

# Hazardous Materials and Terrorist Incident Planning Curriculum Guidelines

## Planning Essentials

Planning  
Training  
Considerations

Planning  
Orientation

Planning  
Essentials

Commodity  
Flow Study

Hazard Analysis  
and Threat  
Assessment

Capability  
Assessment

Planning for  
Protective  
Actions

Plan  
Implementation  
& Maintenance

Facility  
Planning

Planning for  
Public Education

Appendix:  
Additional Planning  
Resources

## Introduction

The Planning Essentials curriculum provides participants with the knowledge and skills they need to develop a basic integrated hazardous materials and terrorist incident emergency plan for a jurisdiction or facility. The primary training audience is local planning team members. Training objectives cover a broad range of generic competencies, including the ability to function effectively in a team environment, assist in or conduct a basic hazards analysis and capability assessment, work with others to analyze options and draft sections of the plan, and participate in plan implementation, evaluation, and maintenance.

Planning Essentials covers basic skills, with an emphasis on the ability to interpret and use information provided by various technical specialists in developing the plan. More advanced planning skills are addressed in Planning Specialties. Audience members are assumed to already possess training competencies covered in Planning Orientation and an expertise in the professional discipline that the student represents on the planning committee. It is further assumed that managerial, administrative, and logistic requirements for organizing the planning process, including staff recruitment and assignments, have already been accomplished. The training competencies for senior management of the overall planning process are addressed separately in this guidance as a planning specialty area.

## Training Audience

The training audience for Planning Essentials includes planning team members who have a defined responsibility in researching, preparing, implementing, and maintaining hazardous materials and terrorist incident response plans for jurisdictions or facilities. These persons generally represent their organization or functional specialty in an integrated planning process. Audience categories can be summarized as follows:

- For communities, training audiences may include local government emergency planners, SERC/LEPC and Area Committee members, hazardous materials officers and team leaders, emergency program managers, public sector agency representatives, community support services and volunteer organization representatives, and various technical specialists.
- For private sector facilities, audience members may include industry owners and executives, general planners, production/process managers, functional managers (e.g., communications, public information, emergency response, etc.), safety officers, technical experts, and others employed by the facility.
- Personnel who have responsibilities for reviewing and approving facility plans and/or enforcing compliance with existing community regulations and standards may also benefit by training.

## Methodology Recommendations

It is recognized that the planning needs of different jurisdictions and facilities, and the resulting training needs of planning team members, can vary greatly, depending on such factors as geographic size, demographics, hazards, local resources, and political preferences. However, Planning Essentials is intended to address the generic training requirements of all hazardous

materials and terrorist incident response planners. Training managers, course developers, and instructors may need to tailor materials to meet the unique needs and interests of different audiences, incorporating elements covered in Planning Specialties, as appropriate.

Training can typically be accomplished in two to four days of classroom instruction led by an experienced facilitator. Breaking training into modules (e.g., Hazards Analysis) that are delivered at different times is also possible, and this approach may be beneficial if timed to coincide with planning team assignments. However, team building is very important in the planning process, so continuity of student groupings throughout training is recommended. Other training considerations include the following:

- Training should focus on the actual development of local plans, with the product and participation in the group planning process used to demonstrate student mastery of the objectives.
- Audience should be heterogeneous, reflecting the diverse community members and professional disciplines involved in the planning process. It is highly recommended that team members who will work together in subsequent planning efforts be trained together as a team.
- Course methodology should emphasize group interactions, team building, and resolution of interpersonal conflicts, as well as the development of the plan product itself.
- Course materials should be multi tracked in terms of type of plan (OSHA, SARA, etc.) to facilitate tailoring the instruction to the needs of the audience.
- Instruction should include practical strategies for merging local plan requirements and needs (i.e. merging several plan requirements into one development effort) to foster more efficient planning efforts.
- Instruction should emphasize the need for on going planning commitments by the team and the organizations they represent.
- Instruction should emphasize the need for ongoing evaluation at each step in the planning process.
- Instructors should emphasize that steps in the planning process, although taught sequentially, may actually be performed simultaneously.

## Recommended Training Objectives

The following instructional objectives describe competencies recommended for training planning team members and others in the essentials of hazardous materials and terrorist incident response planning. The legislative and regulatory basis for this training can be found primarily in the requirements specified in OSHA 1910.120 for development of employers’ emergency response plan, SARA Title III for development of planning jurisdiction emergency response plans, and various federal agency regulations for the development of facility and transporter emergency response plans. The objectives incorporate generic concepts and processes derived from various sources in the planning literature. Several of the most important reference documents, and more specific models for planning, are described in the Appendices. The objectives are intended to be comprehensive, i.e., to address the training requirements of all identified audience

Planning Training Considerations

Planning Orientation

Planning Essentials

Commodity Flow Study

Hazard Analysis and Threat Assessment

Capability Assessment

Planning for Protective Actions

Plan Implementation & Maintenance

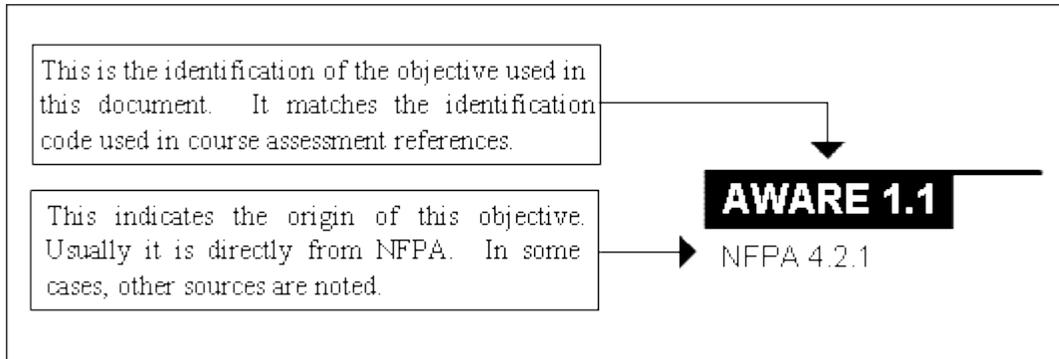
Facility Planning

Planning for Public Education

Appendix: Additional Planning Resources

members; thus, training developers and instructors will need to tailor these objectives to meet local audience interests, needs, and planning processes.

### Objective Identification Legend



## Planning Essentials 1.

### ESSN - 1.1.

Given an assignment as a planning team member and an overview of the planning process to be used, describe an appropriate planning strategy and identify team member responsibilities in the process.

#### ESSN - 1.1.1.

Describe the benefits of a team approach to planning and identify skills necessary to participate in the team planning process.

#### ESSN - 1.1.2.

Identify team members with related roles, coordination requirements, available resources, and administrative support systems.

#### ESSN - 1.1.3.

Describe roles of participants in the team planning process, to include organizational and/or functional areas of responsibility.

#### ESSN - 1.1.4.

Demonstrate an understanding of the planning process mission statement, goals, and objectives.

#### ESSN - 1.1.5.

Describe the expected results of the planning process, to include the plan format and time lines.

<b>ESSN - 1.2.</b>	Given a review of pertinent information sources and data collection methods, demonstrate the ability to identify, acquire and summarize background information related to individual organizational and/or functional area(s) of responsibility that will impact the team planning process.
<b>ESSN - 1.2.1.</b>	Demonstrate the ability to identify, gather, and review copies of policies, plans, and authorities (e.g., community Emergency Operations Plans, mitigation/prevention plans, response agency SOPs, facility plans, codes and ordinances, etc.).
<b>ESSN - 1.2.2.</b>	Demonstrate the ability to review critiques of actual incidents, exercises, and drills and identify issues to be addressed in the plan.
<b>ESSN - 1.2.3.</b>	Demonstrate the ability to review changes and trends impacting the jurisdiction, organization, or facility and identify issues to be addressed in the plan.
<b>ESSN - 1.2.4.</b>	Demonstrate the ability to interview managers, public officials, technical specialists, and practitioners in organizations affected by the plan and identify issues to be addressed in the plan.
<b>ESSN - 1.2.5.</b>	Identify, aggregate, and summarize related planning issues, priorities, concerns, and challenges.
<b>ESSN - 1.3.</b>	Given an assignment as a planning team member and an overview of the planning process to be used, identify and describe the purpose, benefits, major steps, and participant's role in Hazards Analysis & Capability Assessment.
<b>ESSN - 1.3.1.</b>	Explain the purpose, benefits, and major steps in conducting a Hazards Analysis.
<b>ESSN - 1.3.2.</b>	Explain the purpose, benefits, and major steps in conducting a Capability Assessment.
<b>ESSN - 1.3.3.</b>	Identify responsibilities in the Hazards Analysis & Capability Assessment processes, as appropriate.
<b>ESSN - 1.3.4.</b>	Describe the methods and expected results of the Hazards Analysis & Capability Assessment processes, including roles of various planning team members and technical specialists.

Planning Training Considerations
Planning Orientation
Planning Essentials
Commodity Flow Study
Hazard Analysis and Threat Assessment
Capability Assessment
Planning for Protective Actions
Plan Implementation & Maintenance
Facility Planning
Planning for Public Education
Appendix: Additional Planning Resources

**ESSN - 1.4.**

Given an assignment as a planning team member and an overview of the planning process to be used, demonstrate the ability to identify, collect, review and interpret the Hazards Analysis & Capability Assessment data.

**ESSN - 1.4.1.**

Demonstrate the ability to collect or assist in collecting the data, as required.

**ESSN - 1.4.2.**

Demonstrate the ability to review and interpret the data.

**ESSN - 1.4.3.**

Demonstrate the ability to identify, map, and prioritize hazards, risk areas, and vulnerable zones, and identify capability shortfalls and excesses (gap analysis).

**ESSN - 1.5.**

Given an assignment as a planning team member and the results of research and input from other planning team members, describe the issues and solutions to be addressed in the plan and identify needed assignments for developing the plan.

**ESSN - 1.5.1.**

Describe issues and solutions to be addressed in the plan by examining existing plans, Hazards Analysis results, Capability Assessment results and other pertinent information.

**ESSN - 1.5.2.**

Identify plan development tasks to be assigned to planning team and other organizational representatives.

**ESSN - 1.6.**

Given identified issues and solutions to be addressed in the plan and assignments to planning team members, demonstrate the ability to participate in developing or updating the Integrated Hazardous Materials and Terrorist Incident Response Emergency Plan, to address preparedness, response and short term recovery.

**ESSN - 1.6.1.**

Identify the planning elements necessary to comply with regulatory requirements, standards, and guidelines.

**ESSN - 1.6.2.**

If developing or updating a facility or organization plan, describe format guidelines specified in the NRT's Integrated Contingency Plan guidance.

**ESSN - 1.6.3.**

Demonstrate the ability to develop or update the plan to meet the required regulatory elements.

<b>ESSN - 1.7.</b>	Given identified issues and solutions to be addressed in the plan and assignments to planning team members, demonstrate the ability to participate in developing or updating a comprehensive prevention/mitigation section in the plan.
<b>ESSN - 1.7.1.</b>	Identify prevention/mitigation strategies and techniques to address the identified issues and solutions.
<b>ESSN - 1.7.2.</b>	Demonstrate the ability to write the plan to meet all identified prevention/mitigation planning needs.
<b>ESSN - 1.8.</b>	Given a completed draft hazardous materials plan, demonstrate the ability to participate in the plan review and appraisal process.
<b>ESSN - 1.8.1.</b>	Identify the purpose and benefits of reviewing the plan.
<b>ESSN - 1.8.2.</b>	Demonstrate the ability to conduct an internal draft plan review to assess adequacy and completeness.
<b>ESSN - 1.8.3.</b>	Demonstrate the ability to facilitate an external review of the draft plan, which may include peer review, management review, community input, and state/federal review.
<b>ESSN - 1.8.4.</b>	Demonstrate the ability to make necessary revisions, and promote formal plan promulgation.
<b>ESSN - 1.9.</b>	Given a completed hazardous materials and terrorist incident response plan, describe an appropriate strategy and identify methods for implementing the plan.
<b>ESSN - 1.9.1.</b>	Identify the purpose and benefits of conducting plan implementation.
<b>ESSN - 1.9.2.</b>	Identify roles and responsibilities for plan implementation, to include available resources, administrative systems, and time lines

Planning Training Considerations
Planning Orientation
Planning Essentials
Commodity Flow Study
Hazard Analysis and Threat Assessment
Capability Assessment
Planning for Protective Actions
Plan Implementation & Maintenance
Facility Planning
Planning for Public Education
Appendix: Additional Planning Resources

**ESSN - 1.9.3.**

Describe the strategy and methods for plan implementation, to include:

- Disseminating copies of the plan
- Briefing and orienting users of the plan
- Coordinating the plan with other planning efforts
- Coordinating the plan with other training efforts

**ESSN - 1.10.**

Given a completed hazardous materials plan, describe an appropriate strategy and identify methods for evaluating and maintaining the plan.

**ESSN - 1.10.1.**

Identify the purpose and benefits of conducting plan evaluation and maintenance.

**ESSN - 1.10.2.**

Identify roles and responsibilities for plan evaluation and maintenance.

**ESSN - 1.10.3.**

Describe the strategy and methods for plan evaluation and maintenance, to include:

- Monitoring changes, trends, and actual events impacting the plan
- Developing, conducting, and evaluating exercises and drills
- Periodically updating and revising the plan