



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION  
OFFICE OF THE STATE FIRE MARSHAL  
Statewide Training and Education Advisory Committee**

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**Date:** December 9, 2019

**To:** State Board of Fire Service

**From:** Mark Bisbee, Battalion Chief

**SUBJECT/AGENDA ACTION ITEM:**

Update on changes to *Chief Fire Officer 3D - Emergency Services Delivery Responsibilities for Chief Officers* course plan

**Recommended Actions:**

Information/Discussion

**Background Information:**

After nearly five years of Chief Fire Officer 3D (CFO 3D) course delivery, State Fire Training (SFT) has fielded numerous concerns from stakeholders of instructors, students, and fire chiefs. The primary concerns focused on a lack of clarity on the appropriate level of incident management and the lack of time for activities.

The Company Officer course series contains two courses in incident management: one 40-hour course for all-risk incidents and another 40-hour course specifically dedicated to wildland fires, for a total of 80 hours in incident management. The level of incident management for these courses is clearly defined as 1) first alarm/initial attack, 2) initial incident command, and 3) managing multiple resources.

The CFO series, by contrast, has a single 24-hour course in incident management. In addition, there has been significant confusion about the appropriate level of incident command as well as the lack of time to dedicate to activities in order to develop requisite skills to meet the Terminal Learning objectives (TLO's) in the course plan.

In response to these concerns SFT gathered together a cadre to address these issues in February 2019. The cadre was composed of the following subject matter experts:  
Bruce Martin, Chief, Fremont FD (ret.)

Todd McNeal, Chief, Twain Harte  
Mike Olivarria, Assistant Chief, CALFIRE  
James Colston, Battalion Chief, City of San Marcos FD  
Dave Meddles, Battalion Chief, San Bernardino County FD  
Brian Wall, Fire Captain, Los Angeles City FD  
Laura Garwood, Editor, Sacramento State University  
Kevin Conant, Cadre Lead, SFT  
Mark Bisbee, Cadre Trainee, SFT

### **Analysis/Summary of Issue:**

The revised and re-worked course plan accomplished several things. The cadre agreed that clarification was needed and that time for activities needed to be expanded. Thus, the cadre recommended that the Chief Fire Officer 3D course plan should be modified to provide more clarity for instructors and students, and that the hours be increased from 24 to 40.

The updated course plan incorporates several important modifications, including the title of the course. The new course title was part of the effort to clarify the incident management level that bridges the gap between Company Officer and Executive Chief Fire Officer. The new course title is: *Chief Fire Officer 3D – Command of Expanding All-Hazards Incidents*.

This places the focus right after the initial alarm/attack phase at the Company Officer level to that of an expanding/extended attack, all-hazards Type 3 incident. This includes multi-alarm, multi-unit, and multi-jurisdiction incidents that are larger than initial responses up to and including the point where an Incident Management Team arrives and needs a briefing. This allows for the Executive Chief Fire Officer course to then focus on the management of incident management team(s) during large-scale emergencies.

The course plan contains sequential organization in logically-ordered units:

1. Introduction
2. S-300 Pre-Course Work
3. Pre-Response Planning
4. Initiating, Assuming and Transferring Command
5. Continuous Situational Awareness and Risk Management
6. Communications
7. IAP Priorities, Objectives, Strategy and Tactics
8. Developing an Incident Organization
9. Deploying and Managing Resources
10. Reviewing, Evaluating and Revising the IAP
11. Continuing, Transferring or Terminating Command
12. Conducting Post-Incident Activities

Other advantages to the modified course plan include:

- The re-alignment to expanding/extended Type 3 incidents also allowed for dual certification with the NWCG S-300 Extended Attack Incident Commander course, the base course for CICC certification as an Incident Commander Type 3 (ICT3).
- In addition to maintaining the imbedded NFPA 1021 and 1051 standards, the inclusion of the eight functions of command in NFPA 1026, Standard for Incident Management Personnel Professional Qualifications, risk management concepts from NFPA 1500 Standard on Fire Department Occupational Safety, Health, and

Wellness Program, and other incident-based industry best practices, such as portions of NFPA 1561, Standard for Emergency Services Incident Management System and Command Safety.

- Adding 16 hours of activities so students will have more time to understand new concepts and practice them with scenario-based activities to meet the TLO's for the course.
- The change to an all-hazards approach also allows for the addition of streamlined FSTEP courses where basic command concepts don't need to be repeated and can instead focus on risk-specific strategic and tactical concepts within a three-day format (one day of lecture/discussion, two days of activities).



# CHIEF FIRE OFFICER 3D (2019) Curriculum Implementation Plan

Issued: October 2019

## OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on new Chief Fire Officer 3D: Command of Expanding All-Hazard Incidents (2019) curriculum and its impacts to the Chief Fire Officer certification requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Chief Fire Officer 3D (2019) curriculum and certification requirements will be phased in for the California Fire Service Training and Education System. The course has been realigned to expanding/extended Type 3 incidents also allowed for dual certification with the NWCG S-300 Extended Attack Incident Commander course, the base course for CICC certification as an Incident Commander Type 3 (ICT3). In addition to maintaining the imbedded NFPA 1021 and 1051 standards, the inclusion of the eight functions of command in NFPA 1026, Standard for Incident Management Personnel Professional Qualifications, risk management concepts from NFPA 1500 Standard on Fire Department Occupational Safety, Health, and Wellness Program, and other incident-based industry best practices, such as portions of NFPA 1561, Standard for Emergency Services Incident Management System and Command Safety.

## IMPLEMENTATION

SFT recognizes that many candidates are vested in the current Chief Fire Officer Certification track. Candidates seeking Chief Fire Officer Certification and have already completed the Chief Fire Officer 3D: Emergency Service Delivery Responsibilities (2014) will still be able to use the course for certification. Candidates who have not completed the Chief Fire Officer 3D: Emergency Service Delivery Responsibilities (2014), should enroll in the Chief Fire Officer 3D: Command of Expanding All-Hazard Incidents (2019) course.

New Curriculum	Hours
Chief Fire Officer 3D: Command of Expanding All-Hazard Incidents (2019)	40 Hours

**New Chief Fire Officer 3D (2019) Curriculum..... Available March 1, 2020**

**Old Chief Fire Officer 3D (2014) Curriculum ..... Phase out December 31, 2020**

Effective January 1, 2021, CSFTES Chief Fire Officer 3D: Emergency Service Delivery Responsibilities (2014) will be retired from the SFT course catalog and no longer available.

**Task Books/Application Form:**

Implementation of the new Chief Fire Officer 3D: Command of Expanding All-Hazard Incidents (2019) does not impact existing task books or require a task book addendum.

**INSTRUCTOR REQUIREMENTS**

**Instructor Registration ..... Available March 1, 2020**

Existing Chief Fire Officer 3D instructors will be able to teach this revised course without any additional requirements. It is recommended that new instructors seeking to teach this course first participate as a student. *After December 31, 2020, all new instructors will be required to have taken the revised Chief Fire Officer 3D to teach it.*

**POTENTIAL AGENCY IMPACTS**

Fire agencies desiring to utilize the Chief Fire Officer Certification or curriculum as a requirement for their recruitment/promotion activities need to review the Chief Fire Officer Curriculum and certification requirements to be sure that all agency training needs are being met. After review, Fire Agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. The new course has added 16 hours of course time. ARTPs should review the new Chief Fire Officer curriculum and discuss potential impacts with their advisory committees.



# Command of Expanding All-Hazard Incidents

## Course Plan

### Course Details

<b>Certification:</b>	Chief Fire Officer
<b>CTS Guide:</b>	Chief Fire Officer Certification Training Standard (November 2014)
<b>Description:</b>	This course provides students with a basic knowledge of the emergency service requirements related to the roles and responsibilities of a Chief Fire Officer including developing a plan for the integration of fire services resources, developing an agency resource contingency plan, evaluating incident facilities, supervising multiple resources, developing and utilizing an incident action plan, obtaining incident information to facilitate transfer of command, developing and conducting a post-incident analysis, and maintaining incident records.
<b>Designed For:</b>	The certified Company Officer advancing to the Chief Fire Officer classification
<b>Prerequisites:</b>	Meet the educational requirements for Company Officer
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 18:00 Activities: 20:00 Testing: 2:00
<b>Hours (Total):</b>	
<b>Maximum Class Size:</b>	25
<b>Instructor Level:</b>	Primary Instructor
<b>Instructor/Student Ratio:</b>	1:25
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors need:

- Incident Response Pocket Guide, (2018 edition, NFES 001077)
- FIRESCOPE Field Operations Guide, ICS 420-1, Incident Command System Publication (2017 edition, [www.firescope.org](http://www.firescope.org))
- NFPA 1051, Standard for Wildland Firefighting Professional Qualifications (NFPA, 2016 edition, ISBN: 978-145591340-4)
- NFPA 1021, Standard for Fire Officer Professional Qualifications (NFPA, 2014 edition, ISBN: 978-145590748-9)
- NFPA 1026, Standard for Incident Management Personnel Professional Qualifications (NFPA, 2014 edition, ISBN: 978-145590749-6)
- NFPA 1561, Standard for Emergency Services Incident Management System and Command Safety (NFPA, 2014 edition, ISBN: 978-145590865-3)
- NFPA 1500 Standard on Fire Department Occupational Safety, Health, and Wellness Program (NFPA, 2018 edition, ISBN: 978-145591720-4)
- National Incident Management System, 2017 edition ([https://www.fema.gov/media-library-data/1508151197225-ced8c60378c3936adb92c1a3ee6f6564/FINAL\\_NIMS\\_2017.pdf](https://www.fema.gov/media-library-data/1508151197225-ced8c60378c3936adb92c1a3ee6f6564/FINAL_NIMS_2017.pdf))
- FIRESCOPE ICS Forms ([www.firescope.org](http://www.firescope.org))
- Chief Officer: Principles and Practice (International Association of Fire Chiefs, 2nd edition, 2016, Jones & Bartlett Learning, ISBN: 978-1284038422)
- Chief Officer: Principles and Practice Instructor's ToolKit, 2nd edition, 2017, (International Association of Fire Chiefs, Jones & Bartlett Learning, ISBN: 9781284132960)
- Wildland Urban Interface Operating Principles, California Department of Forestry and Fire Protection, 1st edition, 2014 (<https://www.miramarfiretechnology.com/state-fire-courses/ewExternalFiles/CAL%20FIRE%20Wildland%20Urban%20Interface%20Book.pdf>)
- Wildland Fire Incident Management Field Guide, PMS 210, January 2014 edition, National Wildfire Coordinating Group (NWCG) (<https://www.nwcg.gov/sites/default/files/publications/pms210.pdf>)

#### Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/cfstes-professional-certification/>:

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- None

### Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice*  
(International Association of Fire Chiefs, 2nd edition, 2016, Jones & Bartlett Learning, ISBN: 978-1284038422)

### Unit 1: Introduction

#### Topic 1-1: Orientation and Administration

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

##### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

##### Discussion Questions

1. What is a formative test? What is a summative test?

##### Activities

1. To be determined by the instructor.

#### Topic 1-2: Executive Chief Officer Certification Process

##### Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

##### Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
  - Chief Fire Officer
  - Executive Chief Officer
2. Identify the courses required for Chief Fire Officer
    - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
    - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
    - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
    - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
  3. Identify any other requirements for Chief Fire Officer
  4. Describe the certification task book process
    - Complete all prerequisites and course work
    - Submit application and fees to request certification task book
      - Must be employed by a California Fire Agency as a Chief Fire Officer
    - Complete all job performance requirements included in the task book
    - Must have identified evaluator verify individual task completion via signature
    - Must have Fire Chief or authorized representative verify task book completion via signature
  5. Describe the certification testing process
    - Complete coursework
    - Schedule online certification test
    - Schedule skills evaluation test

### Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

### Activities

1. To be determined by the instructor.

## Unit 2: Pre–Course Work

### Topic 2-1: Completing Prework for the Course

#### Terminal Learning Objective

At the end of this topic, a student, given the prework for the course, will demonstrate satisfactory completion of the precourse work and be prepared to answer discussion questions.

#### Enabling Learning Objectives

1. Review the leadership concepts and principles that will provide the foundation for developing incident command skills
  - a. Take charge
  - b. Motivate
  - c. Demonstrate initiative

- d. Communicate
- e. Supervise
2. Describe the values of duty, respect, and integrity
3. Describe the importance of communication responsibilities
  - f. Brief others
  - g. Debrief actions
  - h. Communicate hazards
  - i. Acknowledge messages
  - j. Ask for information or clarification
4. Describe communicating the leader's intent
  - k. Task
  - l. Purpose
  - m. End state
5. Read the entire contents of the pre-course work, write responses to three of the discussion points, and bring it to class for discussion

### Discussion Questions

1. Discuss an incident you were recently on and describe the leader's intent as you understood it.
2. How does the arriving incident commander provide motivation to crews who are not engaging?
3. Describe times when leaders are called upon to act in an authoritative, autocratic manner, making unpopular decisions that require immediate compliance.
4. Describe the traits that make a healthy command climate more effective.

### Instructor Notes

1. The prework is "S-300 Extended Attack Incident Commander (Pre-Course Work) 2008," found at <http://onlinetraining.nwccg.gov/node/201>. The prework assignment should be completed before the course begins.
2. For discussion question 3, refer to CAL FIRE WUI Principles textbook (1<sup>st</sup> edition, 2014, p. 2.)

## Unit 3: Presresponse Planning

### Topic 3-1: Identifying Jurisdictional Authority and Applying Agreements

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to identify jurisdictional authority and apply the appropriate agreements.

#### Enabling Learning Objectives

1. Define authority/jurisdiction
  - LRA/SRA/FRA/DPA
2. Describe mutual aid
3. Describe assistance by hire
4. Describe local agreements

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5. Describe state agreements
6. Describe federal agreements
7. Describe environmental and political concerns
8. Describe the incident commander's role in fiscal accountability, cost apportionment, and cost sharing

### Discussion Questions

1. What are some of the environmental concerns pertinent to your AHJ?
2. What are some of the political concerns pertinent to your AHJ?
3. How might these concerns influence the incident commander's objectives, strategy, and tactics?
4. How might these concerns influence your command structure?
5. Define common California agreements, including:
  - Cooperative Fire Protection Agreement (CFPA)
  - California Fire Assistance Agreement (CFAA)
  - Direct Protection Area (DPA)
  - California Fire Management Agreement (CFMA)
6. Describe the parameters and scope of the Fire Management Assistance Grant (FMAG) process.

### Activities

1. The instructor must create an activity, such as directing students to demonstrate identifying jurisdictional authority and applying the appropriate agreements at an expanding incident.

### Instructor Notes

1. The instructor should refer to the Cal OES Fire and Rescue Division FMAG Initial Request (ABC Form).
2. The instructor should refer to FIRESCOPE ICS 900, California Fire Services User's Guide to Disaster Declarations and Agreements for Cooperation.

## Topic 3-2: Developing an Agency Resource Contingency Plan

### Terminal Learning Objective

At the end of this course, a student, given an unmet need for resources that exceed what is available in the organization, and local, state, and federal cooperative agreements, will be able to develop a plan for the agency to ensure the mission of the organization is performed in times of extraordinary need.

### Enabling Learning Objectives

1. Describe a needs-assessment-and-planning process
2. Identify local hazards and events that may require outside resources
  - NIMS planning process
3. Conduct a resource needs assessment
  - Situation status
  - Tactical assignments
4. Evaluate availability and capability of external resources

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5. Create NIMS-compliant emergency resource directory
  - Resource typing
  - Resource status
6. Develop a plan to acquire and utilize external resources

### Discussion Questions

1. How does your AHJ assess hazards and resource needs?
2. How would you develop a plan to acquire a non-fire-service resource?
3. As an incident commander, what will you do if dispatch is unable to fill a resource request?

### Activities

1. The instructor must create an activity, such as giving students an emergency incident that exceeds their local capabilities as an example and having them break into groups and develop a resource contingency plan (e.g., an emergency resource directory) for their agency.

### Instructor Notes

2. None

**CTS Guide Reference:** CTS 6-7

## Topic 3-3: Developing a Plan for the Integration of Fire Services Resources

### Terminal Learning Objective

At the end of this topic, a student, given the requirements of the community and resources available in the fire department, will be able to develop a plan for integrating fire services resources in the community's emergency management plan, ensuring that the role of the fire service complies with local, state/provincial, and national requirements.

### Enabling Learning Objectives

1. Define the role of the fire service within the integrated emergency management system
  - Mitigation
  - Preparedness
  - Response
  - Recovery
2. Assess preparedness and emergency management planning activities
3. Describe the roles and responsibilities of the emergency operations centers (EOCs)
  - Coordination and processing of intelligence between emergency operations center and incident command post (ICP)
  - Mutual aid, interagency coordination, and cooperative agreements
  - Emergency Support Functions (ESFs)
4. Describe the roles of local, state/provincial, and national emergency management agencies
  - Local emergency management agencies and coordinators (e.g., law, medical health)
  - Operational Area Coordinators (fire)
  - State Office of Emergency Services (OES)
  - Federal Emergency Management Agency (FEMA)
5. Describe the organization of an integrated emergency management plan

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- Local, state, and federal emergency operations plan (EOP)
6. Communicate an integrated emergency management plan orally and in writing
  7. Describe emergency management interagency planning and coordination process
    - Systems and processes for ordering, tracking, and utilizing resources
    - Local, regional, state, and federal operational areas

### Discussion Questions

1. How would your agency obtain a resource that is not part of the mutual aid system?
2. What are the respective roles of the EOC and the incident command post and from where do they obtain their authority?
3. What thresholds must be reached in order to trigger the opening of an EOC in your community?

### Activities

1. The instructor must create an activity, such as one giving students an atypical expanding nonfire incident scenario and directing them to obtain nonfire resources to support the incident.

**CTS Guide Reference:** CTS 8-1

## 3-4: Identifying Assistive Technology

### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to identify different types of technology that assist the incident commander.

### Enabling Learning Objectives

2. Describe the various sources of intelligence or predictive tools available to the incident commander
3. Demonstrate the various incident management technology available to the incident commander

### Discussion Questions

4. Discuss the latest technology resources used in your AHJ.
5. What nonfire technology could be used in an expanding incident (e.g., public works private utility, and transportation technologies)?

### Activities

6. The instructor must create an activity, such as demonstrating the latest available technology.

### Instructor Notes

7. Sources of intelligence or predictive tools may include:
  - Fusion centers
  - Weather forecasts
  - Enterprise geospatial portal ([egp.nwcg.gov](http://egp.nwcg.gov))

## Unit 4: Initiating, Assuming, and Transferring Command

### Topic 4-1: Obtaining Incident Information to Assume Command

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to obtain incident information from the initial incident commander to ensure the new incident commander has the information necessary to operate and complete the transfer of command.

#### Enabling Learning Objectives

1. Identify AHJ policies and procedures for transfer of command
  - The incoming Incident Commander (IC) should, if at all possible, personally perform an assessment of the incident situation with the initial IC
  - The incoming IC must be adequately briefed
    - IRPG Briefing Checklist
    - Other applicable AHJ documents
  - ICS 201 Incident Briefing Form
    - Document resource summary
    - Incident map
    - Document fire organization chart
    - Summary of current actions: POST (priorities, objectives, strategies, tactics)
  - Incoming IC should determine appropriate time for transfer of command
  - At the appropriate time, make notifications of a change in incident command
  - Incoming IC may give the initial IC another assignment on the incident

#### Discussion Questions

1. When there has been a transfer of command, why must the incident commander announce the change on all appropriate radio frequencies?
2. What considerations are involved in determining an appropriate reassignment for the initial IC?

#### Activities

1. The instructor must create an activity, such as directing students to receive a complete briefing from the initial-attack incident commander on a wildland fire, ensuring the receipt of all necessary information to operate and assume command, using the IRPG briefing checklist and the ICS 201 incident briefing form or their AHJ's tactical worksheet.

#### Instructor Notes

1. Refer to the National Wildfire Coordinating Group (NWCG) Wildland Fire Incident Management Field Guide PMS 210 (January 2014 edition).
2. See NFPA 1051 (2016), paragraph 7.5.5.
3. See ICS I-300, Transfer of Command.
4. POST is from NFPA 1026 (2014).

**CTS Guide Reference:** CTS 6-3

### Topic 4-2: Unifying Command

### Terminal Learning Objective

At the end of this topic, a student, given the assumption of command on an expanding incident, will be able to recognize when to unify command and describe the process.

### Enabling Learning Objectives

1. Identify the primary features of unified command
  - AHJ, assisting agencies, and cooperating agencies
2. List the advantages of unified command
3. Describe how unified command functions on a multijurisdiction or multiagency incident

### Discussion Questions

1. For an incident that begins in one jurisdiction and threatens another or several other jurisdictions, what is the process for considering unified command?
2. What is the process for identifying each agency's priorities when setting incident objectives once unified command has been established?
3. What made the most effective unified-command team you have witnessed successful?

### Activities

1. The instructor must create an activity, such as an expanding incident scenario that requires the consideration of unified command.

### Instructor Notes

1. Unified command is discussed in NFPA 1561 (2014), section 5.5 and annex material for 5.5. It is also discussed in NFPA 1026 (2014), paragraph 4.2.2.

## Unit 5: Continuous Situational Awareness and Risk Management

### Topic 5-1: Improving Situational Awareness and Identifying the Risk-Management Process

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to demonstrate continuously improving situational awareness, perform a hazard assessment, and apply an ongoing risk-management process.

#### Enabling Learning Objectives

1. Demonstrate continuously improving situational awareness
  - Previous experience
  - Visual observation
  - Reported information
  - Preincident planning and familiarity
2. Identify barriers to situational awareness
3. Identify critical factors:
  - Life safety/survivability profile
  - Values at risk, including characteristics and stability
  - Environmental factors
  - Ongoing actions

4. Assess hazards
  - Hazard-specific job aids or subject matter experts
5. Develop controls, including decision points, and mitigations for hazards
6. Implement controls
7. Supervise personnel and evaluate the effects of the risk-management process
8. Matching resources to the situation
9. Describe the response to a refusal of risk

### Discussion Questions

1. What is situational awareness and what is its role in command and control operations?
2. What sources of information can be used to increase your situational awareness on a nonfire incident?
3. What is your organization's risk-management plan?
4. What critical factor may allow operations that pose a significant risk to safety personnel?

### Activities

1. The instructor must create an activity, such as discussing the application of the risk-management process related to a nonfire incident, or an activity where students correct the actions on an incident where the tactics are not in alignment with the risk.

### Instructor Notes

1. The instructor should refer to the current version of the IRPG and NFPA 1500 and NFPA 1561 for information on the risk-management process.

## Unit 6: Communications

### Topic 6-1: Managing an Integrated Communication Network

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to manage an integrated communication network.

#### Enabling Learning Objectives

1. Describe the process for communicating leader's intent
  - Task
  - Purpose
  - End state
2. Describe briefing incoming resources and communicating hazardous situations
3. Describe the process for evaluating and revising the communications plan
4. Describe minimum requirements for interoperability between resources
5. Demonstrate the enforcement of radio discipline

#### Discussion Questions

1. Describe the difference between a dispatch frequency, a command frequency, and a tactical frequency, and how they affect an expanding incident.
2. What key indicators necessitate additional tactical and air-to-ground frequencies?

### Activities

1. The instructor must create an activity, such as breaking the students into groups and creating an incident commander's briefing demonstrating leader's intent to key overhead personnel and stakeholders.

### Instructor Notes

1. The instructor should refer to NFPA 1026, paragraph 4.3, and NFPA 1561, paragraphs 5.3.8 and 6.1, which cover communication.

## Unit 7: IAP Priorities, Objectives, Strategies, and Tactics

### Topic 7-1: Developing and Using an Incident Action Plan

#### Terminal Learning Objective

At the end of this topic, a student, given an emergency incident requiring multiple agency operations, will be able to prepare, review, validate, modify, and document an incident action plan for each operational period, determining, assigning, and placing the required resources to mitigate the incident, and applying strategies and tactics according to agency policies and procedures and incident objectives.

#### Enabling Learning Objectives

1. Identify applicable policies, procedures, and standards, including:
  - Incident Briefing Form, ICS 201
  - NIMS planning process
  - Other applicable ICS documents
2. Identify incident priorities based on personnel safety and values at risk
  - Life
  - Incident stabilization
  - Property
  - Environment
3. Identify incident objectives
  - Management
  - Control
4. Determine strategy
5. Determine tactics
6. Develop plans: primary, alternate, contingency, and emergency (PACE)
7. Describe the elements of an incident within an incident (IWI)
  - Recognize major versus minor incidents within an incident
  - Types of incidents within an incident
  - Declarations and notifications
  - Postincident considerations
    - Investigation, SART
    - Employee support services, CISM
8. Determine and assess resources, capabilities, roles, responsibilities, and authority of support agencies

9. Establish incident priorities and objectives
10. Select correct strategies and tactics
11. Organize plans and delegate authority in accordance with established incident action plan
12. Communicate incident action plan orally and in writing
13. Use evaluative methods to determine plan effectiveness
  - Direct observation
  - Periodic reporting
  - Benchmark comparison

### Discussion Questions

1. At what point in time should incident action planning begin? What types of considerations should be involved in preplanning for emergency events?
2. What is your agency's threshold for establishing a written incident action plan?
3. What factors into the development of the incident commander's priorities?
4. Provide examples of how the tactical objectives and tasks may change when your incident priorities change from life to incident stabilization and/or property preservation.
5. How do the incident commander's incident priorities and strategy align with the tactics?
6. How do you prioritize the components of a written IAP, considering the tactical assignments, the assigned resources, and the resources that need to be ordered (ICS 215)?

### Activities

1. The instructor must create an activity, such as giving students an expanding wildland fire scenario and an all-hazard incident, breaking them into groups and having them develop an initial incident action plan. Then, have groups exchange their initial IAPs, evaluate each plan, and modify the plans based upon changing conditions provided by instructor.

### Instructor Notes

1. See NFPA 1051 (2016), paragraph 7.5.2.
2. See NFPA 1600 (2019).

**CTS Guide Reference:** CTS 6-1

## Unit 8: Developing an Incident Organization

### Topic 8-1: Developing an Effective Incident Organization

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to develop an effective incident organization to assemble, coordinate, and control tactical resources, allowing for expansion based on complexity of the incident.

#### Enabling Learning Objectives

1. Manage the strategic operations
2. Manage resources according to the incident's evolving needs
3. Maintain unity of command and span of control
4. Maintain accountability at all levels:
  - Task (company level)
  - Tactical (branch, division, or group level)

- Strategic (IC or staff level)

### Discussion Questions

1. How does your agency divide or expand the ICS organization on expanding incidents?
2. What circumstances would require expanding or dividing the organizational structure?
3. How do accountability systems vary according to the type of incident?
4. How does your agency maintain accountability beyond using worksheets and equipment?

### Activities

1. The instructor must create an activity, such as giving groups of students information on a sample expanding incident and directing them to create an organizational chart and share it with the group.

### Instructor Notes

1. NFPA 1561 (2014), paragraph 5.3.11, dictates that “the incident commander and members who are assigned a supervisory responsibility that involves multiple companies or crews under their command shall have an additional person (staff aide) assigned to facilitate the tracking and accountability of the assigned companies or crews.”

## Topic 8-2: Describing the Responsibility to Provide Logistical Support

### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to describe the incident commander’s responsibility to provide logistical incident support for the current and subsequent operational periods.

### Enabling Learning Objectives

1. Identify the support needs of various resources
2. Determine varying levels of resource needs for current and subsequent operational periods
3. Describe the effects of reflex time in logistical planning and how it affects providing timely logistical support

### Discussion Questions

1. How does your organization provide logistical support to personnel during an expanding incident?
2. What factors impact the ordering of resources on an expanding incident, including the AHJ’s policies on financial authority, timeliness, and adequate logistical reserves to support the incident?

### Activities

1. The instructor must create an activity, such as giving the students an expanding incident scenario with multiple resources and having them determine the logistical support needs for the current and subsequent operational periods.

### Instructor Notes

1. Instructor should discuss the role of an emergency resource directory and planning logistical support prior to the incident.
2. Refer to NFPA 1561 (2014), paragraph 5.10.3, and NFPA 1026 (2014), paragraph 4.4.4.

## Topic 8-3: Evaluating Incident Facilities

### Terminal Learning Objective

At the end of this topic, a student, given AHJ policies and procedures, will be able to evaluate the need for and location of incident facilities, so that the location is correctly sited, clearly identified, and communicated to personnel.

### Enabling Learning Objectives

1. Identify the factors affecting the need for appropriate incident facilities
  - Environmental
  - Access
  - Logistical requirements
2. Evaluate and establish incident facilities
  - Incident complexity, size, and potential
  - Ability to expand
  - Preidentified locations with agreements
  - Mobile vs. fixed locations

### Discussion Questions

1. What are the preidentified incident facility locations in your jurisdiction?
2. What are some collateral issues you might expect to encounter when establishing incident facilities?

### Activities

1. The instructor must create an activity, such as giving students an example of an expanding incident and having them evaluate the need for and location of appropriate incident facilities.

**CTS Guide Reference:** CTS 6-4

## Unit 9: Deploying and Managing Resources

### Topic 9-1: Ordering Resources According to Incident Priorities and Objectives

#### Terminal Learning Objective

At the end of this topic, a student, given an expanding incident, will be able to order resources according to the incident priorities and objectives.

#### Enabling Learning Objectives

1. Determine resource needs
2. Describe methods of ordering resources
3. Describe methods of resource tracking
4. Describe the relationship between resource ordering and reflex time
5. Describe tactical reserve
6. Describe the planning process as it relates to resources for the next operational period

#### Discussion Questions

1. What actions would you take to maintain span of control?
2. How are resources, contingency planning, and operational tempo related?

### Activities

1. The instructor must create an activity, such as a simulation directing students to determine resource needs and order and deploy resources, create and maintain a tactical reserve, and modify the tactical plan based on resource availability and capability.

### Instructor Notes

1. The instructor should consider using tactical decision games, sand tables, simulators, and staff rides.
2. The instructor should refer to PMS 468, Design and Delivery of Tactical Decision Games.
3. Refer to NFPA 1026 (2014), paragraph 4.4.6.

## Topic 9-2: Deploying and Supervising Multiple Resources

### Terminal Learning Objective

At the end of this topic, a student, given an assignment and resources, will be able to deploy and supervise multiple resources in accordance with the incident action plan and agency policies and procedures.

### Enabling Learning Objectives

1. Describe agency policies and procedures covering the movement of multiple resources
  - California Master Mutual Aid Agreement (MMA)
  - California Mobilization Guide
2. Assess the readiness of assigned resources prior to deployment
  - Availability and capability of resources
  - Configuring resources for tactical assignments
    - Single resource
    - Task force
    - Strike team
    - Branch/division/group
  - Briefings:
    - Operational
    - Assignment
    - Tailgate safety
    - Rendezvous
3. Describe the use of air resources
  - Describe air operations policies for various agencies and capabilities
  - Describe special operations performed by air resources
4. Describe levels of engagement: defend, reinforce, advance, withdraw, delay (DRAW-D)

### Discussion Questions

1. How would you address an assigned resource that did not meet minimum standards for deployment and utilization?
2. How do you ensure the safety and proper briefing of incoming resources?
3. How can the IC work with aircraft to achieve an updated size-up and report on conditions to develop or update the incident action plan?

4. How would DRAW-D principles be implemented with the tactical use of resources on a dynamic incident?

### Activities

1. The instructor must create an activity, such as giving students an expanding incident scenario and having them demonstrate managing proper refusal of risk.
2. The instructor must also create an activity regarding an incident-within-an-incident, such as directing students to complete an incident-within-an-incident template as part of PACE planning.

### Instructor Notes

1. California Mobilization Guide, [http://gacc.nifc.gov/oncc/mob\\_guide/index.html](http://gacc.nifc.gov/oncc/mob_guide/index.html)

**CTS Guide Reference:** CTS 6-2

## Unit 10: Reviewing, Evaluating, and Revising the IAP

### Topic 10-1: Reviewing, Evaluating, and Revising the IAP

#### Terminal Learning Objective

At the end of this topic, a student, given an IAP, will be able to review, evaluate, and revise the IAP as needed.

#### Enabling Learning Objectives

1. Reevaluate the critical factors and risk assessment
2. Evaluate the adequacy of contingencies
3. Adjust the IAP as necessary using the planning process
4. Forecast future needs to support the plan

#### Discussion Questions

4. How do you currently review, evaluate, and revise your IAP?
5. What additional items should be completed to support your IAP?
6. What conditions would trigger changes to the IAP?

#### Activities

7. The instructor must create an activity, such as giving students a compressed time-frame scenario with limited overhead resources and having them describe how to prepare an IAP for the next operational period.

#### Instructor Notes

1. A good IAP evaluation tool is assessing its tasks, tactics, strategies, and incident priorities to ensure they are all in alignment. If not, adjustments must take place.
2. Refer to NFPA 1026 (2014), paragraph 4.4.6 and NFPA 1051 (2016), paragraph 7.5.2.

## Unit 11: Continuing, Transferring, or Terminating Command

### Topic 11-1: Continuing, Transferring, and Terminating Command

### Terminal Learning Objective

At the end of this topic, a student, given an expanding all-hazard incident, will be able to continue, transfer, and terminate command.

### Enabling Learning Objectives

1. Analyze the critical factors:
  - Complexity
  - Resource requirements
  - Projected duration of incident
2. Describe the considerations for:
  - Continuing command
    - Expansion of staff
    - AHJ policies and procedures regarding command duration
    - Effectiveness of current operations
  - Transferring command
    - Determine the need for an incident management team
    - Describe the integration of an incident management team
    - Describe the incident commander's responsibility before a team arrives.
    - Describe the documentation that should be assembled
  - Terminating command
    - Customer service support
    - Cooperating and assisting agencies
    - Plan for the demobilization of resources

### Discussion Questions

1. When there has been a transfer of command, who should be notified of the change and how is that notification accomplished?
2. What considerations are involved in determining an appropriate reassignment for the outgoing IC?
3. How do you determine when the transfer or termination of command should occur?
4. What are the behavioral health considerations during demobilization?

### Activities

1. The instructor must create an activity, such as one directing students to collect and present information for a transition briefing for an incoming incident management team (IMT).

### Instructor Notes

1. The instructor should refer to IRPG's "Indicators of Incident Complexity."
2. The transition briefing may follow the AHJ's transition briefing form.
3. Refer to NFPA 1026 (2014), paragraphs 4.4.5, 4.2.3, and 4.4.8 and NFPA 1561 (2014), paragraphs 5.3.5 and 5.3.2.1.

## Unit 12: Conducting Postincident Activities

### Topic 12-1: Developing and Conducting a Postincident Analysis

### Terminal Learning Objective

At the end of this topic, a student, given a multiagency incident and postincident analysis policies, procedures, and forms, will be able to develop and conduct a postincident analysis in order to identify and communicate all required critical elements, and complete and process appropriate forms in accordance with policies and procedures.

### Enabling Learning Objectives

1. Describe the elements of a multiagency postincident analysis
  - Conduct as soon as possible
  - Ensure skilled facilitation
  - Reinforce that respectful disagreement is acceptable
  - Keep focused on the *what*, not the *who*
  - End the postincident analysis on a positive note
2. Review incident action plan objectives and process
  - Commander's intent
    - What was planned?
    - What actually happened?
    - Why did it happen?
    - What can we do next time?
3. Identify critical issues:
  - Involved agencies' resources and responsibilities
  - Procedures relating to dispatch response
  - Strategy, tactics, and operations
  - Customer service needs
4. Write postincident analysis reports and communicate results orally
5. Evaluate skills and performance of assigned personnel to identify training needs

### Discussion Questions

1. What are some interagency considerations you may want to account for when facilitating a postincident analysis?
2. How would you mitigate the performance issues identified during a postincident analysis?

### Activities

1. The instructor must create an activity, such as having students perform a postincident analysis of a given scenario.

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 6-5

## Topic 12-1: Maintaining Incident Records

### Terminal Learning Objective

At the end of this topic, a student, given agency policies and procedures and applicable forms, will be able to maintain incident records to document required information.

## Chief Fire Officer 3D

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### Enabling Learning Objectives

1. Describe agency incident documentation procedures
  - National Fire Incident Reporting System (NFIRS)
  - Unit log (ICS 214)
  - Chief officer's narrative, if applicable
  - Archived incident command system documents

### Discussion Questions

1. What are your agency's document retention policies?
2. Who may need to access incident records?

### Activities

1. To be determined by the instructor.

**CTS Guide Reference:** CTS 6-6

## Chief Fire Officer 3D

### Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	0:30		
Activity 1-1: To be determined by instructor		1:30	
Topic 1-2: Chief Fire Officer Certification Process			
Lecture	0:30		
Activity 1-2: To be determined by instructor		0:00	
<b>Unit 1 Totals</b>	<b>1:00</b>	<b>1:30</b>	<b>2:30</b>
<b>Unit 2: Pre–Course Work</b>			
Topic 2-1: Completing Work Before the Course			
Lecture	2:00		
Activity 2-1: Discussion		1:00	
<b>Unit 2 Totals</b>	<b>2:00</b>	<b>1:00</b>	<b>3:00</b>
<b>Unit 3: Preresponse Planning</b>			
Topic 3-1: Identifying Jurisdictional Authority and Applying Agreements			
Lecture	1:00		
Activity 3-1: Recommended by SFT		0:30	
Topic 3-2: Developing an Agency Resource Contingency Plan			
Lecture	1:00		
Activity 3-2: Recommended by SFT		1:00	
Topic 3-3: Developing a Plan for the Integration of Fire Services Resources			
Lecture	1:30		
Activity 3-3: Recommended by SFT		1:00	
Topic 3-4: Identifying Assistive Technology			
Lecture	0:30		
Activity 3-4: Recommended by SFT		0:30	
<b>Unit 3 Totals</b>	<b>4:00</b>	<b>3:00</b>	<b>7:00</b>
<b>Unit 4: Initiating, Assuming, and Transferring Command</b>			
Topic 4-1: Obtaining Incident Information to Assume Command			

## Chief Fire Officer 3D

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Segment	Lecture Time	Activity Time	Total Unit Time
Lecture	0:30		
Activity 4-1: Recommended by SFT		1:00	
Topic 4-2: Unifying Command			
Lecture	0:30		
Activity 4-2: Recommended by SFT		0:30	
<b>Unit 4 Totals</b>	<b>1:00</b>	<b>1:30</b>	<b>2:30</b>
<b>Unit 5: Continuous Situational Awareness and Risk Management</b>			
Topic 5-1: Improving Situational Awareness and Identifying the Risk-Management Process			
Lecture	2:00		
Activity 5-1: Recommended by SFT		2:00	
<b>Unit 5 Totals</b>	<b>2:00</b>	<b>2:00</b>	<b>4:00</b>
<b>Unit 6: Communications</b>			
Topic 6-1: Managing an Integrated Communication Network			
Lecture	0:30		
Activity 6-1: Recommended by SFT		1:00	
<b>Unit 6 Totals</b>	<b>0:30</b>	<b>1:00</b>	<b>1:30</b>
<b>Unit 7: Incident Action Plans</b>			
Topic 7-1: Developing and Using an Incident Action Plan			
Lecture	2:00		
Activity 7-1: Recommended by SFT		2:00	
<b>Unit 7 Totals</b>	<b>2:00</b>	<b>2:00</b>	<b>4:00</b>
<b>Unit 8: Incident Organization</b>			
Topic 8-1: Developing an Effective Incident Organization			
Lecture	0:30		
Activity 8-1: Recommended by SFT		1:00	
Topic 8-2: Describing the Responsibility to Provide Logistical Support			
Lecture	0:30		
Activity 8-2: Recommended by SFT		0:30	
Topic 8-3: Evaluating Incident Facilities			
Lecture	0:30		
Activity 8-3: Recommended by SFT		0:30	

## Chief Fire Officer 3D

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 8 Totals</b>	<b>1:30</b>	<b>2:00</b>	<b>3:30</b>
<b>Unit 9: Deploying and Managing Resources</b>			
Topic 9-1: Ordering Resources According to Incident Priorities and Objectives			
Lecture	0:30		
Activity 9-1: Recommended by SFT		1:00	
Topic 9-2: Deploying and Supervising Multiple Resources			
Lecture	1:00		
Activity 9-2a: Recommended by SFT		1:00	
Activity 9-2b: Recommended by SFT		1:00	
<b>Unit 9 Totals</b>	<b>1:30</b>	<b>3:00</b>	<b>4:30</b>
<b>Unit 10: Reviewing, Evaluating, and Revising the IAP</b>			
Topic 10-1: Reviewing, Evaluating, and Revising the IAP			
Lecture	1:00		
Activity 10-1: Recommended by SFT		1:00	
<b>Unit 10 Totals</b>	<b>1:00</b>	<b>1:00</b>	<b>2:00</b>
<b>Unit 11: Continuing, Transferring, or Terminating Command and After-Action Reports</b>			
Topic 11-1: Continuing, Transferring, or Terminating Command			
Lecture	0:30		
Activity 11-1: Recommended by SFT		1:00	
<b>Unit 11 Totals</b>	<b>0:30</b>	<b>1:00</b>	<b>1:30</b>
Topic 11-2: Developing and Conducting a Postincident Analysis			
Lecture	0:30		
Activity 11-2: Recommended by SFT		1:00	
Topic 11-3: Maintaining Incident Records			
Lecture	0:30		
Activity 11-3: To be determined by instructor		0:00	
<b>Unit 11 Totals</b>	<b>1:00</b>	<b>1:00</b>	<b>2:00</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>18:00</b>	<b>20:00</b>	<b>38:00</b>

## Chief Fire Officer 3D

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### Course Totals

Total Lecture Time (LT)	18:00
Total Activity Time (AT)	20:00
Total Testing Time (TT)	2:00
<b>Total Course Time</b>	<b>40:00</b>