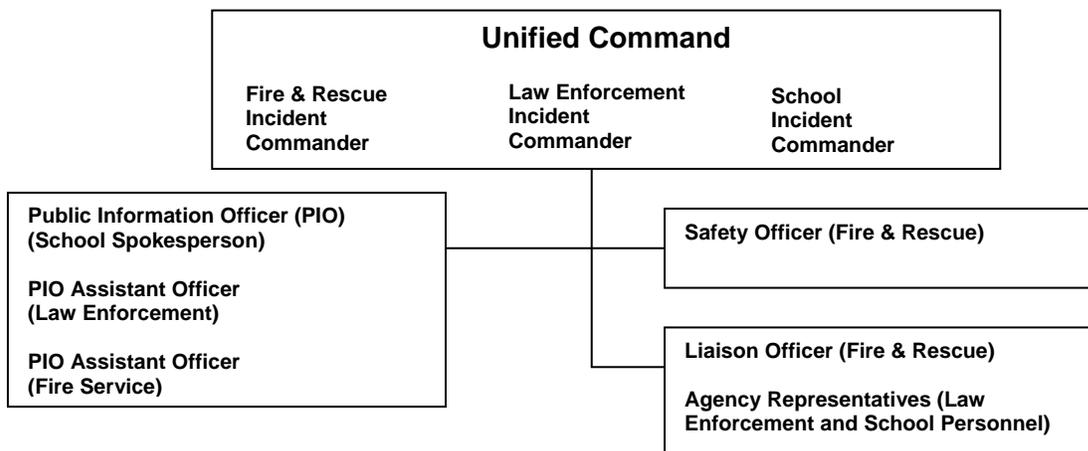
Visual 6.7



**Visual Description:** School Fire: Unified Command

### Instructor Notes

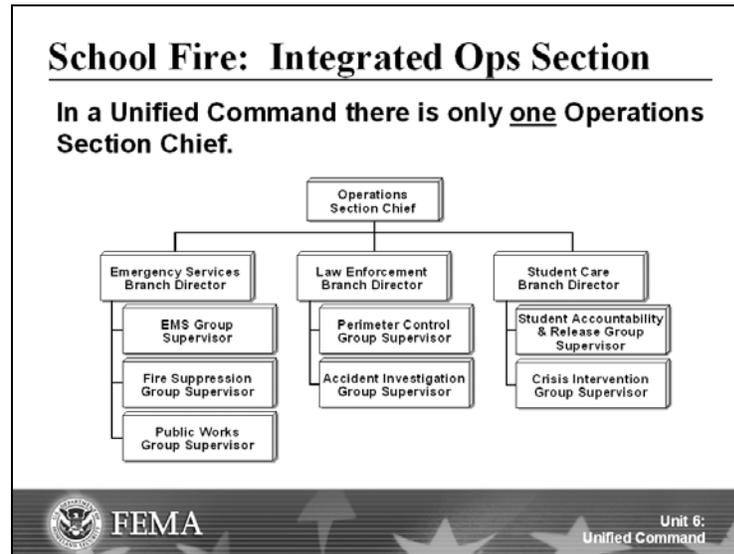
Unified Command results in a single integrated incident organization. Below is a sample Command Staff organizational chart for a school bus accident that occurs on a highway that is the boundary between two political jurisdictions. Notice that the Unified Command is composed of the agencies involved: Fire & Rescue, Law Enforcement, and School, and that personnel from the different agencies often are assigned as Assistant Officers.



The combined Public Information approach ensures that the responders will speak with one voice.



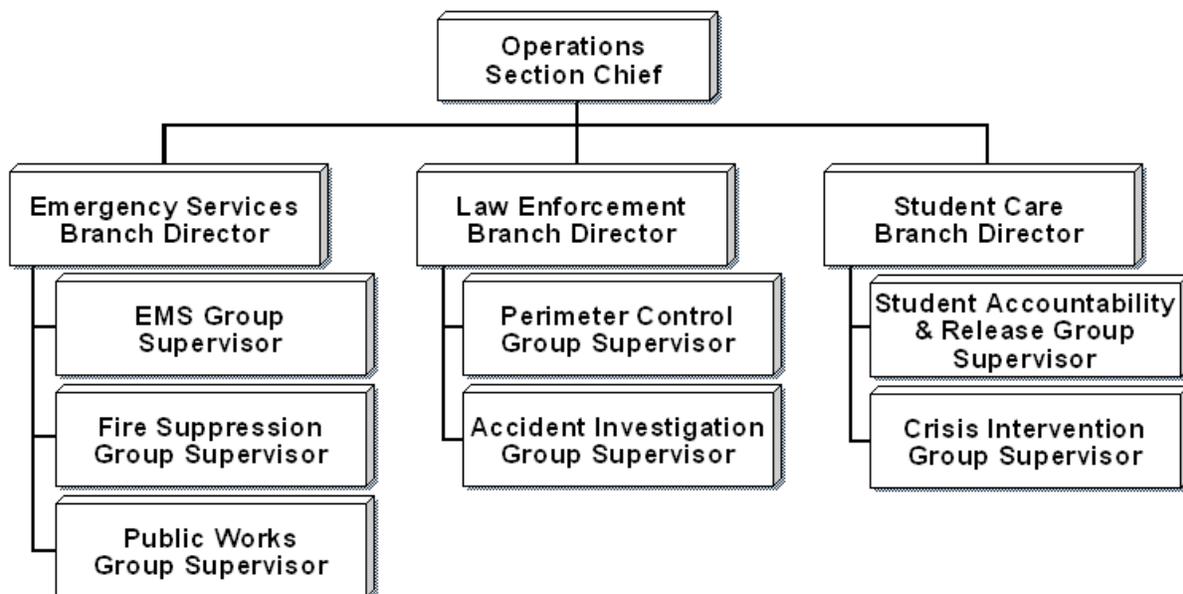
Visual 6.8



**Visual Description:** School Fire: Integrated Ops Section

### Instructor Notes

In a Unified Command there is only one Operations Section Chief. The Operations Section Chief should be the most qualified and experienced person available. Below is a sample Operations Section organizational chart for a school fire where arson is suspected.





Visual 6.9

**Overcoming Barriers to Unified Command**

**What are the potential barriers to school personnel being included in the Unified Command?**

**How can you overcome these barriers?**

 **FEMA** Unit 6:  
Unified Command

**Visual Description:** Overcoming Barriers to Unified Command

### Instructor Notes

Facilitate a group discussion using the following discussion questions:

#### Discussion Questions

What are the potential barriers to school personnel being included in the Unified Command?

How can you overcome these barriers?

Proceed to the next slide for a discussion of ways to overcome barriers and make Unified Command work.



Visual 6.10

### Making Unified Command Work

- Include key community response personnel as part of the school emergency planning process.
- Make sure that first responders know what the school's legal and ethical responsibilities are during an event.
- Learn ICS so that you can blend into the response structure.
- Practice together during exercises and planned events.



FEMA

Unit 6:  
Unified Command

**Visual Description:** Making Unified Command Work

### Instructor Notes

For Unified Command to be used successfully, it is important that schools and agencies prepare by:

- Including key community response personnel as part of the school emergency planning process.
- Making sure that first responders know what the school's legal and ethical responsibilities are during an event.
- Learning ICS so that they can blend into the response structure.
- Practicing together during exercises and planned events.

Tell the participants to turn to the next page for testimonials from three people who were involved in Unified Command situations in schools.

**Mark Openshaw****Fire Chief****Gila River, Indian Community located in Arizona**

“As a fire chief I don’t know a lot about educating students and don’t really know how to handle a lot of kids. I assumed that my kids were listening to me when I was raising them but at the same time I don’t think the school principal is expected to know how to fight fires, do technical rescue, hazardous materials or be a paramedic so we each have our own area of expertise and again that’s part of working as a team but that incident command structure allows us to do that in a coordinated fashion.”

**Anna Parrill****Principal****Soule Elementary School****Salem, New Hampshire**

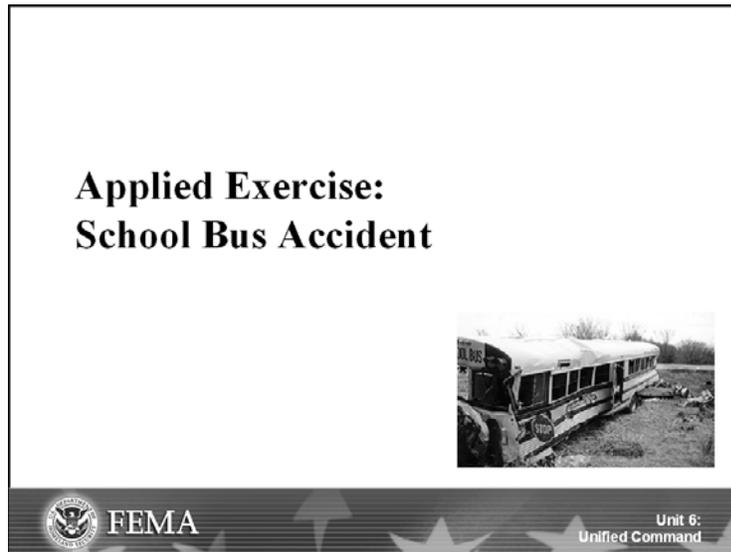
“The fire alarms had gone off in the school. The students were evacuated. We set up our ICS command post and when the fire and the police showed up we met at the command post and immediately set up a unified command at that point in time and we’re able to talk about the situation and be able to meet the different roles. Obviously my role being the students at that point in time and fire and police, we talked about entering the building and what their needs were so we were able to talk and communicate and have that common language when they showed up on site.”

**Rose Colby****Former Principal****Mountain View Middle School****Goffstown, New Hampshire**

“We had an incident where our fire horn went off and it was clear when the students were evacuating the building, it was a very cold day in January. It was 11 degrees outside with a wind chill factor that brought it below zero and as the fire chief in responding to the building realized that as the students were coming in that we were going to have to continue the emergency response because of, the students were definitely chilled and immediately when he came into the building was setting up an incident command for the fire department to organize the ambulance that would be arriving to the school. It was a mutual aid response. We had a number of ambulances coming in from surrounding towns and the fire chief and I spoke very briefly and established the fact that, that our response is a unified command post and as such he was able to understand that we already had set up the incident command system within our school and probably responded to the whole incident much more efficiently. We shared the responsibilities. We were able to share with him the information we knew about our students and learned quite a lot in responding in that way with that unified command so it was a very important part to that particular response.”



Visual 6.11



**Visual Description:** Applied Exercise: School Bus Accident

### Instructor Notes

Introduce the exercise by presenting the following points:

- The scenario involves a school bus accident on a highway that occurs at the boundary between two political jurisdictions.
- The exercise applies the key learning points and the objectives for this unit.



Visual 6.12

### Applied Exercise (1 of 2)

#### Instructions:

1. Working as a team, review the scenario and scenario map located in your Student Manual.
2. Answer the following questions:
  - Which agencies/organization should be included in the Unified Command structure?
  - Which ICS positions/Sections will be activated?

Unit 6:  
Unified Command

**Visual Description:** Applied Exercise (1 of 2)

#### Instructor Notes

Follow the steps below to conduct this exercise:

Tell the participants to turn to the Applied Exercise in their Student Manuals. Show the visual and present the following instructions for completing the exercise:

#### Instructions:

1. Working in teams, review the scenario and scenario map in your Student Manuals.
2. Assuming that a Unified Command will be established (see the quick reference guide following the exercise for assistance) answer the following questions:
  - Which agencies/organization should be included in the Unified Command structure?
  - Which ICS positions/Sections will be activated?



Visual 6.13

### Applied Exercise (2 of 2)

Continue answering the following questions:

- How many Operations Section Chiefs will be assigned representing each of the agencies?
  - What is one example of an incident objective that the Unified Command group might establish?
3. Select a spokesperson and be prepared to present your work in 20 minutes.



Unit 6:  
Unified Command

Visual Description: Applied Exercise (2 of 2)

#### Instructor Notes

#### Instructions: (Continued)

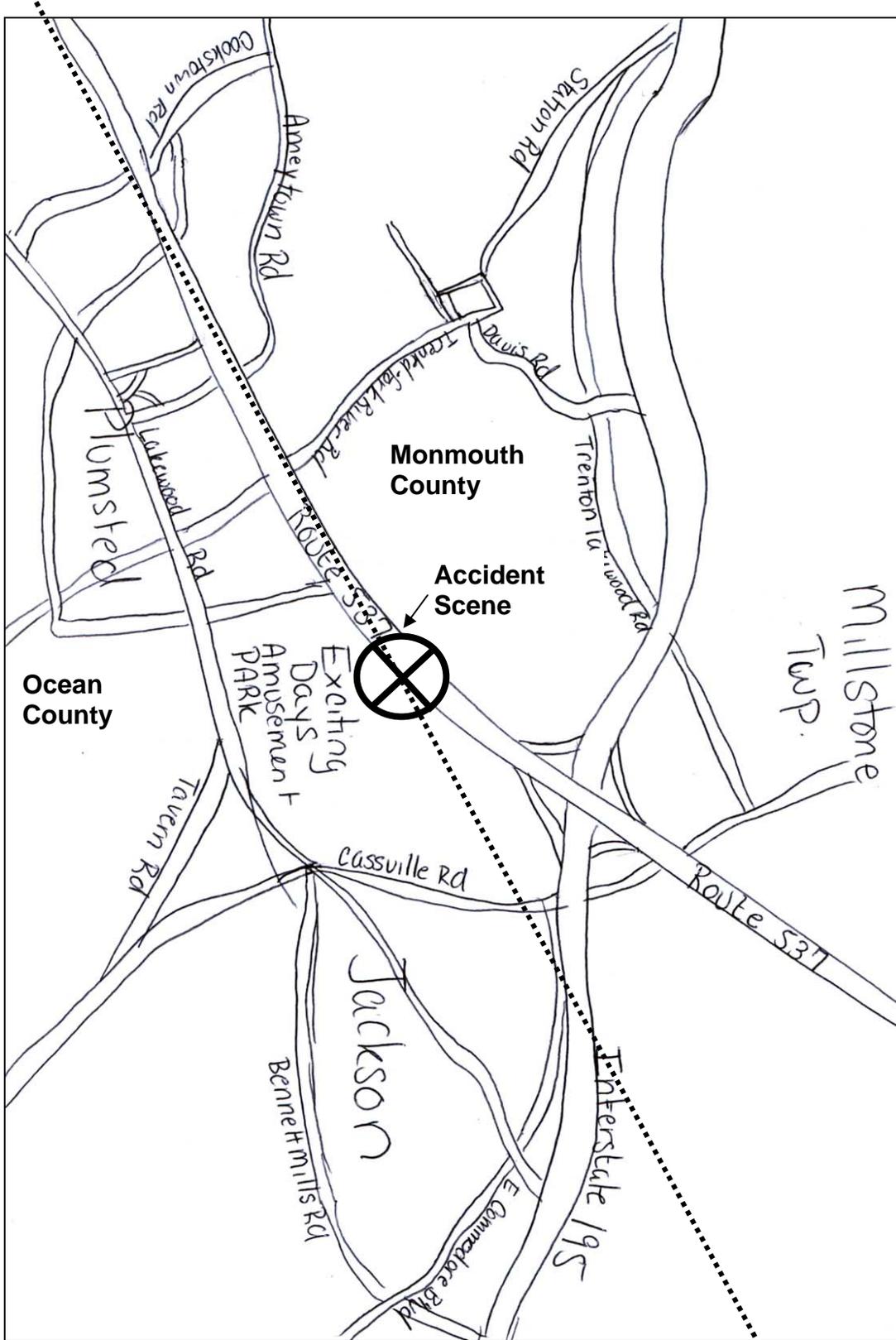
- How many Operations Section Chiefs will be assigned representing each of the agencies?
  - What is one example of an incident objective that the Unified Command group might establish?
3. Select a spokesperson and be prepared to present your work in 20 minutes.

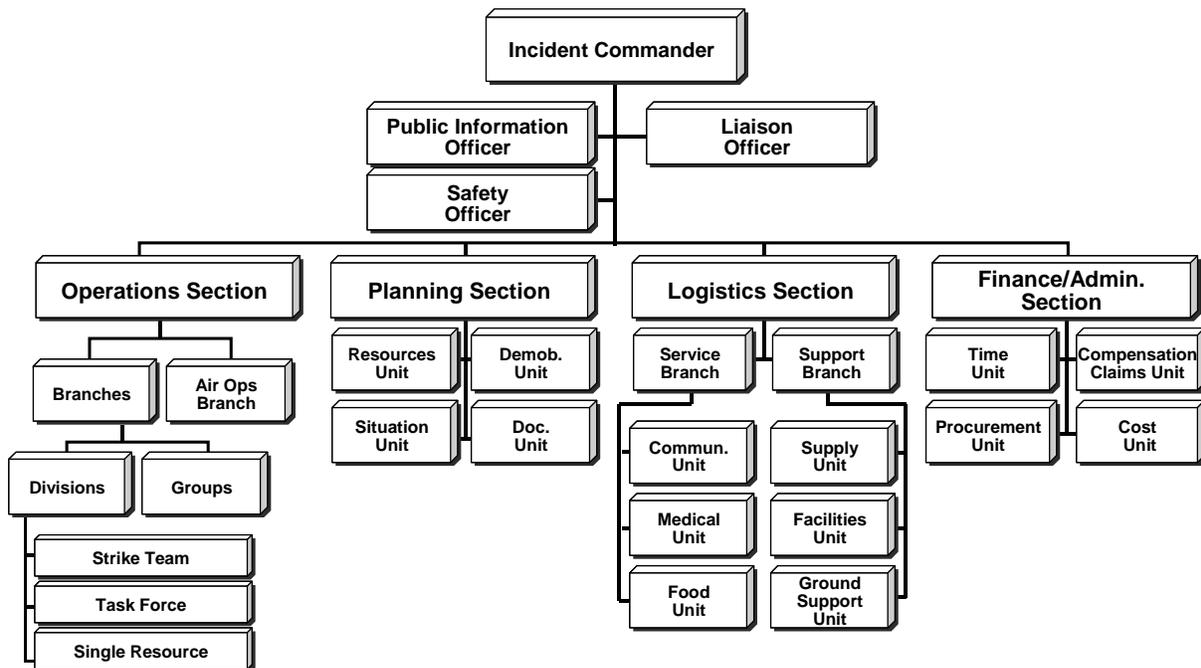
Note: There is no single correct response. Use the debrief instructions on the next page to ensure that all learning point are covered.

**Debrief:** Monitor the time. After 20 minutes, conduct a debrief as follows:

1. Ask one team to present who they would include in the Unified Command structure.
2. Ask the other teams if they had different responses. Compare the similarities and differences among the teams. There is no one correct answer.
3. Next, ask a different team to present their answer to the next question. After the team presents, ask the other teams to comment. Continue with this process until all teams have presented.
4. Summarize the key learning points. Make sure to provide any needed guidance or correct any misunderstandings or inaccurate application of ICS principles and concepts.

- Exciting Days Amusement Park lies within a heavily populated area of the State of New Jersey. This park is located one mile south of a major interstate highway on Route 537, a four-lane roadway that also serves as the border between Ocean and Monmouth Counties. Millstone Township lies to the north (Monmouth County), and Jackson and Plumsted Townships to the south (Ocean County). Ocean and Monmouth Counties are heavily populated with single-family homes. Many of the residents commute long distances to a major city for employment.
- It is late afternoon on a warm weekday in mid May. Traffic on Route 537 is heavy in both directions due to commuter traffic traveling southbound returning home from work and northbound traffic exiting the amusement park.
- A tanker, heading north on Route 537, suddenly loses control and crosses the center divider. A high school football team is returning home from a State tournament in two buses. The first bus that has just exited Interstate 195 is involved in an accident. The driver of the tanker is killed instantly as is the bus driver. After the impact, the tanker swerves across the southbound lanes of Route 537 and overturns. The first bus comes to rest in a ditch on the shoulder of the highway. Liquid sulfur begins leaking from the tanker. The second bus is not involved in the accident but is at the scene stuck in the traffic. The Athletic Director was on the second bus and assumed command until first responders arrived.
- Other vehicles are struck by the tanker as it swerves across the roadway. Several cars and another school bus cannot stop in time to avoid striking the damaged bus in the northbound lanes.
- Students in the first six rows of the first school bus are injured, some critically, and numerous injuries are reported in the second bus and automobiles that are involved in the collision.
- Traffic on Route 537 is brought to a standstill. The accident also affects the interstate highway hindering traffic flow on that roadway and blocking the exits to Route 537.
- The several thousand vehicles that remain inside the Exciting Days parking area are also trapped as exits from that facility are blocked as well.
- The emergency operations plans indicate that a Unified Command structure will be established where county jurisdictions overlap.





- **Command Staff:** The Command Staff consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander.
- **Section:** The organization level having functional responsibility for primary segments of incident management (Operations, Planning, Logistics, Finance/Administration). The Section level is organizationally between Branch and Incident Commander.
- **Branch:** That organizational level having functional, geographical, or jurisdictional responsibility for major parts of the incident operations. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section. Branches are identified by the use of Roman Numerals, by function, or by jurisdictional name.
- **Division:** That organizational level having responsibility for operations within a defined geographic area. The Division level is organizationally between the Strike Team and the Branch.
- **Group:** Groups are established to divide the incident into functional areas of operation. Groups are located between Branches (when activated) and Resources in the Operations Section.
- **Unit:** That organization element having functional responsibility for a specific incident planning, logistics, or finance/administration activity.
- **Task Force:** A group of resources with common communications and a leader that may be pre-established and sent to an incident, or formed at an incident.
- **Strike Team:** Specified combinations of the same kind and type of resources, with common communications and a leader.
- **Single Resource:** An individual piece of equipment and its personnel complement, or an established crew or team of individuals with an identified work supervisor that can be used on an incident.

At each level within the ICS organization, individuals with primary responsibility positions have distinct titles. Titles provide a common standard for all users. For example, if one agency uses the title Branch Chief, another Branch Manager, etc., this lack of consistency can cause confusion at the incident.

The use of distinct titles for ICS positions allows for filling ICS positions with the most qualified individuals rather than by seniority. Standardized position titles are useful when requesting qualified personnel. For example, in deploying personnel, it is important to know if the positions needed are Unit Leaders, clerks, etc.

Listed below are the standard ICS titles:

<b>Organizational Level</b>	<b>Title</b>	<b>Support Position</b>
Incident Command	Incident Commander	Deputy
Command Staff	Officer	Assistant
General Staff (Section)	Chief	Deputy
Branch	Director	Deputy
Division/Group	Supervisor	N/A
Unit	Leader	Manager
Strike Team/Task Force	Leader	Single Resource Boss



Visual 6.14

**Summary**

Are you now able to:

- Define Unified Command?
- List the advantages of Unified Command?
- Identify the primary features of Unified Command?
- Describe the roles and reporting relationships between school personnel and emergency responders under a Unified Command?



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Unit 6:  
Unified Command

**Visual Description:** Summary

### Instructor Notes

Ask participants if they can now:

- Define Unified Command.
- List the advantages of Unified Command.
- Identify the primary features of Unified Command.
- Describe the roles and reporting relationships between school personnel and emergency responders under a Unified Command.

Summarize this unit by reminding the group of the following:

The purpose of this lesson was to familiarize you with Unified Command features. Additional ICS training is required to prepare you to implement Unified Command.

Remember that Unified Command:

- Applies ICS in incidents involving multiple jurisdictions or agencies.
- Enables schools and agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

**Ask if anyone has any questions about anything covered in this unit.**

The next unit focuses on putting together the information learned in this course to prepare to implement ICS.

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## Unit 7: Course Summary – Putting It All Together

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## Objectives

At the end of this unit, the participants should be able to:

- Describe the steps to take to ensure they are ready to assume ICS responsibilities.
- Assess their school's readiness for implementing ICS.
- Identify the course objectives.
- Take the final exam.

## Scope

- Unit Introduction and Unit Overview
- Accountability and Mobilization
- Knowledge Review
- Recordkeeping and Demobilization
- Making ICS Work!
- Preparedness
- Taking the Exam and Feedback

## Methodology

The final unit begins by reviewing accountability, mobilization, recordkeeping, and demobilization. Emphasis is placed on the personal actions that each person must take to make ICS work. The instructors will then provide instructions on taking the final exam. To conclude the unit, the instructors will emphasize to the group the importance of providing course feedback.

## Time Plan

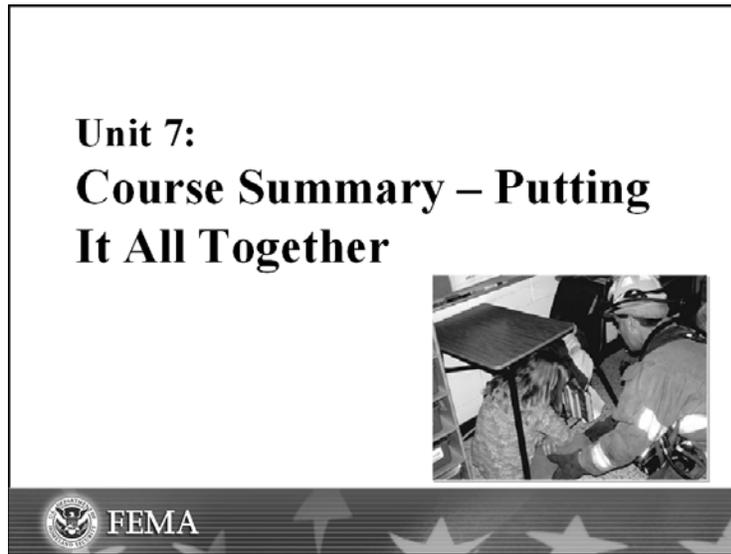
A suggested time plan for this unit is shown below. More or less time may be required, based on the experience level of the group.

Topic	Time
Unit Introduction and Unit Overview	2 minutes
Accountability and Mobilization	12 minutes
Knowledge Review	3 minutes
Recordkeeping and Demobilization	5 minutes
Making ICS Work!	3 minutes
Preparedness	10 minutes
Taking the Exam and Feedback	10 minutes
Final Exam	30 minutes
<b>Total Time</b>	<b>75 minutes</b>

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Visual 7.1



**Visual Description:** Unit Introduction

### Instructor Notes

Explain that participants should now be familiar with the core system features of ICS and the ICS organizational roles and responsibilities.

Explain that “putting it all together” means that:

- You are personally ready to follow the ICS principles.
- Your school is ready to implement ICS.



Visual 7.2

### Unit Objectives

- Describe the steps to take to ensure you are ready to assume ICS responsibilities.
- Assess your school's readiness for implementing ICS.
- Take the final exam.



**Visual Description:** Unit Objectives

### Instructor Notes

Tell the participants that by the end of this lesson, they should be able to:

- Describe the steps to take to ensure you are ready to assume ICS responsibilities.
- Assess your school's readiness for implementing ICS.
- Take the final exam.



Visual 7.3

### Accountability (1 of 2)

The following principles must be adhered to:

- **Check-In.** All responders must report in to receive an assignment in accordance with the procedures established by the Incident Commander.
- **Incident Action Plan.** Response operations must be coordinated as outlined in the IAP.
- **Unity of Command.** Each individual will be assigned to only one supervisor.



**Visual Description:** Accountability (1 of 2)

### Instructor Notes

Explain that effective accountability during incident operations is essential. Point out that individuals must abide by their agency policies and guidelines and any applicable local, State, or Federal rules and regulations.

Explain that the following principles must be adhered to:

- **Check-In.** All responders must report in to receive an assignment in accordance with the procedures established by the Incident Commander.
- **Incident Action Plan.** Response operations must be coordinated as outlined in the IAP.
- **Unity of Command.** Each individual will be assigned to only one supervisor.

The next visual includes additional principles that must be adhered to.



Visual 7.4

### Accountability (2 of 2)

- **Span of Control.** Supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision.
- **Resource Tracking.** Supervisors must record and report resource status changes as they occur.



**Visual Description:** Accountability (2 of 2)

### Instructor Notes

Continue by explaining that the following principles must be adhered to:

- **Span of Control.** Supervisors must be able to adequately supervise and control their subordinates, as well as communicate with and manage all resources under their supervision.
- **Resource Tracking.** Supervisors must record and report resource status changes as they occur.



Visual 7.5

## Mobilization

### At any incident:

- The situation must be assessed and the response planned.
- Managing resources safely and effectively is the most important consideration.
- Personnel and equipment should respond only when requested or when dispatched by an appropriate authority.



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Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Mobilization

## Instructor Notes

Point out that another key feature of ICS is the importance of managing resources to adjust to changing conditions.

When a school incident occurs, you must be mobilized or assigned to become part of the incident response. In other words, until you are mobilized to the incident organization, you remain in your everyday school role.

After being mobilized, your **first task is to check in and receive an assignment**.

**Emphasize that as school personnel, you should be mobilized or activated to join the incident response.** Unless you must take an immediate life-saving action, you should not start responding without being mobilized. The mobilization process improves safety and cuts down on unnecessary chaos.

After check-in, you will locate your incident supervisor and obtain your initial briefing. The briefings you receive and give should include:

- Current assessment of the situation.
- Identification of your specific job responsibilities.
- Identification of coworkers.
- Location of work area.
- Identification of break areas, as appropriate.
- Procedural instructions for obtaining needed resources.
- Operational periods/work shifts.
- Required **safety procedures** and Personal Protective Equipment (PPE), as appropriate.



Visual 7.6

**Discussion Question**

What's the issue with having personnel arrive at an incident without being requested or dispatched?

FEMA Unit 7: Course Summary – Putting It All Together

**Visual Description:** Discussion Question: What's the issue with having personnel arrive at an incident without being requested or dispatched?

### Instructor Notes

Ask the participants the following discussion question:

**What's the issue with having personnel arrive at an incident without being requested or dispatched?**

If not mentioned by the participants, add the following points:

- Uncontrolled and uncoordinated arrival of resources at emergencies causes significant accountability issues.
- Self-dispatched or freelancing resources cause safety risks to responders, civilians, and others who are operating within the parameters of the Incident Action Plan.
- Chaos at the scene occurs, creating additional risks.
- Emergency access routes can be blocked preventing trained responders from gaining access to the site or not allowing critically injured personnel to be transported from the scene.

In the World Trade Center 9/11 response, many private and volunteer ambulance units self-dispatched, undermining command and control at the scene and clogging the streets so that other responders assigned to the WTC had difficulty getting through.

**The bottom line is that when resources show up that have not been requested, the incident management system may fail.**



Visual 7.7

**Knowledge Review**

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**Situation:** Rosa is in the teacher's lounge when she hears that the gymnasium roof has collapsed. Rosa has her advanced first aid certification.

What should Rosa do?

The slide features the FEMA logo on the left and the text 'Unit 7: Course Summary – Putting It All Together' on the right, with several upward-pointing arrows in the background.

**Visual Description:** Knowledge Review

### Instructor Notes

**Review the following situation:** Rosa is in the teacher's lounge when she hears that the gymnasium roof has collapsed. Rosa has her advanced first aid certification.

Elicit input from the participants. If not mentioned by the participants, explain that Rosa should report her whereabouts to the incident management team and wait for deployment to the scene. Rosa should not immediately rush to the scene.



Visual 7.8

### Recordkeeping

- Print or type all entries.
- Enter dates by month/day/year format.
- Enter date and time on all forms and records. Use local time.
- Fill in all blanks. Use N/A as appropriate.
- Use military 24-hour time.



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Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Recordkeeping

### Instructor Notes

All incidents require some form of recordkeeping. Requirements vary depending upon the agencies involved and the nature of the incident. Below are general guidelines for incident recordkeeping:

- Print or type all entries.
- Enter dates by month/day/year format.
- Enter date and time on all forms and records. Use local time.
- Fill in all blanks. Use N/A as appropriate.
- Use military 24-hour time.



Visual 7.9

### Demobilization

- Complete all tasks and required forms/reports.
- Brief replacements, subordinates, and supervisor.
- Evaluate the performance of subordinates.
- Follow check-out procedures.
- Return any incident-issued equipment or other nonexpendable supplies.
- Complete post-incident reports, critiques, evaluations, and medical followup.
- Complete all time records or other accounting obligations.



**Visual Description:** Demobilization

### Instructor Notes

Explain that resource demobilization occurs at the end of your assignment or when the incident is resolved. Before leaving an incident assignment, you should:

- Complete all tasks and required forms/reports.
- Brief replacements, subordinates, and supervisor.
- Evaluate the performance of subordinates.
- Follow check-out procedures.
- Return any incident-issued equipment or other nonexpendable supplies.
- Complete post-incident reports, critiques, evaluations, and medical followup.
- Complete all time records or other accounting obligations.



Visual 7.10

### Making ICS Work!

- Not going around the chain of command.
- Reporting critical information.
- Not freelancing.



Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Making ICS Work!

### Instructor Notes

Explain that incidents succeed when everyone assumes personal accountability by:

- **Not going around the chain of command.** Only take direction from your immediate ICS supervisor (not your day-to-day supervisor). Exchange of information is encouraged; however, all assignments and resource requests must go through your immediate ICS supervisor.
- **Reporting critical information** about safety hazards, status, changing conditions/needs within assigned areas, and resource needs.
- **Not freelancing.** Do not start responding unless you are deployed or your actions are critical for life and safety. Make sure to check in when you begin your assignment. If the plan is not working or your assigned activity cannot be completed, tell your supervisor. Do not create your own plan of action.



Visual 7.11

### Check Plans, Policies, and Regulations

Do your school's preparedness plans, policies, and regulations:

- Comply with NIMS, including ICS?
- Cover all hazards?
- Include delegations of authority (as appropriate)?
- Include up-to-date information?

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Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Check Plans, Policies, and Regulations

### Instructor Notes

Note that preparedness plans may take many forms, but the most common include:

- **School or local Emergency Operations Plans (EOPs).**

Note: EOPs are developed at the Federal, State, and local levels to provide a uniform response to all hazards that a community may face. EOPs written after October 2005 must be consistent with the National Incident Management System (NIMS).

- **Standard Operating Guidelines (SOGs) and Standard Operating Procedures (SOPs).**
- **School, jurisdictional, or agency policies.**

A jurisdiction's preparedness plans, policies, and regulations must:

- ✓ Comply with NIMS, including ICS.
- ✓ Cover all hazards and be based on risk assessments.
- ✓ Include delegations of authority (as appropriate).
- ✓ Include up-to-date information about resources available for assignment during a response.
- ✓ Include contact information for school administrators and response personnel.



Visual 7.12

### Training, Credentialing, and Exercising

- Do you have sufficient qualified personnel to assume ICS Command and key General Staff positions?
- Can you verify that personnel meet established professional standards for:
  - Training?
  - Experience?
  - Performance?
- When was the last tabletop or functional exercise that practiced ICS? Do you use ICS during planned events (e.g., graduation, field trips)?



**Visual Description:** Training, Credentialing, and Exercising

### Instructor Notes

Incident responders must be well trained and qualified. As part of the planning process, it is important to consider:

- If there are sufficient qualified personnel to assume ICS Command and General Staff positions.

Explain that Executives/Senior Officials are responsible for ensuring that a qualified Incident Commander has been designated for the incident. Some jurisdictions and schools maintain a roster of qualified Incident Commanders based on the complexity of the incident.

- If the school can verify and document that personnel meet established professional standards for:
  - Training.
  - Experience.
  - Performance.
- When the last tabletop or functional exercise was conducted to practice command and coordination functions.

Additional information on training requirements can be found at the National Integration Center Web site: [www.fema.gov/nims](http://www.fema.gov/nims)

**Tell the participants to take 5 minutes to complete the preparedness questionnaire on the next page. After 5 minutes, ask if any volunteers would like to share their responses to the questionnaire.**

## NIMS/ICS Preparedness Assessment

**Instructions:** Assess your school's readiness to implement NIMS/ICS. Read each statement and answer yes or no. For any questions that you answer no, add an action item to your planning worksheet.

	Yes	No	Not Sure
Are your school's emergency operations plan, policies, and procedures consistent with the ICS principles taught in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have the needed communications and other equipment, and vests, badges, and other supplies to implement ICS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Can responders from different agencies (e.g., fire, police, public works) communicate with school personnel during an emergency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified qualified personnel to assume ICS Command and General Staff positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have sufficient backup personnel for all key ICS positions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you identified potential locations for ICS facilities (e.g., Incident Command Post, Staging Area, Base, Camp, Heliports, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you practice applying ICS during drills and planned events?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within the past year, have you conducted an exercise for Unified Command with different agencies?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are after-action reviews conducted to identify lessons learned following exercises, drills, planned events, and incidents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use the space below to jot down actions that you must take when you return to your school and the people that should be involved.



Visual 7.13

## Additional Resources

**ICS Resource Center Contents**

**ICS Review Document**  
A summary of key ICS features and principles.

**ICS Training Materials and Opportunities**  
Access to ICS Training Materials and independent-study courses.

**ICS Job Aids**  
Printable job aids related to ICS positions and activities.

**ICS Forms**  
Printable versions of standard ICS forms.

**ICS Position Checklists**  
Printable checklists of roles and responsibilities for ICS positions.

**Glossary of Related Terms**  
Alphabetical list of terms and acronyms, with definitions.

**Reference Documents**  
Printable versions of relevant reference documents including NIMS, NRP, and Directives.

**Links**  
A list of applicable resource documents and web sites.

Click on a link above to view the resource center assets.

<http://www.training.fema.gov/emiweb/IS/ICSResource>

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Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Additional Resources

### Instructor Notes

Additional resources can be found at the EMI ICS online resource center. The resource center can be accessed at <http://www.training.fema.gov/emiweb/IS/ICSResource>.

**Ask if anyone has any questions before continuing to the course exam.**



Visual 7.14

## Taking the Exam

### Instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
  2. Make sure that you get all of your questions answered prior to beginning the final test.
  3. When taking the test . . .
    - Read each item carefully.
    - Circle your answer on the test.
    - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or take the test online.
- You may refer to your Student Manuals when completing this test.



**Visual Description:** Taking the Exam

### Instructor Notes

**Note:** Additional guidance appears on the next page.

Present the following ICS 100.SC test instructions:

1. Take a few moments to review your Student Manuals and identify any questions.
2. Make sure that you get all of your questions answered prior to beginning the final test.
3. When taking the test . . .
  - Read each item carefully.
  - Circle your answer on the test.
  - Check your work and transfer your answers to the computer-scan (bubble) answer sheet or take the test online.

Tell the participants that they may refer to their Student Manuals when completing this test.

**Important Instructor Note:** It is important that you allow the participants enough time to review the course materials prior to taking the exam. If time permits, you can facilitate a structured review of the materials using the following techniques:

- Assign each team a lesson and have them summarize and present the key points to remember.
- Select five to seven of the most critical points from each lesson. Present a brief review of these points. Ask questions to ensure that the participants remember the most important information.

When the review is completed, distribute the exams. Remain in the room to monitor the exam and to be available for questions. Collect the completed exams.

**Instructor Note:**

To receive a certificate of completion, participants must take the 25-question multiple-choice posttest, submit an answer sheet (to EMI's Independent Study Office), and score 75% on the test. Two options exist for test submission:

Participants submit their tests online, and upon successful completion receive an email message with a link to their electronic certification.

- Go to <http://training.fema.gov/IS/crslist.asp> and click on the link for ICS-100.SC
- Click on "Take Final Exam."

Instructions for group delivery: Tests can be provided upon request by calling (301) 447-1200. Answer sheets can be requested online at <http://training.fema.gov/IS/ansreq.asp>.

The completed answer sheets can then be submitted as a group to:

EMI Independent Study  
16825 South Seton Ave.  
Emmitsburg, MD 21727

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Visual 7.15

**Feedback**



**Please complete the course evaluation form.**

**Your comments are important!**

 **FEMA** Unit 7:  
Course Summary – Putting It All Together

**Visual Description:** Feedback

### Instructor Notes

Emphasize that completing the course evaluation form is important. Participants' comments will be used to evaluate the effectiveness of this course and make changes for future versions.

**Your Notes:**