

# Hazardous Materials and Terrorist Incident Planning Curriculum Guidelines

## Planning Orientation

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## Introduction

The Planning Orientation curriculum area provides an introduction to hazardous materials and terrorist incident response planning, with an emphasis on the need for planning and the benefits to be derived. Instruction should help individual students identify their roles and responsibilities in the planning process, and motivate them to participate fully and effectively as planning team members. Desired training competencies include an awareness level understanding of general hazardous materials and terrorist incident planning concepts, processes, and legal requirements. No previous knowledge is assumed, and no skill development should be attempted. Training should result in a positive attitude change and the achievement of a general understanding of the planning function.

## Training Audience

The primary training audience for Planning Orientation includes all potential participants in the hazardous materials and terrorist incident planning process from jurisdictions, government and response agencies, community services organizations, private sector facilities and transporters, and other businesses and industries. Specifically included are elected and appointed officials, CEOs, program managers, and others who are able to influence jurisdictional and organizational planning priorities and resources. In addition, training is encouraged for the broad spectrum of persons who have a “stake” in planning, i.e., they may be impacted by the results of planning, although they have no defined role in the actual development of emergency plans. Thus, audience members might include:

- Jurisdiction and facility planning team members
- LEPC and SERC members
- Local and state government officials, including elected and appointed
- Facility owners and managers
- Representatives of government and response agencies, including SOP writers
- Representatives of community support services and volunteer organizations
- Emergency responders and mitigation/prevention personnel
- Citizens in the impacted planning jurisdiction
- Special interest and advocacy groups
- Emergency program managers

## Methodology Recommendations

The typical training delivery format for Planning Orientation is a brief (one to four hours) presentation or seminar led by an experienced and dynamic facilitator. Whenever possible, the audience should include representatives from a broad range of organizations and disciplines, thereby promoting a heightened understanding of the diverse interests and requirements associated with hazardous materials and terrorist incident response planning. Since training should motivate and encourage attitudinal change, the use of presentation graphics and

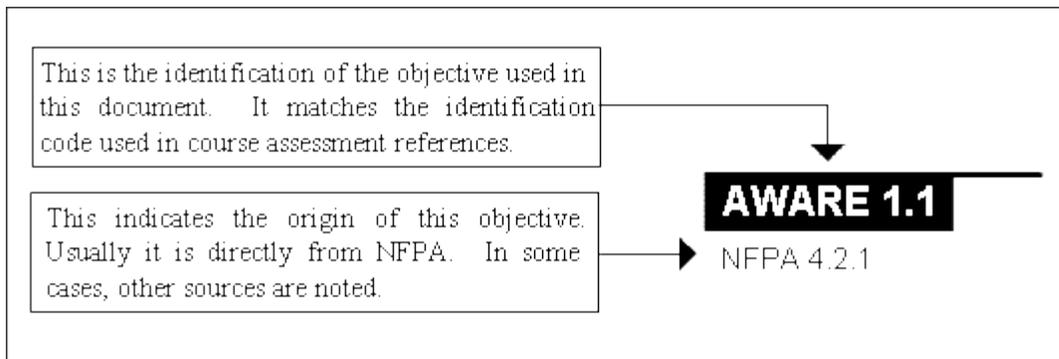
instructional media (slides, videotapes, etc.) is particularly appropriate. Other considerations include:

- Training must be tailored to audience needs, recognizing that some students may have no understanding of emergency management or the challenges associated with interdepartmental planning and coordination.
- When possible, training should permit group interactions and foster initial team building.
- Training experiences should be practical and constructive to promote positive attitudinal change. The discussion of hazardous materials and terrorist threats, which is important to focus attention and clarify program need, should emphasize positive solutions through community and industrial planning and cooperation.
- Course materials should include local examples and issues to help generate interest and participation in local planning processes.
- Recruitment of students may be an issue due to lack of preexisting interest in the subject. "Teaser" programs and strategies to peak community interest and enrollment may be appropriate.

## Recommended Training Objectives

The following instructional objectives describe student competencies recommended for orienting planning team members and others to the subject 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 development of facility and transporter emergency response plans. Sources for the material include the planning guidance in FEMA SLG 101, NRT-1, and other reference documents, the most important of which are described in the Appendix to these Planning Guidelines. The objectives are designed to be comprehensive, i.e., to address the training requirements of all identified audience 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 Orientation 1.

### **ORIENT - 1.1.**

Given a description of potential hazardous materials and terrorist incident risks, explain the purpose and benefits of integrated hazardous materials emergency planning, and describe typical roles and participants in the emergency management system.

#### **ORIENT - 1.1.1.**

Describe the nature of the hazardous materials and terrorist incident threat and associated risks for the government, industry, and community, including the relationship between natural and technological hazards.

#### **ORIENT - 1.1.2.**

Describe the purpose and benefits of a comprehensive and integrated approach to hazardous materials and terrorist incident response planning, including the relationships among plans, SOPs, and exercises.

#### **ORIENT - 1.1.3.**

Describe the roles and general responsibilities of federal, state, and local government agencies and private sector organizations in integrated hazardous materials and terrorist incident preparedness, response, recovery, and mitigation/prevention.

### **ORIENT - 1.2.**

Given a jurisdiction or facility with the need to develop an integrated hazardous materials plan, identify legal requirements impacting the planning process and product.

#### **ORIENT - 1.2.1.**

Identify hazardous materials planning requirements for state and local jurisdictions contained in the following authorities:

- Robert T. Stafford Disaster Relief and Emergency Assistance Act, as amended
- Title III of the Superfund Amendments Reauthorization Act (SARA)
- Hazardous Materials Emergency Planning Guide (NRT-1)
- OSHA 29 CFR 1910.120 and EPA 40 CFR

<b>ORIENT - 1.2.2.</b>	<p>List legislation and regulations that affect facility planning requirements, including:</p> <ul style="list-style-type: none"> <li>• EPA’s Oil Pollution Prevention Regulation (SPCC and Facility Response Plan Requirements)— 40 CFR part 112.7(d) and 112.20 to 112.21</li> <li>• MMS’s Facility Response Plan Regulation—30 CFR part 254</li> <li>• RSPA’s Pipeline Response Plan Regulation—49 CFR part 194</li> <li>• USCG’s Facility Response Plan Regulation—33 CFR part 154, subpart F</li> <li>• EPA’s Risk Management Programs Regulation—40 CFR part 68</li> <li>• OSHA’s Emergency Action Plan Regulation—29 CFR 1910.38(a)</li> <li>• OSHA’s Process Safety Standard—29 CFR 1910.119</li> <li>• OSHA’s HAZWOPER Regulation—29 CFR 1910.120</li> <li>• EPA’s Resource Conservation and Recovery Act Contingency Planning Requirements—40 CFR part 264, subpart D, 40 CFR part 265, subpart D, and 40 CFR part 279.52</li> </ul>
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<b>ORIENT - 1.3.</b>	<p>Given the assignment to conduct hazardous materials and terrorist emergency planning, identify the scope and elements of an integrated hazardous materials and terrorist incident emergency plan.</p>
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<b>ORIENT - 1.3.1.</b>	<p>Define the scope (in terms of types of emergencies and functions to be addressed) of an integrated hazardous materials and terrorist emergency plan for a jurisdiction or facility.</p>
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<b>ORIENT - 1.3.2.</b>	<p>Identify the elements of an integrated hazardous materials and terrorist emergency plan that are necessary to meet local, state, and federal requirements and guidelines.</p>
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<b>ORIENT - 1.4.</b>	<p>Given the assignment to conduct hazardous materials and terrorist incident emergency planning, identify and describe the major steps, participants, and other resources needed in the planning process.</p>
	<p><i>Note: Various explanations of the planning process can be found in the literature, including those described in the Guide for All-Hazard Emergency Operations Planning (FEMA SLG 101), Hazardous Materials Emergency Planning Guide (NRT-1), Technical Guidance for Hazards Analysis (EPA/FEMA/DOT), Handbook of Chemical Hazard Analysis Procedures (FEMA/DOT/EPA), and Emergency Management Guide for Business &amp; Industry (FEMA 141), and NRT’s Integrated Contingency Plan Guidance. These approaches to planning, which are briefly described in Appendix B, incorporate the generic functional requirements of planning, although the steps and procedures may be defined somewhat differently. Jurisdictions and facilities should select and/or modify these models to best meet their unique planning needs and preferences.</i></p>

<b>ORIENT - 1.4.1.</b>	<p>Identify and describe the major steps in the planning process to be used.</p>
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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

**ORIENT - 1.4.2.** Identify participants and other resources needed for the planning process.

**ORIENT - 1.5.** Given an assignment to participate in or support integrated hazardous materials and terrorist incident response planning, develop strategies for promoting planning.

**ORIENT - 1.5.1.** Describe the participant's role, responsibilities, and work requirements in the integrated hazardous materials and terrorist incident response planning process.

**ORIENT - 1.5.2.** Identify related information and training needs, available resources, contacts, and possible obstacles or constraints.

**ORIENT - 1.5.3.** Develop strategies for promoting planning.