

**Updated February 8, 2022**

Monitoring Checklist for  
S-230 Crew Boss (Single Resource)

To ensure sufficient wildland fire training opportunities are available for private sector contractors who participate in the Pacific Northwest crew and engine/tender contracts, and that training delivery meets or exceeds National Wildfire Coordination Group (NWCG) standards, the Pacific Northwest Wildfire Coordination Group (PNWCG) has entered into memorandums of understanding (MOUs) with representatives of two groups of training providers. The groups are firefighting contractor associations (FCA) and public training providers (PTP).

The United States Forest Service (USFS) MOU Representative and staff administer the FCA MOUs for PNWCG and monitor FCA courses and instructors.

The Interagency Zone Training Committee (IZTC) representatives perform PTP MOU administration for PNWCG and monitor PTP courses and instructors in their respective geographic zones of responsibility. The IZTC may also be asked to have representatives monitor FCA courses by the MOU-Rep when needed.

This checklist outlines the key facilities, course concepts and teaching elements that course monitors should be observing and documenting.

Course monitors will introduce themselves to the lead instructor and explain that they are evaluating the course per the Memorandum of Understanding (MOU). Course monitoring checklists (see APPENDIX A) for each NWCG course being monitored will be provided to the IZTC member agency representative monitors in advance of assignments. The checklists will serve as both a form for evaluating the course instruction and a report to be sent to the IZTC. Course checklists may be completed through course monitoring and by examination of the written agenda, lesson plan, test(s), student evaluations or other documents presented by the instructor. Upon completion of the course monitoring/evaluation, monitor will scan and email the completed monitoring documentation to the R-6 Fire Contract Operations inbox [SM.FS.fact@usda.gov](mailto:SM.FS.fact@usda.gov) (within 2-3 working days of monitoring course delivery). The R-6 Fire Contract Operations Specialist will then forward monitoring documentation to the (FCA) or (PTP) the training provider is affiliated with; within ten (10) working days of training delivery.

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**NOTE:** Serious deficiencies include: omitting required course modules, substitution of training material that results in dropping portions of required course material, course instruction time varying greatly from recommendations listed in the NWCG Standards for Course Delivery (PMS 901-1), required oral and written testing not done or done with open book, or other deficiencies that limit the ability of students to learn the course objectives.

**Name of Monitor** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Unit/Agency** \_\_\_\_\_

**Course Location** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Lead Instructor** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Certifying Association** \_\_\_\_\_

**Unit Instructor** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Certifying Association** \_\_\_\_\_

**Unit Instructor** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Certifying Association** \_\_\_\_\_

**Interpreter** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Address** \_\_\_\_\_ **Certifying Association** \_\_\_\_\_

**S-230 Course Administration**

<b>Language Requirements</b>		
	<b>Y</b>	<b>N</b>
Non-English Speaking Students Present?		
Instructor able to Converse Fluently in Language of Non-English Speaking Students?		
If Instructor was Non-Fluent in Specific Language, was a Fluent Translator Present?		
Translator's Name:		
<b>Comments/Suggestions:</b>		

<b>Student Materials</b>		
<b><i>Were the following materials utilized?</i></b>	<b>Y</b>	<b>N</b>
November 2004 NWCG S-230 course materials		
NFES 2811 S-230 Student Workbook		
NFES 1077 Incident Response Pocket Guide		
NFES 2943 Wildland Fire Incident Management Field Guide		
PMS 311-13 Single Resource Boss Position Task Book (students will be instructed to bring to class in selection notification correspondence)		
Language Specific Course Materials Provided for Non-English Speaking Students?		
<b>Comments/Suggestions:</b>		

<b>Audiovisuals</b>		
<b><i>Were audiovisual aids used to instruct including:</i></b>	<b>Y</b>	<b>N</b>
NFES 2810 S-230 Instructor Guide		
NFES 2812 S-230 CD-ROM Course Materials (contains instructor guide, student workbook, electronic presentations, topographic maps, and appendices)		
NFES 2813 S-230 DVD		
NFES 2815 S-230 Lesson 4C Topographic Maps (maps are laminated, 24" x 36")		
Computer with LCD projector and presentation software		
A projector screen large enough to be viewed by the entire class.		
Flip charts with paper		
White boards		
Markers, both dry erase and permanent, in a variety of colors		
<b>Comments/Suggestions:</b>		

<b>Teaching Facility</b>		
<i>Did the Teaching Facility Provide for Adequate?</i>	<b>Y</b>	<b>N</b>
Space?		
Lighting?		
Seating?		
Ventilation?		
<b>Comments/Suggestions:</b>		

<b>Course Administration</b>		
	<b>Y</b>	<b>N</b>
Was Daily Attendance Documented with the use of Sign in Sheets?		
Was a Course Agenda Provided?		
Was A Final Test Administered?		
Were tactical decision game exercises included?		
Hands on Student Participation Observed?		
<b>Comments/Suggestions:</b>		

**S-230 Course Objectives**

<b>Unit 0 – Course Introduction</b>		
<b>(2 Hours) Start Time: _____ End Time: _____</b>		
<i>Did the instructor cover the following objectives?</i>	<b>Y</b>	<b>N</b>
Introduce the instructors and the course coordinator.		
Introduce the students.		
Identify and explain administrative concerns.		
Explain course process and expectations.		

Introduce the course to the students.		
<b>Comments/Suggestions:</b>		

<b>Unit 1 – Operational Leadership</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Did the instructor cover the following objectives?</b>	<b>Y</b>	<b>N</b>
Describe the values and principles of operational leadership		
Identify the qualities of good leadership.		
Did the instructor administer the unit exercise?		
<b>Comments/Suggestions:</b>		

<b>Unit 2 – Mobilization</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Did the instructor cover the following objectives?</b>	<b>Y</b>	<b>N</b>
Identify the readiness and special equipment items that are required for the Crew Boss.		
List eight pieces of information to request from dispatch prior to departure.		
Identify five key elements of information needed to complete a Passenger/Cargo manifest.		
Explain the importance of evaluating crew readiness and establishing crew organization.		
Provide examples of appropriate travel procedures and conduct.		
Did the instructor administer the unit exercises (3)?		
Did the instructor administer the unit quiz?		

<b>Comments/Suggestions:</b>

<b>Unit 3 – Arrival at the Incident</b>		
<b>(3 Hours) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Did the instructor cover the following objectives?</b>	<b>Y</b>	<b>N</b>
Describe the intra-crew coordination considerations for the incident check-in process.		
List five key pieces of information that should be gathered when receiving an assignment or briefing.		
Describe the components of the Incident Action Plan (IAP) and how the components relate to the Crew Boss role in planning for safe and effective fire suppression activities.		
Assess crew logistical needs based upon the operational period assignment.		
List the essential items that must be covered during a crew briefing prior to assignment.		
Did the instructor administer the unit exercises (3)?		
Did the instructor administer the unit quiz?		

<b>Comments/Suggestions:</b>

<b>Unit 4a – FIRELINE OPERATIONS: RISK MANAGEMENT</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b>Did the instructor cover the following objectives?</b>	<b>Y</b>	<b>N</b>
1. Identify the five steps of the risk management process.		
2. Apply the five-step risk management process to given scenarios.		
Did the instructor administer the unit exercise?		

<b>Comments/Suggestions:</b>

<b>Unit 4b - FIRELINE OPERATIONS: Entrapment Avoidance</b>		
<b>(2 Hours) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor cover the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Describe the role LCES has in the risk management process.		
Describe a protocol for negotiating a perceived unsafe assignment.		
Given a set of fireline conditions, identify valid trigger point(s).		
Define levels of engagement.		
Describe a procedure for recognizing escape routes and safety zones when engaging a fire.		
Given a set fireline condition, estimate minimum safety zone size using the Missoula Fire Lab model.		
Identify human factors that contribute to fireline decision errors.		
Given a fire scenario, determine the appropriate level of engagement as conditions change.		
Did the instructor administer the unit exercises (2)?		
<b>Comments/Suggestions:</b>		

<b>Unit 4c – FIRELINE OPERATIONS: Safety and Tactics</b>		
<b>Safety and Tactics (4 Hours) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor cover the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Demonstrate the proper use of LCES in the fire environment in relation to the Crew Boss role.		
Organize, plan, and describe the actions that are required when a crew is deployed for Fireline suppression activities.		

Given an Incident Response Pocket Guide, safely complete a simulated fireline assignment.		
Describe safety precautions that should be addressed by the Crew Boss in downhill and indirect Fireline construction.		
Describe applicable methods to employ in Fireline construction that will facilitate rehabilitation.		
List the items to check when inspecting a completed fireline.		
List crew procedures used in staging areas.		
Describe Crew Boss responsibilities for accidents, injuries, and near misses.		
Identify supply needs and explain the process for re-supplying a crew while on the fireline.		
Complete an After Action Review (AAR).		
Did the instructor administer the unit exercises (7)?		
Did the instructor administer exercise 7 as a tactical decision game (TDG)?		
<b>Comments/Suggestions:</b>		

<b>Unit 5 – Off Line Duties</b>		
<b>(1 Hour) Start Time:</b> _____ <b>End Time:</b> _____		
<b><i>Did the instructor cover the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Describe the responsibilities the Crew Boss considers prior to returning to the incident base from a tactical assignment.		
List the key responsibilities of the Crew Boss following tactical assignments while at the incident base or camp.		
List the key responsibilities of the Crew Boss when the crew is out of service.		
Did the instructor administer the unit quiz?		
<b>Comments/Suggestions:</b>		



<b>Unit 6 – Demobilization and Post Incident Responsibilities</b>		
<b>(1 Hour) Start Time: _____ End Time: _____</b>		
<b><i>Did the instructor cover the following objectives?</i></b>	<b>Y</b>	<b>N</b>
Describe procedures for re-supply of fire expended items.		
List the steps necessary for the demobilization of a crew from an incident.		
List the key responsibilities of a Crew Boss prior to disassembly of crew at the initial mobilization point.		
Did the instructor administer the unit quiz?		
<b>Comments/Suggestions:</b>		

<b>Unit 7 – Final Examination</b>		
<b>(2 Hours) Start Time: _____ End Time: _____</b>		
<b>Comments/Suggestions:</b>		

