



# ICS Canada Curriculum and Training Standards

2023

DATE	DESCRIPTION OF AMENDMENT	PAGE REFERENCE
Jan 11, 2016	Addition of Position Specific Instructor Requirements	26
Jan 11, 2016	Date removed from the following reference(s)  Process to Become an ICS Canada Recognized Instructor AND Under Instructor section	22/26
Jan 11, 2016	Addition to Appendix C AHJ listing to include <ul style="list-style-type: none"> <li>• NBEMO</li> <li>• Additional contact info added for PE and NS</li> <li>• New contact information for AB and Parks Canada</li> </ul>	29
Oct 19, 2016	Updated AHJ contact information <ul style="list-style-type: none"> <li>• New Brunswick</li> <li>• Northwest Territories</li> </ul>	39
Dec 20, 2016	Updated AHJ contact information <ul style="list-style-type: none"> <li>• Canadian Coast Guard</li> </ul>	39
March 14, 2017	Redraft and reorganization of manual, including addition of position specific training and Agency AHJ, addition of Glossary of Terms	All
July 31, 2017	Edits to definition of AHJ and addition of Agency AHJ. Revision of the term instructor to only reference Instructor and remove references of Unit Instructor.	Several Pages 4 – 5 and various throughout
February 9, 2018	Added AHJ contact information <ul style="list-style-type: none"> <li>• Ontario</li> </ul>	40
April 4, 2018	Removed reference to the term “Lead” Instructor  Added content to address foreign instructors and cadres delivering ICS Canada material.	Throughout entire document  31

<b>DATE</b>	<b>DESCRIPTION OF AMENDMENT</b>	<b>PAGE REFERENCE</b>
April 4, 2018	Added wording to address instructors in one AHJ being recognized by another AHJ	4
	Added description for the Resources Unit Leader Course	28
September 3, 2019	Footnote 1 – Included content regarding “time between training”	10
	Wording around an agency’s entitlement whether or not they can recognize online training as an accepted prerequisite.	13
	Minor adjustments to “recommended” instructor requirements.	Throughout document
	Included reference to “City of Vancouver” as an AAHJ	Throughout document
	Included wording recognizing Historical Knowledge and Experience as credit to becoming a recognized instructor and to not having “taken functional specific training.	42
Removed Glossary of Terms and replaced content with a link to Documents found on the ICS Canada website	45	
September 22, 2019	Minor reformatting and editing	Throughout document
	Included all course descriptions including courses planned for 2019/2020 delivery	Starting on page 13
October 11, 2020	Updated learning objectives for DIVS and STL/TFL	30, 31
April 27, 2022	Updated content to address virtual delivery	12-14
	Minor housekeeping	
	Update of courses	10
November 3, 2022	Minor housekeeping	
	Graphics regarding certificate standards	10
	Rewording of recognition of FEMA and NWCG certificates	11
	Instructor Facilitated Virtual Training	12
	O-305 Course Description	38
	Update recommendations for Lead Instructor for position and O-305 courses	48-49
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## INTRODUCTION

The Incident Command System (ICS) is a management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. ICS is a fundamental form of management established in a standard format, with the purpose of enabling incident managers to identify the key concerns associated with the incident—often under urgent conditions—without sacrificing attention to any component of the command system. It represents organizational "best practices" and, has become the standard for emergency management across the country. Designers of the system recognized early that ICS must be interdisciplinary and organizationally flexible to meet the following management challenges:

- Meet the needs of incidents of any kind or size.
- Allow personnel from a variety of agencies to meld rapidly into a common management structure.
- Provide logistical and administrative support to operational staff.
- Be cost effective by avoiding duplication of efforts.

ICS consists of procedures for controlling personnel, facilities, equipment, and communications. It is a system designed to be used or applied from the time an incident occurs until the requirement for management and operations no longer exists.

ICS has been in use in response organizations in Canada since the mid 1990's. A major step forward on a national scale occurred in 2002 when all Canadian Wildland Fire Management agencies adopted ICS as the command-and-control structure for managing wildland fires. ICS doctrine and a series of training courses (I-100 through I-400) were developed and known as ICS Canadian Version in the wildland fire community and cooperating agencies.

The Incident Command System courses I-100 through I-400 and I-402 were reviewed and revised in 2010/2011 by an interagency and inter-jurisdictional development group with guidance from the Canadian Interagency Forest Fire Centre.

Complementing this renewal process a governance group for the pan-Canadian management of an ICS system was established. Representatives from a wide variety of emergency and first responder organizations formed a working group to ensure the continuity, standardization and interoperability of the Incident Command System throughout Canada. This consistency provides the foundation for utilization of ICS for all incidents, ranging from daily occurrences to incidents requiring a coordinated provincial or federal response. A critical tool in promoting the nationwide implementation of ICS is a well-developed training program that facilitates ICS training throughout the country.

The ICS Canada steering committee has developed this Standards documents as an operational description document (doctrine), which includes standard training course summaries,

Instructor qualifications, recognition process, and the process for quality assurance and integrity of the ICS Canada curriculum. Agencies Having Jurisdiction (AHJs) are required to adopt these minimum standards and may choose to add to and exceed these standards to align with their respective quality assurance program. An AHJ can also make a request to ICS Canada for special modification to a part of the Standard, these will be responded to on a case-by-case basis, the integrity of the ICS Canada product will always be the primary goal for any approvals. Any changes to the standards should be clearly documented and provided to any Instructor conducting courses in their jurisdiction.

These courses, on their own, do not qualify individuals to perform any specific positions within an ICS organization. Personnel qualifications specify the combination of training, experience, and evaluation that a candidate must complete to become qualified to fill a specific ICS position on a complex multi-jurisdictional incident.

### **ACRONYMS AND TERMS**

Within this text there are several terms specific to ICS Canada for easy reference some of the more common generic terms are listed below.

**AHJ** – Authority Having Jurisdiction

**AAHJ** – Agency Authority Having Jurisdiction

**CIFFC**: Canadian Interagency Forest Fire Centre

**EMO**: Emergency Management or Measures Organization

**FEMA**: Federal Emergency Management Agency (United States)

**IAP**: Incident Action Plan

**NWCG**: National Wildfire Coordinating Group (United States)

**PLAR**: Prior Learning Assessment and Recognition

## **SECTION 1 – ROLES AND RESPONSIBILITIES**

### PROVINCIAL OR TERRITORIAL AUTHORITY HAVING JURISDICTION – (AHJ)

Only Provincial or Territorial agencies will be referred to as the Authority Having Jurisdiction or AHJ. There is only one AHJ per province or territory. The department normally responsible for ICS Canada AHJ status usually falls to the department responsible for Emergency Management or its counterpart.

AHJs can recognize, within their jurisdiction, Agency Authority Having Jurisdiction. For jurisdictions where an AHJ does not exist, this responsibility will move up to ICS Canada.

### AGENCY AHJS - (AAHJ)

The definition of an AGENCY for the purposes of ICS Canada and AHJ is as follows:

- An Agency is defined as a group or organization that has been recognized by ICS Canada, with a primary first responder role, or who have a mandate or jurisdictional role from either a Municipal, Provincial or Federal level of government. An agency may also be a not for profit group which represents a first responder group from a federal context, for example SARVAC.

Current AAHJs in Canada:

- SARVAC is the recognized AAHJ for all SAR organizations across Canada without a provincial AHJ.
- Parks Canada is the recognized AAHJ for all Parks Canada entities across Canada.
- Canadian Coast Guard is the recognized AAHJ for all Coast Guard across Canada.
- CIFFC is the recognized AAHJ for the Wildland Fire Group across Canada.

Although an AAHJ can be located within the geographic boundaries of an AHJ, the AAHJ does not fall under the administrative scrutiny of the AHJ. The AAHJ scope of training delivery is targeted internally towards their respective organizations, and could be extended to stakeholders, assisting or cooperating agencies that would potentially work with the AAHJ on an incident.

An AAHJ that is located within an AHJ province or territory is asked to establish and maintain open lines of communication with the AHJ with regard to ICS and ICS training opportunities. An A-AHJ may provide training records to an AHJ for training conducted within the AHJ jurisdiction to maintain provincial student databases. An AAHJ retains the option of whether to list its instructors within the instructor database. AHJ and AAHJ instructors are encouraged to network and collaborate on training opportunities wherever possible. An AAHJ instructor co-instructing with an AHJ instructor will do so as an employee of the AAHJ organization.

Throughout this manual when referencing AHJ and AAHJ it will be commonly referenced as A/AHJ unless there are specific variances which need to be clarified.



## ROLES AND RESPONSIBILITIES OF A/AHJs

### Instructor Designation

- Any individual can submit an application to the respective AHJ or AAHJ (commonly referred to as A/AHJs) to become an Instructor of the various training levels. A sample application form is available from ICS Canada.
- Only an A/AHJ can approve Instructors to deliver ICS Canada branded curriculum.
- AHJs will review all applications and determine their eligibility into the program. It will be determined whether the applicant is denied or if there is a requirement for the applicant to participate in additional teaching assignments before being granted Instructor status.
- AAHJ instructors will most likely follow an established training program and training strategy for their respective organizations. Such programs should have processes for instructor selection.
- An instructor applicant can apply to instruct any number of courses and be recognized as an ICS Instructor if they meet the requirements established by the A/AHJs.
- Individuals who have not received Instructor status may teach on ICS courses with the intent of either mentoring as a future ICS Canada Instructor or as a subject matter expert to enhance teaching material. In either scenario the individual must be supervised by a qualified ICS Canada Instructor. These individuals are not listed in the instructor database nor do they have access to the training curriculum website.
- An A/AHJ cannot endorse an instructor application who resides in another province territory where an AHJ exists. In the case of an AAHJ, the AAHJ cannot endorse an instructor outside of its agency to instruct in another jurisdiction. However, an A/AHJ can endorse an instructor from outside of the jurisdiction, from an area without an AHJ, to teach courses within their respective jurisdiction.
- If an AHJ has recognized an instructor from a jurisdiction without a previously declared AHJ, then an AHJ is eventually identified for that jurisdiction, then the instructor must declare their status with their now identified AHJ. It will be at the discretion of the newly declared AHJ to determine if the Instructor will be required to meet their established standards or to “grand-father” them into the program.
- When an Instructor from an AAHJ wishes to deliver outside training of the jurisdiction of the AAHJ as a contractor, they must apply to the AHJ to request instructor status.
- If an AAHJ instructor retires and wants to continue to instruct ICS Canada courses, they must make application with their geographic AHJ

### Quality Control/Auditing Instructor

As part of the quality control assurance, it is recommended that the A/AHJ periodically audit or visit courses, especially for new Instructors. All ICS Canada Instructors (except for AAHJ instructorsteaching within their agencies) are to advise the AHJ of any training occurring within the AHJ's geographic area of responsibility. An AHJ can audit any instructor conducting courses within the AHJ's area of responsibility. AAHJs and AHJs should always look for collaborative opportunities to share instructors and student seats.

The AHJ's endorsement of Instructor status should not be taken lightly. The success of the program is based on the competencies of strong Instructors to properly deliver the curriculum. Careful selection of candidates, auditing of delivery and mentoring of new Instructors will go a long way to building a reputable and respected program.

### Certificate Tracking

Instructors must forward course rosters of all course participants taught within the jurisdiction to the responsible AHJ. This information may be used and required to validate student participation by AHJs should certificates require re-issuing. *See section on Replacement Certificates and Re- Writes.*

### ICS Canada Steering Committee

The ICS Canada Steering Committee is made up of Provincial, Territorial, Federal and Agency representatives who are committed to the use of the ICS Canada curriculum.

The ICS Canada Steering Committee reserves the right to audit jurisdiction procedures to ensure standards, record keeping, and process timelines are being met.

A database of recognized ICS Instructors will be maintained by the appropriate A/AHJ and ICS Canada. ICS Canada will provide support to A/AHJs in order to consistently and efficiently deliver and maintain ICS Canada curriculum and maintain the integrity of ICS Canada products.

ICS Canada can recognize agencies as AAHJs if they are located in a province without an identified ICS Canada AHJ. In those instances, ICS Canada will notify, in writing, the respective provincial or territorial emergency management organization of the request for their awareness.

### Replacement Certificates and Rewrites

The A/AHJ or designate issuing certificates is responsible for issuing replacement (lost) certificates within a five-year period of the specific ICS course having occurred according to A/AHJ policy. Replacement certificates may be sent in electronic format.

The AHJ should maintain a database of Course participants that have completed ICS training. The dates and location shall be noted as well as the course participant's name, name of instructor and organizational affiliation (course sponsor).

Rewrites: Should a course participant not be successful on the final examination, one re-write can be scheduled according to the policy of the AHJ.

### A/AHJ Access to Instructor Database

Once an ICS Canada A/AHJ has been designated, the A/AHJ designated administrator and lead contact for the program will receive administrator access to the ICS Canada Instructor database. An Administrator will be able to add/edit/delete Instructors within the database. Only agency recognized should be entered into the database. Those instructors in training do not have access to the training products and are not entered into the database. It will be the responsibility of the Instructor leading the training to determine unit assignments and ensure the correct materials are provided.

Once an Administrator has added an Instructor to the database, the administrator can then enable access to courses the Instructor is authorized to deliver.

***As previously noted, ICS Canada allows the A/AHJs to determine whether or not to list their Instructor within the national database.***

### Courses and Course Calendars

A/AHJs are encouraged to advertise and publish course announcements and calendars for training being facilitated and conducted by the A/AHJ. AHJ Instructors are not required to advertise training, but they are required to inform the AHJ of any training they are delivering within the respective jurisdiction. It is encouraged, whenever possible and practical, to open seats to other disciplines, agencies or organizations.

All training material will be provided for free to all AHJs. It is not the intention of ICS Canada to provide material to AHJs to make a profit from the delivery of training. Cost recovery for training is an acceptable expectation. Contracting Instructors are permitted to charge a fee for delivery of training.

### A/AHJ Support

ICS Canada does not provide any endorsement of Instructors. A/AHJs can reach out to other A/AHJs for information on Instructors if looking for recommendations or feedback. The Instructor database should be used to help support A/AHJs looking for qualified Instructors and is used by ICS Canada for the purposes of communicating with and supporting Instructors. A/AHJs are strongly encouraged to network with other A/AHJs.

The ICS Canada website ([www.icscanada.ca](http://www.icscanada.ca)) is a public website and a resource for A/AHJs and Instructors where all information related to "ICS Canada" is stored and posted. Course material and instructor resources are maintained behind a password protected folder. Only those who are enabled in the instructor database can access the password protected material.

ICS Canada employs a part time coordinator to support the A/AHJs if there are any questions, challenges or issues that require a response or action. Contact information can be found in the appendices of this document.

### Quality Assurance Program

This quality assurance program should include the following minimum features:

- The A/AHJ may have a representative monitor a course at any time, without notice.
- The A/AHJ may follow up with trainees listed on a course roster and ask questions about how the course was conducted.
- Trainees may be invited to contact the A/AHJ directly and provide feedback on the course.
- The A/AHJ may review the course evaluation forms that the trainees complete.

At any time, the A/AHJ may also review course materials to ensure they continue to meet approved standards. Updates to course material will be posted on the ICS Canada website [www.icscanada.ca](http://www.icscanada.ca). In situations where the A/AHJ representative has deemed that the delivery or course materials are below standard the Instructor will be contacted by the A/AHJ with the specific concern(s).

ICS Canada Instructors are expected to address any areas of concern. If the specified changes are not made, the AHJ reserves the right and has the authority to revoke "recognition" and remove the Instructor name from the ICS Canada Instructor database. Notification should also be made to ICS Canada for awareness.

If an Instructor recognized from another province teaches in a jurisdiction of another AHJ and issues are found with the delivery of the training material it is suggested that the AHJ reach out to the Instructor's home AHJ to discuss appropriate steps to address.

### Instructor Application Review

The appropriate AHJ shall review ICS Canada Instructor applications. The AHJ may, as needed, call on the expertise of other subject matter experts to provide assistance in the review process.

The AHJ may use the standard checklist provided (see Appendix) for reviewing Instructor applications. The AHJ should advise the applicant of the results within a timely manner after receiving and reviewing the application.

AHJ instructor selection and approval process for teaching ICS Canada material will most probably follow the Agency's training plan and training strategy. The same Standards Document applies to both.

## SECTION 2 STANDARD TRAINING

### INTRODUCTION

Standard training curriculum has been developed for the ICS Courses as part of the ICS Canada Training Program. The target audience for each course has been identified in the course descriptions. Each course in the “I” series is a prerequisite for the next sequentially numbered course in the series.

It is recommended that A/AHJs ensure sufficient time has elapsed after attending the I-200 or I-300 course for course participants to use the knowledge gained in an operational setting or training exercise prior to attending the next I-series course (I-300 or I-400 respectively). A/AHJs may evaluate and assess course participant’s previous operational knowledge and experience through a PLAR process<sup>1</sup> on a case-by-case basis that may shorten the time period between courses. It is expected that all course participants are experienced at their current trained level before taking advanced training.

By no means shall any ICS Canada Instructor deliver courses to the same audience back-to-back unless it is supported by the A/AHJ. It is the intention that a period of time should pass between courses to allow the candidate to apply training and gain experience before moving to the next level. There will be circumstances because of operational, financial or logistical challenges for which an Instructor may request approval to deliver courses concurrently. Any approvals will be made on a case-by-case basis and according to A/AHJ policy.

### TRAINING LEVELS

Awareness level training presents ICS topics and concepts at an introductory level, with written or computer-based examinations (multiple-choice).

Advanced level training is oriented towards skills development and includes more practical exercises as well as a written multiple-choice examination. Courses at this level are geared towards operating within the ICS system in a supervisory function.

Levels:

- I-100 and I- 200 are awareness level training courses.
- I-300 and I-400 are advanced level training courses.

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<sup>1</sup> The A/AHJ can take any approach towards determining how the appropriate “time between training” can be assessed or determined. Should the applicant not meet the “time” requirement established by the A/AHJ, the applicant can be asked writeeither a test developed by the A/AHJ, complete an exercise developed by the A/AHJ, complete a short essay assignment, or attend an interview to be assessed if the applicant can advance to the next level.

Position specific training has been developed to build further capacity and understanding of the roles and responsibilities for positions. The following curriculum has been developed:

- Incident Commander
- Safety Officer
- Liaison Officer
- Information Officer
- Operations Section Chief
- Division/Group Supervisor
- Strike Team/Resource Team/Task Force Leader
- Planning Section Chief
- Situation Unit Leader
- Resource Unit Leader
- Logistics Section Chief
- Supply Unit Leader
- Facilities Unit Leader
- Finance and Administration Section Chief
- Finance and Admin Units
- O-305 Introduction to All Hazards Incident Management Teams

#### ASSESSMENT BASED CERTIFICATES

The ICS Canada assessment-based certificates do not provide a professional certification but rather the *education and training* to help course participant acquire specific knowledge, skills, and/or competencies associated with intended learning outcomes.

ICS and Functional Position Courses:

- Evaluate course participants' achievement of the intended learning outcomes through course "final" examinations and in the advanced level training courses by also assessing understanding of ICS management concepts in the practical exercises.
- Award a certificate only to those course participants who demonstrate that they have met the intended learning outcomes by passing the course assessment(s).
- Focus on the educational aspects of the course provided throughout the training.

Course participants will be issued assessment-based certificates by either the instructor or the A/AHJ for all courses. Certificates may be issued either electronically or in hard copy format. Instructors can issue certificates of attendance for the I-402 course; however, there is no standard template or an assessment. If an instructor does issue certificates it is required to follow the same template format used in other courses provided by ICS Canada.

If there is more than one instructor delivering a course, only one instructor should be designated as the primary instructor with the responsibility to sign certificates, perform administrative course management and ensure delivery of the curriculum.

It is an accepted practice for the A/AHJ to “sign off” on certificates if the certificate is being generated and issued by the A/AHJ. Indicate under the signature line the name and position held within the A/AHJ of the person who holds the authority to sign certificates for the A/AHJ rather than “Instructor Name” if this is to be your practice.

## CERTIFICATE STANDARDS

Standard certificate templates are provided with each ICS Canada course. See “Appendix D – Sample Certificate”. We ask A/AHJs and training providers to use the Standard Certificate provided for all ICS Canada courses. Certificates provided as proof of training for other courses that are not consistent with the ICS Canada Standard Certificate may not be accepted by the hosting agency as proper proof of training.

The only logos to be shown on an ICS Canada certificate will be the ICS Canada Logo on the right side of signature line and the F/P/T AHJ logo on the left side. (See Figure 1.)

If classroom training is being conducted in Nunavut, Quebec or Ontario, then the right side is left blank and just the ICS Canada logo will be displayed. (See Figure 2.)

A training provider should not display their logo on an ICS Canada certificate. They can include the “name” of their company under the printed signature line. (See Figure 3.) If a training provider wishes to provide a second certificate to promote their company, then they can issue a second certificate without an ICS Canada logo on it.

### Additional Training

The ICS Canada training material does not provide all the knowledge, skills and abilities to effectively and safely deploy resources in response to all-hazard incidents. Individual agencies and/or service providers should supplement ICS Canada training with any discipline specific and specialized training needs. ICS Canada training material does not address tactical procedures nor administrative requirements for specific agencies. This is content that can be added to any training or conducted as separate training to meet agency requirements.

## CERTIFICATE RECIPROCITY

Course participants who receive a certificate upon successful completion of a level of approved ICS Canada training by a recognized ICS Canada Instructor, shall be able to enroll in other applicable ICS courses offered by other ICS Canada - recognized instructors within Canada.

If a participant presents a certificate from another training program that is “non” ICS Canada, an



Figure 1



Figure 2

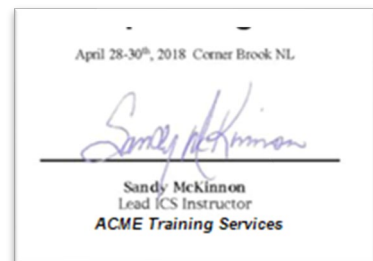


Figure 3

A/AHJ may choose to request the participant to complete an equivalency exam or PLAR prior to accepting the certificate as equivalent according to their respective training policy.

Certificate reciprocity for FEMA and NWCG certificates from the United States should be extended if the student presenting the certificate was a resident of the United States and now resides in Canada, or the certificate holder is a member of a Canadian agency that belongs to an international emergency management compact that supports interagency/international training. Ultimately the final decision and process lies with the responsible A/AHJ.

### ICS CANADA TRAINING MATERIALS

Only a recognized ICS Canada Instructor may access/use ICS Canada training material once they have received approval from their respective A/AHJ.

Course participants on Train the Trainer courses do not receive access to ICS Canada Training materials until they have been approved by the appropriate AHJ as an Instructor.

### CLASS SIZE AND COURSE DELIVERY METHODOLOGY

It is important to ensure that class sizes are appropriate to allow all course participants to gain the maximum benefit and be fully engaged in the training. In general terms it is recommended that ICS classes not exceed a 1:12 Instructor /student ratio for the classroom and 1:8 for virtual delivery. Specific class size recommendations are identified within the Instructor Reference Manual for each of the ICS Canada courses but shall be limited to 24 course participant maximum during classroom delivery. It is recommended that instructors consider smaller class sizes for virtual delivery.

While some courses lend themselves to self-study and online delivery, the majority of the ICS Canada courses shall be conducted in workshop settings to maximize the learning opportunities provided through the exercises. A/AHJs, municipalities, agencies, organizations or responsible groups can choose not to recognize online training as a prerequisite for a position within their organization or on an application for advanced training. Alternative delivery methods for ICS Canada materials shall be reviewed and approved by the ICS Canada Steering Committee.

### COURSE PRESENTATION AND MATERIALS

The recommended course hours listed in the Instructor's Reference Manual have been developed by subject matter experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives.

The hours listed can vary slightly due to factors such as the addition of local materials or smaller class sizes. Courses presented in an abbreviated form, varying greatly from the suggested course hours are not acceptable.

The recommended hours provided within the course material are to be considered "**contact**" or "**instructional**" hours and additional time must be considered when including breaks and additional content. Instructors must also consider if delivering training online, that it will take



additional hours to complete the program. Anticipate an additional 10-15% increase in time for virtual delivery of training.

ICS Canada holds any and all intellectual property rights in and of the training materials. The text of the syllabus, as well as both the course participant and instructor manuals shall not be altered in whole or in part without the expressed written permission of ICS Canada.

Instructor and course participants are cautioned that in order to be recognized as an ICS Canada certified course, the specific guidelines listed below shall be followed:

- Instructors shall adhere to the recommended course hours outlined for each course.
- Instructors are encouraged to enhance (add) course materials to reflect the conditions, resources and policies of the local unit and area as long as the objectives of the course and each unit are not compromised. No changes to content are permitted.
- Instructors are encouraged to submit optional exercises to help create a “bank” of scenarios and activities to ICS Canada for approval at least 4 weeks prior to the planned delivery.
- Test questions may be added that reflect any local information that may have been added to the course. However, test questions in the certified course materials shall not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.
- Exercises may be modified (with prior permission of ICS Canada) to reflect local situations, resources and conditions where the course participant will be likely to fill incident assignments. The objectives and intent of the exercises must remain intact.

### INSTRUCTOR FACILITATED VIRTUAL TRAINING

ICS Canada supports training provided using platforms such as Zoom, MS Teams, Google Meet, etc., as an accepted method of training delivery, providing that the cadre delivering the training can meet the instructional objectives and provide for an engaging and interactive learning experience for the students.

Virtual platforms can be used for any course within the ICS Canada library, but it does not mean that all courses are best delivered using virtual delivery. Classroom options should always be considered first.

Instructors are expected to ensure that all aspects of the course can be presented as intended. It is reasonable to expect that some exercises and activities that were developed for classroom delivery, may require tweaks and adjustments and is recommended as long as it continues to align with the objectives outlined within the assignment.

Instructors are to have in place contingency plans in the event students and/or instructors lose connectivity.

Instructors are expected to “dry-run” all training prior to delivery to ensure content is available, links are connected, files are formatted and assembled properly for student use.

Instructors should be prepared to accommodate additional hours being that it is a virtual delivery.

It is recommended that each breakout group should be facilitated by a coach/facilitator for any exercises.

Courses may be broken up and delivered over a period of days/weeks or a period of time providing they meet the minimum expected instructional hours identified in the course description.

The attendee must be present and not miss more than 10% of the course presentations and activities.

Students must attend using a functional camera and microphone, along with a stable and adequate internet connection to be able to participate in training with video and audio on when they are requested. Headsets are recommended. It is a reasonable expectation that students participate with “camera on” and instructors should be encouraged to have students comply. If student cannot comply with the requirements for participation, then the student should seek other courses that will accommodate their particular situation.

The final exam will be provided immediately following the training and students will complete the final exam in the presence of the virtual instructor with camera on, or under supervision of a local invigilator. So not to disturb the class during an exam in the event of a question or functionality issue, students/instructors are encouraged to use the chat function of the application to communicate with each other. Final exams should be provided in a format similar to MS Forms where the student is emailed or provided a link to the form and they complete the exam on the computer, then the completed exam is electronically returned to the instructor for scoring. Copies of the final test are not to be distributed using email or allow a file to be downloaded to a local computer.

Although training material will be provided in PDF format for on screen viewing, students should be encouraged to print materials particularly if they are working from devices with screens less than 50 cm. If the participant chooses to view material on a computer monitor, it is highly recommended that they use a laptop or desktop with multiple monitors or a single wide/ultrawide format monitors provide the best engagement experience. Instructors must advise students in advance of training if there is any specific content that must be printed prior to attending the training.

Students must be situated within an appropriate environment with no distractions and that it be conducive to an effective online learning experience. Attendees will not attend training from moving vehicles or by using any form of handheld communications or computing device

A/AHJs are encouraged to observe/audit online deliveries the same as they would if they were provided in the classroom. Understand that attendance or participation may require special configuration for your profile so you may be able to attend. It is advisable to make your arrangements well in advance of training.

ICS Canada provides a guideline document for virtual delivery under the “Reference” tab on the ICS Canada website and instructors are encouraged to take time to review it. It would be appreciated if instructors with virtual delivery experience provide their best practices to be incorporated within the document so that it would benefit all virtual instructors within the ICS Canada program.

## **SECTION 3 ICS COURSE DESCRIPTIONS/ STANDARDS**

### ICS “I-SERIES” COURSES - GENERAL INFORMATION

The standard core curriculum for ICS system training has been arranged in a series of courses labeled I-100 through I-400, known as the I-series. The courses provide a gradual approach to Incident Command System training. The I-100 and I-200 courses build the knowledge base for the I-300 and I-400 courses which require the course participants to develop and apply their skills in exercises. Not all course participants will need to complete all levels of ICS training. The target audience within each course is identified in the course descriptions.

#### Delivery and Length

The length of each course is provided in the respective course summaries; more time will be required for any course if agency specific material is added. All courses are interactive.

#### Prerequisites

The prerequisite for each course is provided in the respective course summaries. Sufficient time must have elapsed after attending an ICS course for course participants to use the knowledge gained in an operational setting or training exercise prior to attending the next level of training. Course participants may have their previous operational knowledge and experience assessed through a PLAR process on a case-by-case basis that may shorten the time period between courses. The Instructor for each course is responsible for verifying that all participants have the necessary prerequisites.

#### Target Audience

Agencies are responsible for determining who within their organization requires the various levels of ICS training, based on local incident management organizational planning.

#### Testing and Evaluation Procedures

Course participants must obtain 80% or higher on the final examination to receive a certificate of completion for the I series courses which are open book. Exams are limited to two hours maximum. Instructors will also be assessing the course participants’ grasp of ICS concepts through the group exercises.

Exams will be administered according to AHJ policy and may include an independent proctor. Rewrites are limited to one per participant and according to AHJ policy.

## I-100 INTRODUCTION TO INCIDENT COMMAND SYSTEM

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### Course Description

Introduction to Incident Command System, I-100 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.

### Delivery and Length

- Self-Study – Online Version - the self-study guide and online versions can be completed in two to four hours.
- Classroom Version – this version requires a minimum of five and a half hours for presentation, exclusive of breaks.

### Learning Outcomes

At the successful completion of this course participants will be able to demonstrate an introductory knowledge of the Incident Command System as described in the following topics and learning outcomes:

- Purpose of ICS: the requirements and purpose to use ICS and common incident tasks.
- Basic Principles and Features of ICS
- Incident Commander and Command Staff Functions: roles and functions of the Incident Commander and Command Staff.
- General Staff Functions: roles and functions of the Operations, Planning, Logistics and Finance/Administration sections.
- Facilities: basic ICS facilities, their use and location, and facility map symbols.
- Common Responsibilities: common mobilization responsibilities and common responsibilities at an incident, individual accountability responsibilities, and common demobilization responsibilities.

### Prerequisites

There are no prerequisites for I-100 training.

### Target Audience

Typically, agencies and organizations adopting and implementing ICS should require all personnel at the following levels of responsibility in emergency management and incident response operations: first-line supervisor, mid-level management and command and general staff to complete I-100.

## I-200 BASIC INCIDENT COMMAND SYSTEM – ICS FOR SINGLE RESOURCES AND INITIAL ACTION INCIDENTS

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### Course Description

I-200 defines the unique qualities of ICS as an event or incident management system. This course focuses on the management of single resources. I-200 provides training for personnel who are likely to assume a supervisory position within the ICS.

### Delivery and Length

This course is Instructor facilitated and requires a minimum of 14 hours for presentation, exclusive of breaks.

### Learning Outcomes

At the successful completion of this course participants will be able to demonstrate basic knowledge of ICS through:

- Leadership and Management: chain of command, formal communication relationships, common leadership responsibilities, span of control and modular development, and position titles.
- Delegation of Authority and Management by Objectives: scope of authority and the process by which authority is delegated.
- Management by objectives and Transfer of Command
- Functional Areas and Positions: introduction to the process used to manage an incident, the function of organizational positions, and demonstration of the use of an ICS 201 form.
- Briefings: operational briefings and field, staff and section briefings/meetings.
- Organizational Flexibility: modular organization expansion and contraction, complexity analysis, five types of incidents, and the importance of preparedness plans and agreements.

### Prerequisites

The prerequisite for I-200 is I-100.

### Target Audience

Typically, the following applicants would be included: responder level—emergency response providers and disaster workers who are entry level to supervisory level, including emergency medical service personnel, firefighters, medical personnel, police officers, public health personnel, public works/utilities personnel, and other emergency management response personnel.

## I-300 INTERMEDIATE INCIDENT COMMAND SYSTEM - ICS FOR EXPANDING INCIDENTS

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### Course Description

I-300 defines the unique qualities of ICS as an event or incident management system in an expanding/escalating situation. I-300 is designed to enable personnel to operate efficiently during an incident or event using ICS in supervisory roles on expanding or Type 3 Incidents.

### Delivery and Length

This classroom based, Instructor facilitated course requires a minimum of 17 hours (two and half days) for presentation, exclusive of breaks.

### Learning Outcomes

At the successful completion of this course participants will be able to demonstrate intermediate knowledge of ICS as described in the following topics and learning outcomes:

- ICS Fundamentals Review: ICS fundamentals and organization, reporting and working relationships, information flow, and transfer of command.
- Unified Command: features, organization and functions in a multi-jurisdictional or multi-agency incident. Roles and reporting relationships under a unified command in single and multi-jurisdictional incidents.
- Incident Management Operations: methods and tools used to assess incident/event complexity and transferring and assuming incident command. The key principles of incident management operations and additional training on developing incident objectives, strategies, and tactics.
- Resource Management: basic principles, steps of resource management and use of appropriate ICS forms.
- Planning Process: planning for incidents or events in reference to the major planning steps, such as logistical concerns, cost-benefit analysis, situational understanding, plan development, implementation, and evaluation.
- Demobilization, Transfer of Command: planning, impact of agency specific policies, procedures, and agreements, and terminating command

### Prerequisites

The prerequisite for I-300 is I-200.

### Target Audience

Individuals recommended to take the I-300 course include incident management personnel, including persons serving as incident commander, command staff, section chiefs, division/group supervisors, branch directors, and unit leaders in Planning, Logistics and Finance/Administration, select department heads with multi-agency coordination responsibilities, area managers, emergency managers, and multi-agency coordination centre /ECC managers

## I-400 ADVANCED INCIDENT COMMAND SYSTEM

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### Course Description

I-400 is designed to enable personnel to operate efficiently in the advanced application of the Incident Command System (ICS). The course deals with the command and general staff functions during complex incidents, the implementation of the incident management process on a complex incident and the management and coordination process during multiple incidents.

### Delivery and Length

This classroom based, Instructor facilitated course requires 14 hours for presentation exclusive of breaks. More time will be required if agency specific material is added. The course is interactive. It has several exercises designed to facilitate group and class discussion.

### Learning Outcomes

- Command and General Staff: unified command functions in a multi-jurisdictional or multiagency, complex incident, major steps involved in the planning process, issues that influence incident complexity and available analysis tools, primary guidelines and responsibilities of the Command and General Staff positions.
- Major and/or Complex Incident/Event Management: Deputies and Assistants: primary factors affecting major and/or complex incidents and events, expansion options for incident/event organization.
- Area Command: principal advantages of area command, including how, where, and when area command would be established, area command organization and primary functions.
- Unified Command: unified command structure and operations.
- Organizational Relationships: organizational relationships among area command, unified command, multi-entity coordination systems, and emergency operation centres/emergency coordination centres.

### Prerequisites

The prerequisite for I-400 is I-300.

### Target Audience

Typically, personnel serving as Command and General Staff in an ICS organization, select department heads with multi-agency coordination responsibilities, area managers, emergency managers, and multi-agency coordination centre /emergency operations centre managers.

## I-402 ICS FOR EXECUTIVES

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### Course Description

I-402 introduces the Incident Command System (ICS) and provides the foundation for executive understanding and participation in the ICS.

This presentation provides a basic understanding of ICS, unified and area command, and multi-agency coordination to those persons responsible for establishing or implementing policy, but who normally are not a part of the on-scene ICS organization. The presentation also discusses responsibilities and information transfer between Executives and Incident Commanders. The target audience includes executives, administrators, and policy makers involved with emergency planning and response or recovery efforts.

### Delivery and Length

The presentation of the 402 will take approximately two hours. The course is intended to be delivered in a lecture format presented by an ICS Canada Instructor.

### Learning Outcomes

At the successful completion of this presentation participants will be able to demonstrate a basic knowledge of the Incident Command System to endorse and support site operations from an executive or administrative view.

### Prerequisites

There are no prerequisites for the I-402.

### Testing and Evaluations Procedures

There is no exam or evaluation procedure associated with the I-402.

### Target Audience

Typically, required personnel include executives, administrators and policy makers.



## TRAIN THE TRAINER AWARENESS LEVEL (I-100-I-200)

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### Course Description

Train the Trainer Awareness Level is designed to prepare course participants become future ICS Instructor to deliver ICS Canada I-100 and I-200 curricula.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 12 hours for presentation, exclusive of breaks. The course is interactive and provides an opportunity for course participants to deliver portions of material and facilitate a learning exercise.

### Learning Outcomes

At the successful completion of this course participants will be able to demonstrate an understanding of how to deliver the I-100 and I-200 as a Unit Instructor in a classroom setting. Course participants may then make application to the responsible AHJ for recognition as an ICS Canada Instructor. ICS training materials will not be provided to course participants until they are recognized as an Instructor.

### Prerequisites

- a) Successful completion of recognized I-100 and I-200 courses.
- b) Service in a mid-level emergency management and incident response position (“leader” level or higher) within five years in operational incidents, planned events, or exercises OR have specialized knowledge and experience appropriate for the audience.
- c) Recognized qualifications in techniques of instruction and adult education methodologies.

### Testing and Evaluations Procedures

There is no formal final exam; the instructor delivering the course will assess understanding of the concepts by course participants through group discussions and team activities.

### Target Audience

Agencies are responsible to determine who within their organization will deliver ICS training.

## TRAIN THE TRAINER ADVANCED LEVEL (I-300 - I-400)

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### Course Description

Train the Trainer Advanced Level is designed to prepare course participants become ICS Canadian Instructor to deliver ICS Canada I-300 and I-400 curricula.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 14 hours for presentation, exclusive of breaks. The course is interactive and provides an opportunity for course participants to participate in a variety of group and team-teaching exercises.

### Learning Outcomes

At the successful completion of this course, participants will be able to demonstrate an understanding of how to deliver the I-300 and I-400 as an Instructor facilitator in a classroom setting. Course participants may then make application to the responsible AHJ for recognition as an ICS Canada Instructor. ICS training materials will not be provided to course participants until they are recognized as Instructor.

### Prerequisites

- a) Successful completion of recognized I-300 and I-400 courses.
- b) Service as Incident Commander or in a command or general staff position in an incident that required multi-agency coordination and went beyond one operational period or required a written Incident Action Plan (IAP) within the previous five years.
- c) Recognized qualifications in techniques of instruction and adult education methodologies.

### Testing and Evaluation Procedures

There is no formal final exam; the instructor delivering the course will assess understanding of the concepts by course participants through group discussions and team activities.

### Target Audience

Agencies are responsible to determine who within their organization will deliver ICS training.

## POSITION SPECIFIC TRAINING GENERAL INFORMATION

All position specific training courses are designed to address the roles and responsibilities of the respective position on a Type 3 All Hazards Incident Management Team.

### Prerequisites

The prerequisite for all position specific courses is I-300 except for the Strike Team/Resource Team/Task Force Leader which is I-200 minimum with I-300 being recommended. Course participants may have their previous operational knowledge and experience assessed through a PLAR process on a case-by-case basis that may shorten the time period between courses.

### Target Audience

Agencies and organizations are responsible to determine who within their organizations requires ICS Position Specific training, based on local incident management organizational planning.

The audience may include students from a variety of agencies and functional disciplines, including fire service, law enforcement, emergency management, public works departments, as well as public health organizations, medical emergency teams and hospitals.

### Testing and Evaluation Procedures

Course participants must obtain the pass mark indicated in the training material on the final exam to receive a certificate of completion. Exams are “closed book” and should be limited to a two-hour maximum. Instructors will assess understanding of the duties and responsibilities of the specific position.

Exams will be delivered according to A/AHJ policy. An independent exam proctor may be used. Should a course participant not be successful on the exam, one rewrite can be provided according to A/AHJ policy.

# INCIDENT COMMANDER

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## Course Description

The course provides emergency responders with an overview of key duties and responsibilities of a Type III Incident Commander in a Type III All-Hazards Incident Management Team (AHIMT).

## Delivery and Length

This classroom-based Instructor facilitated course requires 26 student contact hours for presentation, not including scheduled breaks.

## Learning Outcomes

By the end of this course, students will be able to:

- Duties, roles, responsibilities, and capabilities of an effective Incident Commander.
- How to manage an IMT through an understanding of the interactions between the Incident Commander and the individual members of the IMT.
- Incident Commander's responsibilities in IMT administration and readiness.
- The purpose and function of command, agency oversight, support, and coordination.
- The command structures and MACS from the Incident Commander's standpoint.
- The interaction and cooperation between the Agency Administrator and the IC.
- The procedures an IC should follow to ensure effective and safe transfer of command.
- Effective communication practices for addressing internal and external audiences.
- Incident objectives, strategies, and tactics as they are used by the IC.
- The plans and meetings for which the IC is responsible.
- The staffing responsibilities and considerations of the Incident Commander.
- How the IC can identify and manage a special situation that occurs within an incident.
- The financial management responsibilities of the IC and the role of the Finance Section.
- Effective and advantageous personal documentation practices for the IC.
- The process of demobilization and the evaluations of the Command and General Staff.

## SAFETY OFFICER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Safety Officer Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 21 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- The duties, responsibilities, and capabilities of an effective Safety Officer on an All-Hazards Incident Management Team
- The roles and responsibilities when assuming the position and creating an attitude of safety on an incident
- The information needed when beginning work on an incident and potential sources for obtaining that information
- The distinction between a hazard and a safety risk, and identify situations and actions that are of high importance to the Safety Officer
- The techniques that can be used to prioritize hazards for mitigation, the different types of mitigation and accident prevention
- The purpose, components, and use of ICS Form 215A and the ICS Form 208
- The various methods of communicating safety risks and mitigations through the Incident Safety Plan, Assistant Safety Officers, Safety Messages, and briefings
- The Safety Officer's interactions with the Logistics Section (and its various sub-units) to ensure that personnel needs are safely met
- The ability to identify unsafe actions and situations while working on the incident, how to prevent those safety risks, and how to stop unsafe operations
- Ensuring safety and demobilizing the Safety Unit during incident demobilization

## LIAISON OFFICER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Liaison Officer Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 12 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- The duties, responsibilities, and capabilities of an effective Liaison Officer on an AHIMT.
- The role and importance of the Liaison Officer as a member of the command staff.
- The function of an Agency Representative (AREP).
- The roles and responsibilities of the Liaison Officer regarding stakeholders and evaluate Liaison Officer success.
- The types of communication and work location needs for a given incident.
- The process and relevant parties involved in incident information flow including the role of Assistant Liaison Officers.
- How the Liaison Officer fits into the planning process.
- How to determine the proper steps to follow in the event of a special situation.
- The demobilization process as it relates to the duties of the Liaison Officer.

## INFORMATION OFFICER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of an Information Officer Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 21 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate, through exercises and a final exam, an understanding of the duties, responsibilities, and capabilities of an effective Information Officer on an AHIMT.
- Identify course objective and position-specific resource materials for the position of Information Officer.
- Describe the role and importance of the Information Officer position in incident operations, especially as it pertains to initial incident operations.
- Describe the fundamentals of information operations during incident management.
- Develop a Communications Strategy for disseminating incident information.
- Describe the importance of effective media relations and the role of the Information Officer in developing and maintaining such relationships.
- Describe the roles and responsibilities of Assistant Information Officers.
- Describe how the Information Officer may establish and leverage effective community relations.
- Describe the role of the Information Officer as it pertains to handling special situations within incidents.
- Describe how the Information Officer can keep her or himself and those they escort and work with alive and well in the incident environment.
- Define the Information Officer's roles and responsibilities during incident transition and demobilization.

## OPERATIONS SECTION CHIEF

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of an Operation Section Chief - Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 21 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to demonstrate an understanding of:

- The duties, responsibilities, and capabilities of an effective Operations Section Chief on an AHIMT.
- Unit terminal objectives:
  - Describe the function and components of the Operations Section
  - Describe the role and responsibilities of the Strike Team/Resource Team/Task Force Leader.
  - Describe the supervision and personnel management responsibilities of the Division/Group Supervisor.
  - Describe the supervision and personnel management responsibilities of the Division/Group Supervisor.
  - Describe the information gathering and dissemination responsibilities of the Division/Group Supervisor.
  - Describe the role of the Division/Group Supervisor in the planning process.
  - Describe the risk management and safety responsibilities of the Division/Group Supervisor.
  - Describe the interactions with the Command and General staff and other ICS functional areas that are required to perform the Division/Group Supervisor's job.



## DIVISION / GROUP SUPERVISOR

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Division/Group Supervisor Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 20 hours student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- The duties, responsibilities, and capabilities of an effective Division/Group Supervisor on an AHIMT.
- Unit terminal objectives:
  - Describe the function and components of the Operations Section
  - Describe the role and responsibilities of the Strike Team/Resource Team/Task Force Leader.
  - Describe the supervision and personnel management responsibilities of the Division/Group Supervisor.
  - Describe the supervision and personnel management responsibilities of the Division/Group Supervisor.
  - Describe the information gathering and dissemination responsibilities of the Division/Group Supervisor.
  - Describe the role of the Division/Group Supervisor in the planning process.
  - Describe the risk management and safety responsibilities of the Division/Group Supervisor.
  - Describe the interactions with the Command and General staff and other ICS functional areas that are required to perform the Division/Group Supervisor's job.

## STRIKE TEAM/RESOURCE TEAM/TASK FORCE LEADER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Strike Team/Resource Team/Task Force Leaders in an AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 20 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- The duties, responsibilities, and capabilities of an effective Strike Team/Resource Team/Task Force Leader on an AHIMT.
- Unit Learning Objectives:
  - Identify course objectives and position-specific resource materials for Strike Team/Resource Team/Task Force Leader.
  - Describe the function and components of the Incident Management Organization/Team and the Operations Section.
  - Describe the responsibilities of the Strike Team/Resource Team/Task Force Leader at the pre-response, response, operational, demobilization, and post-incident phases of an incident.
  - Describe the information gathering and dissemination responsibilities of the Strike Team/Resource Team/Task Force Leader.
  - Describe the leadership and personnel supervision responsibilities of the Strike Team/Resource Team/Task Force Leader.
  - Describe the risk management and safety responsibilities of the Strike Team/Resource Team/Task Force Leader.
  - Describe the tasks a Strike Team/Resource Team/Task Force Leader is required to complete during an Operational period for an incident.

## PLANNING SECTION CHIEF

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Planning Section Chief Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 24 student contact hours, not including scheduled breaks. (Course timings are currently under review )

### Learning Outcomes

By the end of this course, students will be able to:

- Describe the function of the Planning Section and the roles and responsibilities of the Planning Section Chief.
- The information gathered from the initial meetings, briefings and documents.
- The function of the Resources Unit and the roles and responsibilities of the Resources Unit Leader.
- The function of the Situation Unit and the roles and responsibilities of the Situation Unit Leader.
- The purpose, timing and structure of each of the meetings, briefings and documents in the Planning Cycle.
- The key strategies for interacting with members of the Planning Section, members of the IMT, and personnel outside of the IMT.
- The responsibilities of the Documentation Unit and Demobilization Unit Leaders and the purpose of the Final Incident Package

## RESOURCES UNIT LEADER

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### Course Description

The purpose of this professional development course, Resources Unit Leader, is to provide local and Provincial/Territorial (P/T) -level emergency responders with an overview of key duties and responsibilities of a Resources Unit Leader Type III in a Type III All Hazards Incident Management Team (AHIMT).

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 24 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Identify course objectives and position-specific resource materials;
- Describe the organization and functions of the Planning Section;
- Establish and manage the Resources Unit;
- Complete the resources check-in process;
- Collect, process, and validate information used to track resources;
- Participate as a RESL in the planning process;
- Complete required documents to support the incident; and
- Manage and document the demobilization of incident resources.

## SITUATION UNIT LEADER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Situation Unit Leader in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires 25 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Identify course objectives and position-specific resource materials
- Describe the function of the Planning Section and the roles and responsibilities of the Situation Unit Leader
- Describe the function of the Situation Unit and the roles and responsibilities of the Situation Unit Leader
- Identify how to obtain, analyze, and disseminate necessary incident intelligence
- Identify how to select and use appropriate methods to display incident intelligence
- Demonstrate how to use advanced technology to develop and display incident intelligence
- Explain how to effectively establish and maintain the Situation Unit
- Participate in a Planning Meeting and Operational Briefing
- Demonstrate the ability to complete required documents to support the incident

## LOGISTICS SECTION CHIEF

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Logistics Section Chief Type III in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires a minimum of 25 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- The duties, responsibilities, and capabilities of an effective Logistics Section Chief.
- The responsibilities of the Logistics Section Chief in relationship to the responsibilities of Unit Leaders within the Section.
- The responsibilities of specific Units in the Logistics Section including:
  - Facilities Unit Leader.
  - Ground Support Unit Leader.
  - Supply Unit Leader.
  - Food Unit Leader.
  - Medical Unit Leader
  - Communications Unit Leader
- The priorities of the Logistics Section Chief upon initial activation, describing how the Logistics Section Chief translates these priorities into action.
- Considerations in activating, briefing, and assessing the capabilities of each Unit
- Identify the Logistics Section Chief's coordination and communication responsibilities outside the Logistics Section.
- Identify techniques for successfully managing personnel and demobilizing.

## SUPPLY UNIT LEADER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Supply Unit Leader in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires 25 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Demonstrate, through exercises and a final exam, an understanding of the duties, responsibilities, and capabilities of an effective SPUL on an AHIMT;
- Identify course objectives and position-specific resource materials;
- Describe the function and components of the Logistics Section and the Supply Unit;
- Describe the actions and considerations necessary to mobilize the unit and gain situational awareness;
- Describe the ordering process in its entirety;
- Describe the information required when an order originates to be able to process that order;
- Complete and submit a ICS Form 259 - Resource Order;
- Receive, reconcile, and distribute supplies and equipment;
- Maintain an appropriate inventory level of supplies;
- Manage the Supply Unit's resources; and
- Manage the demobilization of incident and Unit resources.

## FACILITIES UNIT LEADER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Facilities Unit Leader in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires approximately 31.5 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Identify course objectives and position-specific resource materials
- Describe the function and components of the Logistics Section and the Facilities Unit
- Describe the information gathered and preparation needed during the pre-incident, dispatch/mobilization, and arrival phases
- Provide and maintain required facilities-related incident services
- Establish the incident facilities infrastructure
- Design and establish the layout of incident facilities
- Describe the implementation and maintenance responsibilities of the FACL throughout the incident
- Describe the role and responsibilities of the FACL in ensuring safety on the incident
- Establish and manage the Facilities Unit
- Manage and document the demobilization of resources responsible to the FACL



## FINANCE/ADMINISTRATION SECTION CHIEF

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Finance/Administration Unit Leader in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires 18 student contact hours, not including scheduled breaks.

### Learning Outcome

By the end of this course, students will be able to:

- Demonstrate, through exercises and a final exam, an understanding of the duties, responsibilities, and capabilities of an effective Finance/Administration Section Chief on an All-Hazards Incident Management Team
- Identify course objectives and position-specific resource materials
- Describe how to gather, organize, and communicate information necessary to perform as a Finance/Administration Section Chief
- Describe the roles and responsibilities of a Finance/Administration Section Chief as they apply to planning, supervision, and coordination
- Identify key strategies for interacting with members of the Incident Management Team and personnel outside of the IMT
- Describe the information gathered from the initial meetings, briefings, and documents

## FINANCE/ADMINISTRATION UNIT LEADER

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### Course Description

This course provides emergency responders with an overview of key duties and responsibilities of a Finance/Administration Unit Leader in a Type III AHIMT.

### Delivery and Length

This classroom-based Instructor facilitated course requires 20 student contact hours, not including scheduled breaks.

### Learning Outcomes

By the end of this course, students will be able to:

- Identify the course objective and position-specific resource materials for the position of a Finance/Administration Unit Leader.
- Describe the purpose and functions of the Finance/Administration Section and establish a Finance/Administration Unit.
- Use appropriate information and clear communication to interact and coordinate with incident personnel.
- Assume the role of the Time Unit Leader (TIME) for an all-hazard incident.
- Assume the role of the Procurement Unit (PROC) Leader for an all-hazards incident.
- Assume the role of the Compensation / Claims Unit (COMP) Leader for an all- hazard incident.
- Assume the role of the Cost Unit Leader (COST) for an all-hazard incident.
- Manage a Finance/Administration Unit

## O-305, TYPE 3 ALL-HAZARDS INCIDENT MANAGEMENT TEAM INTRODUCTION

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### Course Description

This five-day course provides students with a solid foundation of the activities; processes; leadership elements; and the knowledge, skills, and abilities (KSAs) necessary to function within the framework of a Type 3 AHIMT deployed to an incident or planned event. The course is considered fast-paced, highly interactive, and challenging as the students, formed into the Command and General Staff positions on a Type 3 AHIMT, navigate through multiple activities and rapidly expanding incident scenarios. The course includes a comprehensive review of the roles and responsibilities of each of the ICS Command and General Staff positions, their roles as leaders of their sections or functional areas, leadership and teambuilding, and decision-making under stress.

### Delivery and Length

This classroom-based Instructor facilitated course requires 33 student contact hours, not including scheduled breaks.

### Learning Outcomes

The Type 3 AHIMT Introduction course focuses on the importance of developing and operating as a functional Type 3 AHIMT. This course will assist individual responders to perform as viable team members by:

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

## **SECTION 4 INSTRUCTOR STANDARDS**

### INTRODUCTION

The ICS Canada Steering Committee has established a set of minimum standards and requirements for individuals wishing to deliver ICS Canada training I-100 through I-402, associated train the trainer, and position specific training courses. It is important that ICS training be delivered by knowledgeable, competent Instructors who understand both the ICS system and the applicability to various organizations in Canada.

This document establishes the recommended minimum qualifications necessary for an individual to become recognized nationally as an ICS Lead Instructor. The standards establish the minimum requirements for ICS delivery while preserving the integrity of the accepted ICS Canada system.

In general terms this document establishes and outlines:

- essential requirements for ICS Instructors;
- evaluation criteria for ICS Instructors;
- process to become a recognized ICS Instructor; and
- criteria for maintaining certification.

### ICS CANADA RECOGNIZED INSTRUCTOR

The following are recommended minimum requirements for all ICS Canada Lead Instructors:

- qualified by a combination of education and demonstrated ability as an adult instructor;
- approved under an Authority Having Jurisdiction (AHJ);
- experience on an ICS managed emergency incident, planned event or exercise;
- use of approved ICS Canada course materials (see Section 3.2).

Part of the ICS Canada recognition process is to designate the approved ICS training level(s). ICS Instructors should identify what ICS level(s) they are applying to teach. Once an ICS Instructor is ICS Canada recognized, the Instructor may only teach the designated level(s) of ICS and must use ICS Canada approved materials. Individual “I” series course instructor requirements are found in the Appendices of this document.

## CERTIFICATION AND EXPIRY

A/AHJs are the approving body for ICS Canada Instructors and may require Instructors to follow specific agency policy for application and recertification. ICS Canada at a minimum requires all ICS Canada Instructors be recognized as follows:

- Be certified for at least five (5) years; an AHJ may choose to shorten the certification period.
- Maintaining Operational ICS Currency/Proficiency - It is recognized that some Instructors will be unable to maintain the operational currency requirements at all times. As such, remaining active as an Instructor requires the delivery of ICS Canada courses (at least two Awareness level courses annually or one Advanced Level course annually) which will be recognized as equivalent to service on an incident, planned event or exercise.

## EVALUATION OF COURSES

All training courses shall be evaluated by course participants at the end of every course delivery. Training course evaluations can be found in Annex C of all ICS Canada Instructor Reference Manuals. Training evaluations should be used as a quality control cycle for Instructors to help improve materials, facilitation, and delivery.

ICS Instructors must retain copies of all course evaluation materials for a minimum of two years and provide copies to ICS Canada or the appropriate AHJ upon request. These evaluations may also be used to assess the quality of the Instructor.

## QUALITY ASSURANCE - TRAINING DELIVERY

Effective training delivery and continued use of current course materials are vital to maintain high quality and consistent ICS training across the country. The A/AHJ shall have a quality assurance program in place to assess the delivery of ICS training.

Instructors are to advise their respective A/AHJ of upcoming/scheduled training deliveries. At any time, the A/AHJ may monitor Instructors and review the course materials presented to ensure they continue to meet approved standards. Updates to course material will be posted on the ICS Canada website [www.icscanada.ca](http://www.icscanada.ca) and be accessible to recognized ICS Canada Instructors. If an A/AHJ has deemed that the delivery or course materials are below standard, the Instructor will be contacted by the A/AHJ with the specific concern(s).

## ICS CANADA COURSE TRANSFERABILITY

Course participants who successfully complete a level of approved ICS Canada training delivered by an ICS Instructor shall be able to enroll in other applicable ICS Canada courses offered by other ICS Canada Instructors.

The ICS Canada Steering Committee, through development of these standards, supports and encourages training equivalency recognition and certificate reciprocity between recognized ICS Instructors without additional assessments.

In cases where a course participant has been inactive in a response or support role either on an incident/event or a practical exercise or where a period of no longer than five years have elapsed between ICS training, it is reasonable to expect the course participant to complete an equivalency exam prior to enrolling in the next level of ICS training.

### PROCESS TO BECOME AN ICS CANADA RECOGNIZED INSTRUCTOR

To be nationally recognized, an individual interested in delivering ICS Canada course(s) must apply to the appropriate AHJ within their respective province, territory or federal organization according to AHJ policy. It is recommended that Instructor applications shall include at minimum the following information:

- Training background and experience in the field of instruction (specific training experience; types of course(s) taught; target audiences; number of years' training experience at specific levels i.e. high school/technical school/college/ industry/other adult education etc.);
- A list of ICS courses taken: I-100, I-200, I-300, I-400 and any position specific training;
- Any ICS Canada Train the Trainer course taken. FEMA and CIFFC Train the Trainer courses may be accepted as equivalent according to AHJ Policy;
- Identification of background and experience in emergency response management and ICS training (specific emergency management and/or ICS courses previously taught, target audience(s), and when/where these courses were instructed);
- Identification of background and experience in an emergency management discipline (specific incident experience, incident command position filled, and when.)
- Specific ICS courses the applicant is interested in and feels capable of instructing (i.e. I-100, I-200, I-300, I-400, I-402 etc.);
- A **minimum** of three instruction-related references from agencies or companies for whom the applicant has worked or trained within the past 5 years (provide agency/company representative name, contact number(s), and list the course(s) instructed).
- Any other information or combination of training and experience that the applicant feels would make them qualified to instruct ICS courses.

### FOREIGN INSTRUCTORS DELIVERING ICS CANADA TRAINING IN CANADA

#### P/T, AAHJ and Foreign Instructors

Foreign instructors requesting to deliver training must follow the same recognition procedures as any Canadian instructor seeking recognition. Before they can seek recognition from an AHJ, they must have a Canadian sponsor requiring their services to deliver ICS Canada ICS courses or ICS Canada Functional Position training. The sponsor could be a municipality, another government agency, NGO, or it could be from industry.

The recommended process on how the foreign instructor engages the AHJ to deliver ICS Canada training;

- At least 2 months prior to the project/training<sup>2</sup>, the “sponsor” is to make application to the AHJ outlining the training project and the instructor or cadre they want to employ from outside of Canada. (AHJ may require more advanced notification if desired)
- The AHJ will review instructor/cadre qualifications and either accept or reject application.
- When an instructor/cadre is accepted by the AHJ, then the training material is provided to the instructors by the AHJ.
- The AHJ will require the instructor/cadre to not to remove content and become familiar with the ICS Canada version. Key is to ensure instructor/cadre is aware that there is a difference between ICS Canada and FEMA training material and they should be aware of the differences.
- The AHJ will inform the foreign instructor/cadre of any administrative requirements to meet and provide any further instructions.
- The instructor/cadre can add content to address the needs of the client.

Foreign instructors and cadres must perform this process for every course/project and for each AHJ that they engage.

A foreign instructor/cadre cannot deliver ICS Canada training unless sponsored by a client.

This process is to facilitate and ensure lines of communications are established when foreign instructors are in Canada delivering ICS Canada courses.

Foreign instructors/cadres will provide the ICS Canada required certificate upon successful completion of training.

#### Agency AHJs and Foreign Instructors /Cadres

Foreign Instructors/cadres recognized by an AAHJ can only deliver training to the personnel and stakeholders of the AAHJ.

AAHJ can offer vacant seats to AHJ for the purposes of filling available seats.

Agencies within the federal government without AAHJ status are free to use any foreign instructor/cadre recognized by another Federal AAHJ.

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<sup>1</sup> Project/Training – A “project/training” could be a series of courses conducted over a period of time. If instructors are different for various deliveries during the course of a project, each instructor will require to be vetted prior to being provided training material

If a federal government agency without AAHJ status requires the services of foreign instructors/cadres and the established federal AAHJ has never worked with the contractor prior to the request, the federal agency can ask the federal AAHJ for support in recognizing the contractor. If the federal AAHJ is unable because of operational circumstances to complete the request, then any P/T AHJ could receive the project application for the federal agency and treat it as a course/project conducted within the jurisdiction of the P/T AHJ. A P/T AHJ is not obligated to recognize foreign instructors/cadres for any federal agency

If the federal agency makes a request to a Federal AAHJ for assistance to recognize a contractor and the federal AAHJ determines that the contractor does not qualify, the federal agency cannot seek support from the P/T AHJ for the same contractor. The inverse also applies.

### INSTRUCTOR APPLICATION REVIEW AND APPROVAL PROCESS

The appropriate AHJ shall review ICS Canada Instructor applications. The AHJ may, as needed, call on the expertise of other subject matter experts to provide assistance in the review process.

The AHJ may use the standard checklist provided (see Appendix B) for reviewing Instructor applications. A decision should be made upon review if the individual will be granted Instructor status. The AHJ should advise the applicant of the date of next application review and provide results within 30 days of review date.

If the application as an ICS Canada Instructor is approved, an ICS Canada endorsement will be provided. The AHJ will issue a letter to the applicant stating that the applicant meets established and required national standards. The letter should identify key points regarding the approval, including any expiry date.

AAHJ instructor endorsement will comply with the agencies' policies for instructor development, at the same time acknowledging the Standards Document.

### APPLICATION DENIAL PROCESS

If the application is not approved, the reason(s) will be provided to the applicant along with the specific requirements necessary for the applicant to become a recognized ICS Instructor.

Should a submission not be approved, the applicant may appeal to the AHJ within 30 days of receiving non-approval notification. The applicant must state why the decision should be reversed, or what changes have been made to warrant a decision reversal.

The AHJ will review the appeal and provide a decision within 60 days of receipt of the appeal. The findings of the chair of the AHJ review committee, if applicable, shall be final and binding.

AAHJ will follow agency policy and procedures for instructor nomination and recognition.



## INSTRUCTOR MENTORING

A/AHJs may wish to mentor individuals as future ICS Canada Instructors to build capacity and diversity within the instructor cadre. It is recommended that at minimum potential candidates teach different units on at least two ICS courses prior to making application as an Instructor. This may be adjusted according to AHJ training policy.

When mentoring future Instructors, a recognized ICS Canada Instructor must provide supervision and guidance to ensure adherence to the teaching material.

## TRAINING RECORDS

All ICS recognized Instructors shall provide to the A/AHJ upon request, statistical information regarding all ICS training they provide. The A/AHJ may also request that the instructor submit copies of class lists annually, quarterly, monthly or after the course has been completed.

The statistical information must include:

- name of each course participant;
- course title/level of training provided;
- number of course participant successfully completing course work; and
- location (city/community) of training.
- Any additional information requested by the A/AHJ.

## NON-ACTIVE INSTRUCTOR

Recognized ICS Instructors who do not report any training records for three consecutive years shall be deemed to be a non-active Instructor and will be removed from the ICS Canada Instructor database by the responsible AHJ.

Reinstatement of non-active Instructors will require a new application and a full review by the appropriate AHJ.

AAHJ organizations will follow agency policies and processes to determine instructor activity requirements.

## INSTRUCTOR NOTIFICATION WHEN TEACHING OUTSIDE OF AHJ JURISDICTION

Prior to delivering any ICS Canada training in another jurisdiction, the ICS Canada Instructor must self-identify with the local respective, responsible AHJ to ensure awareness of local training protocols. Course rosters and evaluation forms must also be submitted to the responsible AHJ within a time indicated by the AHJ .

## INSTRUCTOR REQUIREMENTS FOR APPLICATION

Access to training materials will be provided once Instructor status is awarded and approved by the responsible A/AHJ.

### I-100

- Successful completion of ICS Canada I-100, I-200 courses.
- Service in a mid-level emergency management or incident response position (leader level or higher) within five years in operational incidents, planned events, or exercises OR have specialized knowledge and experience appropriate for the audience.
- Recognized qualifications in techniques of instruction and adult education methodologies.

### I-200

- Successful completion of ICS Canada I-100, I-200, I-300 courses OR I-100, I-200 and Awareness Level Train the Trainer.
- Service in a mid-level emergency management and incident response position (leader level or higher) within five years in operational incidents, planned events, or exercises OR have specialized knowledge and experience appropriate for the audience.
- Recognized qualifications in techniques of instruction and adult education methodologies.

### I-300

- Successful completion of ICS Canada I-100, I-200, I-300 courses and I-400 preferred.  
Recommended: Advanced Level Train the Trainer.
- Service as Incident Commander, command or general staff position in an incident, planned event or exercise that went beyond one operational period or required a written Incident Action Plan (IAP) within the previous five years in an operational incident or planned event.
- Recognized qualifications in techniques of instruction and adult education methodologies.

### I-400

- Successful completion of ICS Canada ICS-100, I-200, I-300 and I-400
- Successful completion of ICS Canada Advanced Level Train the Trainer if deemed to be required by the AHJ.
- Recommended to have served as Incident Commander or in a command or general staff position in an incident, planned event or exercise that required multi-agency coordination and went beyond one operational period or required a written IAP within the previous five years.
- Recognized qualifications in techniques of instruction and adult education methodologies

## I-402

- Successful completion of ICS Canada ICS-100, I-200, I-300 and I-400.
- Recommended to have served as Incident Commander or in a command or general staff position in an incident or planned event that required multi-agency coordination and went beyond one operational period or required a written IAP within the previous five years.
- Recognized qualifications in techniques of instruction and adult education methodologies.

### Awareness Level (I-100 & I-200) Train the Trainer Awareness

- Successful completion of ICS Canada I-100, I-200, I-300
- Service in a mid-level emergency management and incident response position (leader level or higher) within five years in operational incidents, planned events, or exercises OR have specialized knowledge and experience appropriate for the audience.
- Recognized qualifications in techniques of instruction and adult education methodologies.
- Considerable Experience (5+ courses) delivering I-100 and I-200 courses as an Instructor.

### Advanced Level (I-300) Train the Trainer Awareness

- Successful completion of ICS Canada ICS-100, I-200, I-300 and I-400 preferred.
- Recommended to have served as Incident Commander or in a command or general staff position in an incident or planned event that required multi-agency coordination and went beyond one operational period or required a written IAP within the previous five years.
- Recognized qualifications in techniques of instruction and adult education methodologies.
- Considerable experience (5+ courses) delivering I-300 and/or 400 courses as an Instructor.

### Advanced Level (I-400) Train the Trainer

- Successful completion of ICS Canada ICS-100, I-200, I-300 and I-400.
- Recommended to have served as Incident Commander or in a command or general staff position in an incident or planned event that required multi-agency coordination and went beyond one operational period or required a written IAP within the previous five years.
- Recognized qualifications in techniques of instruction and adult education methodologies.
- Considerable experience (5+ courses) delivering I-300 and 400 courses as an Instructor.

### Position Specific Courses

- Recognized as an I-100 to I-400 Lead Instructor
- Recommended to have served in the position on at least three occasions on an incident or planned event that went beyond one operational period or required a written Incident Action Plan (IAP). Service to have occurred within the previous five years in an operational incident or planned event or,
- Recognized qualifications in techniques of instruction and adult education methodologies, or

- Has demonstrated that they possess the knowledge, skills and abilities to deliver training in an adult environment.
- Historical recognition of experience can be recognized by the A/AHJ if the applicant meets their requirement.

#### O-305 IMT Course

- Recognized as an ICS 100-400 Lead instructor
- Recommended to have served in a Command and General Staff member position on at least three occasions on an incident that went beyond one operational period requiring a written Incident Action Plan (IAP).
- Recognized qualifications in techniques of instruction and adult education methodologies, or has demonstrated that they possess the knowledge, skills and abilities to deliver training in an adult environment.
- Historical recognition of experience can be recognized by the A/AHJ

## APPENDIX A - ASSESSMENT CRITERIA FOR REVIEW AND APPROVAL OF ICS CANADIAN INSTRUCTOR APPLICATION

The following are essential basic requirements for AHJ developing applications for endorsing ICS Canadian Instructors:

- teaching credentials;
- experience as an adult educator;
- experience in an emergency management discipline, and
- use of ICS Canada course materials

		Yes	No
1	Applicant has provided proof of teaching credentials as an adult educator and/or proof of experience as an adult educator.		
2	Applicant has provided proof of completion of ICS Canada courses		
3	Applicant has provided proof of ability to perform as an adult instructor through (at least 3) letters of reference and/or other documents, such as student evaluations or instructor appraisals		
4	Applicant has attended an ICS Train the Trainer course and has indicated what level. (optional according to AHJ)		
5	Applicant has provided proof of recent experience in an ICS incident response, a planned event or an exercise (within the last five years)		
6	Applicant has provided proof of experience (within previous five years) as an Incident Commander, or in a command or general staff position in an incident that went beyond one operational period or required a written Incident Action Plan.		
7	Applicant has detailed the ICS Canada courses he /she would like to be allowed to deliver.		

## **AGENCY/AUTHORITY HAVING JURISDICTION LISTING**

### AHJS

ALBERTA - ALBERTA EMERGENCY MANAGEMENT AGENCY

Applications for Instructor approval shall be directed to:

Tom Cox - Program Coordinator,

Training Development Alberta Emergency Management Agency

14515-122 Avenue

Edmonton, AB

T5L 2W4

Email - Applications: [aema.training@gov.ab.ca](mailto:aema.training@gov.ab.ca)

Email - Inquiries: [tom.cox@gov.ab.ca](mailto:tom.cox@gov.ab.ca)

Telephone: 780-619-9719

BRITISH COLUMBIA – EMERGENCY MANGEMENT CLIMATE READINESS

Applications for Instructor approval shall be directed to:

Emergency Management and Climate Readiness

Training Exercises and Public Education

Block A – Suite 200

2261 Keating Cross Road

Saanichton, BC

V8M2A5

Email: [katharine.pretty@gov.bc.ca](mailto:katharine.pretty@gov.bc.ca)

MANITOBA - THE OFFICE OF THE FIRE COMMISSIONER Applications

for Instructor approval shall be directed to: Manitoba

Emergency Services College

1601 Van Horne Ave E Brandon, MB

R7A 7K2

Email: [dthiessen@mbmesc.ca](mailto:dthiessen@mbmesc.ca)

NEWFOUNDLAND AND LABRADOR - JUSTICE AND PUBLIC SAFETY

Applications for Instructor approval shall be directed to:

NL Justice and Public Safety

2 Wellon Drive

Deer Lake, NL,

A8A 2N3

Email: [christopherfoster@gov.nl.ca](mailto:christopherfoster@gov.nl.ca)

NEW BRUNSWICK - EMERGENCY MEASURES ORGANIZATION  
Applications for Instructor approval shall be directed to:  
Attn: Jason Vallis  
Emergency Measures Organization  
65 Brunswick Street  
Fredericton, New Brunswick,  
E3B 1G5  
Email: [emo@gnb.ca](mailto:emo@gnb.ca)  
Telephone: 506 453-2133

NORTHWEST TERRITORIES - EMERGENCY MEASURES  
Applications for Instructor approval shall be directed to:  
Manager, Emergency Measures Public Safety Municipal and Community Affairs  
Government of the Northwest Territories  
Telephone: 867 767-9161 ex 21023  
Cell: 867 446-0073  
Fax: 867 873-0309  
Email: [dean\\_diguer@gov.nt.ca](mailto:dean_diguer@gov.nt.ca)

NOVA SCOTIA - EMERGENCY MANAGEMENT OFFICE NOVA SCOTIA  
Applications for Instructor approval shall be directed to:  
Dan Latremouille  
The Emergency Management Office of Nova Scotia  
33 Acadia Street,  
Dartmouth, Nova Scotia,  
B2Y 2N1  
Email: [dan.latremouille@novascotia.ca](mailto:dan.latremouille@novascotia.ca)  
Telephone: 902-424-8842

PRINCE EDWARD ISLAND – PEI EMERGENCY MEASURES ORGANIZATION Applications  
for Instructor approval shall be directed to:  
Attn: Dakota Murray  
Provincial Emergency Management Coordinator  
PEI EMO  
PO Box 911 Charlottetown, PEI,  
C1A 7L9  
Email: [dakotamurray@gov.pe.ca](mailto:dakotamurray@gov.pe.ca)  
Telephone: 902-368-5980

SASKATCHEWAN - EMERGENCY MANAGEMENT AND FIRE SAFETY BRANCH

Applications for Instructor approval shall be directed to:

Ministry of Government Relations  
Emergency Management and Fire Safety Branch  
5th Floor - 1855 Victoria Avenue,  
Regina, SK  
S4P 3T2  
Email: [connie.bradburn@gov.sk.ca](mailto:connie.bradburn@gov.sk.ca)

YUKON TERRITORY - COMMUNITY SERVICES - PROTECTIVE SERVICES DIVISION

Applications for Instructor approval shall be directed to:

Emergency Management Planner  
Yukon Emergency Measures Organization  
PO Box 2703  
Whitehorse, Yukon,  
Y1A 2C6

AGENCY AHJS

CANADIAN COAST GUARD

Office of Incident Management  
200 Kent St Station 5S015  
Ottawa, ON  
K1A 0E6  
Inquiries: [ICS-SCI.XNAT@dfo-mpo.gc.ca](mailto:ICS-SCI.XNAT@dfo-mpo.gc.ca)

EMERGENCY MEDICAL ASSISTANCE TEAM ONTARIO

77 Browns Line, Suite 100,  
Toronto ON  
M8W3S2  
Email: [patrick.auger@emat.ca](mailto:patrick.auger@emat.ca)  
Telephone: 613-601-3367

PARKS CANADA AGENCY

NATURAL RESOURCE CONSERVATION BRANCH - FIRE MANAGEMENT PROGRAM

Reade Tereck  
[PO Box 299,](mailto:reade.tereck@pc.gc.ca)  
[135 Wasagaming Dr.,](mailto:reade.tereck@pc.gc.ca)  
[Onanole, MB, R0J 1N0](mailto:reade.tereck@pc.gc.ca)  
Email: [reade.tereck@pc.gc.ca](mailto:reade.tereck@pc.gc.ca)  
Cell: (204) 647-3027



ROYAL CANADIAN MOUNTED POLICE  
Sgt. Christine Farrar  
73 Leikin Drive  
Ottawa ON  
K1A 0R2  
Email: christine.farrar@rcmp-grc.gc.ca  
Telephone: 613-218-0328

THE SALVATION ARMY  
Dan Millar  
669 Horne Settlement Road  
Enfield NS  
B2T1H3  
Email: dan.Millar@salvationarmy.ca  
Telephone: 902-880-0454

TRANSPORT CANADA  
Tom Sand  
330 Sparks Street  
Ottawa ON  
K1A 0N5  
Email: thomas.sand@tc.gc.ca

**In Provinces and Territories that are not represented by an AHJ, AHJ services to Ground Search and Rescue Volunteers will be provided by SARVAC**

SARVAC - SEARCH AND RESCUE VOLUNTEER ASSOCIATION OF CANADA  
24 McNamara Drive  
Paradise, NL  
A1L 0A6

**In Provinces and Territories with designated agencies responsible for wildland fire suppression are designated as Agency AHJs. These agencies are represented by:**

CIFFC - CANADIAN INTERAGENCY FOREST FIRE CENTRE  
1749 Ellice Ave,  
Winnipeg, MB  
R3H 0B3

## APPENDIX C – ICS CANADA SAMPLE CERTIFICATE

Each course hosted on the ICS Canada website will contain a blank certificate template in Word format.



## **APPENDIX D – ICS CANADA Documents**

The following is a link to the most up-to-date versions of important documents provided by ICS Canada

<http://www.icscanada.ca/en/+AHJ.html>

- **Lexicon**
- **ICS Operational Description**
- **Glossary of Terms**
- **ICS Canada Instructor and Curriculum Standard**