

Status/Check-In Recorder S-248



NFES 2834

Instructor Guide
FEBRUARY, 2006



CERTIFICATION STATEMENT

on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:

Status/Check-in Recorder, S-248
Certified at Level I

This product is part of an established NWCG curriculum. It meets the COURSE DEVELOPMENT AND FORMAT STANDARDS – Sixth Edition, 2003 and has received a technical review and a professional edit.



Member NWCG and Training Working Team Liaison



Chairperson, Training Working Team

Date February 28, 2006

Date

2/17/06

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2.29.06*



S- 248

STATUS/CHECK-IN RECORDER

Art for spine.
Adjust width as necessary
for thickness of book.

Status/Check-In Recorder

S- 248

Instructor Guide

FEBRUARY, 2006

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Comments regarding the content of this publication should be directed to:
National Interagency Fire Center, Fire Training, 3833 S. Development Ave., Boise, Idaho 83705.
E-mail: nwgc_standards@nifc.blm.gov.

Additional copies of this publication may be ordered from National Interagency Fire Center,
ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.
Order NFES 2834.

**National Wildfire Coordinating Group
Training Working Team
Position on Course Presentation and Materials**

The suggested hours listed in the Field Manager's Course Guide are developed by Subject Matter Experts based on their estimation of the time required to present all material needed to adequately teach the unit and course objectives. The hours listed can vary slightly due to factors such as the addition of local materials. NWCG is aware that there have been courses presented in an abbreviated form, varying greatly from the suggested course hours. Instructors and students are cautioned that in order to be recognized as an NWCG certified course certain guidelines must be followed:

- Lead instructors are encouraged to enhance course materials to reflect the conditions, resources and policies of the local unit and area as long as the objectives of the course and each unit are not compromised.
- Exercises can be modified to reflect local fuel types, resources and conditions where the student will be likely to fill incident assignments. The objectives and intent of the exercises must remain intact.
- Test questions may be added that reflect any local information that may have been added to the course. However, test questions in the certified course materials should not be deleted to ensure the accurate testing of course and unit objectives.
- Test grades, to determine successful completion of the course, shall be based only on the questions in the certified course materials.

If lead instructors feel that any course materials are inaccurate, that information should be submitted by e-mail to NWCG Fire Training at nwcg_standards@nifc.blm.gov. Materials submitted will be evaluated and, where and when appropriate, incorporated into the appropriate courses.

Course Length for NWCG Courses

If a course is available through PMS the *recommended* course hours and the "NWCG Position on Course Presentation and Materials" will be adhered to by the course instructors.

If the course is not available through PMS, e.g., L-380, and has been developed using NWCG course criteria, *minimum* course hour requirements have been established and must be adhered to by the course developer and the course instructors.

Course hours for all NWCG courses can be found in the Field Manager's Course Guide online at <http://www.nwcg.gov/pms/training/fmcg.pdf>. If the hours are a minimum versus recommended they will be stated as such.

PREFACE

Status/Check-In Recorder, S-248, is a suggested training course in the National Wildfire Coordinating Group (NWCG), Wildland and Prescribed Fire Curriculum. This course was developed by an interagency group of experts with direction and guidance from the National Interagency Fire Center (NIFC), Fire Training Group under authority of the NWCG. The primary participants in this development effort were:

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The NWCG appreciates the efforts of these personnel, and all those who have contributed to the development of this training product.

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COURSE INSTRUCTIONS

This section contains instructions and information essential to the instructor in making an effective presentation. All instructors must read this section, and be thoroughly familiar with all procedures and material prior to the course presentation.

I. COURSE INTRODUCTION

Status/Check-In Recorder (SCKN), S-248 is a 16-hour course designed to introduce students to the tools and techniques used to perform SCKN duties. More time will be required if agency specific material is added. The course provides an overview of what a student can expect if dispatched to an incident.

The desired outcome of this course is to prepare students to set up and manage a check-in station, process information using incident automation software and other paper-based methods, and package the information into useful products.

The course design is based on the tasks in the Position Task Book for Status/Check-In Recorder. It leads students through the process of preparing for an incident, setting up at the incident, performing the check-in job, and assisting with demobilization.

The course design emphasizes the use of computer software to check in resources and create useful reports. At the time of publication, I-SUITE was the current software used by the check-in function. The goal is *NOT* to teach I-SUITE, but to expose students to database management concepts and the value of automation to produce timely outputs.

Because incident automation software is constantly changing, instructors are encouraged to customize the simulation and exercises to reflect the most current technology. The development group on this revision created the acronym of CIAS (Current Incident Automation Software) in an effort to keep the course adaptable to changing software. The acronym is used throughout the course.

Each student will need access to a computer that has the most current incident automation software. The computers do not need to be networked or connected to the internet.

II. INSTRUCTOR PREREQUISITES

Refer to the Field Manager's Course Guide, PMS 901-1 for instructor prerequisites specific to this course. The guide is accessible at <http://www.nwcg.gov/pms/training/fmcg.pdf>.

This is a 200 level course; in addition to the course specific Instructor Prerequisites, the lead instructor is required to have 32 hours of instructor training (Facilitative Instructor, M-410, or equivalent course) as stated in the FMCG. This training is recommended for all unit instructors.

III. INSTRUCTOR PREPARATION

This course is presented by short lectures, electronic presentations, exercises, class discussion, and simulation (an example of the course agenda is located at the end of this introduction section). Instructors must spend adequate time preparing and agree on any changes before the class is presented. Instructors must be familiar with the CIAS and practice the exercises before the course.

Instructors are encouraged to use their experience to validate and enhance the topics outlined in the course. The goal is to create a realistic experience for students.

There are a variety of check-in forms currently in use. Instructors have the option of using their preferred form. This course uses the ICS-211 as the national standard and the check-in form from the current incident automation software.

Due to the constant change in incident automation software, it is important for instructors to check for the most current version. At the time of this publication, I-Suite was the industry standard. Information on updates can be found online at <http://isuite.nwcg.gov/index.html>.

The NWCG Course Coordinator's Guide, PMS 907, contains the general information necessary for presentation of NWCG courses. The course coordinator and instructors for this course should be thoroughly familiar with the contents of this guide. The guide can be found online at <http://www.nwcg.gov/pms/training/PMS907.pdf>.

IV. COURSE MATERIALS

See Appendix A for course material ordering information. This appendix contains information on course presentation materials that need to be ordered as well as support material and equipment.

A. Instructor Materials

The Instructor Guide and CD-ROM contain all the information needed for course presentation and list references for the course coordinator and instructors.

The CD-ROM contains complete copies of the Instructor Guide, Appendices, and Student Workbook. These files are bookmarked in portable document format (pdf). A bookmark is an electronic index to aid the reader in finding specific portions of the publication. To access the bookmark function, open the file and click on the bookmark tab.

There is a reference CD-ROM containing Unit Identifiers, Jet Port Codes, Position Codes, and other reference material commonly used by the SCKN. The CD is used during exercises and will be a valuable addition to the SCKN kit.

The Reference CD should open automatically to the Digital Information Toolkit screen; however, on some computers the auto execute function has been disabled. **If the CD does not open, double click on the SCKN_Reference_CD.htm file and it will execute.**

Use the back arrow on your browser while navigating through the CD.

B. Key to Instructor Materials

The Instructor Guide provides instructor notes to assist with teaching techniques and is presented in **BOLD CAPS** in the lesson plan.

The “Aids & Cues” column serves as a reminder to display or refer to specific lesson materials, such as Student Workbook page numbers.

The codes listed in the Aids and Cues column are as follows:

- IR – Instructor Reference
- SR – Student Reference
- EP – Electronic Presentation (PowerPoint)
- SW – Student Workbook
- HO – Handout

V. STUDENT TARGET GROUP

Personnel desiring to become qualified as a Status/Check-In Recorder.

VI. STUDENT PREREQUISITES

Refer to the Field Manager’s Course Guide, PMS 901-1, for course prerequisites (<http://www.nwcg.gov/pms/training/fmcg.pdf>).

VII. COURSE SELECTION LETTER

An example of the course selection letter is located at the end of this introduction section. This letter explains course timeframes, location, and course logistics. For more information on the selection letter, see the Course Coordinator’s Guide, PMS 907.

VIII. COURSE OBJECTIVES

The intent of this course is to introduce students to the tools and techniques used to perform the duties of a SCKN.

The course provides an overview of what a student can expect if they were dispatched to an incident.

The desired outcome of this course is to prepare students to:

- Set up and manage a check-in station.
- Process information using incident automation software and other paper based methods.
- Package the information into useful products.
- Assist with demobilization.

IX. EVALUATION

A. Student Evaluation

There is an open book final exam at the end of this course. Students may use their workbooks and any other reference material used during the class.

Students must obtain 70% or higher on the final to receive a certificate of completion for this course. The final should take approximately one hour to complete.

The final examination and answer key are located in Appendix C on the CD-ROM and must be reproduced locally.

B. Course Evaluations

Training course evaluation forms for instructors and students are located in Appendix C on the CD-ROM. Comments identifying any needed change or improvement in the course structure and content are to be made on these forms and submitted to:

National Interagency Fire Center
Fire Training, Standards Unit
3833 South Development Avenue
Boise, Idaho 83705-5354

or

E-mail: nwcg_standards@nifc.blm.gov

X. RECOMMENDED CLASS SIZE

In order to facilitate exercises and discussion, instructors should maintain a maximum 6:1 ratio of students to instructors. This enables strong mentorship by the cadre to the students. Ideally, class size should be limited to 30 students.

Facilitating the computer simulation will be challenging if there are too many students.

XI. SPACE AND CLASSROOM REQUIREMENTS

The classroom should be chosen and viewed well in advance of the presentation. The choice should be based on, but not limited to, the following characteristics:

- Provide adequate space for students and equipment.
- Be free from outside interruption and interference.
- Have controlled lighting, good acoustics, and good ventilation.
- Each student must have access to a computer loaded with the current incident automation software.

Refer to the Course Coordinators Guide, PMS 907 for more information.

XII. CADRE MEETING

Cadre meetings are an opportunity for instructors to meet, review the material, and discuss concerns with the course coordinator or lead instructor.

The meetings are most critical for instructors who do not have previous experience with the course. After each day's course presentation, a cadre meeting should be held to discuss concerns and progress.

At the end of the course, a final cadre meeting should be conducted to evaluate instructor performance and suggest modifications for future courses.

XIII. APPENDIXES

The following appendix is included in this Instructor Guide:

A. Appendix A – Course Ordering and Support Information

This appendix identifies where to order items necessary to present this course.

The following appendixes are located on the S-248 Course Materials CD-ROM:

B. Appendix B – Electronic Presentations

This appendix contains the electronic presentation in PowerPoint format arranged by units.

C. Appendix C – Final Exam and Course Evaluations

This appendix contains the final exam, final exam answer key, and course evaluations for lead instructor/course coordinator and student use.

Also included on the S-248 Course Materials CD-ROM:

- S-248, Status/Check-In Recorder Student Workbook

S-248, Status/Check-In Recorder Selection Letter
EXAMPLE

Congratulations on being selected to attend S-248, Status/Check-In Recorder (SCKN). The course will be held at (*location*) beginning at (*time, date*) and ending at (*time, date*).

The intent of this course is to introduce you to the tools and techniques used to perform the SCKN job. The course provides an overview of what you can expect if you were dispatched to an incident. The desired outcome of this course is to prepare you to set up and manage a check-in station, process information using incident automation software and other paper based methods, and package the information into useful products.

If you desire to receive a certificate of completion for the course, please do not make travel arrangements to arrive after the scheduled start time or to depart prior to the scheduled course completion time.

In the event you cannot attend the course, please contact the Course Coordinator at least four days prior to the beginning of the class. This allows time for contacting personnel that may be on the waiting list to fill the vacancy.

If you have any questions, please contact the Course Coordinator, *name, phone number, e-mail*.

S-248 COURSE AGENDA
EXAMPLE

Day 1

0800-0830	Unit 0 – Introduction (30 minutes)
0830-0930	Unit 1 – Status/Check-In Recorder Position Overview (1 hour)
0945-1045	Unit 2 – Mobilization Process (1 hour)
1100-1130	Unit 3 – Arrival at the Incident – Locating, Organizing, and Maintaining a Check-in Station (30 minutes)
1130-1230	LUNCH
1230-1330	Unit 4 – Required Check-in Information (1 hour 30 minutes)
1345-1545	Unit 5 – Processing the Information Lesson 5A – Paper-Based Process (1 hour) Lesson 5B – Digital-Based Process (1 hour)

Day 2

0800-1200	Unit 6 – Information Management (Output) (3 to 4 hours)
1200-1300	LUNCH
1300-1400	Unit 7 – Information Exchange (1 hour)
1415-1445	Unit 8 – Planning, Preparing, and Demobilization of Resources (1 hour)
1500-1600	Final Examination / Wrap up (1 hour)

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 0 – Introduction

TIME: 30 Minutes

TRAINING AIDS: Laptop, LCD or overhead projector and screen.

OBJECTIVES: During this unit, the instructor will:

1. Introduce the instructors and students.
2. Discuss the schedule of events/agenda.
3. Present the course objectives.
4. Introduce the course and course materials.
5. Explain the evaluation process.

OUTLINE	AIDS & CUES
NWCG MISSION SLIDE.	00-01-S248-EP
COURSE INTRODUCTION SLIDE.	00-02-S248-EP
WELCOME STUDENTS TO THE S-248 TRAINING COURSE.	

OUTLINE	AIDS & CUES
<p>I. INTRODUCE INSTRUCTORS AND STUDENTS</p> <p>FOR INTRODUCTIONS, USE ANY METHOD DESIRED.</p> <p>II. ADMINISTRATIVE INFORMATION</p> <p>DISCUSS AS APPROPRIATE:</p> <ul style="list-style-type: none"> • Transportation • Housing • Meal schedule/lunches • Course hours • Breaks — coffee, tea, soda, candy/vending machines, drinking fountains, punctuality • Smoking policy • Message location and available telephones • Restrooms • Local information (restaurant locations, local map) • Cell phones, radios, and pagers on silent mode 	

OUTLINE	AIDS & CUES
<p data-bbox="190 285 662 321">III. COURSE OBJECTIVES</p> <p data-bbox="285 375 1114 543">The intent of this course is to introduce students to the tools and techniques used to perform the job of Status/Check-In Recorder. It offers a glimpse into a day in the life of a SCKN.</p> <p data-bbox="285 598 1105 678">The course provides an overview of what a student can expect if they were dispatched to an incident.</p> <p data-bbox="285 732 1008 812">The desired outcome of this course is to prepare students to:</p> <ul data-bbox="285 867 1065 1213" style="list-style-type: none"> <li data-bbox="285 867 938 903">• Set up and manage a check-in station. <li data-bbox="285 957 1065 1037">• Process information using incident automation software and other paper based methods. <li data-bbox="285 1092 1052 1127">• Package the information into useful products. <li data-bbox="285 1182 776 1218">• Assist with demobilization. <p data-bbox="285 1272 971 1308">Basically, there are three phases to this course:</p> <ul data-bbox="285 1362 1089 1661" style="list-style-type: none"> <li data-bbox="285 1362 1062 1442">• Checking yourself in at an incident and getting situated. <li data-bbox="285 1497 1000 1533">• Checking in everyone else on the incident. <li data-bbox="285 1587 1089 1667">• Preparing for and assisting in the demobilization process. 	<p data-bbox="1175 285 1403 321">00-03-S248-EP</p> <p data-bbox="1175 732 1403 768">00-04-S248-EP</p>

OUTLINE	AIDS & CUES
<p>IV. COURSE DESIGN</p> <p>The course design is based on the tasks in the Position Task Book (PTB) for Status/Check-In Recorder.</p> <p>The course design emphasizes the use of computer software to check in resources and create useful reports.</p> <p>EMPHASIZE THE FOLLOWING:</p> <p>Technology is continually changing, and each incident may be different, so the intent is <i>NOT</i> to teach a specific software program, but to expose students to database management concepts and the value of automation when it comes time to produce outputs.</p> <p>DISCUSS HOW THE REFERENCE CD WILL BE USED IN CLASS.</p> <p>THE CD IS A COLLECTION OF REFERENCE MATERIAL COMMONLY USED BY THE SCKN.</p> <p>IT CONTAINS: JET PORT IDENTIFIERS, AGENCY CODES, POSITION CODES, UNIT IDENTIFIERS AND MANY OTHER REFERENCES.</p> <p>RATHER THAN PRINT OUT ALL THIS MATERIAL, IT IS EASIER TO DISTRIBUTE ON A CD. STUDENTS WILL USE THE CD TO SEARCH FOR INFORMATION DURING EXERCISES.</p> <p>NOTE: THE INFORMATION ON THE CD WAS CURRENT AT THE TIME OF PUBLICATION. INSTRUCTORS ARE ENCOURAGED TO CHECK FOR THE MOST CURRENT REFERENCES.</p>	<p>00-05-S248-EP</p> <p>00-06-S248-EP</p>

OUTLINE	AIDS & CUES
<p>V. STUDENT PERFORMANCE</p> <p>There is an open book final exam at the end of this course. Students may use their workbooks and any other reference material used during the class.</p> <p>Students must obtain 70% or higher on the final to receive a certificate of completion for this course. The final should take approximately one hour to complete.</p> <p>VI. COURSE EVALUATION</p> <p>Students will be afforded the opportunity to evaluate the instructors and the course using the evaluation form.</p> <p>HAND OUT COURSE EVALUATION FORMS (LOCATED IN APPENDIX C) OR AN AGENCY PREFERRED FORM. INSTRUCTORS ARE ENCOURAGED TO REVIEW THESE EVALUATIONS DAILY AND ADJUST ACCORDINGLY.</p>	<p>00-07-S248-EP</p>

DETAILED LESSON OUTLINE

- COURSE:** Status/Check-In Recorder, S-248
- UNIT:** 1 – Status/Check-In Recorder Position Overview
- TIME:** 1 Hour
- TRAINING AIDS:** SCKN Position Task Book located at www.nwccg.gov/pms/pms.htm
- OBJECTIVE:** Upon completion of this unit, the student will be able to:
- Describe the roles, responsibilities, and qualifications of the Status/Check-In Recorder.

OUTLINE	AIDS & CUES
INTRODUCTION SLIDE.	01-01-S248-EP
PRESENT UNIT OBJECTIVE.	01-02-S248-EP
I. ROLES, RESPONSIBILITIES, AND QUALIFICATIONS OF THE SCKN AT AN INCIDENT	
A. The entry-level position in the Planning Section is the Status/Check-In Recorder.	
Today's successful SCKN is more than a clerk or data entry operator. He/She will function as an integral member of the Planning section and should be:	
<ul style="list-style-type: none">• Methodical• Detailed• Accurate	

OUTLINE	AIDS & CUES
<p>The SCKN is usually the first person people will work with at an incident and he/she can set the tone of and influence how people perceive the incident management team.</p> <p>Incidents bring together people from many different backgrounds (private contractors, agency-affiliated personnel, public figures and dignitaries, the general public), usually under stressful circumstances.</p> <p>Everyone working at an incident has a responsibility to conduct themselves in a professional manner and provide quality customer service.</p> <p>HAND OUT THE POSITION TASK BOOK AND DISCUSS THE RESPONSIBILITIES AND SKILLS REQUIRED OF THE SCKN. PROVIDE OVERVIEW OF THE PTB PROCESS. EMPHASIZE THAT THEY ARE NOT QUALIFIED UNTIL THEIR HOME UNIT/ AGENCY CERTIFIES THEM IN THE POSITION.</p> <p>Each time you are dispatched to any incident as a trainee, take and review your Position Task Book (PTB).</p> <ul style="list-style-type: none"> • Ensure PTB tasks are only signed off by fully qualified Status/Check-In Recorders, Qualified Resource Unit Leaders, Demobilization Unit Leaders, and Planning Section Chiefs automatically maintain their SCKN qualification and can sign off tasks. 	<p>SCKN PTB</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Request an Incident Performance Appraisal (personnel evaluation) before you leave each training assignment. • All tasks must be signed off one or more times until an evaluator recommends certification. • Submit the completed PTB to your Agency Training Officer for final certification. <p>B. The Big Picture – The Status/Check-In Recorder’s relationship to the positions in the Incident Command System (ICS).</p>	01-03-S248-EP
<p>DISCUSS HOW THE INFORMATION COLLECTED BY THE SCKN IS USED.</p> <p>The information the SCKN gathers flows to and affects all other functional areas in the Incident Command System. Check-in information you collect affects every aspect of the incident organization.</p> <ul style="list-style-type: none"> • Logistical planning for meals, transportation, housing, and other support functions • Public and agency information • Emergency contact information • Personnel and equipment timekeeping • Operational planning and staffing • Demobilization 	

OUTLINE	AIDS & CUES
<p>Incident operational planning and logistical support rest greatly upon the accuracy and reliability of the information gathered and tracked by the Resources Unit.</p> <p>Knowing the kind, type, and number of resources at an incident is critical to all planning functions. This information ensures that those arriving and working at an incident are assigned to the incident, and appropriately qualified for the position they are filling.</p> <p>With all other functional sections relying upon information collected and tracked by the SCKNs and the Resources Unit, information that is missing or inaccurate may contribute to:</p> <ul style="list-style-type: none"> • Resource planning complications • Safety issues • Demobilization issues • Increased incident costs 	<p>01-04-S248-EP</p>
<p>C. The Smaller Picture – The Status/Check-In Recorder’s role in relationship to other positions in the Planning Section.</p> <p>Organizationally, the SCKN position is in the Resources Unit of the Planning Section. Status/Check-In Recorders usually report to the Resources Unit Leader (RESL), but may report to the Planning Section Chief (PSC1/PSC2) at smaller incidents, and may be asked to assist the Demobilization Unit Leader (DMOB) as needed.</p>	<p>01-05-S248-EP</p>

OUTLINE	AIDS & CUES
<p>1. The SCKN helps the Resources Unit accomplish its mission by:</p> <p>a. Tracking</p> <p>Tracking the location and status of all tactical (operational) resources using the Resource Status Tracking Cards (“T-Cards” – ICS 219) and/or the current incident automated system software (database application).</p> <p>b. Preparing and maintaining forms, charts, displays, and lists.</p> <p>Providing current information on incoming resources for use in the Incident Action Plan (IAP) and for Demobilization Unit notification displays and lists.</p> <p>c. Maintaining the master file of check-in information.</p> <p>Maintaining and updating the current check-in forms (ICS 211) and/or the current incident automated system software (database application).</p> <p>All records (paper and electronic), generated by an incident are legal documents and will be included in the Final Incident Documentation Package.</p>	<p>01-06-S248-EP</p>

OUTLINE	AIDS & CUES
<p>ASK STUDENTS “WHO DOES SCKN WORK FOR?” GIVE THEM TIME TO FILL IN WORKBOOK.</p> <p>2. Who else does the Status/Check-In Recorder ultimately work for?</p> <ul style="list-style-type: none"> • Host Agency • Incident Management Team • Planning Section • Line Operations • Support Operations <p>II. CHECKING IN – A SAFETY ISSUE</p> <p>As the initial information gathering point and point of contact for all incoming resources, the SCKN is a “Gatekeeper” for the incident.</p> <p>The SCKN should identify any of the following problems and bring them to the attention of their supervisor:</p> <ul style="list-style-type: none"> • Language barriers • Lack of qualifications • Fatigue/work-rest issues • Not assigned to the incident/“smoke-chasing” 	<p>01-07-S248-EP</p>

OUTLINE	AIDS & CUES
<p>The following is adapted from Mission-Centered Solution’s “Leading in Fire Management” course.</p> <p>A. The Error Chain (Swiss Cheese) Model:</p> <p>James Reason, a psychology professor from the University of Manchester in Great Britain, offers an innovative framework for thinking about human error called the Swiss Cheese Model.</p> <p>Dr. Reason points out that errors occur at all levels of an organization.</p> <p>When errors at different levels of the organization align with each other, a weakness at one level can contribute to or worsen an error at a lower level.</p> <p>When these errors line up, producing a set of aligned holes through the organization, an accident can occur.</p> <p>This set of aligned holes or errors is known as an <i>error chain</i>.</p> <p>Without going into too much detail, the SCKN probably has the most control over the second slice of cheese, “Preconditions for Unsafe Acts.”</p>	<p>01-08-S248-EP</p>

OUTLINE	AIDS & CUES
<p>B. Preconditions for Unsafe Acts has Two Categories:</p> <ol style="list-style-type: none"> 1. Substandard conditions of operators – Mental fatigue; adverse physiological states such as physical or mental limitations. 2. Substandard practices – A lack of personal readiness such as being unqualified for the position. <p>As a SCKN, you can help break the error chain by bringing these situations to the attention of your supervisor.</p> <p>REVIEW UNIT OBJECTIVE.</p>	<p>01-09-S248-EP</p>

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 2 – Mobilization Process

TIME: 1 Hour

TRAINING AIDS: Sample SCKN work kit and personal pack or “red bag” (optional); flip chart paper and markers, National Interagency Mobilization Guide (used as an instructor reference), position task book.

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. Given an incident call-up/dispatch, list at least three critical items to include in a SCKN kit.
2. List at least three pieces of information found on an incident Resource Order form.
3. List three documents to bring when you mobilize.

OUTLINE	AIDS & CUES
INTRODUCTION SLIDE.	02-01-S248-EP
PRESENT UNIT OBJECTIVES.	02-02-S248-EP
INSTRUCTOR MAY WANT TO DETERMINE EXPERIENCE LEVELS OF STUDENTS TO SEE HOW MUCH EMPHASIS TO PUT ON THIS UNIT.	

OUTLINE	AIDS & CUES
<p>I. INCIDENT ENVIRONMENT</p> <p>DISCUSS CONDITIONS THAT A SCKN WILL ENCOUNTER WHEN DISPATCHED TO AN INCIDENT. NOTE: TYPICALLY A NEW SCKN HAS NEVER BEEN TO AN INCIDENT, BUT IF YOUR AUDIENCE HAS EXPERIENCE, BE BRIEF ON THIS TOPIC.</p> <p>Possible camp environment concerns – what to expect:</p> <ul style="list-style-type: none"> • Sleeping conditions • Working conditions • Personal hygiene • Length of assignment • Work shift • Availability of services • Weather conditions 	<p>02-03-S248-EP</p> <p>02-04-S248-EP thru 02-14-S248-EP</p>

OUTLINE	AIDS & CUES
<p>II. PERSONAL PACK AND SCKN WORK KIT – WHAT TO INCLUDE</p> <p>A. Personal Items</p> <p>EXERCISE (OPTIONAL):</p> <p>TELL STUDENTS TO CLOSE THEIR WORKBOOKS.</p> <p>DIVIDE STUDENTS INTO GROUPS AND HAVE THEM BRAINSTORM AND LIST ON A FLIP CHART WHAT ITEMS THEY WOULD INCLUDE IN THEIR PERSONAL PACK AND WHAT ITEMS THEY WOULD INCLUDE IN THEIR SCKN WORK KIT.</p> <p>HIGHLIGHT UNUSUAL OR SPECIAL ITEMS THEY COME UP WITH.</p> <p>FOR MANY STUDENTS, THIS MAY BE THEIR FIRST INTRODUCTION TO WHAT THE LIVING CONDITIONS WILL BE LIKE ON AN INCIDENT.</p> <p>DEPENDING ON THE EXPERIENCE LEVEL OF THE STUDENTS, CONSIDER DEMONSTRATING WHAT TO PACK FOR AN INCIDENT ASSIGNMENT.</p> <p>USE YOUR PERSONAL EXPERIENCE TO EXPLAIN WHY EACH ITEM IS NEEDED. EMPHASIZE THE NEED TO BE SELF SUFFICIENT.</p> <ul style="list-style-type: none"> • REFER TO CURRENT WEIGHT LIMITATIONS (NATIONAL INTERAGENCY MOBILIZATION GUIDE). • DISCUSS PROHIBITED ITEMS (REFER TO TSA WEBSITE AND LOCAL AIR CARRIER). 	<p>Flip chart paper or dry erase board and markers</p>

OUTLINE	AIDS & CUES
<p data-bbox="284 285 824 321">B. Status/Check-In Recorder Kit</p> <p data-bbox="190 373 1130 457">REFER STUDENTS TO THE POSITION TASK BOOK, TASK 1, AND REVIEW ITEMS IN THE SCKN KIT.</p> <p data-bbox="190 510 1036 632">CONSIDER HAVING A TABLE DISPLAY OF THE FOLLOWING FORMS AND REFERENCES. SUPPLEMENT WITH ANY LOCAL MATERIALS.</p> <ul data-bbox="380 684 1062 1524" style="list-style-type: none"> <li data-bbox="380 684 821 720">• ICS 211, Check-In List <li data-bbox="380 772 963 808">• ICS 219, Resource Status Cards <li data-bbox="380 861 963 940">• Current three-letter unit identifier, PMS 931 <li data-bbox="380 993 816 1029">• Current position codes <li data-bbox="380 1081 740 1117">• Jet port identifiers <li data-bbox="380 1169 711 1205">• Waterproof pen <li data-bbox="380 1257 703 1293">• Office supplies <li data-bbox="380 1346 1062 1381">• NWCG Fireline Handbook, PMS 410-1 <li data-bbox="380 1434 1013 1514">• SF-245, Manifest, Passenger/Cargo, located at www.gsa.gov 	<p data-bbox="1175 373 1357 409">SCKN PTB</p>

OUTLINE	AIDS & CUES
<p>In addition, consider the following:</p> <ul style="list-style-type: none"> • Scissors (don't pack in carry on bag!) • Tape • Binder rings • T-card rack • Colored dots • 3-hole punch • Stapler • Permanent markers • Thumb drive/memory stick <p>III. DOCUMENTS TO BRING TO AN INCIDENT</p> <p>Everyone should bring the following three documents to an incident:</p> <p>A. Resource Order (ICS 259-13)</p> <ol style="list-style-type: none"> 1. A Resource Order form is used to request and record resources (people, equipment, and supplies) needed by an incident. <p>Your Resource Order verifies that you or your equipment has officially been requested and hired to fill a specific position at a specific incident.</p> <p>REFER STUDENTS TO THE RESOURCE ORDER ON PAGE 2.5 OF THE STUDENT WORKBOOK.</p> <p>DISCUSS THE IMPORTANCE OF EACH BLOCK ON THE ORDER. TRY TO PUT THIS DISCUSSION IN CONTEXT FOR A SCKN. WHY IS THIS INFORMATION IMPORTANT TO THEM? GIVE EXAMPLES.</p>	<p>02-15-S248-EP</p> <p>SW page 2.5</p>

OUTLINE	AIDS & CUES
<p>2. Resource Order information:</p> <ul style="list-style-type: none"> • Incident name • Incident order number • Office reference code (charge code) • Location information • Radio frequencies • Request number for resource requested • Position code • Date and time resource was ordered and is needed at incident • Remarks and special notes/actions taken • Home Agency/Unit ID • Resource assigned 	02-16-S248-EP
<p>Your resource order is your marching paper – don't leave home without it!</p>	02-17-S248-EP
<p>B. Incident Qualifications and Certification System Card (“Red Card”) or Equivalent</p>	02-18-S248-EP
<p>DISCUSS LOCAL PROCEDURES TO OBTAIN QUALIFICATIONS CARD OR EQUIVALENT.</p> <p>Don't leave home without it!</p>	
<p>C. Government-issued Photo ID</p> <ul style="list-style-type: none"> • Driver's license • Agency ID • Passport 	02-19-S248-EP

OUTLINE	AIDS & CUES
<p data-bbox="190 289 987 321">IV. PRE AND POST DISPATCH PROCEDURES</p> <p data-bbox="190 380 862 453">DISCUSS LOCAL DISPATCH CENTER PROCEDURES.</p> <p data-bbox="285 512 1105 590">Before being dispatched to an incident, create and maintain a good relationship with your Dispatch Center.</p> <p data-bbox="285 646 1105 768">Check in periodically and notify them if your availability changes. When being dispatched, stop by and pick up your Resource Order or have it faxed to you.</p> <p data-bbox="285 825 1117 947">If your travel to or from the incident requires an overnight stay, notify your dispatch center of your travel plans and where you plan to stay.</p> <p data-bbox="285 1003 1101 1125">Resources that stay in touch with their dispatch centers can also usually be reached if a reassignment becomes available.</p> <p data-bbox="190 1182 712 1213">REVIEW UNIT OBJECTIVES.</p>	<p data-bbox="1179 1182 1406 1213">02-20-S248-EP</p>

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 3 – Arrival at the Incident – Locating, Organizing, and Maintaining a Check-in Station

TIME: 30 Minutes

TRAINING AIDS: ICS 213 General Message Form (only one form is needed to show students)

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. List three activities the SCKN should do upon arrival at the incident.
2. List three key pieces of information the SCKN needs to obtain from their briefing with their incident supervisor.
3. List three considerations for where to locate check-in stations.
4. List three sources of supply for the SCKN.

OUTLINE	AIDS & CUES
INTRODUCTION SLIDE.	03-01-S248-EP
PRESENT UNIT OBJECTIVES.	03-02-S248-EP

OUTLINE	AIDS & CUES
<p>I. UPON ARRIVAL AT THE INCIDENT</p> <p>REFERENCE PTB TASKS 3-6.</p> <p>A. Find the Check-in Station and Check in to the Incident</p> <p>1. Present three documents at check-in:</p> <ul style="list-style-type: none"> • Resource Order • Qualifications card or equivalent document • Government/State issued identification <p>As a SCKN, you will be asking resources for these same items.</p> <p>2. Proceed to Finance to start timekeeping records.</p> <p>3. If required, obtain ID badge.</p> <p>Not all incidents issue ID badges, but some have started to (as a cost containment measure), to limit meals, improper equipment/supply issuance, etc.</p>	<p>03-03-S248-EP</p> <p>03-04-S248-EP</p>

OUTLINE	AIDS & CUES
<p>7. Work expectations and standards, including recurring deadlines and meeting times.</p> <ul style="list-style-type: none"> • Resource counts/reports for other units and sections. • Work attire • Coverage during breaks, meals • Incident data standards <ul style="list-style-type: none"> – Data standards is having a standardized format for entering data, such as resource names/identifiers, in database or writing data on T-cards. <p>INCIDENT DATA STANDARDS WILL BE COVERED IN DEPTH LATER IN THE COURSE.</p>	<p>03-09-S248-EP</p>
<p>8. Customer service and work ethic.</p> <p>Keep in mind that incoming resources may be tired, hungry, etc. The SCKN can be helpful in familiarizing resources with the incident by providing them with a camp map and clear instructions regarding where to find services (finance, etc.).</p> <p>EMPHASIZE IMPORTANCE OF SCKN AS THE FIRST PERSON INCOMING RESOURCES HAVE CONTACT WITH ON THE INCIDENT. BE PROFESSIONAL, SERVICE-ORIENTATED, PATIENT, AND HELPFUL.</p>	<p>03-10-S248-EP</p>

OUTLINE	AIDS & CUES
<p>9. Current status of incident situation.</p> <ul style="list-style-type: none"> • Expected duration • Incoming/out-going resource flow levels <p>10. Special instructions</p> <ul style="list-style-type: none"> • Bear country • Handouts/maps • Assigned areas for overhead parking/sleeping <p>C. Become Situated and Oriented</p> <p>NOTE THAT A COMMON TRAP FOR A SCKN IS TO BEGIN WORK BEFORE ACCOMMODATING PERSONAL NEEDS (SETTING UP TENT, OBTAINING MEALS, ETC.).</p> <p>This is for your personal benefit and to direct others later as they check in to the incident. To be effective at their job, the SCKN must take care of their own needs before they can help take care of others. Determine:</p> <ul style="list-style-type: none"> • Sleeping area • Meal and shower times 	<p>03-11-S248-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Layout of camp • Location of other sections/units • Off limits/restricted areas, quiet areas • Meeting areas, bulletin board locations 	03-12-S248-EP
<p>II. LOCATING A CHECK-IN STATION</p> <p>DISCUSS POSSIBLE SCENARIOS; DRAW FROM YOUR EXPERIENCE. EXAMPLE: YOU MIGHT BE THE FIRST RESOURCE ON SITE.</p> <p>A. Location, Location, Location</p>	03-13-S248-EP
<p>1. If possible, position the check-in station near the flow of traffic and entrance of ICP/ base/camp.</p> <p>EMPHASIZE THAT BALANCING THE LOCATION NEAR THE FLOW OF TRAFFIC AND ENTRANCE WILL ALLOW RESOURCES TO CHECK IN WITHOUT IMPEDING THE PROCESS.</p> <p>2. Identified by a highly visible sign to easily direct resources to check-in.</p> <ul style="list-style-type: none"> • Make signs or obtain from sign kit (kit in Mobile Cache). • Post signs at visible locations. 	03-14-S248-EP

OUTLINE	AIDS & CUES
<p>EMPHASIZE IMPORTANCE OF HIGHLY VISIBLE SIGNS (LARGE AND POSTED HIGH ENOUGH SO THEY WON'T BE OBSTRUCTED) FROM ENTRANCE TO CHECK-IN STATION (MAY NEED MULTIPLE SIGNS). SIGNAGE MUST BE ONE OF FIRST PRIORITIES – MAY HAVE TO BE CREATIVE IF SIGN KIT IS NOT AVAILABLE. GIVE EXAMPLES OF “SIGN MATERIAL” TO USE.</p> <p>3. Protected from weather/environmental conditions such as sun, wind, rain, and excessive noise.</p> <p>Locations adjacent to roads and helicopters may be too noisy. Ensure data won't become wet or blow away.</p> <p>4. Located to facilitate communication electronically or face-to-face with RESL and other database users.</p> <p>B. Special Situations</p> <p>1. Split or spike camps</p> <p>2. Helibases</p> <p>3. Lack of communication capabilities (computer connectivity, printer, copier, phone, fax) to transfer data hardcopy or electronically.</p> <p>You may need to locate the check-in station away from the conveniences of main camp and RESL/others who you share data with – be flexible!</p>	<p>03-15-S248-EP</p> <p>03-16-S248-EP</p> <p>03-17-S248-EP</p>

OUTLINE	AIDS & CUES
<p>5. Anticipate needs for duration of incident and re-order supplies as needed using established procedures.</p> <ul style="list-style-type: none"> • Describe items on orders completely. • Orders need to be properly coordinated/approved in section. <p>B. Organize Workspace for an Efficient Check-in Process</p> <ol style="list-style-type: none"> 1. Provide easy ingress/egress. 2. Provide for overflow waiting area. 3. Minimize impact to other units in the section due to noise/traffic flow. 4. Weigh advantages/disadvantages of co-location with Resources Unit in terms of information transfer. 5. Consider advantages/disadvantage of co-location with Demobilization Unit in terms of demobilization assistance to be provided and customer service. 	<p>03-20-S248-EP</p>
<p>SLIDES 21 AND 22 ILLUSTRATE A POOR LAYOUT VS. A GOOD LAYOUT. INSTRUCTOR MAY WANT TO DRAW (ON FLIP CHART OR WHITE BOARD) DIFFERENT SCENARIOS IN VARIOUS SETTINGS (YURTS, TRAILERS, ETC.) SHOWING TABLES AND OTHER UNITS THAT MAY BE CO-LOCATED IN SAME AREA.</p>	<p>03-21-S248-EP 03-22-S248-EP</p>

OUTLINE	AIDS & CUES
<p>C. Establish and maintain check-in station operation hours within the timeframes set by the RESL and to meet anticipated customer need.</p> <p>Secure records and equipment as directed by RESL at the end of shift, as necessary.</p> <p>It is possible the work area may need to be locked when not staffed.</p>	03-23-S248-EP
<p>REVIEW UNIT OBJECTIVES.</p>	03-24-S248-EP

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 4 – Required Check-in Information

TIME: 1 Hour 30 Minutes

TRAINING AIDS: Unit Identifiers, Position Codes, JetPort Codes (located on the reference CD), CIAS form, and ICS 211 forms to hand out.

If possible, have a computer specialist available to troubleshoot any hardware and software problems.

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. Conduct a complete check-in interview.
2. Request and review at least two critical documents required for check-in.
3. Complete a Check-In List (ICS 211) and CIAS form.
4. Utilize standard reference materials to verify position codes, unit identifiers, and jetport codes.

OUTLINE	AIDS & CUES
THE GOAL OF THIS LESSON IS TO TEACH STUDENTS THE “RIGHT” QUESTIONS TO ASK DURING AN INTERVIEW AND TO DOCUMENT THE INFORMATION ON THE ICS 211 AND IRSS/ITS CHECK-IN FORM.	
INTRODUCTION SLIDE.	04-01-S248-EP
PRESENT UNIT OBJECTIVES.	04-02-S248-EP

OUTLINE	AIDS & CUES
EXERCISE: DOCUMENTATION	
Hand out an ICS 211 to each student.	04-04-S248-EP
Discuss each of the highlighted blocks on the form using slides 5 and 6.	04-05-S248-EP 04-06-S248-EP
Refer students to the instructions for processing the ICS 211 (SW page 4.15) and on the reference CD.	04-03-S248-IR/SR SW page 4.15
Try not to spend too much time teaching this form. Since forms vary from incident to incident, the intent is to teach the process and flexibility.	
Note that sometimes there is confusion between “home base” (on the ICS 211) and “home unit identifier” (on the field names spreadsheet and CIAS form). Basically, these fields are asking for the state and unit of the resource; for example: UT-MOD for a BLM Resource from Moab, Utah.	
Also note that using a person’s first initial and last name is unacceptable. Need full names for demob.	
The key is to make sure students understand that forms are different and they need to be flexible.	
Refer students to page 4.29 in their workbooks and briefly review the field names spreadsheet. The intent of this spreadsheet is for future reference and can be read at the student’s leisure.	04-04-S248-IR/SR SW page 4.29

OUTLINE	AIDS & CUES
<p>EXERCISE: GATHERING AND DOCUMENTING INTERVIEW INFORMATION</p> <p>Have students pair up. One interviews the other to gather necessary information and documents using the CIAS check-in form (SW page 4.37). When the first interview is done, have the students switch roles and practice interviewing using the ICS 211.</p> <p>Discuss the differences and limitations of the two forms. For example, the ICS 211 does not ask for last day off or length of assignment. Emphasize that, although the forms may vary, it is critical that the SCKN gathers information consistently, follows the incident data standards, and the data is recorded legibly and entered accurately. Garbage in – garbage out!</p> <p>Emphasize the importance of asking for the resource order and incident qualification card. These documents contain most of the information the SCKN needs to know.</p> <p>Discuss large complexes and the potential of people showing up at the wrong incident.</p> <p>Discuss the importance of identifying trainees. This information is very helpful to the Training Specialist (or Plans Chief if TNSP is not assigned) for running reports and tracking the trainees on the incident.</p> <ul style="list-style-type: none"> • Single Resources (T) • Modules/Crews w/(T) • Assigned personnel who are seeking (T) assignments <p>Discuss the Privacy Act issues related to Social Security Numbers. Many forms ask for a SSN, but the SCKN really has no need to collect it. Let finance request the SSN if they need it.</p>	<p>04-05-S248-IR/SR SW page 4.37</p>

OUTLINE	AIDS & CUES
<p data-bbox="190 289 651 321">II. TROUBLESHOOTING</p> <p data-bbox="285 380 1073 499">If your new resource does not have the proper documentation or information, consider the following sources of information:</p> <ul data-bbox="285 558 1011 989" style="list-style-type: none"> <li data-bbox="285 558 1011 632">• Consult Resource Unit Leader (RESL) for direction <li data-bbox="285 688 513 720">• Ordering <li data-bbox="285 777 513 808">• Dispatch <li data-bbox="285 865 675 896">• Other sections/units <li data-bbox="285 953 537 984">• Home unit <p data-bbox="285 1043 1089 1163">If you aren't sure or don't understand – ask first. It is much easier to get good answers while the person is there, than trying to hunt down the information later.</p> <p data-bbox="190 1222 1052 1388">ADDRESS RESOURCES THAT SHOW UP WHO HAVE NOT BEEN OFFICIALLY ORDERED (“SMOKECHASING”) AND THE IMPACT IT CAN HAVE ON THE SCKN.</p> <p data-bbox="190 1446 1073 1566">DISCUSS CHECK-IN PROCEDURES FOR INITIAL ATTACK RESOURCES THAT REMAIN ON THE INCIDENT.</p>	<p data-bbox="1179 289 1406 321">04-07-S248-EP</p>

OUTLINE	AIDS & CUES
<p>When the check-in process is complete, direct the new resource to the following (and give them a camp map, if available):</p> <ul style="list-style-type: none"> • The Finance Section to get their personnel time and/or equipment time started. • The Facilities Unit so they can get their living arrangements set up. • Their functional unit to find their supervisor. <p>III. USING THE REFERENCE CD</p> <p>Reference materials on the CD include:</p> <ul style="list-style-type: none"> • Unit Identifiers • Position Codes (kind code) • Jetport Codes <p>The Reference CD should open automatically to the Digital Information Toolkit screen; however, on some computers the auto execute function has been disabled. If the CD does not open, double click on the SCKN_Reference_CD.htm file and it will execute.</p> <p>Use the back arrow on your browser while navigating through the CD.</p> <p>PROJECT YOUR SCREEN SO STUDENTS CAN SEE A DEMONSTRATION OF THE REFERENCE CD. GIVE STUDENTS AN OVERVIEW OF THE MATERIAL AND HOW IT IS ORGANIZED.</p>	<p>04-08-S248-EP</p>

OUTLINE	AIDS & CUES
<p>DEMONSTRATE HOW TO SEARCH BY USING THE FIND FUNCTION IN THE EDIT MENU. GIVE STUDENTS A FEW MINUTES TO BECOME FAMILIAR WITH THEIR CD.</p> <p>EXERCISE: UNIT IDENTIFIERS</p> <p>Have students complete the unit identifiers exercise on page 4.39 of their student workbook using the reference material on the CD.</p> <p>Instructors may provide hard copies of the reference material if desired. Discuss how some states are found in multiple regions, verifying mnemonics and codes, etc. Explain the significance of each of these codes when it comes time to sort the data. For example:</p> <p style="padding-left: 40px;">During demobilization, you could query for all the people that are released to Salt Lake City, Utah. If enough people are being released at the same time, a charter aircraft could be hired to get them all home. This may save money.</p> <p>Review answers.</p>	<p>04-06-S248-IR/SR SW page 4.39</p> <p>04-09-S248-EP thru 04-14-S248-EP</p>

OUTLINE	AIDS & CUES
<p>DISCUSS NAMING CONVENTIONS AND:</p> <ul style="list-style-type: none"> • HOW THEY ARE “DROPPED” INTO THE INCIDENT ACTION PLAN (IAP) PORTION OF THE CIAS. • HOW THEY CAN AFFECT OTHER SECTIONS’ ABILITY TO FIND AND SORT INFORMATION. • HOW SOME TEAMS USE IT TO ASSIST OPERATIONS AND PLANNING BY LISTING REQUEST #, POSITION CODE, NAME, AND LAST SHIFT DATE. <p>DISCUSS THE USE OF INFORMATION BY OTHER PLANNING UNITS AND OTHER SECTIONS SUCH AS “METHOD OF TRAVEL” FIELD USED BY THE DEMOBILIZATION UNIT.</p> <p>EMPHASIZE THAT EACH INCIDENT PROTOCOL IS DIFFERENT. BE FLEXIBLE AND ASK FOR GUIDANCE.</p> <p>REVIEW UNIT OBJECTIVES.</p>	<p>04-17-S248-EP</p>

CHECK-IN INTERVIEW EXERCISE

Sample Check-In Interview Script

IRSS/ITS Check-In Form

Remember, the Team you work for may have you ask for more information, etc. Confirm how the questions should be asked. TAKE YOUR TIME. BE METHODICAL, CONSISTENT, AND FLEXIBLE! As always, IF IN DOUBT, ask your supervisor for assistance. Do Not Assume!

“Hi. Welcome to the _____ incident.”

Fill in the Check-In Location.

“May I see your Resource Order and Qualifications Card please?”

Fill in the Request Number “O-XXXX”

For Overhead Resources:

“Is this the correct spelling of your name?” Make sure you note their LEGAL name or their name as it appears on their government-issued photo ID, even if that spelling is wrong, since that is how airline tickets will be issued and what airport security will check.

We can always list them in the database under their nickname/middle name, but somewhere on their check-in information we should have a reference to their legal name.

Fill in first and last name LEGIBLY. If resource has a common name or has traveled by AIR, ask to see driver’s license or other government issued ID to confirm spelling, add middle initial, etc. Some teams will ask that you make a photocopy of the driver’s license if the resource traveled by commercial air so the demobilization unit leader will not have to confirm questionable or unusual spellings before making travel arrangements.

For Crew and Equipment Resources:

“What is the name of your crew or equipment?”

- Fill in the name/number. Note: Often the crew or equipment will take on the name of their company or home unit. It is VERY IMPORTANT in planning and operations that each crew/equipment be identifiable.

Many of the equipment operators will give you a number for the piece of equipment like “Engine 1046.” Crews may also distinguish themselves with a number, but many don’t. So, if there are several “Perez crews” and/or more hand crews from the same contractor are expected at the incident, you may need to assign them a unique number or letter like “Perez #1” and “Perez #2.” Remember, this is part of their NAME and probably won’t be the same as their request number, like “C-1” or “C-2.”

“What agency do you work for?”

- Note which agency the resource works for (BIA, BLM, FS, NPS, State, FWS, NWS, FEMA, Private, County, etc.)

“Are you a regular agency employee or a casual “AD” employee?”

AD = Administratively Determined. These employees are temporary employees hired for a specific incident under specific conditions. (Note: Although AD’s may not be regular agency employees, they ARE agency-affiliated because they’re hired and work temporarily for that agency on that incident).

“Are you a private contractor?” This may be a privately contracted person, crew, or equipment with or without operator. Equipment usually will arrive with an Emergency Equipment Rental Agreement (EERA packet) that can be used to verify information and check them into an incident. If they don’t have appropriate documentation (resource order or EERA packet), they may not actually be assigned to the incident. Check with your supervisor.

“S T/F S/T”

- Circle or note the appropriate configuration. Almost all resources will come as Single Resources, but on occasion a Task Force of Equipment or a Strike Team of engines, other equipment, or crews will be dispatched. Remember, true Task Forces and Strike Teams will arrive together, must be utilized on the incident together, and must be demobilized together.

“Date/Time Check-In”

- Note the actual date and time you are checking them in. Use military time.

“What is the name of your crew or equipment’s leader?” (crew superintendent, crew boss, engine boss, etc.)

- Confirm name spellings. Many teams like to also have you note cell-phone numbers for leaders in case the incident needs to contact the crew/equipment with emergency messages, reassignment information, etc.

“How many people are rostered with your crew/equipment?”

- Ask to see the crew manifest. Verify that all of the personnel listed are still with the crew and no substitutions have been made. Do not include bus drivers, since they usually will have to check in as a separate equipment resource, BUT do make a notation on the check-in sheet cross-referencing the bus driver’s name and “E #” with the crew and vice versa. Identify trainees.

“What is your Home Unit Identifier?”

- List the Home Unit Identifier (state-unit). You can often find this on their Qualifications “Red” card or resource order. If in doubt, VERIFY the abbreviation using the Unit Identifier reference guide and/or the CIAS database. Often, forests or units are merged and a new position code is created. WRITE OUT the name of the home unit when in doubt.

“City and State and Airport”

- Depending upon team protocol, this may either be the resource’s home unit or base station City and State or the resource’s residence City and State. Ask what city the resource lives in. This may be different from their JetPort or their Home Unit/work or duty station. You should note if the resource lives significantly far from his/her home base and/or JetPort/Airport as it may influence demobilization arrangements.

Note: Airports can be quite small landing strips. Therefore, the correct terminology is JetPort because those sites are large enough and have runways long enough to accommodate most commercial craft.

“What Method(s) of Travel did you use to arrive at the incident?”

- AOV = Agency Owned Vehicle
- POV = Privately Owned Vehicle
- AIR = Flew by air (charter or commercial)
- AIR/REN = Flew by air, then rented a vehicle
- AIR/GS = Flew by air, then picked up by incident Ground Support unit
- REN = Rented a vehicle and drove in to incident
- PAS = Passenger with someone else in AOV/POV/REN/BUS
- BUS = Usually for drivers of a bus. The crew the bus and driver are transporting will be PAS
- GS = Ground Support from the incident or home unit transported the resource to the incident

NOTE: To assist with the demobilization process, make special note of resources telling you they already have a round-trip airline ticket, need ground support transportation all the way back to their home unit (not just local transport to the airport, etc.) or that they were a passenger with another resource and may have to be demobilized when the other resource is demobilized.

- If they brought a vehicle, try to get some kind of description and a license number or door number. This helps Logistics and Operations keep track of vehicles that may look similar. “They’re all Bluebird Bus company busses, but which one is which and which crew is being transported in which bus?”

“What is your Incident Assignment?”

- Using the proper ICS position code, confirm and record the position (KindCode) from the Resource Order

Check Qualifications “Red” Card:

- List all other qualifications found on the Qualifications Card. Operations and Planning will need this information as operational needs change, when requests are made for reassignments to other incidents, and to provide training opportunities when appropriate.
- Look at the Qualifications Card and confirm that the resource is qualified for the position he/she was ordered for (or trainee if applicable) and that the card is for the current year (they are renewed annually).
- Check with your supervisor regarding team protocols regarding Qualifications Cards.

“Are you an EMT?”

- You can ask this regardless of whether the resource is filling an Emergency Medical Technician (EMT) position or not and this may already have been covered when listing “other qualifications.”
- If the resource is filling any EMT position, they must bring their EMT National Registry card with them. You will need to make a copy of this card. Unless the EMT is from the local area, the Safety Officer will need to have a copy of his/her National Registry Card to apply for a temporary license for that resource to practice their level of medicine during the incident in that state.

BLS = Basic Life Support
EMT-Basic (EMTB)

ALS = Advanced Life Support
EMT-Intermediate (EMTI)
EMT-Paramedic (EMTP)

Line Medics are EMT's who are line qualified and have passed the appropriate physical fitness requirements.

Camp Medics are EMT's who will work in camp to support personnel assigned to the incident.

IMS = Incident Medical System

MEDL = Medical Unit Leader

“Last Day Off” - This terminology is being modified by most teams as it can be confusing.

This is actually a misnomer. Depending upon check-in date/time and team protocols, determine the first day of work on assignment. Remember, this may be a date from the previous incident the resource just traveled from.

- Determine the date before the first day on initial assignment (which has in the past also been known as the Last R&R Date or Last Day Off and may equal the Mobe Date). This date will be used to calculate the 14th day or “Last Shift/Operational Period On Assignment.”

“Did you come to this incident directly from another incident?” Yes/No

- If yes, **“What was the incident name/number and your resource order #?”**
Also, **“Did you go to that incident directly from another incident?”**
(Note: Occasionally, when there are a lot of incidents close to each other, resources may be reassigned from incident to incident.)
- If applicable, list the information (travel, rest, on another assignment, etc.). This information is especially important to resource tracking because it will be used to determine the resource's length of assignment and last operational shift date.

EMERGENCY INFORMATION

Some teams will have the Status/Check-In Recorder take emergency contact information, while others will have the Finance Section record this information. Check with your supervisor for the appropriate team protocol for that incident.

STANDARD FORM 245 (8/77) Prescribed by USDA FSM 5716 USDI MP9400.518		PASSENGER AND CARGO MANIFEST Boise IHC			NO. OF PASSENGERS ON THIS PAGE <u>20</u>	PAGE <u>1</u> OF <u>1</u>
ORDERING UNIT CO-COS		PROJECT NAME TREE FIRE			PROJECT NO. CO-COS-0003	
NAME OF CARRIER		MODE OF TRANS & ID NO. A741826 - BUGGIE A-851781- BUGGIE A-812642- 4X4 FORD PU A-526427 - 4X4 CHEVY SUBURBAN			PILOT OR DRIVER	
CHIEF OF PARTY Jesse Tisino		REPORT TO: Tree Fire Incident Base			IF DELAYED CONTACT NICC 208-389-2400	
DEPARTURE		INTERMEDIATE STOPS			DESTINATION	
PLACE	ETD	ETA	PLACE	ETD	ETA	PLACE
Boise, ID	8/9 0600				8/9 1600	Tree Fire Incident Base Fort Collins, CO
PASSENGER AND/OR CARGO NAME		M/F	PASSENGER WEIGHT	CARGO WEIGHT	DUTY ASSIGNMENT IF APPLICABLE	HOME UNIT
1.	Jesse Tisino	M	185	55	CRWB	ID-BOF (all)
2.	Johnny Jones	M	243	55	FFT2	
3.	Fred Mertz	M	135	55	FFT2	
4.	Penny Cook	F	145	55	FFT2	
5.	Sally Rietz	F	135	55	FFT2	
6.	Tyrone Brown	M	165	55	FFT2	
7.	Richard Rodriquez	M	200	55	FFT2	
8.	Jose Villaneuve	M	167	55	FFT1	
9.	Tony Chin	M	140	55	FFT2	
10.	Roger Torez	M	135	55	FFT2	
11.	Mac Sanchez	M	243	55	FFT2	
12.	Susie Campbell	F	200	55	FFT2	
13.	Megan Christy	F	123	55	FFT2	
14.	Mike Yee	M	170	55	CRWB (t)	
15.	Mica Goldstein	F	155	55	FFT2	
16.	Mohamed Smith	M	255	55	FFT2	
17.	Jon Johnson	M	176	55	FFT2	
18.	Toy Kim	F	110	55	FFT1	
19.	Yuk Yee	M	150	55	FFT2	
20.	Robert Stoprunning	M	167	55	FFT2	
21.	Saw Pack			50		
22.	Saw Pack			50		
SIGNATURE OF AUTHORIZED REPRESENTATIVE					DATE 8/9/20XX	

CHIEF OF PARTY COPY

INSTRUCTIONS FOR RECORDING AND PROCESSING ICS 211, CHECK-IN LIST

Personnel and equipment assigned to an incident must check-in upon arrival. Check-in consists of reporting specific information which is recorded by the Status/Check-In Recorder on ICS 211, Check-In List (see Figure 3).

Check-in may occur at a number of incident locations: staging areas, incident base, incident command post, camps, and helibases. Check-in locations should be easily accessible to incoming resources and have ample parking space for vehicles.

The sooner the check-in location is established and functioning, the fewer resources the Status/Check-In Recorder will have to track down later in order to get identifying information.

Depending on the Resource Unit Leader's preference, check-in information may be recorded in slightly different ways on ICS 211, Check-In List, and there are some different formats of the form available. The Resources Unit Leader should establish procedures for completing ICS 211, Check-In List.

Some options are:

- ICS 211, Check-In List, NFES #1335, is an 8½ by 14 inch, single page form. Use as many forms or pages as needed to check-in resources.

An option is to use a separate ICS 211, Check-In List, for crews, engines, helicopters, personnel, aircraft, and dozers rather than recording all resources on one form. Using a separate form for each category of resource makes it easier to track and find information about a particular resource.

Figure 3 is an example of different categories of resources recorded on one form. For small incidents with not many resources this may be satisfactory, but with lots of resources and numerous pages it becomes time consuming to look through all the pages to locate a particular resource.

- ICS 211, Check-In List, NFES #1509, is an 8½ by 11 inch booklet of forms. The booklet provides forms for recording the separate categories of resources. The forms are color coded to match the color of the corresponding ICS 219, Resource Status Cards (resources status cards will be covered later).

The Status/Check-In Recorder should record all the data available for each resource on ICS 211, Check-In List. Don't be constrained by trying to keep all information within each block – **use two lines if needed**. See Figure 3 for an example of information recorded on an ICS 211.

Figure 3—ICS 211, Check-In List

CHECK-IN LIST			1. Incident Name Example				2. Check-In Location (complete all that apply)					3. Date/Time 8/1/XX 1300			
			<input checked="" type="checkbox"/> Base		<input type="checkbox"/> Camp		<input type="checkbox"/> Staging Area		<input type="checkbox"/> ICP Restat		<input type="checkbox"/> Helibase				
CHECK-IN INFORMATION															
4. List Personnel (overhead) by Agency & Name -OR- List equipment by the following format:	5. Order/Request Number	6. Date/Time Check-In	7. Leader's Name	8. Total No. Personnel	9. Modified Yes No	10. Crew or Individual's Weight	11. Home Base	12. Departure Point	13. Method of Travel	14. Incident Assignment	15. Other Qualifications	16. Sent to RESTAT Time/hl			
ID-PAF	W. Nomex	O-13		1	X		Council	McCall	Air	FBAN	DIVS	8/2 1650	7/30		
CA-ANF	K. Metcalf	O-8		1	X		Glendora	Glendora	Sedan A-365187	ICT2	GAS	8/2 1650	7/31		
AZ-FTA	F. Shelter	O-16		1	X		Whiteriver	Phoenix	Air	PSC2	RESL	8/2 1710	8/1		
UT-SLD	D. Hardhat	O-27		1	X		Salt Lake	Salt Lake	Air	SCKN	DIVS	8/2 1710	8/1		
CA-RRU	B. Lord	O-7		1	X		Rancho Mirage	Perris	4x4 ¾ T PU 6212	DIVS	BCMG	8/2 1710	7/21		
CA-BDU	6175	E-5	C. Shrowe	1	X		San Bernardino	Same	Transport			8/2 1750	7/27		
UT-WCF	Logan	C-2	S. Bushman	20	X	4,720	Logan	Shovel Incident	2 crew carriers 1 pickup		A-741826 A-651781 A-812642	8/2 1750	7/21		
CA-BDU	1472	E-16	V. Harvey	1	X		San Bernardino	Same	Engine		Diesel	8/2 1750	7/25		
ID-PAF	155X	A-4	D. Ebert	1	X		Krassel	McCall	Air				7/30		
17. Page 1 of 1			18. Prepared By (Name And Position) Use Back for Remarks or Comments <i>John Clearwater, SCKN</i>												

NFES 1509

ICS 211

INSTRUCTIONS FOR COMPLETING ICS 211, CHECK-IN LIST

Block No:

Block Subject:

Block 1

INCIDENT NAME:

Self-explanatory. (Note: usually one word.)

Block 2

CHECK-IN LOCATION:

Place a check mark in the appropriate box indicating where the check-in station is located. If check-in is at a camp, staging area, or helibase also record the name on the line provided.

Block 3

DATE/TIME:

Enter date (month, day, year) and time of day the form is prepared.

Block 4

AGENCY/PERSONNEL/EQUIPMENT IDENTIFICATION:

AGENCY COLUMN:

Enter the three-letter identifier for the agency (see Unit Identifiers located at www.nifc.gov/nicc/index.htm) from which the resource was dispatched preceded by the two-letter state abbreviation (examples: ID-PAF, CA-ANF, UT-SLD). See Figure 4 for a listing of the two-letter state abbreviations to be used.

The form doesn't provide adequate space in the agency column to include the two-letter state abbreviation. A suggested method is to record the two-letter state abbreviation in the left hand margin of the form outside the agency column (see Figure 5).

Figure 4—Two-Letter State Abbreviations

Alabama	AL	Montana	MT
Alaska	AK	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Colorado	CO	New Mexico	NM
Connecticut	CT	New York	NY
Delaware	DE	North Carolina	NC
Wash., D.C.	DC	North Dakota	ND
Florida	FL	Ohio	OH
Georgia	GA	Oklahoma	OK
Hawaii	HI	Oregon	OR
Idaho	ID	Pennsylvania	PA
Illinois	IL	Rhode Island	RI
Indiana	IN	South Carolina	SC
Iowa	IA	South Dakota	SD
Kansas	KS	Tennessee	TN
Kentucky	KY	Texas	TX
Louisiana	LA	Utah	UT
Maine	ME	Vermont	VT
Maryland	MD	Virginia	VA
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY
Missouri	MO		

Block No: **Block Subject:**

Block 4 (cont.) AGENCY/PERSONNEL/EQUIPMENT IDENTIFICATION:

INDIVIDUAL PERSONNEL:

For individual personnel resources, the last four columns in Block 4 may be used to record the person’s name (see Figure 5). At a minimum, print the first name initial letter and full last name. An acceptable option is to include the full first and last name.

Figure 5—Recording Individual Personnel Resources on ICS 211

CHECK-IN LIST				
4. LIST PERSONNEL (OVERHEAD) BY AGENCY NAME -OR- LIST EQUIPMENT BY THE FOLLOWING FORMAT:				
AGENCY	SINGLE T/F S/T	KIND	TYPE	I.D. NO./NAME
ID-PAF	W. NOMEX			
CA-ANF	K. METCALF			
AZ-FTA	F. SHELTER			
UT-SLD	D. HARDHAT			
CA-CDF	B. LORD			

Block No:

Block Subject:

Block 4 (cont.)

CREWS/EQUIPMENT: (see Figure 6)

a. SINGLE, T/F, S/T COLUMN

If the resource is a Strike Team, put “S/T” in this column; if a Task Force, put “T/F;” and if a single resource, leave blank.

b. KIND COLUMN

Enter the kind of resource checking in. The kind designations are as follows:

- E – Engine
- D – Dozer
- C – Handcrew
- WT – Water Tender
- H – Helicopter
- TP – Tractor Plow

For resources that are not identified above, write out what they are.

c. TYPE COLUMN

Enter the type of crew, engine, dozer, water tender, tractor plow, and helicopter as provided in the Fireline Handbook, Appendix A.

d. I.D. NO./NAME COLUMN (both Single and Group Resources)

Enter the identification number or name assigned to the resource by its home unit or dispatching agency. Some crews use names rather than identification numbers. In such cases, their name would be recorded in this column.

Figure 6—Recording Single and Group Resources on ICS 211

CHECK-IN LIST				
4. LIST PERSONNEL (OVERHEAD) BY AGENCY NAME -OR- LIST EQUIPMENT BY THE FOLLOWING FORMAT:				
AGENCY	SINGLE T/F S/T	KIND	TYPE	I.D. NO./NAME
CA-CDF		D	2	6175
UT-WCF		C	1	LOGAN
CA-XSL		E	2	1472
ID-PAF	S T	E	6	9610

Block No: **Block Subject:**

Block 5

ORDER/REQUEST NUMBER:

Resource order forms are used to document the mobilization and demobilization of incident resources.

Resource order forms categorize resources as Overhead (O), Crews (C), Equipment (E), Aircraft (A), and Supplies (S).

Orders for each resource category are numbered sequentially beginning with “1” preceded by the resource category letter.

Each resource will be assigned a request number, such as C-1 for the first crew ordered, O-1 for the first overhead ordered, etc., as indicated in block 12 of the Resource Order Form (see Figure 7).

The request number for each resource is entered in block 5 of ICS 211, Check-In List (see Figure 3).

Block 6

DATE/TIME CHECK-IN:

Enter the month, day, and time (24-hour military system) that the resource checks in. The date may be entered in the block above the time or the date and time may be entered side by side within the block.

Block 7

LEADER'S NAME:

Whenever a resource has a designated leader, print his or her first initial and full last name in this column. This is particularly important for hand crews, strike teams and task forces. Entering the full first and last name is also acceptable.

<u>Block No:</u>	<u>Block Subject:</u>
Block 8	<p><u>TOTAL NO. PERSONNEL:</u> The total number of personnel assigned to the resource.</p>
Block 9	<p><u>MANIFEST:</u> If resources and/or personnel are sent to an incident via air transportation, a manifest is required to document the type, quantity, and weight of personnel and/or cargo. Most crews prepare a manifest regardless of the method of travel. Check whether or not an incoming resource is on a manifest. This information becomes vital to the demobilization unit during the demobilization phase of an incident. See Figure 8 for an example of a completed crew manifest.</p>
Block 10	<p><u>CREW WEIGHT OR INDIVIDUAL WEIGHT (AIR TRANSPORTED PERSONNEL ONLY):</u> When resources are on manifest, write the crew's total weight or person's weight in this column.</p>
Block 11	<p><u>HOME BASE:</u> The home base of the resource (home unit, home office, duty station, company office.)</p>
Block 12	<p><u>DEPARTURE POINT:</u> Location of initial dispatch from home base and where the resource should return. The departure point may be different than the home base.</p>
Block 13	<p><u>METHOD OF TRAVEL:</u> For crews and personnel resources, record the method of travel to the incident. As appropriate, give the type and equipment number of vehicle or airport three-letter designator.</p>
Block 14	<p><u>INCIDENT ASSIGNMENT:</u> The incident assignment for which the resource has been ordered (Division/Group Supervisor (DIVS), Situation Unit Leader (SITL), etc.). Use the position code. Leave blank if incident assignment is unknown.</p>

Figure 8—Completed Crew Manifest

STANDARD FORM 245 (6-77) Prescribed by USDA FSM 5716 USDI MP9400.51B		PASSENGER AND CARGO MANIFEST			NO OF PASSENGERS ON THIS PAGE <u>20</u>	PAGE <u>1</u> OF <u>1</u>	
ORDERING UNIT CA-BDU-590 (C-2)		PROJECT NAME CARP			PROJECT NO.		
NAME OF CARRIER Sierra Pacific		MODE OF TRANSPORTATION & I.D. NO. Boeing 737 N703S			PILOT OR DRIVER S. Brown		
CHIEF OF PARTY Jesse Tisino Mormon Lake Hotshots		REPORT TO: Carp Incident Base			IF DELAYED, CONTACT SWCC 505-842-3473 NICC 208-387-2400		
DEPARTURE		INTERMEDIATE STOPS			DESTINATION		
Place	ETD	ETA	Place	ETD	ETA	Place	
FLG	1600				1730	ONT	
PASSENGER AND OR CARGO NAME		M	F	PASSENGER WEIGHT	CARGO WEIGHT	DUTY ASGMT. IF APPLICABLE	HOME UNIT
1. Jesse Tisino		X		210	45	Superintendent	COF
2. Russell Copp		X		200	49	Foreman	
3. Kirk Smith		X		188	45	Squad Leader	
4. Doug Garner		X		188	45	Crewmember	
5. Tom Johnson		X		188	45		
6. Ron Bauman		X		188	45		
7. Rick Miller		X		185	45		
8. Ceaser Polk		X		155	45		
9. Aaron Sobel		X		195	50		
10. Matt Caouette		X		195	50		
11. Shannon Lamson			X	140	50		
12. Andrew Schmidt		X		150	44		
13. Dave Broquist		X		150	45		
14. Yolanda Martinez			X	120	41		
15. Mike Robbins		X		168	50		
16. Miles Ellis		X		185	45		
17. Bruce Banke		X		185	45		
18. Jesus Rodriguez		X		185	45		
19. Mike Baily		X		185	45		
20. Robert Auza		X		185	45		
21. Saws & Speciality Tools					242		
22. Total Weight				3545	1161		
SIGNATURE OF AUTHORIZED REPRESENTATIVE <i>Peter B. Ivans Total Weight 4706</i>						DATE <i>8/21/20XX</i>	

Block No:

Block Subject:

Block 15

OTHER QUALIFICATIONS:

For personnel resources, list position code for other incident command system (ICS) qualifications from their fire qualification card (Red Card). For equipment, the ground support unit may request that you record in this block the type of fuel required to operate the equipment.

Block 16

SENT TO RESOURCES/TIME INT:

This column is used when the SCKN is at a location other than the Resources Unit. The date and time at which the check-in information for each resource was transmitted to the resources unit and the initials of the person transmitting that information are recorded here.

After transferring the resource's check-in information to the resource status card and submitting the card to the resources unit, mark the lower-right corner (see Figure 9).

Figure 9—Lower-Right Corner of Block 16 Marked

14. INCIDENT ASSIGNMENT	15. OTHER QUALIFICATION	16. SENT TO RESOURCES TIME/INT.
DIVS	OSC2	9/12 1300 DR
ATGS	ASGS, AOB	9/12 1300 DR
RESL	SITL, PSC2	9/12 1300 DR

Lower-right corner of block 16 marked indicating the check-in information has been transferred to a resource status card.

S-248 Field Names Spreadsheet

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
INCIDENT NAME	Self-explanatory	Carp Fire Hurricane Charley Recovery	Resource Order		
INCIDENT ORDER NUMBER	Resource order forms are used to document the mobilization and demobilization of incident resources. The Order number reflects the requesting Unit ID. It includes the two-letter state abbreviation followed by the three-letter Unit ID followed by a locally assigned number.	ID-BOF-0138	Resource Order – Look at resource order and validate resource was ordered for the incident.	Fire Number	This is the fire number; identified by the state, home Unit ID, and a locally-assigned number.
CHARGE CODE	This accounting code is established by dispatch. It is the code agencies charge for the fire.	P54381 (FS) PP4381 (NPS) PD4381 (BLM)	Resource Order Finance	Accounting Code Job Code 'P' Code	This is the code to charge for your pay.
CHECK-IN LOCATION	Record the physical place where check-in is located (ICP, camp, staging area, or helibase). Record the name of camp/staging area/helibase.	Base Spike Camp Staging Area Helibase			
REQUEST NUMBER	Resource Orders – group resources by kind (Overhead (O), Crews (C), Equipment (E), Aircraft (A), and Supplies (S). Requests for each resource kind are numbered sequentially and preceded by the resource kind letter. Each resource will be assigned a unique request number.	C-1 (for the first crew ordered) O-1 (for the first overhead ordered, etc.) O-1.1, O-1.2, etc., for Team orders E-25 A-2	Resource Order Logistics, Supply Unit	Ops RESL Ordering Dispatch	Very critical; used to track resources on IAP, required for electronic database; cannot be duplicated. Also used by Demobilization.

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
CONTRACTED (ONLY IN IRSS)	Click on for resources that are not employees of a public agency, such as those employed under an EERA or contract.			Do you work for a private company or yourself? Have you been hired under a contract or EERA?	Contractors are paid differently from agency resources, even though hired through a public agency. Important to Finance.
NAMING					
INDIVIDUAL PERSONNEL	Record person's name (include full first and last name); always check spelling, even on basic names.	Richard Smith Richard 'Rick' Smith	Quals Card (Red Card or equivalent) Resource Order Gov't-issued photo ID		Must have correct spelling of <u>legal</u> name (as appears on gov't-issued ID); DMOB- important for air travel or emergency demob process. IAP Finance IAP Finance
CREWS / EQUIPMENT	Record the identification number and/or name assigned to resource by its home unit or dispatching agency.	Boise IHC San Carlos #58 ENG # 414 L&L Dozer	Resource Order Crew Manifest		
AIR	Record the tail #. For an exclusive use aircraft, this will also include the helicopter module.	HG64AP	ASGS ATGS Resource Order Manifest	What is the aircraft call sign (last 3 digits of tail #)?	Cost Accounting IAP Finance
AGENCY IDENTIFIER	Record the identifier for the agency the resource is representing.	BLM/FS/DOW/BIA/ DOD/State/County/ City/NPS. AD (use the sponsoring agency).	Quals Card (Red Card or equivalent) Resource Order	What agency do you work for? For ADs, which agency hired you?	209 Incident Status Summary National Situation Report Finance

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
SINGLE, S/T, T/F	Record/choose "S" for single resource, "S/T" for Strike Team, or "T/F" Task Force to indicate how the resource was ordered (is configured).	ST #9610	Resource Order - if ordered in that configuration.	Were you ordered as a Strike Team or Task Force, or was your S/T or T/F formed at the incident? (Must determine the identification number or name/operator or crew boss/number of personnel on each/ home unit, etc.)	IAP DMOB
DATE/TIME CHECK-IN	Record Date (month, day, year) and Time (military) of day the resource is checked-in.				Finance
LEADER NAME	Whenever a resource has a designated leader, enter his/her full name.		Quals Card Manifest		IAP
TOTAL NUMBER OF PERSONNEL	Record the total number of personnel assigned to the resource. These numbers will vary by resource kind.	Crew – 20 Engine – 3 Single Resource – 1			IAP ICS 209 Meal count
HOME UNIT IDENTIFIER	Record the three-letter identifier for the agency from which the resource was dispatched preceded by the two-letter state abbreviation.	ID-BOF (ID/Boise National Forest) ID-IFD (ID/Upper Snake River District BLM) NM-ZUA (NM/Zuni BIA) MT-GNP (MT/Glacier National Park)	Quals Card Resource Order Unit Identifiers, NFES # 2080 Figure #, Two-Letter State Abbreviations CIAS – User's Guide Appendix	Tip: If their agency ID is FS - their home unit ID would end in 'F' - forest/BLM end in 'D' - district / BIA end in 'A' - agency, NPS end in 'P' - park, etc. Tip: Write out and use the Home Unit, in case there are questions later.	Cost Accounting DMOB Emergency Contact
DEMOB CITY / STATE (DEPARTURE POINT)	Record the city/state to which the resource should return.			What city/state do you live or work in?	DMOB

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
METHOD OF TRAVEL	Record the method of travel to the incident. As appropriate, give the type and equipment number of vehicle or jetport code (three-letter designator).	A/R – air and rental AIR AOV – agency owned vehicle BUS PAS – passenger POV – privately-owned vehicle REN – rental	SCKN Kit – Jetport Codes CIAS – User’s Guide Appendix	How did you get to the incident? If a rental: Who is responsible for the rental? Where was it picked-up? Is the drop-off the same location? Record license plate (state and number) in vehicle ID field. Do you have a federal travel card? If resource is a passenger, find out with whom. Arrived by air / incident provided transportation from airport (air/ga).	DMOB - very critical information, especially for air travel. The more information you can get at check-in will make the demob process more efficient.
JETPORT CODES	Each jetport has a three letter identifier. This is where the resource will be flown home to when released.	Boise, ID – BOI Washington/Dulles – IAD	SCKN Kit – Jetport Codes	Write down the airport name if you cannot find the jetport code, or, if the resource gives you the wrong jetport codes, it can be double-checked.	DMOB
KIND COLUMN	Resources are grouped by kind, designated by a letter(s):	E – Engine C – Crew D – Dozer WT/WAT – Water Tender/Truck LB – lowboy	Fireline Handbook		

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
TYPE COLUMN	Record the type of crew, engine, dozer, water tender, tractor plow, helicopter, or air tanker. Type indicates the capabilities of a resource kind, such as engine capacity, dozer horsepower.	Type 1 Hot Shot Crew, HC1 Type 2 IA Hand Crew, HC2 D3 – Type 3 Dozer ENG4 – Type 4 Engine	Fireline Handbook, Appendix A Incident Response Pocket Guide (IRPG)	How many gallons does your water tender hold?	Operations Logistics IAP Finance
KIND/POSITION CODE (INCIDENT ASSIGNMENT)	The incident assignment for which the resource has been ordered. Use the four-letter position codes. Be sure to note if resource is a Trainee, "T."	DIVS – Division Supervisor SCKN – Status/Check-In Recorder RESL(T) – Resource Unit Leader Trainee	SCKN Kit – Position Code List CIAS – User's Guide Appendix		Cost accounting Finance RESL OPS
TRAINEE			"Red Card"	Is the resource a Trainee? Did they bring their task book?	
OTHER QUALS	For personnel resources, list position codes for other Incident Command System (ICS) qualifications from their qualification card. Use the four-letter Position Codes. Be sure to note if resource is a Trainee, "T."	EMTB	"Red Card"	Ask resource if they want their quals listed – they may not want to perform as another position. EMT – ask for copy of national registry card.	Assist planning/ops in case there is a critical need for a certain position. Assist DMOB for reassignment opportunities. Finance

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
LENGTH OF ASSIGNMENT	Identify length of tour of duty/1 st day on assignment. Time of check-in will determine if today counts as an incident day. If checking-in AND working, today is day one the tour of duty. If checking-in and NOT working, today is a travel day and tomorrow will count as 1 st day on assignment.			<p>You will use this information to calculate the length of tour of duty – as defined by the MOB Guide/IBMH.</p> <p>Tip: Be consistent with data collection.</p> <p>Is today the first day of your 14?</p> <p>Were you re-assigned from another incident? You will want to record the name and request number from the previous incident.</p> <p>If yes, what was the date of your first day on that assignment?</p> <p>Length of assignment – excluding travel?</p> <p>How many days did your home unit authorize your assignment to be?</p> <p>What was your mobilization date? (Be careful with travel days.)</p>	<p>Work/Rest Ratio Tour of Duty</p> <p>Verify with the incoming resource when they check in. Today is your first shift; your last operational shift will be 07/14 and you will travel on 07/15. This will help clear up any confusion in the DMOB scheduling.</p>
VEHICLE ID	Record agency number, unit number license plate number, etc.	(Crew Bus) – Boeing 737 #703S (Rental) – ID XZ5321 (AOV) –	Manifest Rental Agreement		Ground Support DMOB

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
CELL PHONE NUMBER	Record any contact information (cell phone/pager number) the resource has, in case of emergency contact.				RESL OPS DMOB Emergency Contact
EMERGENCY CONTACT INFORMATION					
NOTES/REMARKS	Use this to record any additional pertinent information such as O/H resources traveling together, contract or EERA number, alternate jetport for demobilization, etc. Remember, this is your chance to gather the necessary information.	Transport E-8 is with Dozer E-9			
MANIFEST	Get a copy of the current crew manifest.			Ask if it is correct and current; have there been any changes/replacements/additions?	
CREW WEIGHT	When resources are on a manifest, record the crew's total weight or person's weight.		Crew Manifest		
SPECIAL ITEMS FOR EQUIPMENT					
FOAM CAPACITY	YES / NO				
CAFS	YES / NO				

FIELD NAMES	EXPLANATION	EXAMPLE	WHERE TO FIND INFORMATION	QUESTIONS/TIPS TO GET THE RIGHT ANSWER	USES
WATER TENDERS	GALLON CAPACITY POTABLE OR NON-POTABLE WATER SUPPLY WITH OR WITHOUT A SPRAY BAR				
MISC EQUIPMENT	SKIDGEN / SPECIALIZED EQUIPMENT				
LIGHTS/NIGHT OPERATION					
RELIEF OPERATOR/ DOUBLE SHIFTED					
4-WHEEL DRIVE/ 2-WHEEL DRIVE					
GAS/DIESEL					
SUPPORT EQUIPMENT	LOWBOY WITH DOZER RECORD DRIVER'S NAME AND COMPANY NAME (IF DIFFERENT). DOES EQUIPMENT HAVE OR REQUIRE A PILOT CAR?				
SENT TO RESOURCES/TIME/ T-CARD/CIAS	Document when resource information was transmitted to Resources Unit; who completed the check-in process; when information was processed to T-cards or CIAS.				If there is a question, who will know who to ask? You will be able to track which resources have been transferred to T-cards, entered into CIAS, etc.

IRSS/ITS Check-in Form

Incident Name: _____ Check-in Location: _____

Request #: _____ Crew Name or Equip. Name/Number: _____

Last Name: _____ First Name: _____ MI: _____

Agency (FS, State, BIA, etc): _____ AD: _____ Contractor: _____ S T/F S/T: _____
(if AD, fill out info below) (Single Resource, Task Force, or Strike Team)

Date/Time Check-in: _____ Leader's Name: _____ # of Personnel: _____

Home Unit: _____ City: _____ State: _____ Airport: _____

Method of Travel: _____ Transport ID: _____ Incident Assignment: _____

Other Quals: _____ EMT (if crew, which members): _____ ALS (if crew, which members): _____

Last Day Off: _____ Activity (Past 72 Hours): 24: _____ 48: _____ 72: _____

Entrapment Avoidance Training? No Yes Red Card Checked (initials): _____

ITS Information

SS #: _____ OR EIN #: _____ Equipment Type: _____

Work Mailing Address: _____ City: _____

State: _____ Zip: _____ Phone: (____) _____ Fax: (____) _____

Emergency Information

Emergency Contact: _____ Relationship: _____

Mailing Address: _____ City: _____

State: _____ Zip: _____ Home Phone: (____) _____ Work Phone: (____) _____ Ext: _____

For AD's ONLY:

Point of Hire: _____ Area: _____ Class: _____ Rate: _____

Travel/Transportation:

AD is entitled to transportation to and from the incident: No Yes via _____
(Airline, *POV, rental vehicle)

*If POV, is vehicle signed up under EERA Agreement? No Yes

Employment Forms Completed by:

Hiring Official: I-9, Employment Eligibility Verification completed and on file (ID required)

AD: Federal W-4: Attached OR Previously submitted

State W-4: Attached OR Previously submitted

Remarks:

UNIT IDENTIFIERS EXERCISE

Requested Check-In Information

Every organization has its own language with associated acronyms and terminology. Incident management and the incident command system are no different. This exercise will familiarize you with the concepts of Agency, Home Unit Identifier (a.k.a. Unit Identifier), and Geographic Areas. Using the Unit Identifier as a resource, fill in the blanks and answer the following questions.

Note: Some states are found in multiple Geographic Areas.

List the different Geographic Areas:

Alaska

California

Northwest

Southwest

Rocky Mountain

Western Great Basin

Eastern Great Basin

Northern Rockies

Eastern Area

Southern Area

Extra Credit: Hawaii is in which area? California - Northern

In general, Status/Check-In Recorders can determine the resource's agency by looking at the last character of the Home Unit Identifier. Fill in the blanks.

- A = Bureau of Indian Affairs (Agency)
- C = Coordination Center
- D = Bureau of Land Management
- F = US Forest Service
- I = Privately owned or contracted resources
- P = National Park Service
- R = US Fish & Wildlife Service (Refuge)
- S = State agency
- T = Tribal agency
- W = National Weather Service
- M = Federal Emergency Management Agency/Office of Emergency Services
- X = County

Home Unit Identifiers are usually five characters in length.

The state abbreviation is used for the first two characters. The last 3 – 4 characters identify the resource’s home unit.

Note: The last three characters may be the same for various units, but the state abbreviation makes the home unit identifier unique (examples: MTGNF – Gallatin National Forest in Montana; NMGNF – Gila National Forest in New Mexico).

Example:

<u>AGENCY</u>	<u>STATE</u>	<u>UNIT</u>	<u>HOME UNIT NAME</u>
State (AZ)	AZ	AZS =	Arizona State
National Weather Service	CO	WXW =	National Weather Service, Colorado
FWS	WA	LWR =	Leavenworth National Fish Hatchery
C & L	NY	NYX =	Fire Dept. of New York
State (MT)	MT	SWS =	Southwestern Land Office, MT State
FS	ID	IPF =	Idaho Panhandle National Forest
NASA	CA	1NAS =	Ames Research Center
FS	CA	TMU =	Lake Tahoe Basin Management Unit
FS	CA	SNF =	Sierra National Forest
FS	NV	HTF =	Humbolt-Toiyabe National Forest
FS	WA	OWF =	Okanogan-Wenatchee National Forest
BLM	ID	FCD =	BLM National Interagency Fire Center
FS	CO	SJF =	San Juan National Forest

Two-Letter State Abbreviations

AL	Alabama	NV	Nevada
AK	Alaska	NH	New Hampshire
AZ	Arizona	NJ	New Jersey
AR	Arkansas	NM	New Mexico
CA	California	NY	New York
CO	Colorado	NC	North Carolina
CT	Connecticut	ND	North Dakota
DE	Delaware	OH	Ohio
FL	Florida	OK	Oklahoma
GA	Georgia	OR	Oregon
HI	Hawaii	PA	Pennsylvania
ID	Idaho	PR	US Puerto Rico
IL	Illinois	RI	Rhode Island
IN	Indiana	SC	South Carolina
IA	Iowa	SD	South Dakota
KS	Kansas	TN	Tennessee
KY	Kentucky	TX	Texas
LA	Louisiana	UT	Utah
ME	Maine	VT	Vermont
MD	Maryland	VI	US Virgin Islands
MA	Massachusetts	VA	Virginia
MI	Michigan	DC	Washington, D.C.
MN	Minnesota	WA	Washington
MS	Mississippi	WV	West Virginia
MO	Missouri	WI	Wisconsin
MT	Montana	WY	Wyoming
NE	Nebraska		

Last Letters/Numbers of Unit Identifiers Guide

A	=	Bureau of Indian Affairs
AO	=	Bureau of Indian Affairs – Area Office
C	=	Coordination/Dispatch Centers
D	=	Bureau of Land Management
F	=	Forest Service
G	=	General Services Administration
I	=	Privately owned or Contracted resources
K	=	Geographic Area Caches
L	=	Bureau of Reclamation
M	=	Federal Emergency Management Agency
P	=	National Park Service
Q	=	Department of Defense
R	=	Fish & Wildlife Service (Refuges)
RO#	=	Forest Service Regional Office
S	=	State Agencies
SO	=	Bureau of Land Management State Offices
T	=	Tribes
V	=	Federal Aviation Administration
W	=	National Weather Service
X	=	County
Z	=	Office of Aircraft Services

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 5 – Processing the Information

LESSON: A – Resource Status Cards, ICS 219

TIME: 1 Hour

TRAINING AIDS: T-cards / Completed Resources Locator Rack.

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. List two purposes of ICS 219, Resource Status Cards.
2. List three places information can be obtained to complete an ICS 219, Resource Status Card.
3. Complete an ICS 219, Resource Status Card for various resources.

OUTLINE	AIDS & CUES
LESSONS 5A AND 5B ARE BASICALLY MIRROR IMAGES OF EACH OTHER. 5A IS THE PAPER-BASED TASK OF TRACKING RESOURCES. 5B IS THE DIGITAL VERSION. IT IS IMPORTANT TO ACKNOWLEDGE THAT THE OBJECTIVES OF BOTH THE PAPER VERSION AND DIGITAL VERSION ARE THE SAME. WE ARE TRACKING AND RECORDING THE STATUS OF RESOURCES.	
INTRODUCTION SLIDE.	5A-01-S248-EP
PRESENT LESSON OBJECTIVES.	5A-02-S248-EP

OUTLINE	AIDS & CUES
<p>Following is a brief overview of what a T-card is, how to fill one out, how to file them in a resource locator rack, and examples of different ways they can be used.</p> <p>The class exercise will compare T-cards with the digital management method.</p>	
<p>II. DEFINE THE PURPOSE AND DESCRIBE ICS 219, RESOURCE STATUS CARDS, COMMONLY REFERRED TO AS “T-CARDS”</p>	5A-05-S248-EP
<p>A. Purpose</p> <p>Resource status cards provide a format to identify incident resources and record and document their status, location, and demobilization.</p> <p>It is important that the resource status cards are accurately completed, written legibly, and updated.</p>	5A-06-S248-EP
<p>Completed resource status cards are filed in a rack called a “Resource Locator” (sometimes referred to as a “resource status rack” or “T-card rack”).</p> <p>The resource locator may be a fabric material with pockets or metal with slots to hold the cards.</p> <p>When filed in the resource locator, the resource status cards provide a visual display of the status and location of resources assigned to the incident.</p>	5A-07-S248-EP
<p>SHOW A COMPLETED T-CARD RACK TO THE CLASS.</p>	

OUTLINE	AIDS & CUES
<p>DISCUSS:</p> <p>The resource locator may be used by all incident personnel as a visual indicator for the status and location of incident resources.</p> <p>The SCKN and/or RESL will need to maintain control over actually changing information on the cards, moving the cards in the rack, etc.</p> <p>EMPHASIZE:</p> <p>The SCKN should always take direction from the RESL on incident data standards and timeframes for T-card completion and who is responsible for T-card maintenance.</p> <p>Some will have the SCKN update them and some RESLs will take complete responsibility for the T-card racks. IF IN DOUBT, ASK!</p> <p>B. Format</p> <p>There are eight different colored ICS 219, Resource Status Cards.</p> <p>III. INFORMATION</p> <p>The information collected on the resource status cards will depend on the intended uses.</p> <p>Each incident will use them in a different manner and will require different information on the T-cards. Be sure to get specific direction from the RESL on exactly what information is needed.</p>	<p>5A-08-S248-EP</p>

OUTLINE	AIDS & CUES
<p>C. Information blocks on the resource status cards are set up to allow easy transfer of data from these sources.</p>	5A-16-S248-EP
<p>If the T-cards are being used in the fully intended manner, a change in status or assignment should be noted on the resource status card utilizing blocks relating to the incident information printed on the front and/or back of the card. This provides a chronological record during the course of the incident.</p>	5A-17-S248-EP
<p>When all boxes on the resource status card are completed, begin a new resource status card by placing “2,” “3,” etc., in the lower left corner of the top portion of the identification information block. Staple the new resource status card behind the original card.</p>	5A-18-S248-EP
<p>IV. LAYOUT AND FILING OF RESOURCE STATUS CARDS</p> <p>Each RESL will have a specific way of laying out the resource status cards. Review and revision of the resource status cards each operational period provides an up-to-date visual display of the status and location of each resource.</p>	
<p>USE THE COMPLETED T-CARD RACK AS A VISUAL DISPLAY TO THE CLASS POINTING OUT EACH BULLET POINT.</p>	
<ul style="list-style-type: none"> Resource locator display racks are available in different sizes, having slots to file individual resource status cards vertically. 	5A-19-S248-EP

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Incident locations/categories are recorded on the gray header cards (ICS 219-1). • Assigned incident resources are recorded on the appropriate colored resource status card (ICS 219-2 through 8). • Resource status cards are filed vertically below each header card as to assignment during each operational period. 	5A-20-S248-EP
<ul style="list-style-type: none"> • Space on the displays should be arranged, directed by the RESL, to allow for resource assignments, including but not limited to the following locations/categories: <ul style="list-style-type: none"> - Incident base (by name) - Camps (by name) - Sections, branches, divisions and groups - Staging areas (by name) - En route status - Other locations (such as helibase) - Unassigned resources by incident assignment 	5A-21-S248-EP
<p>Several displays may be required to adequately portray the status and location of all incident resources (day and night operational period resources, incident base resources, etc.).</p>	5A-22-S248-EP

OUTLINE	AIDS & CUES
<p>V. DISTRIBUTION</p> <ul style="list-style-type: none"> • Resource status cards are displayed in the resource locator, where they can be easily viewed and retrieved. • Resource status cards are retained by the resources unit until demobilization. • Upon demobilization, resource status cards are turned in to the documentation unit. 	5A-23-S248-EP
<p>VI. UNIQUE RESOURCES</p> <ul style="list-style-type: none"> • Strike Team • Task Force • Helicopter Module <p>While these may seem tricky, the main objective remains the same – we want to track and classify the status of the resources.</p>	5A-24-S248-EP
<p>A. Strike Team and Task Force</p> <ol style="list-style-type: none"> 1. Strike Team: Specified combinations of the same kind and type of resources, with common communications and a leader. 2. Task Force: Any combination of single resources assembled for a particular tactical need, with common communications and a leader. 	5A-25-S248-EP

OUTLINE	AIDS & CUES
<p>3. Agency-Formed Strike Teams, engines, dozers, and crews may be sent to an incident in pre-formed strike teams of similar resources.</p> <p>4. Incident-Formed Strike Teams/Task Forces (which is more common). The formation of a strike team or task force on the incident can be done by the operations or planning sections.</p> <p>INSTRUCTOR MAY WANT TO DISCUSS DIFFERENT METHODS OF DISPLAYING STRIKE TEAMS/TASK FORCE ON THE T-CARDS. IN THE COMPLETED RESOURCE LOCATOR, BE SURE TO HAVE A STRIKE TEAM AND TASK FORCE EXAMPLE.</p> <p>DISCUSS:</p> <p>Completing T-cards for these resources is best when each individual resource has its own appropriate T-card and is stapled together to form the strike team/task force. It is easier to track individual resources as they change status, are split apart, etc.</p>	<p>5A-26-S248-EP</p>
<p>B. Helicopter Module</p> <p>Helicopter Module: includes a helicopter with a crew assigned to that helicopter. They will arrive all with the same A#. However, single resource overhead can be ordered under separate Overhead numbers, which would be checked in as such but are not considered a 'Module.'</p>	<p>5A-27-S248-EP</p>

OUTLINE	AIDS & CUES
<p>DISCUSS:</p> <p>Completing T-cards for these resources is best when the helicopter has its own appropriate T-card and is stapled together with the module. This makes it easier to track if the module is replaced or if they are both demobed; the resources remain linked.</p> <p>C. Other Items</p> <p>It is also useful to staple combined resources with appropriate equipment (if one demob's, you know the other is going to or needs an assignment, etc.):</p> <ul style="list-style-type: none"> • Crew with bus • Dozer with lowboy • FALB/ chain saw/ PU <p>CLASS EXERCISE.</p> <p><u>Instructions:</u></p> <p>For this exercise, students are to use the documentation and blank T-cards provided in their student workbooks (pages 5A.11 – 5A.28). Instructors may use real T-cards if available.</p> <p>Using the populated ICS 211 (SW page 5A.11), students are to complete blank T-cards for the three resources in bold type. There is one overhead, one engine, and one crew identified.</p>	<p>5A-28-S248-EP</p> <p>5A-29-S248-EP</p> <p>5A-01-S248-IR/SR thru 5A-08-S248-IR/SR</p> <p>5A-30-S248-EP</p>

OUTLINE	AIDS & CUES
<p>There are also three populated CIAS check-in forms provided for those resources and a crew manifest that contain more information.</p>	<p>5A-31-S248-EP</p>
<p>Review T-card answers with students.</p>	<p>5A-32-S248-EP</p>
<p>Note on provided documentation:</p>	<p>thru 5A-34-S248-EP</p>
<p>The populated ICS 211 is the standard NWCG ICS 211. We included this check-in form rather than one of the many variations because it is the standard form, whether we agree with it or not. This is a good opportunity to discuss other variations of the check-in forms and why there are so many out there.</p>	
<p>The standard form does not prompt or have fields for information currently gathered (last day off vs. 1st working shift / home unit ID / re-assigned from another incident? / etc.).</p>	
<p>We also included the standard CIAS check-in form. This is a good opportunity to look at certain fields such as: [Activity (Past 72 hours): 24: 48: 72:] and reinforce that there are many ways of collecting, processing, and managing the data.</p>	
<p>To be an effective SCKN, it is important to learn the many ways resource tracking can be accomplished and then be flexible enough to adapt to the way it is done at each incident.</p>	
<p>Instructors have the liberty of using the check-in forms they are familiar with for other examples.</p>	
<p>Refer students to the reference CD for block-by-block instructions on completing various T-cards. The intent is to provide this resource to students to review at their leisure, and not spend a lot of time teaching in class.</p>	

OUTLINE	AIDS & CUES
<p data-bbox="190 285 993 365">DISCUSSION: TOUCH ON THE FOLLOWING TOPICS:</p> <ul data-bbox="190 422 1122 905" style="list-style-type: none"><li data-bbox="190 422 857 457">• T-cards provide an effective visual aid.<li data-bbox="190 512 699 548">• Emphasis on writing legibly.<li data-bbox="190 602 1122 726">• Importance of spelling name/home base/departure point/ etc., correctly if DMOB is actually using these cards to plan travel arrangements.<li data-bbox="190 781 581 816">• Duplication of info?<li data-bbox="190 871 899 907">• Other examples of how T-cards are used. <p data-bbox="190 955 773 991">REVIEW LESSON OBJECTIVES.</p>	<p data-bbox="1179 955 1419 991">5A-35-S248-EP</p>

INCIDENT CHECK-IN LIST				1. Incident Name				2. Check-in Location (complete all that apply)				3. Date/Time			
<input type="checkbox"/> Personnel <input type="checkbox"/> Engines <input type="checkbox"/> Helicopters <input type="checkbox"/> Handcrew <input type="checkbox"/> Dozers <input type="checkbox"/> Aircraft <input type="checkbox"/> Misc.				Tree Fire				<input type="checkbox"/> Base <input type="checkbox"/> Camp <input type="checkbox"/> Staging Area <input type="checkbox"/> ICF Restat				<input type="checkbox"/> Helibase 08/10/20XX 0600			
Check-in Information															
4. List Personnel (overhead) by Agency & Name -OR- List equipment by the following format:	5. Order/Request Number	6. Date/Time Check-in	7. Leader's Name	8. Total No. Personnel	9. Manifest Yes/No	10. Crew or Individual's Weight	11. Home Base	12. Departure Point	13. Method of Travel	14. Incident Assignment	15. Other Qualifications	16. Sent to RESTAT Time/Int			
FS	S		Clearwater, John	1	X		UT-ASF	Duchesne, UT	A/R	SCKN	FFT2				
FS	S		Williams, Joseph	1	X		CO-GMF	Gunnison, CO	AIR	DIVS(T)	TFLD STEN DOZB				
NPS	S		Roberts, Gary	1	X		FL-EVP	Pine Island, FL	AIR MIA	FALB					
FS	E	4	ENG #472	3	X		ID-BOF	Boise, ID	AOV	LSC2					
BIA	E	6	Engine #604	3	X		AZ-FTA	White-River, AZ	AOV	ENG6	Diesel				
NWS	D	2	Lorenzo #3	1	X			Grand Junction, CO	POV	DOZ2					
FS	C	1	Boise IHC	20	X		ID-BOF	Boise, ID	AOV	HCI	2 buggies 2 PU Re-assigned				
BLM	C	1	Craig IHC	21	X		CO-CRD	Craig, CO	AOV	HCI					
Page 1 of 1												17. Prepared by (Name and Position) Use back for remarks or comments John Clearwater, SCKN			

IRSS/ITS Check-in Form

Incident Name: Tree Fire Check-in Location: Base Camp

Request #: O-10 Crew Name or Equip. Name/Number: _____

Last Name: Williams First Name: Joseph MI: _____

Agency (FS, State, BIA, etc): FS AD: _____ Contractor: _____ S T/F S/T: S
(if AD, fill out info below) (Single Resource, Task Force, or Strike Team)

Date/Time Check-in: 08/10 0610 Leader's Name: _____ # of Personnel: 1

Home Unit: CO-GMF City: Almont State: CO Airport: GUC - Gunnison

Method of Travel: AIR Transport ID: NONE Incident Assignment: DIVS (T)

Other Quals: TFLD STEN DOZB EMT (if crew, which members): _____ ALS (if crew, which members): _____

Last Day Off: 8/8 Activity (Past 72 Hours): 24: _____ 48: _____ 72: _____

Entrapment Avoidance Training? No Yes Red Card Checked (initials): JC

ITS Information

(To be completed by Finance)

SS #: _____ OR EIN #: _____ Equipment Type: _____

Work Mailing Address: _____ City: _____

State: _____ Zip: _____ Phone: (____) _____ Fax: (____) _____

Emergency Information

Emergency Contact: _____ Relationship: _____

Mailing Address: _____ City: _____

State: _____ Zip: _____ Home Phone: (____) _____ Work Phone: (____) _____ Ext: _____

For AD's ONLY:

Point of Hire: _____ Area: _____ Class: _____ Rate: _____

Travel/Transportation:

AD is entitled to transportation to and from the incident: No Yes via _____
(Airline, *POV, rental vehicle)

*If POV, is vehicle signed up under EERA Agreement? No Yes

Employment Forms Completed by:

Hiring Official: I-9, Employment Eligibility Verification completed and on file (ID required)

AD: Federal W-4: Attached OR Previously submitted

State W-4: Attached OR Previously submitted

Remarks:

1st day of 14: 8/10

Needs transportation to airport

Revised 6/20/2002

IRSS/ITS Check-in Form

Incident Name: Tree Fire Check-in Location: Base Camp

Request #: E-10 Crew Name or Equip. Name/Number: Engine 604

Last Name: _____ First Name: _____ MI: _____

Agency (FS, State, BIA, etc): BIA AD: _____ Contractor: _____ S T/F S/T: S
(if AD, fill out info below) (Single Resource, Task Force, or Strike Team)

Date/Time Check-in: 08/10 0625 Leader's Name: Shelly Cooke # of Personnel: 3

Home Unit: AZ-FTA City: White River State: AZ Airport: _____

Method of Travel: AOV Transport ID: _____ Incident Assignment: ENG6

Other Quals: _____ EMT (if crew, which members): _____ ALS (if crew, which members): _____

Last Day Off: 08/08 Activity (Past 72 Hours): 24: _____ 48: _____ 72: _____

Entrapment Avoidance Training? No Yes Red Card Checked (initials): JC

ITS Information

(To be completed by Finance)

SS #: _____ OR EIN #: _____ Equipment Type: _____

Work Mailing Address: _____ City: _____

State: _____ Zip: _____ Phone: (____) _____ Fax: (____) _____

Emergency Information

Emergency Contact: _____ Relationship: _____

Mailing Address: _____ City: _____

State: _____ Zip: _____ Home Phone: (____) _____ Work Phone: (____) _____ Ext: _____

For AD's ONLY:

Point of Hire: _____ Area: _____ Class: _____ Rate: _____

Travel/Transportation:

AD is entitled to transportation to and from the incident: No Yes via _____
(Airline, *POV, rental vehicle)

*If POV, is vehicle signed up under EERA Agreement? No Yes

Employment Forms Completed by:

Hiring Official: I-9, Employment Eligibility Verification completed and on file (ID required)

AD: Federal W-4: Attached OR Previously submitted

State W-4: Attached OR Previously submitted

Remarks:

1st day of 14: 8/10 Shelly Cooke, ENGB Joe Robinson/Marty Dyer

Revised 6/20/2002

IRSS/ITS Check-in Form

Incident Name: Tree Fire Check-in Location: Base Camp

Request #: C-10 Crew Name or Equip. Name/Number: Boise IHC

Last Name: _____ First Name: _____ MI: _____

Agency (FS, State, BIA, etc): FS AD: _____ Contractor: _____ S T/F S/T: S
(if AD, fill out info below) (Single Resource, Task Force, or Strike Team)

Date/Time Check-in: 08/10 0640 Leader's Name: Jesse Tisino # of Personnel: 20

Home Unit: ID BOF City: Boise State: ID Airport: _____

Method of Travel: AOV Transport ID: _____ Incident Assignment: HCI

Other Quals: _____ EMT (if crew, which members): Mike Yee/Suzie Campbell ALS (if crew, which members): _____

Last Day Off: 8/8 Activity (Past 72 Hours): 24: _____ 48: _____ 72: _____

Entrapment Avoidance Training? No Yes Red Card Checked (initials): JC

ITS Information

(To be completed by Finance)

SS #: _____ OR EIN #: _____ Equipment Type: _____

Work Mailing Address: _____ City: _____

State: _____ Zip: _____ Phone: (____) _____ Fax: (____) _____

Emergency Information

Emergency Contact: _____ Relationship: _____

Mailing Address: _____ City: _____

State: _____ Zip: _____ Home Phone: (____) _____ Work Phone: (____) _____ Ext: _____

For AD's ONLY:

Point of Hire: _____ Area: _____ Class: _____ Rate: _____

Travel/Transportation:

AD is entitled to transportation to and from the incident: No Yes via _____
(Airline, *POV, rental vehicle)

*If POV, is vehicle signed up under EERA Agreement? No Yes

Employment Forms Completed by:

Hiring Official: I-9, Employment Eligibility Verification completed and on file (ID required)

AD: Federal W-4: Attached OR Previously submitted

State W-4: Attached OR Previously submitted

Remarks:

1st day of 14: 8/10

Manifest attached

A741826 - BUGGIE A-651781- BUGGIE A-812642- 4X4 FORD PU A-526427 - 4X4 CHEVY SUBURBAN

STANDARD FORM 245 (6/77) Prescribed by USDA FSM 5716 USDI MP9400.518		PASSENGER AND CARGO MANIFEST Boise IHC			NO. OF PASSENGERS ON THIS PAGE <u>20</u>	PAGE <u>1</u> OF <u>1</u>
ORDERING UNIT CO-COS		PROJECT NAME TREE FIRE			PROJECT NO. CO-COS-0003	
NAME OF CARRIER		MODE OF TRANS & ID NO. A741826 - BUGGIE A-651781- BUGGIE A-812642- 4X4 FORD PU A-526427 - 4X4 CHEVY SUBURBAN			PILOT OR DRIVER	
CHIEF OF PARTY Jesse Tisino		REPORT TO: Tree Fire Incident Base			IF DELAYED CONTACT NICC 208-389-2400	
DEPARTURE		INTERMEDIATE STOPS			DESTINATION	
PLACE	ETD	ETA	PLACE	ETD	ETA	PLACE
Boise, ID	8/9 0600				8/9 1600	Tree Fire Incident Base Fort Collins, CO
PASSENGER AND/OR CARGO NAME		M/F	PASSENGER WEIGHT	CARGO WEIGHT	DUTY ASSIGNMENT IF APPLICABLE	HOME UNIT
1.	Jesse Tisino	M	185	55	CRWB	ID- BOF (All)
2.	Johnny Jones	M	243	55	FFT2	
3.	Fred Mertz	M	135	55	FFT2	
4.	Penny Cook	F	145	55	FFT2	
5.	Sally Rietz	F	135	55	FFT2	
6.	Tyrone Brown	M	165	55	FFT2	
7.	Richard Rodriquez	M	200	55	FFT2	
8.	Jose Villaneuve	M	167	55	FFT1	
9.	Tony Chin	M	140	55	FFT2	
10.	Roger Torez	M	135	55	FFT2	
11.	Mac Sanchez	M	243	55	FFT2	
12.	Susie Campbell	F	200	55	FFT2	
13.	Megan Christy	F	123	55	FFT2	
14.	Mike Yee	M	170	55	CRWB (t)	
15.	Mica Goldstein	F	155	55	FFT2	
16.	Mohamed Smith	M	255	55	FFT2	
17.	Jon Johnson	M	176	55	FFT2	
18.	Toy Kim	F	110	55	FFT1	
19.	Yuk Yee	M	150	55	FFT2	
20.	Robert Stoprunning	M	167	55	FFT2	
21.	Saw Pack			50		
22.	Saw Pack			50		
SIGNATURE OF AUTHORIZED REPRESENTATIVE					DATE 8/9/20XX	

CHIEF OF PARTY COPY

IRSS/ITS Check-in Form

Incident Name: _____ Check-in Location: _____

Request #: _____ Crew Name or Equip. Name/Number: _____

Last Name: _____ First Name: _____ MI: _____

Agency (FS, State, BIA, etc): _____ AD: _____ Contractor: _____ S T/F S/T: _____
(if AD, fill out info below) (Single Resource, Task Force, or Strike Team)

Date/Time Check-in: _____ Leader's Name: _____ # of Personnel: _____

Home Unit: _____ City: _____ State: _____ Airport: _____

Method of Travel: _____ Transport ID: _____ Incident Assignment: _____

Other Quals: _____ EMT (if crew, which members): _____ ALS (if crew, which members): _____

Last Day Off: _____ Activity (Past 72 Hours): 24: _____ 48: _____ 72: _____

Entrapment Avoidance Training? No Yes Red Card Checked (initials): _____

ITS Information

(To be completed by Finance)

SS #: _____ OR EIN #: _____ Equipment Type: _____

Work Mailing Address: _____ City: _____

State: _____ Zip: _____ Phone: (____) _____ Fax: (____) _____

Emergency Information

Emergency Contact: _____ Relationship: _____

Mailing Address: _____ City: _____

State: _____ Zip: _____ Home Phone: (____) _____ Work Phone: (____) _____ Ext: _____

For AD's ONLY:

Point of Hire: _____ Area: _____ Class: _____ Rate: _____

Travel/Transportation:

AD is entitled to transportation to and from the incident: No Yes via _____
(Airline, *POV, rental vehicle)

*If POV, is vehicle signed up under EERA Agreement? No Yes

Employment Forms Completed by:

Hiring Official: I-9, Employment Eligibility Verification completed and on file (ID required)

AD: Federal W-4: Attached OR Previously submitted

State W-4: Attached OR Previously submitted

Remarks:

ENGINE T-CARD (pink)

AGENCY	ST	TF	KIND	TYPE	I.D. NO.
ORDER/REQUEST NO.			DATE/TIME CHECK IN		
HOME BASE					
DEPARTURE POINT					
LEADER NAME					
RESOURCE I.D. NO./NAMES					
DESTINATION POINT					ETA
REMARKS					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
ICS 219-3 (Rev. 4-82) ENGINE NFES 1345					

AGENCY	ST	TF	KIND	TYPE	I.D. NO./NAME
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
☆ U.S.GPO: 2002-790-943					

MISCELLANEOUS EQUIPMENT/TASK FORCE T-CARD (buff)

AGENCY	ST	TF	KIND	TYPE	I.D. NO
ORDER/REQUEST NO.			DATE/TIME CHECK IN		
HOME BASE					
DEPARTURE POINT					
LEADER NAME					
RESOURCE I.D. NO./NAMES					
DESTINATION POINT					ETA
REMARKS					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					

ICS 219-8 (Rev. 4/82) MISC. EQUIP/TASK FORCE

AGENCY	ST	TF	KIND	TYPE	I.D. NO./NAME
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					
INCIDENT LOCATION					TIME
STATUS					
<input type="checkbox"/> ASSIGNED		<input type="checkbox"/> O/S REST		<input type="checkbox"/> O/S PERS.	
<input type="checkbox"/> AVAILABLE		<input type="checkbox"/> O/S MECH		<input type="checkbox"/> ETR	
NOTE					

U.S. GPO 1993-793-165

PERSONNEL T-CARD

(white)

AGENCY	NAME	INCIDENT ASSIGNMENT
ORDER/REQUEST NO.		DATE/TIME CHECK IN
HOME BASE		
DEPARTURE POINT		
METHOD TRAVEL <input type="checkbox"/> OWN <input type="checkbox"/> BUS <input type="checkbox"/> AIR		
OTHER		
ON MANIFEST <input type="checkbox"/> YES <input type="checkbox"/> NO		WEIGHT
TRANSPORTATION NEEDS <input type="checkbox"/> OWN <input type="checkbox"/> BUS <input type="checkbox"/> AIR		
OTHER		
DATE/TIME ORDERED		DATE/TIME CONFIRMED
DESTINATION POINT		ETA
REMARKS (include other qualifications)		
INCIDENT LOCATION		TIME
STATUS <input type="checkbox"/> ASSIGNED <input type="checkbox"/> O/S REST <input type="checkbox"/> O/S PERS. <input type="checkbox"/> AVAILABLE <input type="checkbox"/> O/S MECH <input type="checkbox"/> ETR		
NOTE		

ICS 219-5 (Rev. 4/82) PERSONNEL NFES 1347

AGENCY	NAME	INCIDENT ASSIGNMENT
INCIDENT LOCATION		TIME
STATUS <input type="checkbox"/> ASSIGNED <input type="checkbox"/> O/S REST <input type="checkbox"/> O/S PERS. <input type="checkbox"/> AVAILABLE <input type="checkbox"/> O/S MECH <input type="checkbox"/> ETR		
NOTE		
INCIDENT LOCATION		TIME
STATUS <input type="checkbox"/> ASSIGNED <input type="checkbox"/> O/S REST <input type="checkbox"/> O/S PERS. <input type="checkbox"/> AVAILABLE <input type="checkbox"/> O/S MECH <input type="checkbox"/> ETR		
NOTE		
INCIDENT LOCATION		TIME
STATUS <input type="checkbox"/> ASSIGNED <input type="checkbox"/> O/S REST <input type="checkbox"/> O/S PERS. <input type="checkbox"/> AVAILABLE <input type="checkbox"/> O/S MECH <input type="checkbox"/> ETR		
NOTE		

U.S. GPO: 1996-682-750

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 5 – Processing the Information

LESSON: B – Current Incident Automation Software (CIAS)

TIME: 1 Hour

TRAINING AIDS: Current Incident Automation Software, computer for every student.

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. List two purposes of CIAS.
2. List three places information can be obtained to initiate data entry.
3. Perform data entry.

OUTLINE	AIDS & CUES
PHILOSOPHICAL DISCUSSION: THE MOVE TOWARD INCIDENT AUTOMATION IS DRIVEN BY ACCOUNTABILITY. GONE ARE THE DAYS OF SPENDING OVER 1 MILLION/DAY AND KEEPING TRACK OF IT ON A PIECE OF NOTE PAPER.	
INTRODUCTION SLIDE.	5B-01-S248-EP
PRESENT LESSON OBJECTIVES.	5B-02-S248-EP

OUTLINE	AIDS & CUES
<p>I. INTRODUCTION</p> <p>Whether paper or digital, the goal is to track and status resources.</p> <p>The objective is not to teach the CIAS, but to give an overview so the individual can perform data entry. Further I-SUITE training (the CIAS at the time of this publication) is recommended after this course.</p> <p>We are teaching status check-in, not the computer application. As with all computer applications, it is important to stay current with the latest versions and training.</p> <p>CUSTOMIZE THIS LESSON TO INCLUDE THE CURRENT VIEW OF THE CIAS.</p>	<p>5B-03-S248-EP</p>
<p>II. DEFINE THE PURPOSE OF CIAS</p> <p>A. Purpose</p> <p>CIAS provides a digital format to identify incident resources and record and document their status. It is important that data is accurately entered and maintained. The application allows for a visual and printed presentation of resources.</p>	<p>5B-04-S248-EP</p> <p>5B-05-S248-EP</p>
<p>DISCUSS:</p> <p>Recognize that data is used by other units and sections at the incident. It is not a stand-alone database; therefore, it is important to enter consistent timely data following the Incident Data Standards (IDS).</p>	<p>5B-06-S248-EP</p>

OUTLINE	AIDS & CUES
<p>The concept of the incident data standards is to establish data standards and points of contact if questions arise.</p> <ul style="list-style-type: none"> • It establishes protocol on how to answer questions and dictates who can do what. • It addresses record deletion, changes, naming conventions, status changes, and who is responsible for maintaining the database. <p>B. Format</p>	
<p>SLIDES 7 – 33 GIVE A VISUAL OVERVIEW OF THE CIAS. ADDRESS THE DIFFERENT VIEWS OF THE APPLICATION.</p>	<p>5B-07-S248-EP thru 5B-33-S248-EP</p>
<p>III. INFORMATION</p> <p>Information for data entry is obtained from the same sources that were used for the T-cards.</p> <ul style="list-style-type: none"> • ICS 201, Incident Briefing Form • ICS 204, Division Assignment List • ICS 211, Check-In List • ICS 215, Operational Planning Worksheet • ICS 220, Air Operations Summary Worksheet 	<p>5B-34-S248-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Completed Resource Orders from Dispatch • ROSS downloads into I-Suite • Agency-supplied information <p>IV. UNIQUE RESOURCES</p> <ul style="list-style-type: none"> • Strike Team • Task Force • Helicopter Module <p>While these may seem tricky, the main objective remains the same – we want to track the status of resources.</p> <p>A. Strike Team and Task Force</p> <ol style="list-style-type: none"> 1. Agency-Formed Strike Teams <p>Engines, dozers, and crews may be sent to an incident in pre-formed strike teams of similar resources.</p> 2. Incident-Formed Strike Teams/Task Forces (which is more common). <p>The formation of a strike team or task force on the incident can be done by the operations or planning sections.</p> <p>INSTRUCTOR MAY WANT TO DISCUSS/DISPLAY THE METHODS OF ENTERING A STRIKE TEAM/TASK FORCE IN THE CIAS. USE THE CIAS USER GUIDE TO GUIDE STUDENTS THROUGH STEPS.</p>	<p>5B-35-S248-EP</p>

OUTLINE	AIDS & CUES
<p data-bbox="284 285 659 323">B. Helicopter Module</p> <p data-bbox="378 369 1102 491">Helicopter Module: includes a helicopter with a crew assigned to that helicopter. They will arrive all with the same A#.</p> <p data-bbox="190 548 526 583">CLASS EXERCISE.</p> <p data-bbox="190 638 371 674"><u>Instructions:</u></p> <p data-bbox="190 726 1086 806">Instructor should use the other cadre members as coaches to help students as appropriate.</p> <p data-bbox="190 858 1133 938">Demonstrate how to enter a record into the CIAS. Use yourself as the resource or make up some data.</p> <p data-bbox="190 991 1097 1247">Have students enter the data for the same three identified resources on the populated ICS 211. There is one overhead, one engine, and one crew identified. There are also three populated IRSS/ITS check-in forms provided from the CIAS for those resources and a completed crew manifest with more information.</p> <p data-bbox="190 1302 1105 1472">DISCUSSION: One piece of data output a wildland fire incident needs on a daily basis is the ICS 209 - Incident Status Summary; a breakdown of how many different agency resources are on the incident.</p> <p data-bbox="190 1526 1130 1650">If you are using both T-cards and CIAS and you had the option of going through and counting all the agencies represented or running a report, which would you choose?</p>	<p data-bbox="1179 552 1414 585">5B-36-S248-EP</p> <p data-bbox="1179 997 1414 1031">5B-37-S248-EP</p> <p data-bbox="1179 1530 1414 1564">5B-38-S248-EP</p>

OUTLINE	AIDS & CUES
<p>Which do you think will be most accurate? Which would be with most efficient use of time? Another example of using colored dots? Again – efficient use of time? Accurate? You are adding a lot of chance for human error.</p>	
<p>The ICS 209 is a good example of how the digital management method excels in information utilization and shows the limitations of data output with T-cards. (Another example could be the length of assignment.)</p>	5B-39-S248-EP
<p>DEMONSTRATE THE ICS 209 REPORT IN THE CIAS.</p>	
<p>REVIEW LESSON OBJECTIVES.</p>	5B-40-S248-EP

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 6 – Information Management (Output)

TIME: 3 - 4 Hours

TRAINING AIDS: While projecting their screen, the instructor will switch between the PowerPoint presentation, IRSS (or current software) and Notepad. Open each program before starting the lesson for smooth transitions.

After running a report, check the print preview function to see if any special printer connections need to be made.

There is a practice question at the end of this unit that asks students to run a report using the practice database. Instructors are encouraged to make up their own questions to challenge students.

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. Describe the implications of consistent data standards and list at least three key Incident Management Team outputs.
2. Describe the day-to-day concept of information management for the SCKN.
3. Describe the four options for creating reports within the IRSS module of the Current Incident Automation Software Solution (I-Suite), and use the help file examples for custom report creation.

OUTLINE	AIDS & CUES
<p>THE INSTRUCTOR FOR THIS UNIT MUST BE PROFICIENT IN THE CURRENT SOFTWARE USED IN INCIDENT MANAGEMENT. RELATE THE LESSON TO SCKN POSITION USING THE FOLLOWING OUTLINE.</p>	
<p>THE INSTRUCTOR’S WORKSTATION SHOULD HAVE BOTH IRSS AND NOTEPAD OPEN AND MINIMIZED TO ENABLE A SMOOTH FLOW FROM THE SLIDES TO THE REFERENCED APPLICATIONS.</p>	
<p>INTRODUCTION SLIDE.</p>	<p>06-01-S248-EP</p>
<p>PRESENT UNIT OBJECTIVES.</p>	<p>06-02-S248-EP</p>
<p>I. INFORMATION MANAGEMENT</p>	<p>06-03-S248-EP</p>
<p>The SCKN data input is the basis for all data output. The digital information management method excels in information utilization in creating Data Outputs, otherwise known as <i>Reports</i>.</p>	<p>06-04-S248-EP</p>
<p>Information outputs based on the information collected by the SCKN:</p>	
<ul style="list-style-type: none"> • ICS 209, Incident Status Summary • OF 288, Emergency Firefighter Time Report • OF 286, Emergency Equipment Use Invoice 	

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • Incident Obligations • Incident Action Plan (IAP) • ICS 221, Demobilization Checkout form 	
<p>USING THE SPOKED WHEEL ILLUSTRATION ON SLIDE 5, EXPLAIN HOW THE INFORMATION GATHERED BY THE SCKN IMPACTS OTHER FUNCTIONS (REDUCING COSTS, INCREASING ACCOUNTABILITY, GETTING THE RIGHT NUMBER OF SACK LUNCHES, ETC.).</p>	06-05-S248-EP
<p>A. Data Maintenance</p>	06-06-S248-EP
<p>DISCUSS THE DAY-TO-DAY CONCEPT OF INFORMATION MANAGEMENT OR MAINTAINING THE INTEGRITY OF DATA FOR THE SCKN.</p>	
<p>RIGHT-CLICK ON SLIDE 6, SELECT SCREEN, SELECT SWITCH PROGRAMS, AND OPEN IRSS TO MOVE THROUGH THE COMPONENTS OF THIS SLIDE.</p>	
<ol style="list-style-type: none"> 1. Open IRSS, check <Name>field for consistent naming conventions. 2. Check for missing or “null” values in key fields. <ul style="list-style-type: none"> • HomeUnitCode • Travel Method • RequestNumber 	

OUTLINE	AIDS & CUES
<p>3. Check customized use of fields for consistency (use Incident Data Standards).</p> <ul style="list-style-type: none"> • Other1-Other3 <ul style="list-style-type: none"> - Agreed upon by other users including RESL. - Communicated to incoming IMTs/host agency. - Use these fields for sortable information. • Remarks (use this field for non-sortable information). <p>4. Update Resource <status> field.</p> <ul style="list-style-type: none"> • Demobed resources • Pending • Reassigned <p>Incident Data Standards are there for a reason. Simple data changes may have huge impacts on others.</p> <p>For example, the Time Unit cannot post time if the Dmob box is checked.</p> <p>Also, deleting a record can have some serious impacts.</p>	

OUTLINE	AIDS & CUES
<p>B. Data Retrieval</p> <ol style="list-style-type: none"> 1. What OUTPUT is needed? 2. How should it appear “on the page”? <p>Packaging a report successfully may just be a difference of the sort and column order. What kind of report will satisfy your output needs?</p> <p>THE FOLLOWING EXERCISES ARE APPLICATION (IRSS) SPECIFIC. INSTRUCTORS ARE ENCOURAGED TO CREATE EXERCISES USING CURRENT SOFTWARE.</p>	<p>06-07-S248-EP</p>
<p>II. REPORT METHODS</p> <p>A. Filtered Table-View Reports</p> <p>Table view is the default application view. It can be filtered to display a certain set of records which can also be printed.</p> <p>B. Incident Reports</p> <p>Pre-designed, “canned” reports:</p> <ol style="list-style-type: none"> 1. With parameters <ul style="list-style-type: none"> • Checkout form • Demob Planning Report 	<p>06-08-S248-EP</p>

OUTLINE	AIDS & CUES
<p>2. Without parameters</p> <ul style="list-style-type: none"> • 209 Resource List • Quals Report <p>C. Design Regular Reports</p> <p>Allows the user to select and sort available fields, and create a custom SQL WHERE clause.</p> <p>SQL STANDS FOR STRUCTURED QUERY LANGUAGE. THIS LANGUAGE ALLOWS US TO POSE COMPLEX QUESTIONS OF A DATABASE.</p> <p>D. Design Advanced Reports</p> <p>It allows the user to custom select, sort, group, and order fields with a complete SQL statement.</p>	<p>06-09-S248-EP</p>
<p>E. Design Reports Help File</p> <p>The Help file is a powerful resource.</p> <ul style="list-style-type: none"> • It illustrates correct syntax through examples for creating custom reports. • The Help file allows you to use the full potential of the software. 	<p>06-10-S248-EP</p>

OUTLINE	AIDS & CUES
<p>THE FOLLOWING GROUP EXERCISE WILL ILLUSTRATE THESE FOUR METHODS.</p>	
<p>RIGHT-CLICK ON SLIDE 11, SELECT SCREEN, SELECT SWITCH PROGRAMS, AND OPEN S248 NOTEPAD DOCUMENT.</p>	06-11-S248-EP
<p>INSTRUCT STUDENTS TO OPEN NOTEPAD AND TYPE IN THE QUERY AT THE TOP OF THE DOCUMENT.</p>	
<p>If we ask the question: “Show me all the resources from Nevada that are overhead that are not demobed.” We will illustrate how to answer this question utilizing four different report methods.</p>	06-12-S248-EP
<p>1. Filtered Table-View Reports</p>	
<p>THE FIRST REPORT EXAMPLE WILL USE THREE SLIDES, ONE FOR EACH STEP OF THE PROCESS.</p>	
<p>OPEN IRSS AND SUPERIMPOSE OVER THE SLIDE, WALKING THROUGH THE EXAMPLE JUST TYPED INTO NOTEPAD.</p>	
<ul style="list-style-type: none"> • Open IRSS to Default View 	06-13-S248-EP
<ul style="list-style-type: none"> • Select Overhead View 	
<ul style="list-style-type: none"> • Select Demobs Exclude radio button 	06-14-S248-EP
<ul style="list-style-type: none"> • On filter line, above homeunitcode, type NV 	06-15-S248-EP
<ul style="list-style-type: none"> • Click the print button on the tool bar 	06-16-S248-EP
<ul style="list-style-type: none"> • Capture screen to print 	06-17-S248-EP

OUTLINE	AIDS & CUES
<p>2. Incident Reports</p> <p>RIGHT-CLICK ON SLIDE 18, SELECT SCREEN, SELECT SWITCH PROGRAMS, AND OPEN IRSS.</p> <p>ILLUSTRATE CANNED REPORTS WITH AND W/O PARAMETER (209 RESOURCE LIST). WALK THROUGH EXERCISE QUERY WHILE IRSS IS OPEN.</p> <ul style="list-style-type: none"> • Select Overhead • Exclude Demobed resources • Sort on HomeUnitCode • Select Subtotals on first sort • Click Preview 	<p>06-18-S248-EP</p>
<p>3. Design Regular Reports</p> <ul style="list-style-type: none"> • Name the Report • SELECT Data (fields) • Construct WHERE clause 	<p>06-19-S248-EP</p>
<p>What is a valid WHERE clause? The HELP file!</p> <p>RIGHT-CLICK ON SLIDE 20, SELECT SCREEN, SELECT SWITCH PROGRAMS, AND OPEN NOTEPAD DOCUMENT AND SLIDE JUST BENEATH THE “WHERE” EXAMPLES.</p>	<p>06-20-S248-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • The second line is the report with a change of state referencing like 'NV%' to fit the data of the practice database. • Have students open notepad to type their valid WHERE clause. • Separate each condition of the WHERE clause with a new line to give visual structure to the typed statement. • Switch to IRSS and copy/paste the WHERE clause to the design regular Graphic User Interface (GUI). • Leave the notepad file minimized for reference; chances are there are spelling and/or syntax errors to be corrected. • Click Preview 	
<p>By now you have seen what a valid WHERE clause is. It is not a large step to writing an entire SQL statement.</p>	06-21-S248-EP
<p>For 99% of most report needs, the FROM statement can stay with q_basic_rpts and the SELECT statement is simply the fields selected for the report.</p>	

OUTLINE	AIDS & CUES
<p>4. Design Advanced Reports</p> <p>RIGHT-CLICK ON SLIDE 22, SELECT SCREEN, SELECT SWITCH PROGRAMS, AND OPEN NOTEPAD DOCUMENT.</p> <ul style="list-style-type: none"> • Have students click on the minimized notepad file. • Now type in the SELECT, FROM, and WHERE clause using the help file for reference then copy/paste to the design advanced GUI. • Use uppercase for each keyword and separate each clause with a line and each condition of the WHERE clause with a new line to give visual structure to the typed statement. • Leave the notepad file minimized for reference; chances are there may be spelling and/or syntax errors to be corrected. • Name the Report • Construct SQL statement using the help file. • Click Preview 	<p>06-22-S248-EP</p>

OUTLINE	AIDS & CUES
<p>III. REVIEW SQL TERMS</p> <p>Data retrieval operations (queries) search the database, fetch information you've requested in the most efficient way possible, and display it.</p> <ul style="list-style-type: none"> • SELECT clause identifies the data. • FROM clause identifies the table. • WHERE clause limits the data that the SELECT statement returns. • GROUP BY organizes data into sets. • COUNT(*) gives a summary value per set (example: 209 Resource List). <p>AFTER A REVIEW OF TERMS, OPEN UP A DISCUSSION AND WALK THROUGH MORE EXAMPLES SUCH AS USING THE 'BETWEEN' STATEMENT AND/OR THE 'AS' STATEMENT TO ILLUSTRATE REAL WORLD REPORTS.</p> <p>INSTRUCTORS ARE ENCOURAGED TO CREATE PRACTICE QUESTIONS OR USE THE ONE BELOW.</p> <p>MAKE SURE THERE ARE RECORDS IN THE DATABASE THAT SUPPORT YOUR PRACTICE QUESTIONS.</p>	<p>06-23-S248-EP</p> <p>06-24-S248-EP</p>

OUTLINE	AIDS & CUES
<p>FACILITATE DISCUSSION ON WHAT METHODS STUDENTS USED AND HOW THEY CAME UP WITH THEIR ANSWERS.</p> <p>PRACTICE QUESTION:</p> <ul style="list-style-type: none"> Using the practice database and appropriate report method, what overhead resource(s) from Montana need to demob by air? Include Request Number, Name, Check-in Date, and Kind Code. <p>REVIEW UNIT OBJECTIVES.</p>	<p>06-25-S248-EP</p> <p>06-26-S248-EP 06-27-S248-EP</p>

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 7 – Information Exchange

TIME: 1 Hour

TRAINING AIDS:

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. List two types of resource information that you might display.
2. List three ways to display resource information.
3. List two key pieces of information the SCKN would need to share with relief personnel.

OUTLINE	AIDS & CUES
INTRODUCTION SLIDE.	07-01-S248-EP
PRESENT UNIT OBJECTIVES.	07-02-S248-EP
I. INTRODUCTION As described in the previous units, once the information is collected and processed, the data will need to be put to use and easily communicated with all appropriate parties.	

OUTLINE	AIDS & CUES
<p>II. INFORMATION DISPLAY</p> <p>Based on direction from the RESL, the SCKN may post resource informational displays.</p> <p>The information posted may include:</p> <ul style="list-style-type: none"> • Tentative demobilizations • Scheduled demobilizations • Operational assignments • Newly arrived operational resources • Unassigned/excess resources • Length of assignment <p>A. Resource Formats</p> <p>There is a variety of formats that can be utilized to display resource information.</p> <p>1. T-cards</p> <ul style="list-style-type: none"> • Used to display current resources assigned and daily operational assignment. • Displayed on a T-card rack. <p>SHOW THE STUDENTS A SAMPLE T-CARD RACK WITH T-CARDS IN IT. DISCUSS THE VARIOUS WAYS TO FILE T-CARDS TO DISPLAY THE INFORMATION YOU WANT (BY OPERATIONAL PERIOD AND BY DIVISION).</p>	<p>07-03-S248-EP</p> <p>07-04-S248-EP</p> <p>07-05-S248-EP</p>

OUTLINE	AIDS & CUES
<p>2. Digital printouts</p> <p>Various reports on resources designed through CIAS can be enlarged on a copier or printed on a plotter (if available) for a larger display.</p> <p>3. Flip charts</p> <p>Used to display a variety of information.</p>	
<p>B. Logical Places to Display Information</p> <p>Displays need to be placed where their intended audience will see it easily, such as:</p> <ul style="list-style-type: none"> • Meal line • Showers • Morning briefing • Information boards around camp 	07-06-S248-EP
<p>III. INFORMATION EXCHANGE – TRANSITION WITH RELIEF PERSONNEL</p> <p>Transitioning with relief personnel is a critical role of the SCKN. At shift changes and end of assignments, it is imperative that the key information is transferred to relief personnel for continuity of the check-in operation.</p>	07-07-S248-EP

OUTLINE	AIDS & CUES
<p>A. Brief relief personnel at shift change or work breaks on the following:</p> <ol style="list-style-type: none"> 1. Any major events of the concluding operational period or shift segment. 2. Unusual situations, or conditions, and information required by the RESL as personnel and resources are checked in. 3. Provide written notes about items that need follow-up work during the upcoming operational period or break period. 4. Expected return time. 	07-08-S248-EP
<p>B. Transition with unit as a new incoming SCKN</p> <p>DISCUSS THE NEED TO BE SENSITIVE AS AN INCOMING RESOURCE. DON'T COMPLAIN ABOUT THE PROCESSES OR THE WAY THEY ARE DOING THINGS.</p> <ol style="list-style-type: none"> 1. Obtain current data standards and conventions being utilized. 2. Unusual situations or conditions. 3. Obtain information on items that need follow-up. 4. Review current status of all operational resources. 5. Ordered resources that have not arrived. 	07-09-S248-EP

DETAILED LESSON OUTLINE

COURSE: Status/Check-In Recorder, S-248

UNIT: 8 – Planning, Preparing, and Demobilization of Resources

TIME: 1 Hour

TRAINING AIDS: ICS 221 Demobilization Checkout form (paper and digital)

OBJECTIVES: Upon completion of this unit, the student will be able to:

1. List three tasks the SCKN may assist the Demobilization Unit Leader with.
2. Complete an ICS 221 Demobilization Checkout form.

OUTLINE	AIDS & CUES
INTRODUCTION SLIDE.	08-01-S248-EP
PRESENT UNIT OBJECTIVES.	08-02-S248-EP
I. INTRODUCTION The SCKN reports organizationally to the RESL. As the incident winds down and there are less resources checking in, the SCKN may switch duties to assist with the demobilization of resources, as directed by the RESL.	

OUTLINE	AIDS & CUES
<p data-bbox="190 285 860 365">II. PLANNING AND PREPARING FOR DEMOBILIZATION</p> <p data-bbox="284 422 1133 501">The SCKN may assist the DMOB in activities necessary to plan and prepare for the demobilization effort, such as:</p> <ul style="list-style-type: none"> <li data-bbox="284 554 1122 722">• Prepare ICS 221, Demobilization Checkout form (manually or CIAS) for each resource. Check off appropriate checkout blocks, as directed by the DMOB. <li data-bbox="284 779 1057 900">• Set up a filing system (alphabetical, sequential order by request number, or as otherwise directed). <li data-bbox="284 957 1105 1304">• Generate reports as requested by the RESL or DMOB to assist in grouping resources by similar characteristics. These may include: <ul style="list-style-type: none"> <li data-bbox="378 1136 708 1171">– Resource types <li data-bbox="378 1178 829 1213">– Date and time of release <li data-bbox="378 1220 959 1255">– Transportation needs (Air, POV) <li data-bbox="378 1262 927 1297">– Destination (Home Unit, State) <li data-bbox="284 1356 1101 1478">• Collate grouped information into logical lists that display tentative releases by date, time, location, travel method, etc. <li data-bbox="284 1535 1133 1793">• Prepare lists of scheduled demobilizations. Transfer approved and scheduled resource departure information onto bulletin board displays, announcing via public address system or searching out and personally contacting resources to notify them of release plans. 	<p data-bbox="1175 285 1406 321">08-03-S248-EP</p> <p data-bbox="1175 554 1406 590">08-04-S248-EP</p> <p data-bbox="1175 779 1406 814">08-05-S248-EP</p> <p data-bbox="1175 957 1406 993">08-06-S248-EP</p>

OUTLINE	AIDS & CUES
<p>III. DEMOBILIZING RESOURCES AS REQUESTED BY DMOB</p> <p>A. The SCKN may assist with the following:</p> <ol style="list-style-type: none"> 1. Provide completed ICS 221, Demobilization Checkout forms to the released resources along with specific instructions regarding contact points at the ICP or incident base to complete the check-out process. 2. Obtain travel information from all resources having their own transportation so the home agency dispatcher can be notified. Document: <ul style="list-style-type: none"> • Estimated time of departure (ETD) • Estimated stops en route, remain overnight (R-O-N) locations • Estimated time of arrival (ETA) at home unit/home <p>DISCUSS WORK/REST GUIDELINES AND DEPARTMENT OF TRANSPORTATION COMMERCIAL DRIVER GUIDELINES (CDL) TO DETERMINE WHETHER A RESOURCE WILL:</p> <ul style="list-style-type: none"> • BE REQUIRED TO REMAIN IN CAMP AND LEAVE ONLY AFTER A SPECIFIED REST PERIOD. • BE ALLOWED TO LEAVE, BUT WILL HAVE TO REST OVERNIGHT SOMEWHERE. 	<p>08-07-S248-EP</p>

OUTLINE	AIDS & CUES
<ul style="list-style-type: none"> • BE REQUIRED TO OBTAIN THE INCIDENT COMMANDER’S AUTHORIZATION FOR TRAVEL OUTSIDE THE ESTABLISHED TIME GUIDELINES. <ol style="list-style-type: none"> 3. Confirm travel information for resources not having their own transportation and delivering travel itineraries when applicable. 4. Set up ground support transportation as required. 5. Collect completed Demobilization Checkout forms. <p>DISCUSS WHAT THE CHECK-BOXES ON THE ICS 221 MEAN.</p> <ul style="list-style-type: none"> • THEY INDICATE WHICH OF THE UNITS OR SECTIONS EACH RESOURCE MUST CONTACT BEFORE CHECKING OUT OF THE INCIDENT. • ENSURES THAT RADIOS AND EQUIPMENT HAVE BEEN RETURNED, TIMESHEETS ARE SIGNED, AND GROUND SUPPORT TRANSPORTATION HAS BEEN SET UP. <p>BE SENSITIVE TO PRIVACY ISSUES ON EMERGENCY AND MEDICAL DMOBS.</p>	

OUTLINE	AIDS & CUES
<p>HAVE STUDENTS COMPLETE THE ICS 221 FORM IN THEIR STUDENT WORKBOOK (PAGE 8.7).</p> <p>OR</p> <p>HAVE STUDENTS ENTER THEMSELVES INTO IRSS AND PRINT OUT A CHECKOUT FORM.</p>	<p>08-01-S248-IR/SR SW page 8.7</p>
<p>B. Update Resource Status and Documentation</p> <ol style="list-style-type: none"> 1. Update appropriate database/resource tracking tool(s) (CIAS, T-cards). 2. Gather all check-in and check-out information for the resource and filing in or submitting to Documentation Unit for inclusion in Final Documentation Package. 3. Notify, using the communication method requested by the Demobilization Unit Leader, the Resources Unit, and Expanded Dispatch/Dispatch of each resource's: <ul style="list-style-type: none"> • Actual time of departure (ATD) • Travel method • Anticipated remain overnight locations • Estimated time of arrival at home unit/home 	<p>08-08-S248-EP</p>

OUTLINE	AIDS & CUES
<p>C. Critical Information</p> <p>1. ETD</p> <p>Estimated date and time of departure from the incident.</p> <p>2. R-O-N</p> <p>Remain overnight location is the city where the resource plans to stop to rest before continuing their travel.</p> <p>3. ETA</p> <p>Estimated date and time of arrival at home unit or home.</p> <p>Example: A resource flies into Billings, Montana, because that is the closest jetport. His home in South Dakota is another 8+ hour drive. The resource will be required to stay in Billings, Montana before resuming travel.</p>	08-09-S248-EP
<p>REVIEW UNIT OBJECTIVES.</p>	08-10-S248-EP

DEMOBILIZATION CHECKOUT		
1. Incident Name/Number	2. Date/Time	3. Demob No.
4. Unit/Personnel Released		
5. Transportation Type/No.		
6. Actual Release Date/Time	7. Manifest? <input type="checkbox"/> Yes <input type="checkbox"/> No Number	
8. Destination	9. Notified: <input type="checkbox"/> Agency <input type="checkbox"/> Region <input type="checkbox"/> Area <input type="checkbox"/> Dispatch	
	Name:	
	Date:	
10. Unit Leader Responsible for Collecting Performance Rating		
11. Unit/Personnel		
You and your resources have been released subject to sign off from the following: <i>Demob Unit Leader check the appropriate box</i>		
Logistics Section		
<input type="checkbox"/> Supply Unit	_____	
<input type="checkbox"/> Communications Unit	_____	
<input type="checkbox"/> Facilities Unit	_____	
<input type="checkbox"/> Ground Support Unit Leader	_____	
Planning Section		
<input type="checkbox"/> Documentation Unit	_____	
Finance Section		
<input type="checkbox"/> Time Unit	_____	
Other		
<input type="checkbox"/>	_____	
<input type="checkbox"/>	_____	
12. Remarks		
13. Prepared by (include Date and Time)		

Instructions for completing the Demobilization Checkout (ICS form 221)

Prior to actual Demob, Planning Section (Demob Unit) should check with the Command Staff (Liaison Officer) to determine any agency specific needs related to demob and release. If any, add to line Number 11.

Item No.	Item Title	Instructions
1.	Incident Name/No.	Enter Name and/or Number of Incident.
2.	Date & Time	Enter Date and Time prepared.
3.	Demob No.	Enter Agency Request Number, Order Number, or Agency Demob Number if applicable.
4.	Unit/Personnel Released	Enter appropriate vehicle or Strike Team/Task Force ID Number(s) and Leader's name or individual overhead or staff personnel being released.
5.	Transportation	Enter Method and vehicle ID number for transportation back to home unit. Enter N/A if own transportation is provided. <i>Additional specific details should be included in Remarks, block #12.</i>
6.	Actual Release Date/Time	To be completed at conclusion of Demob at time of actual release from incident. <i>Would normally be last item of form to be completed.</i>
7.	Manifest	Mark appropriate box. If yes, enter manifest number. <i>Some agencies require a manifest for air travel.</i>
8.	Destination	Enter the location to which Unit or personnel have been released (<i>Area, Region, Home Base, Airport, Mobilization Center, etc.</i>).
9.	Area/Agency/ Region Notified	Identify the Area, Agency, or Region notified and enter date and time of notification.
10.	Unit Leader Responsible for Collecting Performance Ratings	Self-explanatory. <i>Not all agencies require these ratings.</i>
11.	Resource Supervision	Demob Unit Leader will identify with a check in the box to the left of those units requiring check-out. Identified Unit Leaders are to initial to the right to indicate release. Blank boxes are provided for any additional check (unit requirements as needed), i.e., Safety Officer, Agency Rep., etc.
12.	Remarks	Any additional information pertaining to demob or release.
13.	Prepared by	Enter the name of the person who prepared this Demobilization Checkout, including the Date and Time.

ICS 221

NFES 1353

APPENDIX A

COURSE ORDERING AND SUPPORT INFORMATION

COURSE ORDERING AND SUPPORT INFORMATION

Course materials are available for purchase through:

National Interagency Fire Center
Attention: Great Basin Cache Supply Office
3833 South Development Avenue
Boise, Idaho 83705-5354

Refer to the current NWCG Catalog Part 2: Publications for prices and ordering procedures (www.nwcg.gov/pms/pms.htm).

Materials needed to present the course:

NFES 2834	S-248 Instructor Guide (one per instructor and one for the course coordinator)
NFES 2835	S-248 Student Workbook (one per student)
NFES 2836	S-248 Student Reference CD-ROM (one per student and instructor; contains forms and useful references for the SCKN)
NFES 2837	S-248 Course Materials CD-ROM (one per instructor)
	Position Task Book for SCKN (one per student) located at www.nwcg.gov/pms/pms.htm
NFES 2092	National Interagency Mobilization Guide (one per course, used as a reference)

NFES 1344 to 1350 ICS 219 Resource Status Cards (order a variety to create a realistic display for students)

Optional: Blank sample Resource Status Cards are provided in the Student Workbook for the exercise in Unit 5A; however, instructors have the option to provide real Resource Status Cards if desired. If so, each student will need one each of: Personnel (NFES 1347), Engine (NFES 1345), and Crew (NFES 1344).

NFES 1352 Resource Status Locator Rack (one per course, used as a display)

NFES 1335 ICS 211 Check-In List (one per student; used as a handout in Unit 4)

Additional material and equipment needed:

- A computer with projector (LCD) and PowerPoint presentation software for electronic presentations.
- Each student and instructor will need a computer with the current incident automation software loaded on it. The current incident automation software will include a practice database.
- A white board with markers or flip chart with paper, and felt tip markers for the instructors.
- Flip charts with paper, felt tip markers, tables, chairs, pencils, pens and notebook paper should be supplied for the students.