Command of Expanding Incidents (2020)

Course Plan

Course Details

Certification: Fire Officer 3

CTS Guide: Fire Officer 3 CTS Guide (2020)

Description: This course provides the skills and knowledge needed for a Fire Officer 3 to safely, effectively, and competently command an expanding incident including integrating fire service resources into a community emergency plan; developing or improving a plan to use mutual aid agreements; identifying assistive technology; initiating, assuming, or transferring command; developing and maintaining situational awareness; implementing a risk management process; managing an integrated communication network; establishing effective command and control communications; developing an effective incident organization; developing and using an incident action plan; deploying and managing resources; revising the incident action plan; transitioning, transferring, or terminating command; and developing post-incident analysis and maintaining incident records. This course also fulfills the coursework requirements for Extended Attack Incident Task Commander (NWCG S300).

Designed For: Personnel preparing to pursue Fire Officer 3 certification or anyone who performs the duties of a Fire Officer 3 within their agency.

Prerequisites: ICS-300: Intermediate ICS for Expanding Incidents (FEMA)

Meet one of the following requirements:

- Meet the education requirements of an OSFM Company Officer **or** Fire Officer 2
- Currently in the position of Chief Fire Officer (acting does not apply)

Standard: Complete all required activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total): 54 hours

(23 lecture / 22 application and testing (in class) / 9 application (CTB time, outside of class)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 3C Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

Course Details 1

Required Resources 5
- Instructor Resources 5
- Online Instructor Resources 5
- Student Resources 5
- Facilities, Equipment, and Personnel 6

Time Table 7
- Time Table Key 10

Unit 1: Introduction 11
- Topic 1-1: Orientation and Administration 11
- Topic 1-2: Fire Officer 3 Certification Process 12
- Topic 1-3: Definition of Duty for a Fire Officer 3 14

Unit 2: Command Concepts 15
- Topic 2-1: Foundational Skills 15
- Topic 2-2: Operational Leadership 16
- Topic 2-3: Incident Dynamics 20

Unit 3: Response Abilities 22
- Topic 3-1: Integrating Fire Services Resources into a Community Emergency Plan 22
- Topic 3-2: Developing or Improving a Plan to Use Mutual Aid Agreements 24
- Topic 3-3: Identifying Assistive Technology 26

Unit 4: Initiating, Assuming, and Transferring Command 27
- Topic 4-1: Transitioning from Initial Response to Extended Command 27
- Topic 4-2: Obtaining Incident Information to Assume Command 29

Unit 5: Situational Awareness and Risk Management 31
- Topic 5-1: Developing and Maintaining Situational Awareness 31
- Topic 5-2: Implementing a Risk Management Process 33

Unit 6: Communications 35
- Topic 6-1: Managing an Integrated Communication Network 35
- Topic 6-2: Establishing Effective Command and Control Communications 36

Unit 7: Incident Organization and Planning 38
- Topic 7-1: Developing an Effective Incident Organization 38
- Topic 7-2: Developing and Using an Incident Action Plan 40

Unit 8: Deploying and Managing Resources 44
- Topic 8-1: Ordering Resources 44
- Topic 8-2: Deploying and Managing Multiple Resources 46
- Topic 8-3: Providing Logistical Support 48
- Topic 8-4: Evaluating Incident Facilities 49

Unit 9: Revising the Incident Action Plan....51
Topic 9-1: Revising the IAP....51
Unit 10: Transitioning, Transferring, or Terminating Command....53
Topic 10-1: Transitioning, Transferring, or Terminating Command....53
Unit 11: Post-incident Activities....57
Topic 11-1: Developing and Conducting a Post-incident Analysis....57
Topic 11-2: Developing and Maintaining Incident Records....59
Unit 12: Command an Expanding Incident....60
Topic 12-1: Command an Expanding Incident....60
How to Read a Course Plan....62
Command of Expanding Incidents Activities....64
Instructions....64
Activities....64
Activity 12-1: Command an Expanding Incident....65

Required Resources

Instructor Resources

To teach this course, instructors need:

- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)
- Extended Attack Incident Commander (NWCG S-300 / https://www.nwcg.gov/training/courses/s-300-extended-attack-incident-commander-2008/course-materials)

Additional Resources (recommended):

- California Incident Command Certification System (CICCS, current edition)
- California Mobilization Guide (http://gacc.nifc.gov/oncc/mob_guide/index.html)
- FIRESCOPE *Field Operations Guide*, ICS 420-1, Incident Command System Publication (current edition)
- FIRESCOPE ICS Forms (www.firescope.org)
- NFPA 1021: Standard for Fire Officer Professional Qualifications (current edition)
- NFPA 1026: Standard for Incident Management Personnel Professional Qualifications (current edition)
- NFPA 1051: Standard for Wildland Firefighting Professional Qualifications (current edition)
- NFPA 1500: Standard on Fire Department Occupational Safety, Health, and Wellness Program (current edition)
- NFPA 1561: Standard for Emergency Services Incident Management System and Command Safety (current edition)
- NWCG *Incident Response Pocket Guide* (current edition)
- *Wildland Fire Incident Management Field Guide* (NWCG / PMS 210)
- *Wildland Urban Interface Operating Principles* (California Department of Forestry and Fire Protection, current edition)

Online Instructor Resources

The following instructor resources are available online at https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications

- None

Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor

- Extended Attack Incident Commander (NWCG S-300 pre-work / https://training.nwcg.gov/dl/s300/s-300-sw.pdf)
    - Read all pre-course work
    - Prepare responses to three discussion points before the course begins and bring to the class for discussion
- A printed copy of the Fire Officer 3 Certification Task Book (2020)
- A printed copy of the NWCG S-300 Task Book (current edition) (optional)
- Access to their agency's Emergency Operations Plan (EOP)
- Access to their agency's mutual aid plans
- Access to a computer and printer

Facilities, Equipment, and Personnel

Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
    - Writing board or paper easel chart
    - Markers, erasers
    - Amplification devices
    - Projector and screen
    - Laptop or tablet with presentation or other viewing software
    - Internet access with appropriate broadband capabilities

Time Table

Segment	Lecture	Application	Task Book	Unit Total
Unit 1: Introduction				
Topic 1-1: Orientation and Administration	1.0	0.0	0.0	
Topic 1-2: Fire Officer 3 Certification Process	1.0	2.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 3	0.50	0.0	0.0	
Unit 1 Totals	**2.5**	**2.0**	**0.0**	**4.5**
Unit 2: Command Concepts				
Topic 2-1: Foundational Skills	0.50	1.0	0.0	
Topic 2-2: Operational Leadership	1.0	0.50	0.0	
Topic 2-3: Incident Dynamics	0.50	0.50	0.0	
Unit 2 Totals	**2.0**	**2.0**	**0.0**	**4.0**
Unit 3: Response Abilities				
Topic 3-1: Integrating Fire Service Resources into a Community Emergency Plan	1.0	1.0	0.0	
Topic 3-2: Developing or Improving a Plan to Use Mutual Aid Agreements	1.0	1.0	1.0	
Topic 3-3: Identifying Assistive Technology	1.0	0.5	0.5	
Unit 3 Totals	**3.0**	**2.5**	**1.5**	**7.0**
Unit 4: Initiating, Assuming, and Transferring Command				
Topic 4-1: Transitioning from Initial Response to Extended Command	2.0	1.0	0.0	
Topic 4-2: Obtaining Incident Information to Assume Command	1.0	0.0	0.5	
Unit 4 Totals	**3.0**	**1.0**	**0.5**	**4.5**
Unit 5: Situational Awareness and Risk Management				
Topic 5-1: Developing and Maintaining Situational Awareness	1.0	0.5	0.0	
Topic 5-2: Implementing a Risk Management Process	1.0	0.5	0.0	
Unit 5 Totals	**2.0**	**1.0**	**0.0**	**3.0**
Unit 6: Communications				
Topic 6-1: Managing an Integrated Communication Network	0.50	0.50	0.0	
Topic 6-2: Establishing Effective Command and Control Communications	0.50	0.50	0.0	
Unit 6 Totals	**1.0**	**1.0**	**0.0**	**2.0**
Unit 7: Incident Organization and Planning				
Topic 7-1: Developing an Effective Incident Organization	1.0	1.0	1.0	

Topic 7-2: Developing and Using an Incident Action Plan	2.0	2.0	1.0	
Unit 7 Totals	**3.0**	**3.0**	**2.0**	**8.0**
Unit 8: Deploying and Managing Resources				
Topic 8-1: Ordering Resources	1.0	0.50	0.0	
Topic 8-2: Deploying and Managing Multiple Resources	1.0	0.50	0.0	
Topic 8-3: Providing Logistical Support	0.50	0.50	0.0	
Topic 8-4: Evaluating Incident Facilities	0.50	0.50	0.0	
Unit 8 Totals	**3.0**	**2.0**	**0.0**	**5.0**
Unit 9: Revising the Incident Action Plan				
Topic 9-1: Revising the IAP	0.50	0.50	0.0	
Unit 9 Totals	**0.50**	**0.50**	**0.0**	**1.0**
Unit 10: Transitioning, Transferring, or Terminating Command				
Topic 10-1: Transitioning, Transferring, or Terminating Command	1.5	0.5	**0.0**	
Unit 10 Totals	**1.5**	**0.5**	**0.0**	**2.0**
Unit 11: Post-incident Activities				
Topic 11-1: Developing and Conducting a Post-incident Analysis	0.50	1.0	2.0	
Topic 11-2: Developing and Maintaining Incident Records	0.50	0.50	2.0	
Unit 11 Totals	**1.0**	**1.5**	**4.0**	**6.5**
Unit 12: Command an Expanding Incident				
Topic 12-1: Command an Expanding Incident	0.50	1.0	1.0	
Unit 12 Totals	**0.50**	**1.0**	**1.0**	**2.5**
Formative Assessments				
Determined by AHJ or educational institution	0.0	**2.0**	**0.0**	**2.0**
Summative Assessment				
Determined by AHJ or educational institution	0.0	**2.0**	**0.0**	**2.0**
Course Totals	**23.0**	**22**	**9.0**	**54.0**

Fire Officer 3 is an upper division level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.

2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.

4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.

5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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, skills exercises, 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. Determined by instructor

Application

1. Determined by instructor

Topic 1-2: Fire Officer 3 Certification Process

Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 3 certification and describe the certification task book and examination process.

Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer certification track
   - Fire Officer 2 (formerly Company Officer)
   - Fire Officer 3 (formerly Chief Fire Officer)
   - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 3 certification
   - Candidate has completed one of the following prerequisites
     - OSFM Fire Officer 2 certification
     - OSFM Company Officer certification
     - OSFM Fire Officer certification
     - Appointment to the rank of Chief Fire Officer or Fire Officer 3
3. Identify the course work required for Fire Officer 3 certification
   - Fire Officer 3A: Human Resource Management
   - Fire Officer 3B: Finance and Administration
   - Fire Officer 3C: Command of Expanding Incidents
   - I-300 ICS-300: Intermediate ICS for Expanding Incidents (CalEMA/CalOES, CDF/CAL FIRE, FEMA, FIRESCOPE, NFA, NWCG, or SFT)
   - Behavioral Health and Cancer Awareness 3A: Organizational Leader (2020)
4. Identify the exams requirements for Fire Officer 3 certification
   - Not applicable
5. Identify the task book requirements for Fire Officer 3 certification
   - Fire Officer 3 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 3 certification
   - A minimum of two years' full-time paid or four years' volunteer of part-time paid experience working at the Fire Officer 2 level in a recognized California fire agency.
7. Identify the position requirements for Fire Officer 3 certification
   - None
8. Describe the certification task book process
9. Describe the certification testing process
   - Not applicable
   - All formative and summative testing is completed in individual courses
10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief to determine assignment parameters and discuss expectations for JPR sign off
      - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
      - Activities should ideally be completed within the work environment

- Describe how to develop effective portfolio documentation:
    - Spreadsheets
    - Memos
    - Staff reports
    - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions

1. Which SFT Fire Officer 3 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

Application

1. Determined by instructor

Instructor Notes

1. Make sure students understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

Topic 1-3: Definition of Duty for a Fire Officer 3

Terminal Learning Objective

At the end of this topic a student, given NFPA 1021 and 1140 standards will be able to identify the list duties of a Fire Officer 3, in accordance with national, state, and local standards.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer 3
    - Fire Officer Level II certification as defined in NFPA 1021
    - The ability to describe
        - Current national and international trends and developments related to fire service organization, management, and administrative principles
        - Public and private organizations that support the fire and emergency services and the functions of each
    - The ability to research, use evaluative methods, analyze data, communicate orally and in writing, and motivate employees
        - Written communication methods
            - Email vs. memo, vs. staff report
            - Spreadsheet
            - Special report, white papers, concept papers, position papers
2. Identify the emergency service delivery duties of an NFPA Fire Officer III
    - Managing multiagency planning, deployment, and operations
3. Identify the emergency management duties of an NFPA Fire Officer III
    - Developing policies, procedures, and programs for the role of the fire service in the community's emergency management plan
    - Identifying the roles of local, state/provincial, and national emergency management agencies
4. Identify the prerequisite qualifications of a Wildland Fire Officer II
    - Wildland Fire Officer Level I certification as defined in NFPA 1140
    - Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies
    - Incident management system used by the jurisdiction
    - Wildland Fire Officer II's role within the incident management system

Discussion Questions

1. What are the knowledge, skills, and abilities of a qualified leader?
2. What are the knowledge, skills, and abilities of a competent leader?
3. What are the typical duties of a Fire Officer 3 on a wildland incident?

Application

1. Determined by instructor

Instructor Notes:

1. For this course, all references to an Incident Commander are a reference to the Fire Officer 3 roll.

CTS Guide Reference: CTS 1-1, 9-1

Unit 2: Command Concepts

Topic 2-1: Foundational Skills

Terminal Learning Objective

At the end of this topic a student, given pre-course work, will be able to understand and articulate foundational skills associated with expanding/extended incidents.

Enabling Learning Objectives

1. Describe foundational skills
   - Foundations of leadership
   - Composition of a leader
   - Command climate
   - Leader's intent (Commander's intent)
   - Span of control
   - Team effectiveness
   - Operational tempo
   - Command and control
2. Describe operational leadership
   - *Incident Response Pocket Guide* (NWCG)
   - Duty, respect, and integrity
3. Describe the importance of communication responsibilities
   - Brief others
   - Debrief actions
   - Communicate hazards
   - Acknowledge messages
   - Ask for information or clarification

Discussion Questions

1. Thinking of a recent incident, how did you see commander's intent communicated and/or demonstrated?
2. How does an Incident Commander provide motivation for crews to initiate appropriate action in the absence of orders?
3. What are some situations in which leaders are called upon to act in an authoritative, autocratic manner, making unpopular decisions that require immediate compliance?
4. What traits can make a healthy command climate more effective?

Application

1. Using the NWCG S-300 pre-course work completed by students prior to class, have students discuss their thoughts and written responses.

Instructor Notes

1. Have any students who did not complete the NWCG S-300 pre-course work, complete it as homework.
2. Verify NWCG S-300 pre-course work completion for each student.

CTS Guide: None

Topic 2-2: Operational Leadership

Terminal Learning Objective

At the end of this topic a student, given a Type 3 incident, will be able to delegate decisions and actions so that delegation levels are selected, appropriate information is communicated, and incident objectives are met in accordance with AHJ-defined policies and constraints.

Enabling Learning Objectives

1. Describe delegation
    - Getting work done through others
    - Entrusting authority to others
        - Balance between authority and responsibility
    - Trusting others to initiate actions independently and assume responsibility for certain tasks
        - Staff has authority to react/respond to situations without referring back to IC
        - IC is ultimately responsible
    - Delegate in such a way that things get done, but do not go wrong
2. Describe levels of decision making and delegation
    - IC decides and informs team
        - Team plays no active part in decision making
        - Practically no delegated authority
        - May be necessary due to emergency situations or time constraints
    - IC decides and "sells" decision to team
        - Does not motivate or take advantage of team talents, but provides more understanding of leader's motivations
        - Can build team cohesion if team agree with the IC's rationale
        - Can be a barrier if team disagrees with the IC's rationale
    - IC presents decision with background ideas and invites questions
        - Higher level of team involvement and discussion
        - Enables team to understand and accept or agree with decision more easily
        - Enables team to appreciate issues and reasons for decision
    - IC suggests provisional decision and invites discussion
        - Enables team to influence IC's final decision
        - Acknowledges team has something to contribute to decision-making process
    - IC presents situation or problem, seeks feedback, then decides
        - High-involvement and high-influence for team
        - Team is encouraged and expected to offer ideas and additional options
        - Team discusses implications of each course of action
    - IC explains situation, defines parameters, and asks team to decide
        - IC effectively delegates responsibility to the team within stated limits
        - IC can manage risk and outcomes to an extent, according to the constraints they stipulate
        - Requires a mature team because IC remains accountable for any resulting issues

- IC allows team to identify problem, develop options, and decide on action, within the AHJ's defined policy/constraints
    - Team effectively doing what IC does in lowest delegation level
    - Team is delegated responsibility for:
        - Identifying and analyzing situation or problem
        - Defining process for resolving situation or problem
        - Developing and evaluating options
        - Evaluating implications
        - Deciding on and implementing a course of action
    - IC retains accountability for any resulting disasters, while team must get credit for all successes
    - Team must be mature and competent, and capable of strategic decision-making
    - IC delegates all authority but retains all responsibility

3. Identify what to delegate
    - Tasks not associated with IC position
    - Things others do better than you
    - Areas with subject matter expertise you don't have
    - Decisions that can be made at a lower level
4. Identify what not to delegate
    - Overall incident objectives
    - Clear intent and instruction to staff
    - Prioritization of competing objectives
        - Choose which objectives and tasks take priority over others
    - Judgments about acceptable risk
        - Evacuation
        - Structure protection
        - Perimeter control
5. Identify requirements for effective delegation
    - Clear direction and intent for task
        - Know intent, objectives, and guidance parameters
        - Know how to do it (training/experience to carry out task)
            - Use talents and skills to best advantage
        - Have the authority to achieve it (command climate, effectively delegated the task)
    - Define standard and communicate with subordinate(s)
        - Identify end state and let subordinates determine "how"
6. Describe how communication and information access impacts delegation
    - Subordinates need full and rapid access to the relevant information
    - Communicate information received from outside sources down to subordinates
    - Ensure horizontal communication for key information between all staff to achieve common operating picture
    - Confident leaders encourage open communication

    - Diverse points of view
    - Respectful challenge of decisions
    - Providing additional criteria
    - Encouraging respectful conflict leads to better decisions
    - Restricting information increases ineffective leadership
7. Identify principles of accountability
    - Motivation
        - IC sets tone for entire incident
    - Organization
        - Only IC should assign Command and General Staff positions
    - Praise and reprimand
        - Publicly recognize exceptional performance
        - Privately address poor performance or misconduct
    - Addressing errors
        - Initially, focus on problem, not cause
        - Review cause with subordinate later (coaching)
        - If possible, provide input to subordinate and allow them to fix problem
        - Ensure the subordinate:
            - Understands problem
            - Feels confident enough to resume
            - Takes steps to prevent recurrence
        - Command and control
            - Lead with Commander's Intent
            - Establish controls (methods to ensure that IC is informed of a breakdown in operations in time to correct it and still meet incident objectives)

Discussion Questions

1. As an Incident Commander, what actions might you delegate? What action might you choose not to delegate?
2. What level of delegation would you give to an ad hoc group of chiefs formed at the incident vs. a well-practiced Type 3 Incident Management Team?
3. How does an Incident Commander balance their own decision making based on input from others?
4. What are some examples of controls that Incident Commanders should put in place to inform them of potential breakdowns?

Application

1. Delegate decisions and actions, given a Type 3 incident scenario, so that incident objectives are met in accordance with AHJ-defined policies and constraints.
    - Select delegation level
    - Communicated appropriate information

Instructor Notes

1. Refer to operational leadership principles in the *IRPG*.

2. Incorporate the Application for Topic 2-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: 12-1

Topic 2-3: Incident Dynamics

Terminal Learning Objective

At the end of this topic a student, given incident scenarios, will be able to differentiate between incident Types and characteristics so that incident operations and leadership meet incident requirements in accordance with ICS principles.

Enabling Learning Objectives

1. Define incident Types (1, 2, 3, 4, 5) and complexity
   - General features
   - Resources assigned
   - ICS positions activated
2. Describe incident environment
   - Theater of operations
   - Statics vs. dynamic
     - Static – The event happened prior to response
     - Dynamic – The event continues to grow, evolve, and get worse
   - Linear vs. simultaneous choreography
     - Linear – Each response task must happen sequentially (e.g., hazmat)
     - Simultaneous – Multiple response tasks happening at the same time (e.g., structure fire)
   - Resource situation (availability, response times, etc.)
3. Describe the command gap associated with expanding incidents
   - Transition from initial to extended operations
   - Number of resources exceeds supervision capabilities
   - Incident outpaces resource availability
4. Describe the "Fog of War" and its impact on incident safety
   - Common during initial phases of an incident or transition to new organization
   - Generally made up of unknowns and uncertainties surrounding incident
   - Decreases over time as IC gains situational awareness and familiarity with incident
5. Describe methods to reduce "Fog of War"
   - Prior planning and use of common standard operating procedures
   - Gather information to continually update situational awareness, but do not over analyze
   - Prioritize critical problems that need immediate attention
   - Set priorities for subordinates
   - Pre-plan for different outcomes or contingencies
   - Develop plans that are flexible and not rigid
   - Commander's guidance should include PACE plans so subordinates can take initiative in the absence of orders
   - Be a visible leader and keep subordinates informed of decision, changes, and updates
6. Understand command challenges
   - Manage command barriers and distractions

        - Radio, phone, and text traffic
        - News media
        - Superior officers
        - Elected officials
        - Distressed public
        - Property management personnel
        - Cooperating and allied agencies
        - EOC interface
        - Physical factors (noise, smoke, debris, weather, etc.)
        - Other
    - Manage current incident as it expands while planning for next operational period
    - Working with incoming incident management team (IMT) or standing up an ad hoc IMT
7. Understand the fire service's cultural relationship to failure
    - Current "failure" culture
        - Try and make a mistake (normal part of learning process – not failure)
        - Make the same mistake multiple times (failing to learn)
        - Not try at all (failing to try)
    - Impact on decision making

Discussion Questions

1. Thinking about *The Tortoise and the Hare* fable, is the incident the tortoise or the hare? What about the response?
2. Why are Type 3 incidents the most challenging to command?
3. What are the qualities and characteristics of effective and ineffective Incident Commanders?
4. What is your definition of failure? How does that impact your decision making?
5. What is the correlation between command presence and the "Fog of War"?

Application

1. Differentiate between incident types and characteristics, given incident scenarios (images, case studies, etc.), so that incident operations and leadership meet incident requirements in accordance with ICS principles. Type an incident scenario and document it on an Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 18).

Instructor Notes

1. Incorporate the Application for Topic 2-3 into the Application for 12-1: Command an Expanding Incident.
2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 6-1, CTS 12-1

Unit 3: Response Abilities

Topic 3-1: Integrating Fire Services Resources into a Community Emergency Plan

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. Describe the integrated emergency management system
    - National Incident Management System (NIMS)
        - ICS components
        - Presidential Directive
        - Emergency Support Functions (ESF)
    - State Emergency Plan
        - Standardized Emergency Management System (SEMS)
        - Office of Emergency Services (OES) roles
    - Local Emergency Operations Plan (EOP)
        - County and city roles and responsibilities
        - Local Hazard Mitigation Plan (LHMP)
        - General Plan (Hazard Element)
2. Describe the roles of local, state/provincial, and national emergency management agencies
    - Federal Emergency Management Agency (FEMA)
    - California Office of Emergency Services (Cal OES)
    - Operational Area Coordinators (fire)
    - Local emergency management agencies and coordinators (e.g., law, medical health)
3. Describe the roles and responsibilities of emergency operations centers (EOCs)
    - Mitigation
    - Preparedness
    - Response
        - Mutual aid, interagency coordination, and cooperative agreements
        - Emergency Support Functions (ESFs)
        - Coordinate and process intelligence between emergency operations center and incident command post (ICP)
    - Recovery
4. Evaluate the role of the fire service within the integrated emergency management system
    - City or county fire agency vs. fire district
    - Describe how to integrate with emergency operations centers
        - Evaluate preparedness and emergency management planning integration
    - Describe emergency management interagency planning and coordination process

        - Systems and processes for ordering, tracking, and utilizing resources
        - Local, regional, state, and federal operational areas
    - NIMS-compliant emergency resource directory for fire and non-fire resources
5. Demonstrate familiarity with emergency management interagency planning and coordination
6. Organize an integrated emergency management plan
7. Communicate an integrated emergency management plan orally and in writing

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? From where do they obtain their authority?
3. What thresholds must be reached to trigger the opening of an EOC in your community?

Application

1. Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements. Prepare a memo that outlines how your EOP and mutual aid plans integrate fire service resources. (Fire Officer 3 Task Book JPR 25).

Instructor Notes

1. None

CTS Guide: CTS 8-1

Topic 3-2: Developing or Improving a Plan to Use Mutual Aid Agreements

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify local hazards and events that may require outside resources
   - Local emergency operations plans (EOP)
   - Local operational agreements
2. Describe the needs assessment and planning process
   - Conduct a resource needs assessment
     - Resource typing
     - Resource status
   - Evaluate availability and capability of external resources
3. Define authority/jurisdiction
   - Local, state, and federal responsibility areas (LRA/SRA/FRA)
   - Direct Protection Area (DPA)
4. Develop a plan to acquire and utilize external resources
   - Describe local, state, and federal mutual aid agreements
     - California Fire Assistance Agreement (CFAA)
     - California Fire Management Agreement (CFMA)
     - Cooperative Fire Protection Agreement (CFPA)
     - Master Mutual Aid (MMA)
     - Operational agreements
     - Assistance by hire
   - Describe environmental, cultural, and political concerns
     - Differences between federal and state approaches to suppression
   - Describe the IC's role in fiscal accountability, cost apportionment, and cost sharing
     - Parameters and scope of the Fire Management Assistance Grant (FMAG) process

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. How might fiscal, environmental, or political concerns influence an Incident Commander's objectives, strategy, and tactics?
4. How can knowledge of interjurisdictional agreements help facilitate a smooth command process?

Application

1. Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need. Develop or improve an emergency

resource guide (ERG) to secure local non-fire resources (e.g. skip loaders, backhoe, dump trucks, fallers, etc.). (Fire Officer 3 Task Book JPR 21)

Instructor Notes

1. None

CTS Guide: CTS 6-4

Topic 3-3: 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

1. Describe intelligence and/or predictive tools and apps available to support an IC
   - North Ops and South Ops Predictive Services
   - Weather forecast products
   - GPS applications
   - Maps
   - Logistics
   - Other
2. Demonstrate incident management technology available to the IC

Discussion Questions

1. What tools and applications does your AHJ use to support incident management?
2. What non-fire technology could be used in an expanding incident (e.g., public works private utility, and transportation technologies)?

Application

1. Have students give five-minute demonstrations on the tools and their applications.

Instructor Notes

1. None

CTS Guide: None

Unit 4: Initiating, Assuming, and Transferring Command

Topic 4-1: Transitioning from Initial Response to Extended Command

Terminal Learning Objective

At the end of this topic a student, given an incident that cannot be controlled by initial resources, will be able to transition from initial response to an extended command role so that the incident is continuously managed.

Enabling Learning Objectives

1. Describe actions an IC should take if an incident cannot be controlled by initial resources
    - Withdraw from direct tactical supervision
    - Establish an ICP check-in point to receive, brief, and assign incoming resources
    - Document incident status and resource information in writing (e.g., ICS Form 201)
    - Sketch map of fire and identify resource assignments
    - Document fire organization
    - Keep track of all resources on the scene, en route, and ordered
    - Document strategy, tactics, and current actions
    - If available, assign a status check-in recorder to handle documentation when:
        - Incident is expanding rapidly
        - Numerous resources are arriving or being ordered
        - Radio contact is constant
    - Consistently inform designated officer, dispatch, incoming IC, or other higher-level officers of:
        - Incident status
        - Progress of on-scene resources
        - Additional resource needed
        - Weather conditions, especially changes
        - Special situations (e.g., values threatened)
    - As additional forces arrive:
        - Divide fire into areas of responsibilities (e.g., right and left flank, Division A/B)
        - Assign responsibility for areas
2. Describe how to provide personnel safety, welfare, and accountability
    - IC's central role and primary responsibility
    - Adhere to work/rest and length of assignment guidelines
    - Ensure resources are capable and qualified
        - Training, equipment, and experience
    - Watch for fatigue, PTSD, behavioral health, and logistical needs
    - Ensure every resource:
        - Receives a thorough briefing
        - Understands their assignment, organizational structure, and communication protocol
        - Monitors weather and other environmental factors to anticipate changes in situation

        - Request spot forecasts as needed
        - Communicate weather to subordinates
    - Replay critical weather/fire behavior information to all incident personnel
    - Assign a safety officer to:
        - Conduct inspections for safety and health hazards
        - Ensure compliance with 10 Standard Firefighting Orders
        - Ensure mitigation of applicable Watch Out Situations
3. Describe how to track initial resources
    - Key to situational awareness and ability to provide for personnel safety and welfare
    - May (or may not) receive a complete list of resources assigned and ordered
    - Assign a scribe/status check-in recorder or staging area manager to track resources
        - Reconcile resources with dispatch
            - Ordered
            - En route
            - On scene
            - Assigned
        - Update line supervisors on availability of incoming resources
4. Describe considerations for multi-jurisdiction incidents
    - Determine if unified command is appropriate and who should participate
    - Reconcile interagency resources and establish single-point ordering
    - Identify agency representatives
    - Identify cooperators

Discussion Questions

1. What is the difference between a “greater alarm” and an “extended attack” incident?
2. What are some indicators that initial resources are not making progress?
3. What makes transitioning from initial response to extended operations dangerous?
4. What techniques can an Incident Commander use to close resource and safety gaps?
5. What are some methods and/or tools commonly used to track resources on an incident?

Application

1. Transition from initial response to extended/greater alarm command role, given an incident that cannot be controlled by initial resources, so that the incident is continuously managed. Document the transition on an Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. See NFES 1077, *Incident Response Pocket Guide* for additional information on transition of command.
2. Use a form such as the Incident Check-In List (ICS 211) or the Incident Commander’s Organizer.
3. Incorporate the Application for Topic 4-1 into the Application for 12-1: Command an Expanding Incident.
4. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 4-2: 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 outgoing initial Incident Commander to ensure the incoming Incident Commander has the information necessary to operate and complete the transfer of command.

Enabling Learning Objectives

1. Describe AHJ policies and procedures for transfer of command
    - Incoming IC should personally perform an assessment of incident situation with initial IC (if possible)
    - Initial IC briefs incoming IC
        - *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)
    - Incident Commander's Organizer (ICO)
        - A wildland job aid/tool that provides IC with a method to organize a rapidly evolving incident
        - A place to collect situational awareness
    - Incoming and initial IC determine appropriate time for transfer of command
    - Incoming IC announces change in incident command
    - Incoming IC should determine next role/assignment for initial IC
2. Describe when and how to implement unified command
    - Identify the primary features of unified command
        - One co-located command post
        - Incident objectives unified and prioritized
        - Strategy coordinated among all agencies
        - One incident action plan
        - One operations section chief
    - List advantages of unified command
    - Describe how unified command functions on a multi-jurisdiction or multiagency incident
3. Communicate verbally and in writing
4. Document

Discussion Questions

1. After 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 Incident Commander?

3. For an incident that begins in one jurisdiction and threatens another, what is the process for implementing unified command?
4. What is the process for identifying each agency's priorities when setting incident objectives under unified command?
5. What made the most effective unified-command team you have witnessed successful?

Application

1. Obtain incident information from the outgoing Incident Commander, given a wildland fire, so that the transfer of command is completed and the new Incident Commander has the information necessary to operate. Conduct an incident briefing and document it on the Incident Briefing (ICS 201) form. (Fire Officer 3 Task Book JPR 30)

Instructor Notes

1. Incorporate the Application for Topic 4-2 into the Application for 12-1: Command an Expanding Incident.
2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 11-4, CTS 12-1

Unit 5: Situational Awareness and Risk Management

Topic 5-1: Developing and Maintaining Situational Awareness

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to develop and maintain situational awareness (SA), so that sound strategic and tactical decisions are made.

Enabling Learning Objectives

1. Describe SA
   - Perception of current environment
     - Previous experience
     - Visual observation
     - Reported information
     - Pre-incident planning and familiarity
   - Internal and runs continuously
   - Foundation for decision making
     - Life safety/survivability profile
     - Values at risk, including characteristics and stability
     - Environmental factors
     - Ongoing tactical actions
2. Identify levels of SA
   - Level 1 – Perception of elements in current situation
     - Basic perception of cues is fundamental for an IC to gather quality SA
   - Level 2 – Comprehension of current situation
     - Beyond perception, quality SA deals with how people combine, interpret, store, and retain information
   - Level 3 – Projection of future status
     - Projecting from current events to predict future events and situations allows for timely decision making
3. Describe how to develop SA skills
   - Develop a common operating picture
     - A transfer of command is a transfer of SA
     - Complexity of a Type 3 incident requires a team effort to build and maintain SA
     - As incident grows, IC becomes more dependent on command staff to build and maintain SA
     - The SA an IC gathers and communicates directly impacts other resources
   - SA development phases
     - Collect pre-dispatch intelligence
     - Collect information at initial dispatch
     - Upon arrival, collect information through observations and communication
     - Throughout the incident until transfer of command
     - Use references such as *IRPG* and tactical worksheets
4. Identify barriers to situational awareness

- Span of control
    - Expand your organization
    - Delegate tasks
- Information overload
    - Filter
    - Prioritize
    - Delegate
- Operational tempo
    - Tactical pause
    - Recognize false sense of urgency
    - Prioritize

Discussion Questions

1. What is intelligence different from information?
2. How do situational awareness perceptions shift or change between a company officer and an Incident Commander?
3. How does situational awareness play a role in "command and control" operations?
4. What sources of information can enhance situational awareness on a non-fire incident?
5. How could an Incident Commander with poor situational awareness impact other incident resources?

Application

1. Given incident scenarios (photos, case studies, videos, etc.) have students identify key SA factors and how they would impact incident decision making. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. The *IRPG* includes SA barriers.
2. Incorporate the Application for Topic 5-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 5-2: Implementing a Risk Management Process

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to implement a risk management process so that risks and hazards are identified and mitigated and personnel safety is prioritized during operations.

Enabling Learning Objectives

1. Identify hazards associated with expanding incidents
   - Use SA to gather information and understand the situation
2. Assess hazards
   - Use hazard-specific job aids or Operations Section subject matter experts
   - Estimate incident potential
   - Identify tactical hazards
   - Determine SA update intervals based on conditions
   - Consider probability vs. severity metrics
3. Develop controls including decision points and mitigations for hazards
4. Make risk decisions
   - Are controls in place to mitigate risk?
     - Yes – Move to next step
     - No – Reassess and put controls in place
   - Are selected tactics based on projected conditions?
     - Yes – Move to next step
     - No – Reassess and adjust tactics
   - Have instructions been given and understood?
     - Yes – Move to next step
     - No – Reassess and brief personnel
   - Consider risk vs. gain
5. Implement controls
   - Ensure controls are in place and being implemented by personnel
   - Ensure controls are integrated into operational plan and understood at all levels
6. Supervise personnel and evaluate effects of risk-management process
   - Are controls adequately mitigating hazards?
     - Yes – Good job!
     - No – Reassess
       - Consider human factors (experience, distractions, fatigue, and unsafe attitudes)
       - Consider situation
         - What is changing?
         - Are strategy and tactics aligned with actual conditions?
7. Match resources to the situation
   - Training, experience, and qualifications
   - Type of kind of resource required for task
   - Tactical actions should meet production benchmarks and safety requirements

8. Describe refusal of risk/assignment turndown process
9. Use the risk management process in IRPG or an ICS 215A or ICS 208

Discussion Questions

1. What is the primary field reference for the risk management process?
2. When would you use refusal of risk/assignment turndown process on an all-hazards incident?

Application

1. Given all-hazard incident scenarios, have students work in small groups to implement the risk management process. Complete an Incident Action Plan Safety Analysis (ICS 215A). Students will present their findings to the class. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Students should use the *IRPG* (current version) and may reference NFPA 1500 and NFPA 1561 for information on the risk-management process.
2. Incorporate the Application for Topic 5-2 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

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 so that incident resources communicate effectively.

Enabling Learning Objectives

1. Describe components of an integrated communications network
    - Communications infrastructure
        - Cell and radio repeater towers
            - Location
            - Integrity/viability
        - Transmitters and receivers
        - Intercom and microwave
        - CAD-to-CAD sharing
    - Radio frequencies/channels
        - Dispatch
        - Command
        - Tactical
        - Travel
        - Support
        - Air-to-ground
        - Air-to-air
    - Other communication methods
        - Face-to-face
        - Proxy
        - Phone (call/text)
        - Written documents
2. Describe minimum interoperability requirements between resources
3. Describe components of an ICS Communications Plan
4. Assert ongoing radio discipline

Discussion Questions

1. How are a dispatch frequency, a command frequency, and a tactical frequency different? How do they affect an expanding incident?
2. What key indicators necessitate additional tactical and air-to-ground frequencies?

Application

1. Have students familiarize themselves with radios used for in-class scenarios.
2. Evaluate radio frequency needs. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Incorporate the Application for Topic 6-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 6-2: Establishing Effective Command and Control Communications

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to establish effective command and control communications so that incident resources communicate effectively.

Enabling Learning Objectives

1. Describe the process for communicating commander's intent
   - Task (what needs to be done)
   - Purpose (why it needs to be done)
   - End state (what it looks like when complete)
2. Describe communication interactions
   - Effective two-way communication between leader and subordinates is key to command and control
     - Leader is in command
     - Subordinates are in control of situation
     - Effective communication from subordinate allows leader to make informed decisions
     - Effective communication from leader that clearly states commander's intent empowers subordinates to take initiative and avoid micro- management
   - Command and control between IC and staff
     - IC is the commander of the incident
     - Staff is in control of the individual functional areas
   - Command and control between DIVS and resources
     - DIVS is in command of the Division
     - Resources are in control of on-the- ground situation
3. Describe how to brief incoming resources and communicate hazardous situations
   - Keep subordinates informed of plan of action and commander's intent
     - *IRPG* checklist
     - Formal briefings with all resources
     - IC must ensure briefings occur but is not required to personally conduct all briefings
4. Describe how briefings create a common operating picture and positive command climate
   - Describes plan of action and commander's intent
   - Defines objectives using commander's intent based on task, purpose, end state
     - Define the "box," (task)
     - Why we want to keep the fire within the box (purpose)
     - How we will measure success (end state)
     - Divisions should be able to use their initiative to take tactical actions to keep fire within the "box"

Discussion Questions

1. How do you formulate a common operating picture?
2. How can an Incident Commander influence command climate?

3. What are some barriers to effective interpersonal communications?

Application

1. Establish effective command and control communications, given an expanding incident or scenario, so that incident resources communicate effectively. Document this on the Incident Radio Communications Plan (ICS 205) form. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Reference the *IRPG*.
2. Incorporate the Application for Topic 6-2 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Unit 7: Incident Organization and Planning

Topic 7-1: 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 that can expand to align with incident complexity.

Enabling Learning Objectives

1. Describe the full range of Type 3 incidents
   - Emerging incident
     - Growing from a Type 5 or 4 incident to a Type 3
   - Sustained
     - Prolonged Type 3 incident
   - Transitioning incident
     - Moving from Type 3 to Type 1 or 2
     - Type 1 incident managed at the Type 3 level until a higher qualified IC arrives
     - Moving from Type 1 or 2 back down to Type 3
   - Wildland fire or all-risk incidents
2. Define Type 3 incident characteristics (Red Book)
   - Organizational structure necessary to manage incident, based on complexity level
     - IC's responsibility to continually assess complexity level and recommend any changes
   - Some or all ICS functional areas are activated
   - Resources vary from multiple resources to multiple task force/strike teams
   - The incident may be divided into divisions, groups, and/or branches
   - May require staging areas and incident base
   - May involve low/emerging complexity aviation operations
   - May involve multiple operational periods prior to control (requires a written IAP)
3. Describe how to direct and coordinate staff
   - May need to operate without sufficient staff
   - Will have at least some command and general staff positions filled
     - Fill by priority
     - Ensure coordination across positions
   - Remember to direct others, not engage in tasks directly (essence of being a commander)
   - Conduct effective command and general staff meetings
     - Operational/planning meeting to coordinate for next operational period
     - Refer to planning "P"
4. Describe how to maintain unity of command and span of control
   - Organize operational resources based on incident priorities
   - Staff overhead positions as needed based on span of control guidelines
   - Staff critical command and general staff positions as needed to provide safe and efficient operations (especially operations and aviation)

- Increase staffing as complexity increases
- Staff support functions as needed, based on logistical complexities
- As complexity increases, may need to consider using higher qualifications for certain positions (operations and DIVS)

Discussion Questions

1. What is the difference between a “greater alarm” and an “extended attack” incident?
2. How would you divide or expand the ICS organization on expanding incidents
3. How do you build an ICS organization that anticipates incident growth?
4. What actions would you take to maintain span of control?

Application

1. Given an expanding incident, have students work in groups to create an ICS incident organization that aligns with incident complexity. Complete an Organizational Assignment List (ICS 203) and/or Incident Organizational Chart (ICS 207). (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. The FOG manual has examples of small, medium, and large incident organizations.
2. Incorporate the Application for Topic 7-1 into the Application for 12-1: Command an Expanding Incident.
3. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 7-2: 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 that determines, assigns, and places required resources to mitigate the incident, and applies strategies and tactics according to agency policies and procedures and incident objectives.

Enabling Learning Objectives

1. Interpret policies, procedures, and standards, including:
    - NFPA 1600, 1700, 1710, and 1720
    - Incident Briefing (ICS 201) form
    - 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
    - Commander's intent
        - Intent should describe purpose and end state to give relative importance among objectives, empowering subordinates to take initiative to accomplish tasks on their own
        - Develop at onset to define overall purpose and end state for incident
            - Should include incident objectives, broad strategies on how objectives will be met, and commander's guidance
            - Should be conveyed to subordinates
        - Should be developed using appropriate information sources
            - SA/size up
            - In-briefing from outgoing IC
            - Pre-plans
            - Values to protect
            - Hazard assessment and risk management process
        - Develop broad strategies that best meet incident objectives
    - Commander's guidance is a continuation of commander's intent
        - Should be used to provide subordinates with more specific instructions and direction to meet incident objectives
    - Commander's intent, incident objectives, strategies, and commander's guidance should:
        - Set priorities to meet objectives
        - Empower subordinates to think for themselves
4. Describe how to develop incident objectives

- Objectives "define the box" and describe where specific actions are to take place (hold the fire at the road, ridge, and river)
- Objectives are specific, measurable, attainable, realistic, and timely (SMART) things you want to get done

5. Describe how to determine strategy
   - General approach taken towards meeting one or more objectives, such as direct or indirect attack based on current or expected fire behavior
6. Describe how to determine tactics
   - Specific actions taken by resources
   - May be adjusted based on conditions but should always be directed towards meeting objectives and reflect commander's intent
7. Describe relationship between intent, objectives, strategies, tactics, and tasks
8. Describe how to develop plans
   - PACE (primary, alternate, contingency, emergency)
   - Divide incident into manageable divisions to address span of control
   - Assign resources and personnel
   - Delegate responsibility to subordinate staff to meet objectives
9. Describe the elements of an incident within an incident (IWI)
   1. Recognize major versus minor incidents within an incident
   2. Types of incidents within an incident
   3. Declarations and notifications
   4. Resources required
   5. Remain alert to important indicators that objectives and strategies may need to be revised
   6. Post-IWI considerations
      - Investigation, SART
      - Employee support services, CISM
10. Describe how to document the plan of action
    - ICS 201
    - Incident Organizer
    - Form a written Incident Action Plan (IAP)
      - ICS 202
      - ICS 203
      - ICS 204 or 204A
      - ICS 205
      - ICS 206
      - ICS 207
      - ICS 208 (HazMat)
      - ICS 215A
11. Describe how to convey a plan of action to subordinates
    - *IRPG* Briefing Checklist
    - One-on-one conversations with subordinate leaders as needed
    - Delegate responsibility to specific subordinates

- Feedback from resources on the fire – what is effective and what is working?
- Should reflect current and expected weather and fire behavior
- Should include specific instructions

12. Evaluate availability and capability of resources
13. Evaluate the sources of emergency operations controlling authority, including EMS protocols if applicable
14. Evaluate support agencies
    - Resources
    - Capabilities
    - Roles
    - Responsibilities
    - Authority
15. Establish incident priorities and objectives
16. Identify values at risk
17. Set objectives
18. Select correct strategies and tactics
19. Organize plans and delegate authority in accordance with established incident action plan
20. Communicate incident action plan orally and in writing
21. Delegate authority

Discussion Questions

1. At what point in time should incident action planning begin?
    - What types of considerations should be involved in pre-planning for emergency events?
2. What is the threshold for establishing a written incident action plan?
3. What factors go into developing the Incident Commander's priorities?
4. How would risk management decisions change as incident priorities shift from life safety to incident stabilization and/or property preservation?
5. How does an Incident Commander align priorities with objectives, strategies and tactics?
6. How do you prioritize the components of a written IAP?

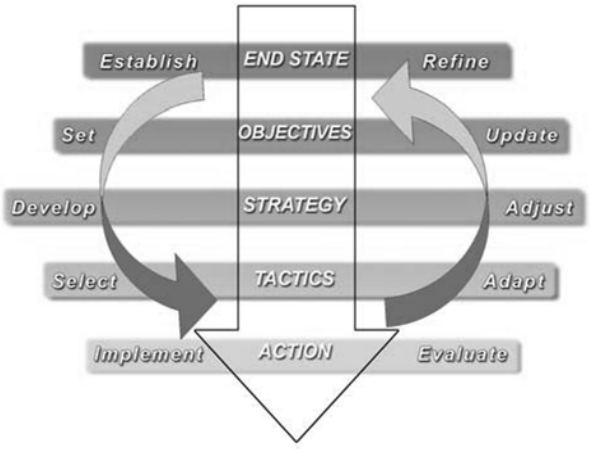
Application

1. Prepare review, validate, modify, and document an incident action plan, given an emergency incident requiring multiple agency operations, so that the resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives. Develop an IAP that includes the following:
    - Incident Objectives (ICS 202)
    - Organization Assignment List (ICS 203)
    - Incident Radio Communications Plan (ICS 205)
    - Medical Plan (206)
    - Incident Organization Chart (ICS 207)
    - HM Site Safety and Control Plan (ICS 208) (if applicable)

- Incident Action Plan Safety Analysis (ICS 215A) (Fire Officer 3 Task Book JPR 19 and 26)

Instructor Notes

1. Reference graphic below that illustrates how planning is both a linear and circular process.



2. Incorporate the Application for Topic 7-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 6-2, CTS 11-1, CTS 12-1

Unit 8: Deploying and Managing Resources

Topic 8-1: Ordering Resources

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. Describe how to determine resource needs
    - Order resources (crews, engines, aircraft, etc.) by priority as appropriate and needed to meet incident objectives
        - Initial resources orders are informal, based on estimates
            - Place rolling resource orders en route to incident (if applicable)
            - Make additional comprehensive single-point resource orders as needed
        - Resource orders for subsequent operational periods require a formal process using the Operation Planning Worksheet (ICS 215G)
2. Describe how to order resources
    - Single point (at ICP or through a single agency dispatch/command center)
    - State-wide incident prioritization process
        - North Ops / South Ops
        - Importance of the Incident Status Summary (ICS 209) when resources are limited
3. Describe how to track resources
    - Expanded Incident Briefing (ICS 201) form
    - Incident Check-In List (ICS 211)
    - Resource reconciliation with dispatch/command center
    - Staging areas
4. Describe relationship between resource ordering and reflex time (time of order to time actual work begins)
5. Implement resource planning process for future operational periods
    - Utilize “Planning P” and ICS 215G
    - Coordination between Situation Unit and Resources Unit
    - Coordination between Planning and Operations Section chiefs

Discussion Questions

1. What is the relationship between SitStat and ReStat?
2. How are resources, contingency planning, and operational tempo related?

Application

1. Given an expanding incident, determine initial resources needs and complete an Operation Planning Worksheet (ICS 215G) for the next operational period. Share with the class. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Incorporate the Application for Topic 8-1 into the Application for 12-1: Command an Expanding Incident.

2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Topic 8-2: Deploying and Managing Multiple Resources

Terminal Learning Objective

At the end of this topic a student, given an assignment and resources, will be able to deploy and manage multiple resources in accordance with AHJ policies and procedures.

Enabling Learning Objectives

1. Interpret agency policies and procedures covering the movement of multiple resources
2. Assess readiness of assigned resources prior to deployment
    - Availability and capability
    - Configuration for tactical assignments and span of control
        - Single resource
        - Task force
        - Strike team
        - Branch/division/group
    - Briefings
        - Operational
        - Assignment
        - Tailgate safety
        - Rendezvous
3. Describe strategic use of resources (principles of engagement)
    - Objectives
        - Unify and focus strategic actions allowing resources to work towards a common goal
    - Simplicity
        - Commander's intent, orders, and directives should be simple, concise, and clear
    - Offense
        - Assertive actions should be taken toward incident priorities
        - Offensive action necessary to achieve decisive results
    - Mass
        - Having enough resources and staff assembled
    - Maneuverability
        - Resources should be mobile enough to keep up with incident dynamics
        - Time and flexibility for resources to position at advantageous points
    - Tactical reserves
        - Having resources in reserve is essential for changing conditions and unforeseen situations
        - Provide flexibility to sustain power and momentum
4. Describe resources engagement strategies (DRAW-D)
    - Defend, reinforce, advance, withdraw, delay
5. Describe how to manage resource overwhelm
    - Properly staff overhead positions to maintain span of control
    - Organize at grassroots level
    - Divide divisions into smaller segments

- Use task forces to bundle resources
- Use crew, dozer, and water tender strike team leaders as task force leaders

6. Describe the use of air resources
   - Air operations policies for various agencies and capabilities
   - Special operations performed by air resources
     - Fixed wing
     - Rotary wing
7. Describe how to demobilize resources and overhead positions when no longer needed
8. Manage the strategic operations
9. Manage resources according to the incident's evolving needs
10. Maintain unity of command and span of control
11. Maintain accountability at all levels:
    - Task (company level)
    - Tactical (branch, division, or group level)
    - Strategic (IC or staff level)
12. Create and maintain a tactical reserve, and modify the tactical plan based on resource availability and capability

Discussion Questions

1. How would you address an assigned resource that does 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 Incident Commander work with aircraft to achieve an updated size up and report on conditions to develop or update the incident action plan?
4. How would you implement DRAW-D principles with the tactical use of resources on a dynamic incident?
5. What resource configuration techniques can you use to reduce span of control?

Application

1. Deploy and manage multiple resources, given an assignment or scenario and resources, in accordance with AHJ policies and procedures. (Fire Officer 3 Task Book, JPR 26)
   - The assignment or scenario should include an incident-within-an-incident with students completing an incident-within-an-incident template as part of PACE planning.

Instructor Notes

1. Incorporate the Application for Topic 8-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 10-1, CTS 12-1

Topic 8-3: Providing Logistical Support

Terminal Learning Objective

At the end of this topic a student, given an expanding incident, will be able to provide logistical incident support for current and subsequent operational periods so that incident resources are supported.

Enabling Learning Objectives

1. Identify resource support needs
    - Personnel/overhead
        - Water
        - Food
        - Sanitation
        - Sleep/Rest
    - Equipment/apparatus
        - Power/fuel
        - Supply cache/modules
    - Aircraft
        - Helispot/base
        - Tanker base
        - Reload/return times
        - Fuel
        - Flight hours
2. Describe how to determine resource needs for current and subsequent operational periods
3. Identify factors that can impact logistical ordering
    - Time of day / day of the week
    - AHJ policies on financial authority
    - Timeliness
    - Reflex time
    - Preplanning

Discussion Questions

1. Who is responsible for providing logistical support on an expanding incident?
2. How does your organization provide logistical support to personnel during an expanding incident?
3. What factors impact logistical ordering on an expanding incident?

Application

1. Provide logistical incident support for current and subsequent operational periods, given an expanding incident, so that incident resources are supported. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Incorporate the Application for Topic 8-3 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 12-1

Topic 8-4: 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 types of incident facilities
    - Drop point
    - Incident command post (ICP)
    - Staging areas
    - Incident camp
    - Incident base
    - Helispot/base
2. Evaluate factors affecting the need for appropriate incident facilities
    - Environmental
    - Access
    - Logistical requirements
        - Power
        - Communications
        - HVAC
        - Sanitation
        - Meeting space
        - Media briefing area
        - Rest/rehab areas
        - Medical unit
        - Kitchen
        - Mechanics/shop
        - Finance
        - Sleeping area
3. Evaluate and establish incident facilities
    - Incident complexity, size, and potential
    - Ability to expand
    - Pre-identified locations with agreements
    - Mobile vs. fixed locations

Discussion Questions

1. What are the pre-identified incident facility locations in your jurisdiction?
2. What are some collateral issues you might encounter when establishing incident facilities?

Application

1. Evaluate the need for, and location of, incident facilities, given AHJ policies and procedures, so that the location is correctly sited, clearly identified, and communicated to personnel. (Fire Officer 3 Task Book, JPR 28)

Instructor Notes

1. Incorporate the Application for Topic 8-4 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-2, CTS 12-1

Unit 9: Revising the Incident Action Plan

Topic 9-1: Revising the IAP

Terminal Learning Objective

At the end of this topic a student, given an IAP, will be able revise the IAP as needed so that the IAP is reviewed, evaluated, and updated to align with incident conditions.

Enabling Learning Objectives

1. Identify when to review the IAP
   - When incident objectives change
   - Periodically, as conditions or situation changes
2. Describe how to evaluative the IAP to determine effectiveness
   - Direct observation
   - Periodic reporting
   - Benchmark comparison
3. Describe elements to evaluate
   - Attainment of identified objectives
     - Evaluate incident complexity
     - Monitor tactical operations for progress
     - Compare actual progress to planned tactics
   - Safety factors and risk assessment
   - Adequacy of contingencies
4. Describe how to adjust IAP as needed using planning process
   - Validate and revise incident objectives
   - Reevaluate and adjust assignments based on changing situations
   - Reevaluate risk management process and ensure appropriate situational awareness
   - Forecast future needs to support current plan
5. Describe how to communicate changes to current IAP throughout organization
6. Describe how to plan for next operational period
   - Evaluate or establish incident facilities
     - ICP
     - Helibase
     - Staging areas
     - Other
   - Create or obtain forecasts/projections
   - Review and confirm incident objectives
   - Review and confirm strategy and tactics
   - Identify resource needs
   - Identify logistical needs
   - Consider demobilization needs
   - Consider documentation needs
   - Consider incident information needs

Discussion Questions

1. What conditions would trigger changes to your IAP?
2. What methods would you use to review, evaluate, and revise your IAP?
3. How do you communicate IAP changes throughout the organization?

Application

1. Develop, validate, modify, and document an incident action plan for each operational period, given an incident, so that strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives. (Fire Officer 3 Task Book JPR 27)

Instructor Notes

1. This application JPR appears in multiple Topics as IAP development, validation, and modification occurs throughout an incident lifecycle.
2. Incorporate the Application for Topic 9-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-1, CTS 12-1

Unit 10: Transitioning, Transferring, or Terminating Command

Topic 10-1: Transitioning, Transferring, or Terminating Command

Terminal Learning Objective

At the end of this topic a student, given a transitioning incident, will be able to continue, transfer, and terminate command so that ICS aligns with incident conditions.

Enabling Learning Objectives

1. Analyze critical factors
   - Incident objectives
   - Complexity
   - Resource requirements
   - Projected duration of incident
2. Describe considerations for transitioning command
   - AHJ policies and procedures regarding command duration
   - Effectiveness of current operations
   - When to transition
     - Another IC with more experience arrives on-scene
     - Shift ends before incidents
     - Initial IC is replaced by an IMT
3. Describe considerations for transitioning to in-coming (relief) IC
   - Size of organization and critical positions needed
   - Current strategies and tactics – what is working, what is not
   - Identified hazards and mitigations (ICS 215A)
   - Previous incident objectives and plan of action
   - Logistical support needs to support objectives and plan of action
   - Appropriate time for take-over of command
4. Describe considerations for transitioning to Incident Management Team (IMT) (incident is expanding or getting worse)
   - Identify the need for an incident management team
   - Determine roles and responsibility before an IMT arrives
     - Agency Administrator and Delegation of Authority (DOA)
     - Line Officer
     - IC
   - Ensure Type 3 organization already in place remains in charge until incoming team is briefed and a mutually agreed time for transfer of command has been established
   - Integrate with incident management team
   - Maintain clear lines of authority and operational control to minimize confusion
   - Transfer of command should occur at beginning of an operational period whenever possible
   - Determine staff participation in transition process
5. Describe considerations for transitioning back to AHJ (incident objectives being met)
   - Roles and responsibilities of the IMT and AHJ

    - Anticipate when incident objectives are likely to be met and plan accordingly
    - Determine when incident objectives are actually met
    - Coordinate with resource advisor or local representative to ensure resource objectives have actually been met
    - Coordinate with resource advisor or local representative to establish rehabilitation objectives and standards
    - Discuss contents of final documentation package
    - Discuss need for IC to keep copies of certain documentation
6. Describe considerations for terminating command (incident is improving)
    - Customer service support
    - Cooperating and assisting agencies
    - Plan for the demobilization of resources
7. Describe how to provide for a seamless transition
    - Develop a transition plan
    - Manage and mitigate transition dangers
        - Continue to manage the incident; do not let your guard down
    - Manage command presence
    - Update and maintain situational awareness
    - Assemble documentation
        - Incident Action Plan or various ICS forms
        - Cell phone directory
        - Weather and fire behavior forecasts
        - Maps
        - Resource orders
        - Pre-plans
        - Air space restrictions
        - Incident Complexity Analysis
        - Wildland Fire Situation Analysis
        - Completed time reports for personnel and equipment
        - Rental agreements
        - Pre- and post-equipment inspections
        - Accident reports
        - Compensation claims documentation
        - Equipment and damage claim investigation and documentation
        - Fire cause investigation report
        - Fire report
        - Performance evaluations
    - Prepare for and hold transition briefing (IRPG Briefing Checklist)
        - Situation
        - Mission/execution
        - Communication
        - Service/support
        - Risk management

    - Questions or concerns
8. Describe demobilization considerations
    - Start thinking of demobilization at beginning of incident
        - Choose size and location of staging area/incident base to accommodate surplus personnel and equipment while processing releases and arranging transportation
        - Resources come from various locations and long travel times may be involved
        - Behavioral health and wellness considerations
    - Prioritize the release of resources
        - Release incident resources by predetermined criteria or as incident progress dictates
            - Length of assignment (current policy)
            - Cost containment considerations
            - Travel times
            - Resources needed elsewhere
            - Resource's AHJ policies
        - Evaluate and debrief resources prior to release
    - Coordinate demobilization with dispatch
        - No personnel or equipment leaves incident without authorization
        - No personnel released prior to meeting current work/rest guidelines
        - Departing resources provide method of travel, destination, ETAs, and follow-up phone numbers
9. Describe performance evaluation considerations
    - Ensure performance evaluations are completed before resources are released
    - Performance evaluations should:
        - Be complete, honest, and accurate
        - Cover safety, performance, conduct, etc.
        - Be discussed with individual
        - Be required for specified contract resources

Discussion Questions

1. Who should be notified of a command transfer and how is that communicated?
2. What considerations are involved in determining an appropriate reassignment for an outgoing Incident Commander?
3. How do you determine when to transfer or terminate command?
4. What are the behavioral health considerations during demobilization?

Application

1. Continue, transfer, or terminate command, given a transitioning incident, so that the ICS aligns with incident conditions. Document everything on the appropriate briefing forms. (Fire Officer 3 Task Book JPR 31)

Instructor Notes

1. Incorporate the Application for Topic 10-1 into the Application for 12-1: Command an Expanding Incident.

2. All Application activities that include ICS forms or documentation build toward the Application for 7-2: Developing an Incident Action Plan.

CTS Guide: CTS 12-1

Unit 11: Post-incident Activities

Topic 11-1: Developing and Conducting a Post-incident Analysis

Terminal Learning Objective

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

Enabling Learning Objectives

1. Identify the differences between:
   - Hot wash (informal small-group conversation)
   - After Action Review (AAR)
   - Post-incident analysis
2. Describe considerations for an After Action Review (AAR)
   - Capture lessons learned and best practices
   - Suggest how to apply lessons learned
   - Concentrate on the *what*, not the *who*
3. Describe considerations for a multiagency post-incident analysis briefing
   - Conduct as soon as possible
   - Ensure skilled facilitation
   - Reinforce that respectful disagreement is acceptable
   - Keep focused on the what, not the who
   - End the post-incident analysis on a positive note
4. Describe incident action plan objectives and process
   - Commander's intent
     - What was planned?
     - What actually happened?
     - Why did it happen?
     - What would we do differently next time?
5. Evaluate pre-incident plans
   - Emergency management plan
   - Emergency Operations Plan (EOP)
   - Emergency Resource Directory (ERD)
   - Mutual aid plans
6. Evaluate critical issues
   - Involved agencies' resources and responsibilities
   - Procedures relating to dispatch response
   - Strategy, tactics, and operations
   - Customer service needs
   - Challenges and breakdowns
   - Interpersonal dynamics
7. Write post-incident analysis reports

8. Communicate results orally and in writing
9. Evaluate skills and performance of assigned personnel to identify training needs

Discussion Questions

1. What interagency considerations you may want to account for when facilitating a post-incident analysis?
2. How would you address performance issues identified during a post-incident analysis?

Application

1. Develop and conduct a post-incident analysis, given a multiagency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures. Conduct a verbal post-incident briefing and write a summary memo. (Fire Officer 3 Task Book JPR 20)

Instructor Notes

1. Reference the following resources:
   - Fire Leadership website: www.fireleadership.gov
   - www.lessons.wildfire.gov
   - www.firefighterclosecalls.com
2. Incorporate the Application for Topic 11-1 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 6-3, CTS 12-1

Topic 11-2: Developing and Maintaining Incident Records

Terminal Learning Objective

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

Enabling Learning Objectives

1. Describe AHJ incident documentation procedures
   - National Fire Incident Reporting System (NFIRS)
   - Fire report (agency specific forms)
   - Unit log (ICS 214)
   - Incident Status Summary (ICS 209)
   - Objectives met
   - Narrative incident summary
2. Describe how to assemble documentation package
   - Incident summary first
   - Then chronologically by operational period
   - Supporting documents last
3. Maintain active and archived records

Discussion Questions

1. How do you assemble an incident documentation package?
2. What are your agency's document retention policies?
3. Who may need to access incident records?

Application

1. Develop and maintain incident records, given AHJ policies and procedures and applicable forms, so that required information is documented. Organize and package incident documentation (course portfolio). (Fire Officer 3 Task Book JPR 29)

Instructor Notes

1. Incorporate the Application for Topic 11-2 into the Application for 12-1: Command an Expanding Incident.

CTS Guide: CTS 11-3, CTS 12-1

Unit 12: Command an Expanding Incident

Topic 12-1: Command an Expanding Incident

Terminal Learning Objective

At the end of this topic a student, given an expanding wildland incident scenario that incorporates multiple agency resources, will be able to command an expanding wildland incident that incorporates multiple agency resources so that incident operations and leadership meet incident requirements in accordance with ICS principles; incident objectives are met in accordance with AHJ-defined policies and constraints; the incident is continuously managed; transfer of command is completed and the new Incident Commander has the information necessary to operate; incident resources communicate effectively; ICS incident organization aligns with incident complexity; resources required to mitigate the incident are determined, assigned, and placed, and strategies and tactics are applied according to agency policies and procedures and incident objectives; incident resources are ordered for the next operational period; incident resources are supported; the location is correctly sited, clearly identified, and communicated to personnel; strategies and tactics are applied according to AHJ policies and procedures in accordance with incident objectives; the ICS aligns with incident conditions; all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures; and all required information is documented.

Enabling Learning Objectives

1. Differentiate between incident types and characteristics
2. Delegate decisions and actions
3. Demonstrate incident management technology
4. Transition from initial response to extended/greater alarm command role
5. Obtain incident information from the outgoing Incident Commander (ICS 201)
6. Identify key situational awareness factors and how they impact incident decision making
7. Implement the risk management process and complete an Incident Action Plan Safety Analysis (ICS 215A)
8. Use radios to manage an integrated communication network
9. Establish effective command and control communications (ICS 205)
10. Create an ICS incident organization that aligns with incident complexity (ICS 203/207)
11. Prepare review, validate, modify, and document an incident action plan for an incident requiring multiple agency operations (ICS 202, 204)
12. Determine initial resources needs and complete an Operation Planning Worksheet (ICS 215G) for the next operational period
13. Deploy and manage multiple resources
14. Provide logistical incident support for current and subsequent operational periods
15. Evaluate the need for, and location of, incident facilities
16. Develop, validate, modify, and document an incident action plan for each operational period
17. Continue, transfer, or terminate command
18. Develop and conduct a post-incident analysis

19. Develop and maintain incident records

Discussion Questions

1. Determined by instructor

Application

1. Activity 12-1: Command an Expanding Incident (Fire Officer 3 Task Book JPR 31)

CTS Guide: CTS 12-1

How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses course plans as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

Course Details
The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

Required Resources
The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

Unit
Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

Topics
Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

Terminal Learning Objective
A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

Enabling Learning Objectives
The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

Discussion Questions
The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

Application
The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

Instructor Notes
The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

CTS Guide Reference
The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

Skill Sheet
The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

Command of Expanding Incidents Activities

Instructions

- These activities are designed to help you complete your Fire Officer 3 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates may be completed independently outside of the classroom.

Activities

Integrating Fire Service Resources into a Community Emergency Plan (Topic 3-1)

Task: Develop a plan for integrating fire services resources in the community's emergency operations plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.

Deliverable: Prepare a memo that outlines how your EOP and mutual aid plans integrate fire service resources. (Fire Officer 3 Task Book JPR 25).

Developing or Improving a Plan to Use Mutual Aid Agreements (Topic 3-2)

Task: Develop or improve a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

Deliverable: Develop or improve an emergency resource guide (ERG) to secure local non-fire resources (e.g. skip loaders, backhoe, dump trucks, fallers, etc.). (Fire Officer 3 Task Book JPR 21)

Command an Expanding Incident (Topic 12-1)

See Activity 12-1: Command an Expanding Incident

Activity 12-1: Command an Expanding Incident

Scenario: _____

Student: _____

Evaluator: _____

Date: _____

Time: _____

Evaluation Criteria	Observations
1. Initiate/Assume Command ☐ Obtain incident information from the outgoing initial Incident Commander ☐ Collect initial sitstat and restat information ☐ Identify incident type and characteristics ☐ Consider unified command ☐ Transition from initial response to extended/greater alarm command role ☐ Complete Incident Briefing (ICS 201) form	
2. Notice Conditions and Risk ☐ Develop and maintain situational awareness ☐ Complete hazard assessment and risk mitigation (HARM) using Incident Action Plan Safety Analysis (ICS 215A)	
3. Communicate ☐ Demonstrate command presence by clearly stating commander's intent ☐ Establish effective command and control communications and reporting requirements ☐ Evaluate radio frequency needs ☐ Use incident management technology ☐ Manage integrated communication network	

4. Incident Planning and Organization ☐ Forecast potential and identify priorities ☐ Develops incident objectives and PACE plans ☐ Organize incident using ICS ☐ Prepare incident action plan (IAP) • Incident Objectives (ICS 202) • Organization Assignment List (ICS 203) • Incident Radio Communications Plan (ICS 205) • Medical Plan (206) • Incident Organization Chart (ICS 207) • HM Site Safety and Control Plan (ICS 208) (if applicable) • Incident Action Plan Safety Analysis (ICS 215A) ☐ Provide logistical support for current and subsequent operational periods ☐ Evaluate incident facility needs ☐ Consider financial impacts	
5. Deploy and Direct Resources ☐ Determine workload and resource needs ☐ Complete Operation Planning Worksheet (ICS 215G) for the next operational period ☐ Place single-point comprehensive resource order ☐ Brief, deploy, and manage multiple resources ☐ Delegate decisions and actions based on priorities ☐ Track resources	
6. Establish Controls and Evaluate Progress ☐ Provide appropriate briefings ☐ Establish timelines, benchmarks, and decision-points ☐ Track progress ☐ Manage risk and safety	

7. Note Changing Conditions and Update IAP ☐ Update current IAP (as needed) ☐ Develop IAP for next operational period ☐ Communicates changes	
8. Transfer, Transition, or Terminate Command ☐ Provide notifications ☐ Brief incoming Incident Commander (transfer) ☐ Brief incoming Incident Management Team (IMT) (transition) ☐ Conduct post incident analysis (terminate) ☐ Develop and maintain incident records	

Overall Observations:

Evaluator Signature: _____

Completion of this simulation fulfills Fire Officer 3 Task Book JPRs: 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, and 29.