

# Expanded Dispatch Support Dispatcher D-310



Instructor Guide- Beta  
September 2023

# I. PREFACE

Expanded Dispatch Support Dispatcher, D-310 is a suggested training course in the National Interagency Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1).

This course was developed by an interagency group of subject matter experts with direction and guidance from the National Wildfire Coordinating Group (NWCG) Training Branch. The primary participants in this development effort were:

INTERAGENCY GROUP  
Dispatch Steering Committee

NWCG TRAINING BRANCH

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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## INSTRUCTIONAL UNITS

Unit 0 – Introduction 0.1

Unit 1 – Common Responsibilities and Procedures 1.1

Unit 2 – Equipment 2.1

Unit 3 – Supplies 3.1

Unit 4 – Overhead 4.1

Unit 5 – Crews 5.1

Unit 6 – Aircraft 6.1

Unit 7 – Predictive Services 7.1

Unit 8 – Demobilization 8.1

The following appendixes are available for download.

Appendix A – Course Ordering and Support Information

Appendix B – PowerPoint Presentations

Appendix C – Pre-Course Work -This appendix contains the training/experience form, IROC proficiency test, pre-course test, and answer keys.

Appendix D – Course Evaluation Forms

Appendix E – Supplemental Simulation Materials

## II. COURSE INSTRUCTIONS

This section contains instructions and information essential to the course coordinator and instructors in making an effective presentation. Cadre members must read this section and be thoroughly familiar with course procedures and material before presentation.

### A. INTRODUCTION

The D-310, Expanded Dispatch Support Dispatcher (EDSD), course requires 32-34 hours for presentation. This course is designed to meet the training needs of an EDSD on an incident as outlined in the National Incident Management System: Wildland Fire Qualification System Guide (PMS 310-1) (hereafter called the “Wildland Fire Qualification System Guide”) and the position task book developed for the position.

The Wildland Fire Qualification System Guide, developed under the sponsorship of the National Wildfire Coordinating Group (NWCG), is designed to establish minimum requirements for training, experience, physical fitness level, and currency standards for wildland fire positions, which all participating agencies have agreed to meet for national mobilization.

To ensure that the most up-to-date material is being presented, instructors are encouraged to refer to the NWCG Training and Qualifications website. This website contains current updates for all NWCG courses (go to <https://www.nwcg.gov/publications/training-courses>).

### B. COURSE OBJECTIVES

Course objectives are stated in broad terms that define what students will be able to accomplish after completing the course. At the successful completion of this course, students will be able to:

- Plan, organize, and implement a functional area to meet the needs of the incident.
- Demonstrate the ability to interact with other functional areas in an incident support organization.
- Follow set established policies and procedures, utilize resource orders and supplemental forms to mobilize, reassign, and demobilize resources.
- Demonstrate the ability to respond to changing priorities and situations within a functional area.

## C. MINIMUM INSTRUCTOR QUALIFICATIONS

Refer to the NWCG Standards for Course Delivery (PMS 901-1) for instructor prerequisites specific to this course (online at [https:// www.nwcg.gov/publications/training-courses](https://www.nwcg.gov/publications/training-courses)).

## D. INSTRUCTOR PREPARATION AND COURSE COORDINATION

This course requires advance preparation. The course coordinator and instructor cadre must thoroughly review the following information and prepare all materials prior to presenting the course.

### **General Information**

The NWCG Standards for Course Delivery (PMS 901-1) contains general information for presentation of NWCG courses. The course coordinator and instructors should be thoroughly familiar with this guide (online at <https://www.nwcg.gov/publications/training-courses>).

### **Exercises and Other Pertinent Information**

The course is presented through a series of facilitated discussions, exercises, and simulations. Throughout the simulations, students will function as ESDs performing in all four functional areas of expanded dispatch. The suggested timing to initiate Simulation 1 is after the completion of Unit 4. Refer to the sample course agenda on page 9 for remaining simulations.

### **Simulation Materials**

The simulation materials are located on the D-310 Simulation website. Refer to the website for simulation information and instructions.

### **Course Agenda**

A sample agenda is on page 9. Revise the agenda as appropriate. The agenda can be inserted into the Student Workbook before the beginning of class. Consider removing timeframes from the agenda that is given to students.

The cadre must be familiar with the simulation and IROC to adequately deliver the course. There is information at the end of Unit 0 for instructors (IR 0-1) and students (SR 0-1) who need a review of EDRC functions in IROC. This review is optional; however, it is suggested the review be performed after class on the first day.

## **E. COURSE MATERIALS**

The Course Materials electronic file contains the Instructor Guide, Student Workbook, and Appendixes in portable document format (PDF).

As of the course publication date, the forms referenced in these course materials are current. It is the responsibility of the instructors to keep the course current by using up-to-date forms and other publications. Some handouts will have to be printed from the internet before the start of the course.

### **Instructor Guide**

The Instructor Guide is designed as a teaching aid to assist instructors in presenting the course.

Each unit begins with a Unit Overview that outlines the lesson's approximate delivery time, objectives, learning strategy, instructional methods, required materials (instructional aids), and evaluation criteria.

The Unit Presentation follows the Unit Overview, and contains the lesson plan for each unit, shown in a two-column format:

- The Outline column contains the lesson content that supports the learning objectives. The column also contains notes to the instructor (directions for conducting an exercise, questions to ask students, etc.), which are in bold boxes.
- The right column lists references (slide numbers, handouts, publications, etc.) that remind instructors to display or refer to specific materials.

### **Appendixes**

#### **Appendix A – Course Ordering and Support Information**

- This appendix tells you how to order required components of the course and what additional support materials are needed for course presentation.

#### **Appendix B – PowerPoint Presentations**

- Test the equipment before the start of class to ensure compatibility with software.

## Appendix C – Pre-Course Work

- This appendix contains the training/experience form, IROC proficiency test, pre-course test, and answer keys.

## Appendix D – Course Evaluation Forms

- The Student Training Course Evaluation Form gives the students an opportunity to comment on the course and the instructors for the purpose of improving future training sessions. Distribute the form at the beginning or end of the course.
- The Training Course Evaluation Form is an opportunity for the course coordinator and instructors to comment on course design. These comments are used by NWCG Training to identify potential problems with courses and as a resource during the course revision process.
- The Online Course Evaluation Form also allows for feedback. Comments can also be submitted online at <https://www.nwcg.gov/course-evaluation>

## Appendix E – Supplemental Simulation Materials

- This appendix contains optional simulation materials. The materials include crew manifests, resource orders and various supplemental forms. The materials are hard-copy versions of the information that is found in IROC. These materials do not need to be printed to complete the simulations but are provided as an optional reference.

## Student Workbook

In most cases, the Student Workbook contains the same course information as the Instructor Guide but without the instructor notes, aids and cues, and exercise answers. Student Workbooks can be printed by the student if desired.

## F. STUDENT TARGET GROUP

The target group should consist of individuals qualified as expanded dispatch recorder (EDRC) desiring to become qualified expanded dispatch support dispatcher (EDSD).

## G. COURSE PREREQUISITES

Students must have successfully completed I-200, Basic ICS. Refer to the NWCG Standards for Course Delivery (PMS 901-1) for current course prerequisites.

## H. PRE-SELECTION ASSESSMENT AND PRE-COURSE WORK

Pre-course work instructions and answer key are located in Appendix C. The pre-course materials are located online at <https://www.nwcg.gov/publications/training-courses>.

The course coordinator can provide the pre-course work to the students by referring nominees to the online pre-course work: <https://www.nwcg.gov/publications/training-courses>. List the

website in the nomination or selection letter. Students should receive pre-course work information at least 6 weeks before beginning the course. Refer to the NWCG Standards for Course Delivery (PMS 901-1) for number of hours required to complete pre-course work.

## **I. COURSE NOMINATION AND SELECTION LETTERS**

### **Nomination Letter**

Send a course nomination letter, along with the pre-course work information, to students at least 6 weeks before the course begins. The letter should instruct nominees to return the completed pre-course work materials to the course coordinator or lead instructor at least 2 weeks before beginning the course. A sample example course nomination letter is located on page 11.

### **Selection Letter**

Send a course selection letter to students who successfully complete and pass the pre-course work and are selected to attend the course. This letter congratulates selected students and should explain class times, dates, and location. Refer to the NWCG Standards for Course Delivery (PMS 901-1) for more information on selection letters. A sample course selection letter is located on page 10.

## **J. CADRE MEETINGS**

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 critical for instructors who do not have previous experience with the course. A cadre meeting checklist is in the NWCG Standards for Course Delivery (PMS 901-1).

A cadre meeting before each day's course presentation is recommended because of the interrelationship of the unit material (changing instructional materials in one unit may impact a later unit).

After each day's presentation, hold a cadre meeting to discuss concerns and progress. At the end of the course, conduct a final cadre meeting to evaluate instructor performance and suggest modifications for future courses.

## **K. RECOMMENDED CLASS SIZE**

In order to facilitate the group exercises and simulation, it is recommended that instructors maintain a ratio of 2:1 students to instructors with 4:1 being the minimum. It is strongly suggested that the student roster be in multiples of four for effective execution of the simulation. The maximum class size is 24 students.

## **L. SPACE AND CLASSROOM REQUIREMENTS**



The characteristics of the classroom and supportive facilities have a significant impact on the learning environment. The classroom should be chosen and viewed well in advance of the presentation.

The following characteristics should be considered when choosing a location and classroom:

- The classroom should be free from outside interruptions and interferences.
- Provide adequate room and flexibility for student work groups and equipment, including supportive facilities such as break areas, restrooms, etc.
- The classroom should have controlled lighting, good acoustics, and good ventilation.
- Provide adequate access to copy and printing services.
- Provide adequate desk space and power outlets for laptop computers (one power strip for each table).
- Be sure a computer with projector and screen is available to show electronic presentations.
- If printing in the classroom, a laptop and driver for the printer will be needed.

Refer to the NWCG Standards for Course Delivery (PMS 901-1) for more information.

## M. STUDENT ASSESSMENT AND CERTIFICATION

Students must obtain a score of 70% or higher on the student assessment evaluation to receive a certificate of completion for the course.

Students are evaluated on the pre-course test, completion of inputs during the simulation, and class participation (refer to the D-310 Simulation website for detailed student evaluation information).

The simulation provides an opportunity to evaluate student performance in four functional areas. During the simulation, points are earned by completing various inputs, by demonstrating observable participation elements, and by earning discretionary points.

The course point system is broken out as follows:

Pre-course test	400 points
Simulation - Inputs	400 points
Simulation - Class Participation	160 points
Simulation - Discretionary Points	40 points
TOTAL POSSIBLE POINTS	1000 points

## Expanded Dispatch Support Dispatcher, D-310

### N. Sample Nomination Letter

To: *Student's Name*

From: *Course Coordinator's Name*

Subject: D-310, Expanded Dispatch Support Dispatcher

Congratulations! You have been tentatively selected to attend D-310, Expanded Dispatch Support Dispatcher, to be held at *(location)* presented by *(Name of Training Unit and location)*. The course will begin promptly at *(time and date)* and end at *(time and date)*. Please arrange your travel accordingly, as you must attend the entire course to receive credit.

The primary emphasis of this course focuses on duties of Expanded Dispatch Support Dispatcher (EDSD) within the Incident Command System.

The pre-course work package developed for D-310 is designed to help you prepare for and successfully complete the course, and to allow us to evaluate your readiness. The pre-course work package for the course (consisting of training/experience form, IROC proficiency test, and pre-course test) is provided at the NWCG Training website: <https://www.nwcg.gov/publications/training-courses/d-310/pre-course-work>. Visit the website to download instructions and materials. In order to successfully complete the IROC portion, you must have an IROC Practice username and password. If you do not already have this information, refer to the IROC website <https://famit.nwcg.gov/applications/IROC> and follow the instructions on how to request a practice account. Previous experience indicates it will take at least 6-8 hours to complete the pre-course work. It is highly recommended that you allow sufficient time to complete the work.

The pre-course work must be completed on the website no later than *enter date*. A score of 70% or higher is required on the pre-course work for acceptance into the classroom portion of the course. All nominees will be notified by *enter date* of their status, either accepted to continue in the course, or declined. Use the pre-course work checklist to make sure you have completed and returned everything required.

Bring the following items to class:

- *List items*

In the event that you cannot attend this course, please contact me no later than *enter date*, as there are typically several students on the course waitlist. Cancellations after this date may result in your home unit being charged for course tuition.

If you have any questions or concerns about the pre-course work or classroom session, please feel free to contact the Lead Instructor, *insert name* or Course Coordinator *insert name*. Their contact information is listed below.

In the event you cannot attend the course, please contact the course coordinator prior to the beginning of the class. This allows time for notifying personnel that may be on the waiting list to be contacted to fill the vacancy.

*Lead Instructor, Name, Phone number, Email address*

*Course Coordinator, Name, Phone number, Email address*

## **Expanded Dispatch Support Dispatcher, D-310**

### **O. Sample Course Selection Letter**

To: *Student's Name*

From: *Course Coordinator's Name*

Subject: Expanded Dispatch Support Dispatcher, D-310

Congratulations, you have been selected to attend Expanded Dispatch Support Dispatcher, D-310, to be held at *(location)*. The course will begin promptly at *(time and date)* and end at *(time and date)*.

The primary emphasis of this course focuses on duties of an Expanded Dispatch Support Dispatcher (EDSD) within the Incident Command System.

Please bring the following references to class:

- Position Task Book (initiated at the home unit), located at <https://www.nwcg.gov/publications/position-taskbooks>
- Wildland Fire Incident Management Field Guide (PMS 210), located at <https://www.nwcg.gov/publications>
- Incident Response Pocket Guide (PMS 461, NFES 1077), located at <https://www.nwcg.gov/publications>

If you wish 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 before the scheduled course completion time.

In the event you cannot attend the course, please contact the course coordinator before the beginning of the class. This allows time for notifying students who may be on the waiting list to be contacted to fill the vacancy.

If you have any questions please contact the course coordinator, *(Name)*, at *(phone number)*, or *(email address)*.

## Expanded Dispatch Support Dispatcher, D-310

### P. Sample Agenda

#### Day 1

Classroom setup	
Lunch	
Unit 0 – Introduction	½ hour
Unit 1 – Common Responsibilities and Procedures	1 hour
Unit 2 – Equipment	1 hour
Cadre Meeting (course review)	
IROC review (optional) – located at end of Unit 0	

#### Day 2

Unit 3 – Supplies	3 hours
Unit 4 – Overhead	1 hour
Lunch	
Unit 5 – Crews	1 hour
Simulation 1	3½ hours
Cadre Meeting (course review)	

#### Day 3

Unit 6 – Aircraft	2 hours
Unit 7 - Predictive Services	1 hour
Lunch	
Unit - 8 Demobilization	1 hour
Simulation 2	3½ hours

#### Day 4

Simulation 3	3 hours
Lunch	
Simulation 4	3 hours
Cadre Meeting (course review)	
Coaches Finish Grading	

#### Day 5

Course/simulation review	
Finalize scoring sheets/evaluations issue course certificates	
Cadre Meeting (course closeout)	

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 0 – Introduction

**Time** 30 Minutes

## Objectives

1. Introduce the instructors and students.
2. Discuss administrative concerns.
3. Present overview of course.
4. Discuss EDSD position qualifications.
5. Discuss course expectations.

## Strategy

This unit provides an overview of the course and gives students an idea of what to expect.

## Instructional Method(s)

- Informal lecture and discussion with PowerPoint.

## Instructional Aids

- Personal computer with projector and presentation software
- EDSD position task book

## Exercise

- IROC Review (Optional)

## Evaluation Method(s)

- Participation

## Outline

- I. Welcome and Introductions
- II. Administrative Concerns
- III. Course Overview
- IV. EDSD Position Qualifications
- V. Course Expectations
- VI. Review Pre-Course Test

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 0 – Introduction

## I. WELCOME AND INTRODUCTIONS

## II. ADMINISTRATIVE CONCERNS

## III. COURSE OVERVIEW

The course point system is broken out as follows:

Pre-course test	400 points
Simulation - Inputs	400 points
Simulation - Class Participation	160 points
Simulation - Discretionary Points	40 points
TOTAL POSSIBLE POINTS	1000 points

## IV. EDSD POSITION QUALIFICATIONS

Training courses and/or position task books (PTBs) have been developed to qualify individuals for nationally accepted dispatching positions:

- Dispatch Recorder, D-110
- Expanded Dispatch Support Dispatcher, D-310
- Initial Attack Dispatcher, D-311
- Aircraft Dispatcher, D-312
- Supervisory Dispatcher, D-510
- Coordinator (PTB only)

Upon successful completion of this course, students will be able to meet the requirements to function as an EDSD trainee.

**Discuss EDSD qualifications (refer to the current 310-1).**

## V. COURSE EXPECTATIONS

What are your expectations for this course?

Slide 01

Slide 02

Slide 03

Slide 04

Slide 05-09

Slide 10

Slide 11

Slide 12

**Discuss students' expectations and whether they will be covered in this course.**

## VI. REVIEW PRE-COURSE TEST

Instructor has the option of returning the pre-course tests now or at a later time.

Instructors have reviewed the pre-course tests; missed questions will be discussed throughout the course.

Coaches will answer questions concerning the test. Students may not keep the test.

**Any questions?**

Slide 13

## VII. IROC Dispatch Recorder Review

### **Overview:**

This is a review of the Dispatch Recorder functions as performed in Interagency Resource Ordering Capability (IROC). The scenarios in this course are done using IROC, so it is important you know these IROC basics. When this course covers topics that are not in the Dispatch Recorder course, the instructor will show you how to complete the function in IROC.

**Instructor Note: Briefly display and review the capability of IROC. Offer an optional time for students who require more in-depth review.**

### **Objectives:**

Review IROC functions including:

1. Search for Resources quick link
2. Incident action tile
3. Create New Request
4. Pending Request action tile
5. Manage Request screen
6. Request Status action tile

**Each instructor and student will need a:**

- Computer with internet access
- Username and password
- Suggested time for this review is 2 hours

**A. Search For Resources Quick Link**

Search for resources regardless of managing dispatch, resource status, or resource assignment.

**B. Incident Action Tile**

Used to view, edit, and add additional information for existing incidents (for example, editing an incident name).

**C. Create New Request**

1. Select the correct incident.
2. Select Catalog Item
  - a) *Filter and select an item to request.*
  - b) *Reminders for requests can be found in the Manage Request Screen.*

**D. Name Request**

1. To request a specific Overhead resource, check the Named Request box.
2. Select Deliver To location

**E. Navigation/Reporting Instructions**

1. Enter directions for Deliver To location.

**F. Special Needs**



1. Enter any special needs or instructions.
2. Overhead Requests will show additional Overhead details section which includes boxes to check to approve phone, laptop, etc.

#### G. Request Contact

Name and/or contact information of individual/position, either at Incident or Requesting Dispatch Unit, through which information can be obtained about request.

#### H. Ordering Contact

Name and/or contact information of individual/position at Incident that requested resource.

#### I. Add New Contact

#### J. Pending Request Action Tile

1. Filter and select the incident or catalog
2. Columns in the work area can be used to further filter

#### K. Buttons

1. Place Buttons
2. Action Buttons

#### L. Manage Request Screen

1. View and manage requests

#### M. Request Status Action Tile

1. Display requests
2. Filter requests in work area
3. Check status of resource requests
4. Perform basic actions on requests in the work area list

**INSTRUCTOR NOTE: This exercise may be used for students who require additional review of basic IROC functions.**

## **EXERCISE:**

On an existing incident (or by first creating an incident if necessary):

1. Create four requests (all of them with a qualification that you have).
  - Fill one request with yourself with an ETD of now and ETA of 2 hours.
  - Place one up to the GACC.
  - Place one within their selection area if possible.
2. For the request you filled with yourself:
  - Edit the travel for filled order and set at incident.
  - Reassign yourself to another request and set travel at incident.
  - Release yourself from the second request and set travel at home.

# OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 1 – Common Responsibilities & Procedures

**Time** 1 hour

## Objectives

1. Describe the main duties or tasks of the EDSD
2. Describe the various functional relationships in the incident support organization
3. Identify factors for effective communication
4. Discuss the EDSD's limits of authority within the expanded dispatch organization
5. Identify factors for managing stress

## Strategy

Introduce students to the role that an EDSD has within an incident support organization.

## Instructional Method(s)

- Instructor led with student discussion.

## Instructional Aids

- Personal computer with projector and presentation software
- EDSD position task books
- National Interagency Mobilization Guide (NIMG)

## Exercise(s)

- Team Building
- Communication

## Evaluation Method(s)

- Participation

## Outline

- I. Introduction
- II. EDSD Main Duties or Tasks
- III. Managing Stress

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

**Unit** 1 – Common Responsibilities & Procedures

Review Unit Objectives

Slide 01

Slide 02

## I. INTRODUCTION

Show slides 03 – 09 to introduce the course.

This course addresses the EDSD's role in an expanded dispatch organization.

Slide 03-09

Expanded dispatch is a part of the incident support organization. This course does not get into the day-to-day or initial attack dispatch job.

Slide 10 shows an example of an expanded dispatch organization with: EDSP, EDSD, and EDRC.

Slide 10

**INSTRUCTOR NOTE: The EDRC position is a clerical role that is becoming outdated.**

## II. EDSD MAIN DUTIES OR TASKS

Slide 11

You are on your way to your EDSD assignment.

- What will your main duties be?
- What do you do first?

**Refer students to the EDSD position task book.**

The position task book (PTB) lists the performance requirements or tasks for the EDSD position in a format that allows a student to be evaluated against written guidelines.

The EDSD's main duties or tasks are:

Slide 12

### A. Task 1: Obtain initial briefing from supervisor or agency dispatcher.

Information and key points you should receive when reporting for assignment:

- Situational awareness
- Priority setting
- Local office considerations

It is best to be self-sufficient – to pay for your housing and meals. If you need help, say so before you are dispatched.

If you need help while on assignment, talk to your supervisory dispatcher. Assignment conditions will vary.

**B. Task 2: Gather information necessary to assess situation, determine priorities, and take appropriate action.**

- Current situation
- Expected duration
- Status of orders
- Resources committed
- Ordering procedures
- Priorities
- Organizational structure
- Operational period schedules
- Housing and transportation availability
- Authority limits

**Explain the relationship between expanded dispatch, local dispatch, host unit, agency administrator, etc.**

**Discuss authority limits you have experienced.**

- Not-to-exceed order times
- How to display resource tracking information
- Internal/external key contacts
- Procedures for media and/or private contractor calls
- Desk log procedures
- Application Access

**C. Task 3: Conduct self in a professional manner.**

**D. Task 4: Establish and maintain positive interpersonal and interagency working relationships.**

Slide 13

Slide 14

## 1. Teamwork

To establish and maintain positive working relationships, teamwork is essential.

## 2. Elements of teamwork

- Know yourself and seek improvement.
- Be technically and tactically proficient.
- Comply with orders and initiate appropriate actions in the absence of orders.
- Take responsibility for your actions.
- Make sound and timely decisions and recommendations.
- Set the example for others.
- Be familiar with your leader and their job and anticipate their requirements. Keep your leaders informed.
- Understand the task and ethically accomplish it.

### **EXERCISE: Team Building**

Slide 15

**Purpose:** Conduct an exercise that incorporates elements of team building.

**Time:** 10 minutes

**Format:** Pairs, followed by group discussion

**Materials Needed:** none

#### **Instructions:**

Conduct a team-building exercise of your choice. For example, students can pair up and ask each other questions such as their name, agency, position, dispatch experience, etc.

Students can then introduce each other to the class.

End of Exercise.

## 3. Key players of teamwork

- a) *Internal relationships – expanded dispatch*
  - Dispatch recorders
  - EDSDs on other desks
  - Supervisory dispatcher
- b) *External relationships – other incident support functions*
  - Buying team/procurement
  - Transportation
  - Initial attack dispatcher
  - Staging area or mobilization center manager
  - Ramp manager
  - Intelligence
  - Aircraft desk
  - Communications coordinator
- c) *Incident*
  - Supply unit leader
  - Ordering manager
  - Radio operator/incident communications center manager
  - Demobilization unit leader
  - Information officer
  - Incident resources
- d) *Next level of dispatch*

Generally, you will talk to your counterpart at the next level of dispatch organization (for example, overhead EDSD to overhead EDSD).
- e) *Other contacts*
  - Interagency Resource Representatives (IARR)

**IARRs will be discussed later.**

- Agency Administrator

- Media (refer to the supervisory dispatcher or information officer)
- Public and vendors

E. Task 5: Apply the ICS.

Slide 16

- Follow chain of command.
- Maintain appropriate span of control.
- Use appropriate ICS forms.
- Use appropriate ICS terminology.

F. Task 6: Conduct or participate in briefings with relief dispatchers, dispatch recorders, and supervisory dispatchers.

Slide 17

- Pertinent information regarding operational period activities.
- Priorities
- Procedural issues or changes regarding mobilization/demobilization.

1. Briefings

- The EDSD will brief the supervisory dispatcher and the oncoming shift dispatcher of significant activity.
- Throughout each shift, maintain the shift brief to reflect all significant activity and items requiring follow-up.
- Shift briefings should be between 15 and 30 minutes.
- Your schedule will provide time to brief the oncoming shift. This will include as a minimum:
  - Any movement of national resources.

**Ask students for examples of national resources and where to find the information (NIMG, Objectives, Policy, and Scope of Operation).**

- Significant incident activity.
- Any deviation from established standard operating procedures.



- Any schedule changes.
- Any messages relating to injury notification or emergency messages.
- Any significant resource shortages – critical resources or the opposite – excess resources. These change on a daily basis.
- Aircraft-related issues (mobilization and demobilization of resources, helicopter module releases, etc.).
- Brief summary of shift activities.
- Any follow-up or interaction with other functional areas.

## 2. Resource order review

Each resource order should be briefly described, and attention given to changes, problems, and anything requiring follow-up.

## 3. Documentation

Briefings are critical to each functional area. Clear and concise documentation and complete briefings are imperative to the success of the expanded dispatch organization.

## G. Task 7: Participate in After Action Reviews (AAR)

Slide 18

## H. Task 8: Review, Resource Order for completeness and accuracy.

Slide 19

Documentation is pertinent information relating to the processing of the order and its requests.

## 1. Resource orders

Resource orders are legal documents that necessitate full and accurate reporting of order and request related actions.

- They are subject to Freedom of Information Act (FOIA) and court requests.

- They may also help with payment and contractual issues.

**Ask students for examples of appropriate documentation (to/from, request number, actions taken, people notified, reason changes were made, etc.).**

**Order and request documentation placed in IROC documentation, or in block 13 of the resource order, will show on additional documentation sheets.**

## 2. Additional documentation

Every office may have different forms to use for documentation:

- Shift brief (refer to the dispatch job aid checklist)
- Shift log
- General message form
- Radio log

**Stress the importance of complete documentation.**

Follow up to confirm information as appropriate.

### I. Task 9: Use national, area, and local forms supplementing the resource order.

- Recognize when use of supplemental forms is required.

These can include detail requests, infrared service requests, and food service request forms.

- Verify accuracy and completeness.
- Process using appropriate ordering channels.

### J. Task 10: Communicate effectively at various levels.

**Refer students to the “Communication Articles” and briefly review (SW pages 19-23.; IG pages 17-21).**

Slide 20

Slide 21

- Consult with and provide feedback to work supervisor.

All travel information is relayed electronically through the dispatch channels.

- Use established local status tracking systems (database, magnet board, IROC reports etc.).

**K. Task 11: Prioritize work and make decisions concerning functional area.**

Slide 22

- Ensure subordinates understand assignment for operational period.
- Continually evaluate performance of assigned personnel.
- Provide guidance and/or assistance to dispatch recorders.
- Provide training as necessary.
- Each assignment – and your authority – will be different.
- Use your skills and knowledge of the position to make and execute decisions as your authority allows.
- You are expected to be proficient in the functional area to which you are assigned.
- You may or may not be guiding and assisting dispatch recorders.
- Refer any odd or unusual orders to your supervisory dispatcher.
- Refer all media calls, contracting issues, public inquiries, and people who are not your normal contacts to your supervisory dispatcher.

Slide 23

**L. Task 12: Identify staffing and equipment needs to work supervisor.**

Slide 24

**M. Task 13: Use existing sources and contract agreements to obtain resources.**

Slide 25

**N. Task 14: Use pertinent reference guides to validate resource capabilities, limitations, or regulations governing use.**

Slide 26

O. Task 15: Use appropriate reference materials.

Slide 27

- Mobilization guides
- Contracts
- Expanded Dispatch Plan or Dispatch Operations Guide
- NFES website
- Appropriate user guides

It is important to be knowledgeable of national and local geographic area mobilization guides.

The following materials will be referenced throughout the course:

- Expanded Dispatch Job Aid
- NWCG National Fire Equipment Systems Catalog: Fire Supplies and Equipment
- Catering and Shower Contracts
- NWCG Standards for Interagency Business Management (PMS 902)
- Other materials on the reference table.

**Remember, you just need to be knowledgeable of these reference materials and know where to look up the answers. Ask other people, supervisory dispatchers, etc., for information.**

P. Task 16: Obtain information necessary to process a non-commercial logistical flight for personnel or cargo.

Slide 28

Q. Task 17: Reassign resources to support an incident.

Slide 29

- Consider safe and cost-effective results for actions.
- Summarize resource information to provide intelligence support.
- Use established methods and ordering channels.
- Communicate with internal/external entities.
- Reassignment

**Ask students to define reassignment. Discuss their response.**

- This is considered a mobilization of a resource.  
For example: If a crew has been out for only three days and is put on the demobilization list and is reassignable, check open request for crews. You may reassign the crew to another incident.
- If the new incident is within your jurisdiction, you may not need to notify the GACC because the resource is assigned to you.
- If you release the crew to the GACC, the GACC may reassign the crew to another incident within the Geographic Area. Provide a copy of the new resource order to the crew.
- Consult your supervisor on all reassignments.

**R. Task 18: Mobilize resources from one or more of the functional dispatch areas to support an incident.**

Slide 30

- Consider safe and cost-effective results for actions.
- Summarize resource information to provide intelligence support.
- Use established methods and ordering channels.
- Communicate with internal/external entities.
- Ordering channels, information flow follows the established ordering channels.

**Refer students to the diagram in the NIMG, Objectives, Policy, and Scope of Operation.**

- Summarize resource information to provide intelligence support.

**1. Local fill – the local dispatch center or expanded dispatch checks with:**

Slide 31

- a) *IROC*
- b) *Local cooperators*
- c) *Other dispatch centers accessible through agreements.*
- d) *Other incidents for reassignable resources before placing the order with GACC.*

2. Fill within the geographic area – the GACC checks all other dispatch centers with available resources to fill the order before placing the order with NICC.
3. Fill outside the geographic area – NICC checks with all the other GACCs with available resources to fill the order.
4. Demobilization information follows the ordering channels in reverse. The key is to release a resource from where it was ordered.

Slide 32

Slide 33

**Ask students to identify the quickest ordering channel and the lengthiest – have them give reasons why.**

**Mobilization and demobilization of each type of resource will be covered later in the course.**

- S. Task 19: Effectively utilize resource tracking and status systems.
- Compile and maintain current status of resources using established local systems.
- T. Task 20: Demobilize resources to support an incident.
- Consider safe and cost-effective results for actions.
  - Identify resources being released that are reassignable.
  - Ensure Resource Order/Request closure.
  - Use established methods and ordering channels.
  - Ensure demobilization procedures are followed
  - Communicate with internal/external entities.

Slide 34

Slide 35

Slide 36

**EXERCISE:** Communication

Slide 37

**Time:** 10 minutes

**Format:** Small groups

**Instructions:** Instruct students to answer the questions. Discuss their responses (possible answers are listed).

1. How does this position communicate?

- Formal briefings
- Written
- Radio
- Conduct briefings
- Communicate pertinent information
- Communicate priorities
- Communicate procedural issues or changes regarding mobilization/demobilization

2. With whom do they communicate and why?

- Vendors
- Coworkers
- IA incident
- Supervisor

Why?

**Teamwork, efficiency, safety, etc.**

3. Under what situations/conditions do they need to communicate?

- Stressful environment
- Noisy
- Fatigue
- Language barriers

4. What communication responsibilities relate to this position?

- Briefing
- Debriefing
- Hazard notification
- Ask if you don't know
- Acknowledge and understand messages

5. How would this position communicate effectively?

- Be direct
- Be clear
- Be straight-forward

6. What communication barriers does this position encounter?

- Assumptions
- Mind reading
- Intimidation
- Language barriers
- Fatigue

**End of Exercise.**

### III. MANAGING STRESS

Slide 38

Another factor in successful performance as an EDSD is the ability to work productively in an environment where stress is common and abundant. Recognizing stressful situations and knowing how you, as an individual respond to stress is the key to managing this demanding environment.

#### A. Three Categories of Stress

##### 1. Internal stress (yourself)

Something you bring with you and may have the ability to mitigate yourself:

- Exhaustion
- Co-worker interaction
- Personal situation

##### 2. External stress (environment)

Generated by events outside of your personal control:

- Being crowded
- Supervisor
- Location
- Noise
- Shift work

##### 3. Organizational stress (dispatch system)

Conflicts which are inherent to the dispatch system:

- Multiple tasks that need to be done at the same time.
- Established dispatch ordering procedures.



- Chain of command
- Authorities and regulations

## B. Examples of Stressors

- Ordering an IMT
- Handling multiple incidents
- Medical situations
- Lack of available resources
- Long work hours
- Abrupt changes in workload
- Demobilization

## C. Responding Effectively to Stressful Situations

Techniques that are effective in adapting to stress:

- Focusing on the job
- Recognizing escalating situations
- Notifying your supervisor
- Prioritizing/delegating tasks
- Rotating jobs
- Taking breaks
- Requesting/ordering additional help
- Being organized
- Accepting personal limits
- Adequate rest
- Physical exercise
- Eating a well-balance diet
- Humor

**Remember: You can't always control the situation, but you can control how you react. Stress cannot be eliminated, but it can be managed.**

**Review unit objectives.**

Slide 39

## **Communication Article 1: 12 Barriers to Real Listening**

**Daydreaming** – You are half listening until something is said that triggers your mind into a private daydream. You pretend to listen but are really tuning the other person out.

**Comparing** – You are constantly trying to assess who is smarter or more competent, you or the other person. You don't hear much of what's said because you're too busy seeing if you measure up.

**Rehearsing** – You focus all of your attention on preparing what you are going to say when the person stops talking. You will look interested in the conversation but you're actually rehearsing your response. Some people prepare a chain of responses in their minds: "I'll say..., then he'll say..., then I'll say..., and so on.

**Being Right** – Listening to the other side of the issue is impossible if you have already made up your mind that you are right.

**Identifying** – You take everything people tell you and refer it back to your own experience. They want to tell you about a toothache, but that reminds you of your own oral surgery. You launch into your story before they can finish theirs.

**Mind Reading** – You don't pay much attention to what people say – in fact you don't believe anything you hear. You are constantly trying to figure out what the person is really saying based on voice inflection and subtle cues.

**Filtering** – Your mind acts as a filter to tune in or tune out certain things. For example, you pay attention to find out if the person speaking is angry or upset, or if you are in any emotional danger. People also filter to avoid critical, negative, or unpleasant things.

**Placating** – You want to be nice, pleasant, and supportive. You want people to like you, so you agree with everything. You may half-listen just enough to get the drift, but you are not really involved. Your side of the conversation sounds like this: "Right.....right.....absolutely.....I know....of course.....yes.....really?"

**Advising** – You don't hear more than a few sentences when you have solved the problem with some advice. Often you are so concerned with the solution, you may miss what is most important.

**Sparring** – Sparring takes on two forms. The first form of sparring is when you argue and debate with people and focus on finding things to disagree with. The second form of sparring is when you use sarcastic remarks to disclaim someone else's point of view.

**Derailing** – You change the subject of the conversation if you get uncomfortable or bored. Sometimes people derail conversations by joking (also known as disconfirming messages). This means you constantly joke about everything being said to avoid the discomfort of listening.

**Judging** – If you have prejudged a person as irrational, stupid, or rude you will have a difficult time truly listening to them without your judgment tainting the conversation. Basically, judgment should only be made after you really listen and evaluate the message.

## **Communication Article 2: Five Rules for Effective Expression**

Messages should be:

- Direct – DO NOT assume people know what you are thinking.
- Immediate – DO NOT wait to tell someone important information or keep feelings bottled up inside. This could spell disaster.
- Clear – AVOID vague sentences that confuse people. Say what you mean.
- Straight – CHECK yourself by asking: “Why am I saying this to this person?” or “Do I want them to hear this or something else?”
- DO include “I” messages. Use few or no “you” messages. For example, “I am angry” rather than “You make me so angry.”

**Ultimately, how we perceive a situation or person can cause or not cause stress!**

### **Communication Article 3: Vocal Characteristics You Can Control**

**Volume:**

Louder is more credible, but you can use a softer volume to calm another speaker down.

**Tempo (rate):**

Faster is more credible, but similar to volume, by slowing down your speaking rate, you can add emphasis to a point and calm down an irate customer. Control of tempo is more desirable.

**Pitch (level and variety):**

Lack of pitch control indicates distressed emotions. We tend to have an innate range, but we can learn to adjust the average. A high pitch is not desired.

**Rhythm:**

Emotional distress or anxiety causes us to be jerky in our rhythm. Smoothness is more desirable.

**Voice qualities:**

This includes characteristics such as breathlessness, tension, articulation, nasality, throatiness, and resonance.

**Fluency:**

The presence or absence of stutters, repetitions, incoherent sounds, false starts, filled pauses, etc., can all contribute to or detract from the impression of competence.

**Duration:**

This refers to the length of utterances, sounds, pauses, and silences. The general rule is that more talk time is seen as more dominant than less talk time.

**Dialect:**

The more credible dialect is called the General American Dialect, which is typical of Midwesterners and devoid of accent.

## **Communication Article 4: Flak Catching**

### **Four basic steps:**

1. Diffuse anger, hostility, or irrationality.
2. Understand the complaint or request.
3. Negotiate a resolution.
4. Secure commitment to a course of action.

### **Involves three primary skills:**

1. Listening to diffuse the anger and understand the complaint or problem.
2. Reasoning to analyze the problem and negotiate a reasonable settlement.
3. Selling to secure cooperation in a settlement.

### **Guidelines for responding to complainers:**

- “Let’s solve this problem”
  - Ask questions; ask for information about the problem.
  - Indicate what your understanding of the problem is.
  - Provide information to the complainer.
  - Provide possible solutions and alternatives.
  - Indicate flexibility (willingness to change your mind).
- “No”
  - Do not put down or blame the customer/complainer.
  - Repeat the decision you have made.
  - Do not make excuses.
  - Imagine yourself helpful, but determined
  - Do not image yourself as ignorant or mean.
- “Yes”
  - Indicate acceptance.
  - Indicate supportiveness.
  - Indicate what action will be taken when.

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 2 – Equipment

**Time** 1 hour

## Objectives

1. Mobilize, reassign, and demobilize equipment in a safe and cost-effective manner.
2. Determine the information needed to utilize supplemental forms to mobilize national contract caterer and shower units.
3. Identify types and sources of equipment and unique ordering procedures.
4. Describe the demobilization process of equipment.
5. Describe the interaction the Equipment Dispatcher must have with other functional areas within the incident support organization.

## Strategy

Introduce students to the equipment function as it relates to the EDSD. Discuss and explain the different types of equipment. Provide practice opportunity to utilize forms unique to mobilizing shower and caterer units.

## Instructional Method(s)

- Lecture, class discussion, exercise

## Instructional Aids

- Personal computer with projector and presentation software
- National Interagency Mobilization Guide (NIMG)
- National Interagency Mobile Food Service and Shower Facilities Contracts

## Exercise

- Food Service Request Form

## Evaluation Method(s)

- Participation in discussions and exercise

## Outline

- I. Review Examples of Equipment
- II. Shower and Caterer Units
- III. Engines
- IV. Rolling Stock
- V. Specialized Equipment

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

**Course:** Expanded Dispatch Support Dispatcher, D-310

**Unit:** 2 – Equipment

Present unit objectives.

Slide 01

Slide 02-03

## I. REVIEW EXAMPLES OF EQUIPMENT

**Ask students for examples of equipment.**

### A. Equipment Resources

Slide 04

1. National caterer and shower units
2. Engines
3. Rolling stock
  - a) *Water tenders (potable and non-potable)*
  - b) *Dozers and lowboys*
  - c) *Buses and pickups*
  - d) *Refrigerated storage units*
4. Specialized equipment
  - a) *Helitorch, aerial sphere dispenser, Terra-Torch*
  - b) *Handheld IR*
  - c) *Portable retardant plants*

### B. National Resources – Equipment

Slide 05

Shared national resources, limited number available.

**Refer students to the list in the NIMG.**

- National contract mobile food services (caterers)
- National contract mobile shower facilities

## II. NATIONAL CONTRACT RESOURCES

**Refer students to the NIMG.**

## A. Overview

### 1. Activation of resources

Order through established dispatch channels.  
NICC will determine and hire the closest resource and provide travel information in IROC.

**Refer students to the shower and caterer contract:**

**<http://www.fs.fed.us/fire/contracting/>**

## B. Shower Units

Slide 06

### 1. Information required by NICC on the shower service request form when placing orders:

- Resource order number, request number, name of incident and job code.
- Exact location to designated site where the contractor can meet a government representative for escort or further instructions to the incident.
- Estimated time needed by the incident to provide shower services.
- Size of shower unit required. Large capacity shower units have a minimum of 12 shower heads and small capacity shower units have a minimum of 4 and a maximum of 11 shower heads.
- Name, title, and phone number of a person to contact for further information.
- Name and title of Government representative to contact at the incident.

### 2. Once The Shower is On Scene

Slide 07

Arrives with potable water and water tender for continuous support.

The contractor may arrive with additional equipment (hand washing units, American with Disabilities Act (ADA) shower units etc.). Government must agree to the usage and rates of the optional equipment prior to use.



The government will arrange for removal of waste (gray) water.

### C. Caterers

**Refer students to the NIMG, Equipment and Supplies, for ordering requirements.**

REQUIRED FEDERAL USE when the number of people to be fed is at or above 150 persons per meal and the headcount is estimated to remain at those numbers, or greater, for at least 72 hours from when the headcount first reaches 150 per meal.

Slide 08

1. Review number of food service units, locations, and mandatory availability period.
2. Mobilization timeframes

Slide 09

Be aware of timeframes; a reasonable date and time should be provided to accommodate for mobilization, drive time and set-up.

3. Information needed:

a) *Food service request form*

Slide 10

**Have students find the form in the NIMG. Emphasize the need to discuss with Supervisory Dispatcher when filling out request form (NIMG, Forms).**

- Consider the needed date/time and caterer set up when determining the first meal (breakfast/lunch may not be the first meal).
- Estimate the number of people for the first three meals (minimum guarantee is based on these estimates).

b) *Location of incident*

Need accurate directions to mobilization point or incident along with latitude and longitude.

c) *Contact person at incident*

This could be Contracting Officers  
Technical Representative (COTR) or  
Facility/Food Unit Leader.

**EXERCISE:** Food Service Request Form

Slide 11

**Purpose:** Familiarize students with Food Service Request Form.

**Time:** 20 minutes

**Format:** Small group followed by class discussion

**Materials Needed:**

- NIMG (minimum 1 per group of 4 students)
- Optional – copy of National Mobile Food Services Contract

**Preparation:** Review NIMG and Mobile Food Services Contract prior to exercise.

**Instructions:**

Refer students to the food service request form (SW page 2.12 /IG page 2.11). Instruct students to fill out the form with the incident information listed below. Allow 10 minutes then review answers in class.

Slide12

**Incident Name:** Round-Up

**Resource Order No:** ID-BOF-004079

**Fiscal Code:** P4ABC2

**Request No:** E-28

**Date:** Today's date

**First Meal:** Dinner tomorrow

**Persons Assigned:** 15 crews, 2 camp crews, 20 engines, 45 overhead, and 8 helicopters.

**Reporting Location:** ICP - 3830 Hwy 21/Idaho City, ID/83631

**Contact Person:** FACL - Jene Jones

**COTR:** On order

**Potable Water:** In Idaho City, one mile away

**Duration:** At least a week

**Peak Personnel:** 15 more crews on order

**Spike Camps:** No

**Contact:** Boise Dispatch EQ Desk, 207-384-3400

**End of Exercise.**

#### D. Demobilization

- Relay release information through the established ordering channels to NICC.
- Requests to reassign these resources will be placed by the local unit to the GACC.
  - The GACC will forward the request to NICC.
  - All reassignments of national units must be done by NICC.

Slide 13

### III. ENGINES

#### A. Engine Types

Slide 14-17

**Have students find engine types in the Interagency Standards for Fire and Fire Aviation Operations guide.**

Seven types nationally. Check with your supervisory dispatcher for local exceptions.

**Discuss the engine types on slides 14 – 17. Be aware of current changes from NWCG regarding engine typing.**

#### B. Sources of Engines

Slide 18

##### 1. Agency/Cooperators

Engines may be Federal, state, and/or local government resources.

2. Contract/VIPER Dispatch Priority Lists (DPL)

Non-agency engines could be acquired this way.

3. Incident Only Agreements

Not available for reassignment.

**Instructor Note: Incident Only Agreements are rare.**

C. Engine Configuration

Slide 19

1. Without configuration

- Single Resource- Each engine is assigned an individual equipment request.

2. With configuration

- Each engine is assigned an individual equipment request
- Roster is in IROC- Each engine is assigned a request number which is a sequential subset of an equipment number (E-10 is the engine request number; E-10.1, 10.2, 10.3, etc., are the subordinate request numbers).

D. Engine Strike Teams

Slide 20

Generally, not ordered nationally

Strike teams consist of five or more like engines and a strike team leader. Follow local procedures when ordering strike teams.

Order five like engines with five E-numbers. Ask if a strike team leader is required.

E. Relief Personnel

Sometimes engine personnel are rotated or swapped out between the incident and home unit.

1. If the roster is used, the relief personnel become a subordinate request to the original "E" number. Document any change of personnel.
2. If the roster is not used, you may or may not be involved in this process.

## IV. ROLLING STOCK

Slide 21

### A. Definition: Equipment with wheels or tracks.

1. Lowboys, dozers
2. Water tenders (potable or non-potable)
3. Tractor/plows
4. Fuel tenders
5. Skidgines
6. Pickups, stakebeds, box vans, buses

Slide 22

Slide 23

### B. Sources for Acquisition

Slide 24

**Discuss closest forces concept. Clarify the difference between best value and closest forces.**

1. Agency
2. Cooperators/VIPER DPL
3. Service and Supply Plan (IIBMH, Chapter 20)
  - Admin Unit/Local Agency can assist purchasing/acquiring in lieu of a Buying Team.
  - IBPA
  - Contracting or Buying Team can sign up resources.
  - Make sure they get inspected and inventoried before and after use.

**Refer students to example equipment agreements and rate plans. If available, provide a copy of a local Schedule of Items.**

4. National Guard (area, state specific)

## C. Driving Duty Limitations

Slide 25

**Refer students to the IIBMH Chapter 10, and NIMG, Objectives, Policy, and Scope of Operation.**

### 1. CDL drivers

The Federal Motor Carriers Safety Regulations, part 395.3 and State laws restricts those drivers whose assignment requires a commercial driver's license (CDL).

- 10 hours driving time in a 15-hour duty day.
- 8 hours off between shifts.

### 2. Non-CDL drivers

- May not exceed 10 hours driving time in a 16-hour duty day.
- Must have 8 hours off between shifts.

Check with supervisory dispatcher on additional policies.

## V. SPECIALIZED EQUIPMENT

Slide 26

### A. Heat Seeking Devices - Palm IR

### B. Fuel Ignition Devices

1. Helitorch
2. Aerial ignition dispenser
3. Terra torch

Some components in these kits are hazardous and cannot be shipped commercial air freight.

### C. Equipment Operators

Slide 27

- Specialized equipment may need to have operators ordered at the same time.
- These may be requested with operator (example: palm IR with operator).

- Operators may be ordered on a support order and will have a designated “O” number.
- Communicate with the overhead function.

**Ask students for examples of interactions between the different functional areas.**

**Review unit objectives.**

Slide 28-29

**SECTION D**  
**CONTRACT DOCUMENTS, EXHIBITS, OR ATTACHMENTS**

**EXHIBIT D.2: MOBILE FOOD SERVICE REQUEST FORM**

Incident Name: \_\_\_\_\_ Financial Code: \_\_\_\_\_

Resource Order #: \_\_\_\_\_ Food Service Request E #: \_\_\_\_\_

Shower Unit Request E #: \_\_\_\_\_

**I. FOOD SERVICE: Requested Date, Time, Meal Types, and Number of Meals (Dinner will always be the first meal served)**

Date of first meal: \_\_\_\_\_ Time of first meal: \_\_\_\_\_ Estimated number for the first three meals: \_\_\_\_\_

1<sup>st</sup> meal: \_\_\_\_\_ ☐ Dinner

2<sup>nd</sup> meal: \_\_\_\_\_ ☐ Hot Breakfast

3<sup>rd</sup> meal: \_\_\_\_\_ ☐ Shift Provisions/Sack Lunches

This Block for National Interagency Coordination Center Use Only

Actual agreed upon Date/Time first meals are to be served: Date: \_\_\_\_\_ Time: \_\_\_\_\_

(Minimum guaranteed payment is based on these estimates, see Section C.15):

1<sup>st</sup> meal: \_\_\_\_\_ ☐ Dinner

2<sup>nd</sup> meal: \_\_\_\_\_ ☐ Hot Breakfast

3<sup>rd</sup> meal: \_\_\_\_\_ ☐ Shift Provisions/Sack Lunches

**II. Location**

Reporting location: \_\_\_\_\_

Contact person at the Incident: \_\_\_\_\_

**III. Additional Information**

Spike Camps: Yes \_\_\_\_\_ No \_\_\_\_\_ Unknown \_\_\_\_\_

Estimated Duration of Incident \_\_\_\_\_ Estimated Personnel at Peak \_\_\_\_\_

Dispatch Contact: \_\_\_\_\_ Telephone Number: \_\_\_\_\_

**IV. SHOWER SERVICE: Requested date and Time Mobile Shower Unit is needed**

Date Requested: \_\_\_\_\_ Time Requested: \_\_\_\_\_

Mobile Shower Unit type ordered: Large (12+ stalls) ☐ Small (4-11 stalls) ☐

This Block for National Interagency Coordination Center Use Only

Actual agreed upon Date/Time Mobile Shower Unit to be operational: Date: \_\_\_\_\_ Time: \_\_\_\_\_



# Phoenix Interagency Dispatch Center

## Engine Type 6

Published On: 06/22/2021 10:45:17

Dispatch Priority Ranking	Agreement Number	Company Name	Contact	Phone Numbers	Fax Number	Equipment Location - City / Municipality	Equipment Location - State / Province	VIN	AWD	CAFS
1	12837119T7030	General Contractor, LLC, The DBA:	Frank Braun Vendor Email: thegeneralwildfire@gmail.com	Daytime: 509-348-0220 Evening/After Hours: 509-348-0091 Cell/Alternate: 509-348-0091	None	Goodyear	Arizona	1FDAX57P06EB69653	Yes	No
2	12837119T7064	TIMBER RIDGE FIRE LLC DBA:	Jeffrey Todd Vendor Email: jdtodd999@gmail.com	Daytime: 480-251-9603 Evening/After Hours: 480-251-9603 Cell/Alternate:	None	GILBERT	Arizona	1FD0W5HT5KEE12250	Yes	No
3	12837119T7003	310 DUST CONTROL LLC DBA:	Kelly Cantelme Vendor Email: kcantelme@gmail.com, jcantelme@gmail.com	Daytime: 602-677-1387 Evening/After Hours: 602-228-8753 Cell/Alternate: 602-228-8753	None	PHOENIX	Arizona	3C7WRNEL1GG179822	Yes	Yes

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 3 – Supplies

**Time** 3 hours

## Objectives

1. Mobilize supplies in a cost-effective manner to meet time frames.
2. Describe procedures unique to supplies such as NFES items, local procurement, Buying Team, etc.
3. Utilize the NWCG National Fire Equipment System Catalog to accurately process supply orders specific to the catalog number, the catalog description, and unit of issue for cache supply items.
4. Identify the location of national and local support caches and explain how closest forces and time frames affect mobilization and demobilization.
5. Describe the interaction the supply dispatcher must have with other functional areas within the incident support organization.

## Strategy

Introduce students to the supply function as it relates to the EDSD. Discuss and explain the different types of supplies. Use reference material to accurately process supply orders.

## Instructional Method(s)

- Lecture, exercise, class discussion

## Instructional Aids

- Personal computer with projector and presentation software
- National Interagency Mobilization Guide (NIMG)
- National Fire Equipment System Catalog
- Hazardous Material Guides (USDA or OAS)
- Local agency Service and Supply Plan
- National Interagency Incident Communications Division (NIICD) Users Guide

## Exercise

- NFES Catalog

## Evaluation Method(s)

- Participation

## Outline

- I. Cache Item/Categories
- II. National Incident Supply Caches
- III. National Fire Equipment System Catalog
- IV. Procurement of Non-Cache Items
- V. Shipping and Receiving
- VI. Demobilization

**Aids and Cues Codes**

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

**Unit 3 – Supplies**

Present Unit Objectives.

Slide 01

Slide 02-04

## I. CACHE ITEM/CATEGORIES

### A. Definition

Supplies are materials or goods not defined in any other resource or service category.

Slide 05

This includes all, but is not limited to:

- NFES items
- Mobile cache vans
- Telecommunications equipment
- Some services
- Local purchases (Equipment and Supplies)

### B. Caches Stock Three Types of Goods

#### 1. Consumable items

Slide 06

Those items normally expected to be consumed during incident use such as:

- Batteries
- Plastic canteens
- Cubitainers
- Forms
- MREs
- Fusees
- Hot food containers
- Medical supplies

Consumable items returned in serviceable condition are credited to the incident. No loss tolerance/use rate percentage established.

2. **Durable items**

Those cache items considered to have a useful life expectancy greater than one incident such as:

- Hose
- Clothing
- Sleeping bags
- Tools

Slide 07

3. **Trackable items**

Items that have high dollar values, sensitive property classifications, limited quantities available, or other criteria set by each geographic area cache.

Examples:

- Chainsaws
- Generators
- Pumps
- Radios

Slide 08

Trackable items need to be accounted for from issue until they are returned to the cache.

C. **National Resources**

Shared national resources, limited number available.

1. **Remote Automatic Weather Stations (RAWS)**

RAWS technicians accompany RAWS units and do not require a separate overhead request (refer to the NIMG, Equipment and Supplies).

Slide 09

2. **National Interagency Incident Communication Division (NIICD)**

D. **National Interagency Incident Communication Division (NIICD)**

Slide 10

NIICD is a national interagency resource composed of radio systems and kits available for incident communications.

The priority use of NIICD radio systems and kits is for active incidents.

1. Information needed to order telecommunication systems:
  - a) *Latitude and longitude of incident is required on every order.*
  - b) *Method of delivery – charter, air freight, or ground transportation.*
  - c) *Destination*
    - Ensure there is a contact name and number
    - Delivery address (including ZIP code) is required
    - If charter is being requested, list the closest airport and drop off point at airport
  - d) *Order by NFES catalog number and description listed in the NIICD User's Guide or the NFES Catalog Communications Section*
  - e) *High demand and dollar value for these systems*
  - f) *Work with other functional areas (aircraft, ground support, transportation, overhead, etc.)*

**Explain why the involvement of other functional areas is necessary.**

2. Other radio systems
  - a) *Area communications trailers. These are non-standard; check local resources.*
  - b) *Areas have similar equipment with local NFES number(s) that are unique in each area (7000-9999).*

Slide 11

3. ICS Starter System, NFES 004390

Slide 12

This system includes multiple kits (14 individual boxes), and seven antenna masts. Components:

- a) *CMD/TAC Radio Kits, 3 EA. – 48 radios (NFES 004381)*
- b) *CMD/TAC Repeater Kit, 1 EA. (NFES 004312)*
- c) *Ground to aircraft Radio/Link Kit, 1 EA. (NFES 004370)*
- d) *Remote Kits, 2 EA. (NFES 004330)*
- e) *Logistics Repeater Kit, 1 EA. (NFES 004248)*
- f) *Logistics Radio Kits, 1 EA. – 16 radios (NFES 004244)*
- g) *Sealed Lead Acid (SLA) Battery Kit, 5 EA – (NFES 004510)*

Slide 13

Check with the communications unit leader (COML), host unit communications technician, or communication coordinator, because frequencies may need to be specified.

#### 4. Numbering system for each item and component

Slide 14

Some kits or systems have a unique identifier and each component within that kit will have its own identifier. This enables you to identify individual portions of a kit that could be released separately.

Refer to the example NIICD System/Kit Issue/Return on page 5.21 in your student workbook (IG page 5.18-19):

- The request number is S-3
- The NFES # is 004390
  - 004390 identifies the type (starter system)
  - 183 identifies the specific system
- Component “1” NFES 004381-KD
  - 004381 identifies CMD/TAC radio kit
  - Trackable ID 4381 KD-FCK-183

**Have students identify another component and explain the numbering system.**

## 5. Demobilization

All NIICD telecommunications components are national resources. Consolidate, release, and return to NIFC as soon as possible; demand is high, and supply is limited.

## II. NATIONAL INCIDENT SUPPLY CACHES

Slide 15

National Incident Supply Caches are located throughout the U.S in all geographic areas:

- Great Basin
- Northern Rockies
- Southwest
- Northern California
- Southern California
- Northwest
- Alaska
- Rocky Mountain
- Eastern
- Southern

**Discuss local caches which may be available in your area.**

### A. Local Ordering Procedures

#### 1. Types of channels

- a) *Through the local cache*
- b) *Direct to geographic area cache*
- c) *Incident direct to geographic area cache*

Fire caches will generally accept and process incident resource orders within their area of Influence, directly, except for the Critical Item Source List.

#### 2. Remember to consolidate orders

Don't let the incident call you every five minutes with another item to add to the order.



### 3. National resources

Orders are processed through established dispatch channels. Examples include:

- Telecommunications kits
- Weather sensing kits

### B. Critical Item Source List

1. These are items which have a fixed inventory in the national system.
2. GACCs will closely monitor these cache inventory levels and distribute those items appropriately.

## III. NATIONAL FIRE EQUIPMENT SYSTEM CATALOG

**Refer students to the electronic NFES catalog. Explain the NFES system.**

### A. NWCG NFES Webpage

1. Introduction and general information
  - a) *Cache locations*
  - b) *NFES numbers*
  - c) *Item categorization*
    - Trackable
    - Durable
    - Consumable
  - d) *Item location identifiers*
  - e) *Unit of issue (U/I)*
  - f) *Supply order types*
2. Digital catalogs that can be downloaded and sorted
  - a) *NWCG NFES Catalog - Part 1: Fire Supplies and Equipment, PMS 449-1*

Slide 16

Slide 17

- b) *NWCG NFES Catalog - Part 2:  
Publications, PMS 449-2*

**Have students look up an item alphabetically and numerically.**

## B. Ordering Procedures

Slide 18

1. To order cache items, you must have the following information:

- a) *Request number*
- b) *Quantity*
- c) *Unit of issue/standard pack*
- d) *NFES number*
- e) *Description*
- f) *Date/time needed*
- g) *Delivery address and method of transport*
- h) *Billing address*
- i) *Latitude and longitude (for communication equipment etc.)*

2. Cache ordering and potential problems

Slide 19

- a) *Caches sometimes substitute items with like items if necessary.*
- b) *NFES items that really should be procured locally through the Buying Team (example: office supplies).*  
*Use common sense regarding the cost effectiveness of each order.*
- c) *Depending on the size of an order, it may be more cost effective to order everything from the cache, even those NFES items that could be procured locally (one stop shopping).*

- d) *Some items are not available from each cache; local vendors could fill those requests (e.g., ice, fruit, juice, bottled water).*
- e) *If you are unsure of the items being ordered – ASK!*

For example: A request for 'ping pong balls' could be misconstrued as an order for recreational equipment instead of aerial ignition devices (NFES #003411).

**Share personal examples of ordering wrong items.**

- f) *Check your catalog to be sure the proper unit of issue is used.*

For example: Orders have been received for hose using feet (FT) as the unit of issue instead of length (LG).

Errors could result in a shipment of hose stretching for miles if filled as ordered.

- g) *Order in multiples of the standard pack for an item.*

Standard package information can be found in the NFES catalog.

For example:

- Shovels, NFES #000171 – unit of issue is each (ea.) with a standard pack of 10 per box. (It would be appropriate to order in multiples of 10 with the unit of issue remaining each. (ea.))
- Battery, size AA #000030 – unit of issue is package (PG) and there is a standard pack (Std Pk) of 24 batteries in each package.

**Discuss local procedures. Solicit student's experiences, questions, successes, and failures.**

## EXERCISE: NFES Catalog

Slide 20

**Purpose:** Familiarize students with NFES Catalog.

**Time:** 30 minutes

**Format:** Small group followed by class discussion.

**Materials Needed:** Laptop with internet access (minimum 1 per group of 4 students)

### Instructions:

Instruct students to use the NFES catalog to identify the information needed for the items below. Allow 10 minutes then review answers (answers are in bold).

1. NFES #000038: Canteen, 1 qt. w/ cover  
Unit of issue: Ea.  
Wt./Cubes: .31 lb. (.14 kg)/.04 ft. (.001 m.)  
Standard pack: 100/box  
Possible question: With or without covers? Note the cost difference between the two and discuss possible scenarios when ordering items with similar descriptions.
2. Shovel, w/ plastic sheath, size #1 NFES#: 000171  
Unit of Issue: Ea.  
Wt./Cubes: 4.88 lbs., (2.21 kg)/.40 ft. (.011 m.)  
Standard pack: 10/box
3. High Pressure Portable Pump NFES#: 000148  
Unit of Issue: Ea.  
Weight: 58 lbs. (26.36 kg.)
4. High Pressure Pump Kit NFES#: 000870  
Unit of Issue: Kt.  
Wt./Cubes: 123.5 lbs. / 11.25 ft.
5. Warm weather sleeping bag NFES#: 001062  
Unit of Issue: Ea.  
Standard pack: 10/box
6. Battery for Radio repeater NFES#: 001023
7. Unit of Issue: Ea. Fire Pants – 34-38” x 34” NFES#: 002704  
Unit of Issue: PR  
Weight: 1.5 lb. /.1 ft.

Question: Men's or Women's?

**Answer: fire resistant jeans are unisex**

8. Meals Ready-to-eat

NFES#: 001842

Unit of Issue: BX

**End of Exercise.**

### C. Mobile Cache Vans

Slide 21

Mobile cache vans can provide the preliminary essentials for the initial support needs of a Type 2 or larger incident for one to two operational periods.

They are not intended to be used in multiple initial or extended attack situations.

**Have students find NFES 002069 in the NFES catalog. Discuss contents.**

#### 1. Ordering a cache van.

Cache vans may be ordered from the GACC, or the order may be directly placed to the cache. Check your local procedures prior to ordering.

#### 2. Using the cache van.

- Each mobile cache van contains initial supplies for 250 people.
- These vans are sealed. If the seal is broken, or any items are missing, the van is considered used; any replacement items and/or the use of the van will be charged to the incident.
- Additional quantities of component items may be ordered separately on a supply order.
- Most mobile cache vans are pre-positioned on host units.
- If you use your local cache van, notify the GACC. If there are no local cache vans available, follow established ordering procedures.

- Generally, upon arrival to an incident, mobile cache vans are to be unloaded and returned to the issuing cache without delay. Some geographic areas allow the cache van to stay at the incident.

## IV. PROCUREMENT OF NON-CACHE ITEMS

Slide 22

### A. Non-cache Items Available Through Local Vendors

In some cases, local vendors can be depleted quickly. It may be necessary to set up alternatives in other nearby towns or cities and monitor the local vendor. When local vendors are restocked, start local procurement again.

#### 1. Examples of common items:

- Ice
- Fruit
- Juice

Slide 23

#### 2. Examples of uncommon items:

- Tires
- Horse feed
- Cooling fans
- Lumber
- Carpet remnants
- Others?

#### 3. Local agency items may include:

- Fax machines
- Printers
- Computers
- Copy machines
- Phone lines

#### 4. Services:

- Portable toilet services
- Trash removal
- Newspaper delivery

Slide 24

- Lodging
- Others?

## B. Buying Teams

Slide 25

A buying team is ordered when purchasing requirements go beyond local capabilities and is ordered by the Overhead function.

- The team assists the host agency administrative officer.
- Buying team will have the capability to work closely with expanded.
- Buying team functions include:
  - Dealing directly with the incident.
  - Procuring supplies for expanded.
  - Purchasing food and hotel accommodations.
  - Being assigned a block of “S” numbers.
  - Procuring services, supplies, land and equipment rentals.

**Have students explain ways the buying team interacts with each functional area.**

## C. Service and Supply Plans

Service and supply plans provide basic information required to procure non-cache items locally.

Supply Plans outline procedures for procurement without a Buying Team.

The supply plan lists:

- Current and local vendors
- Contracts/Agreements
- Method of payment (Blanket Purchase Agreements, purchase orders, and credit cards)
- Information about ordering directly from General Services Administration (GSA)

Reference the Interagency Incident Business Management Handbook (IIBMH) Chapter 20.

## V. SHIPPING AND RECEIVING

Slide 26

### A. Methods

#### 1. Air freight

- a) *Contract/call-when-needed*
- b) *Agency-owned*
- c) *Commercial air freight companies*

#### 2. Ground freight

- a) *Commercial freight companies*
- b) *Agency-owned*
- c) *Private-equipment rental agreement*

#### 3. Considerations

- a) *Timeframes-date and time needed*
- b) *Cost- ground versus air, holiday and weekend deliveries, hold and call*  
*Quantity/cubic ft./weight*

This will determine the size of the aircraft or truck to transport.

### B. Shipping Status Information

Slide 27

Slide 28

- 1. Number of pieces
- 2. Date shipped
- 3. Shipping mode Actual time of departure (ATD)/estimated time of arrival (ETA)
- 4. Shipping document numbers: Bill of Lading (BOL), air bill number, etc.

**Review the following forms with students:**

- **Shipping Status (with FedEx) (SW page 3.22; IG page 3.20)**
- **Shipping Status (with ground transport - driver) (SW page 3.23; IG page 3.21)**
- **Flight Plan (SW page 3.24; IG page 3.22)**



**Emphasize interaction with the aircraft function.**

**C. Unable to Fill, Partial Fill, Back Orders**

The cache system does not back order for emergency incidents. If they are unable to fill a particular item, the item will be UTF'd.

This information needs to be passed back to the ordering unit, so they are aware that items need to be re-ordered.

**D. Hazardous Materials**

Slide 29

Hazardous materials will be discussed in this section of the Department of Transportation (DOT).

**1. Hazardous materials are:**

Any substance or material designated by the Secretary of Transportation as capable of posing an unreasonable risk to health, safety or property when transported in commerce.

The definition includes hazardous materials as defined in 49 CFR, part 171 to 180.

Under extreme circumstances, some federal agencies may be exempt from DOT compliance.

**Show students the Hazardous Material Guide for reference.**

**2. Examples of hazardous materials:**

- Liquid fuels
- Petroleum oils
- Fusees
- Batteries/battery fluid
- Explosives
- Compressed gas
- Small-arms ammunition
- Aerial ignition devices/materials

**VI. DEMOBILIZATION**

Slide 30

Usually supply orders are closed after shipping and travel information is passed.

The exceptions to this are trackable items (radio kits, cache vans, electronics, etc.). The ordering unit is then responsible for the return of items to the geographical caches.

Recycling is encouraged, but it is the incident's responsibility to process.

**Discuss local procedures in your geographical area.**

A cache demobilization specialist may be available from your local cache. They will help facilitate the demobilization of the supplies from the incident.

**Review unit objectives.**

Slide 31-33

ICBS

DATE:03-02-2022

## ISSUE REPORT

ISSUE NUMBER:0000954278

PAGE:2 OF 3

REQUEST NUMBER	CACHE ITEM	DESCRIPTION	QTY REQ	QTY ISSUED	QTY UTF	QTY BO	QTY FWD	U/I	UNIT COST	TOTAL COST
S-3	004390	KIT - STARTER SYSTEM ICS COMMAND/LOGISTICS RADIO	1.00	1.00	1.00	0.00	0.00	KT	\$0.00	\$0.00
COMMENTS: 183										
S-3.1	4381KD	KIT - COMMAND/TAC (NIRSC ONLY) KING, DIGITAL DPHX	0.00	1.00	0.00	0.00	0.00	KT	\$14,332.82	\$14,332.82
COMMENTS: SYS NO: RS038										
S-3.10	004100	KIT - ACCESSORY, MOUNTAIN TOP	0.00	1.00	0.00	0.00	0.00	KT	\$177.72	\$177.72
COMMENTS: SYS NO: RS038										
S-3.11	004100	KIT - ACCESSORY, MOUNTAIN TOP	0.00	1.00	0.00	0.00	0.00	KT	\$177.72	\$177.72
COMMENTS: SYS NO: RS038										
S-3.2	4381KD	KIT - COMMAND/TAC (NIRSC ONLY) KING, DIGITAL DPHX	0.00	1.00	0.00	0.00	0.00	KT	\$14,332.82	\$14,332.82
COMMENTS: SYS NO: RS038										
S-3.3	4381KD	KIT - COMMAND/TAC (NIRSC ONLY) KING, DIGITAL DPHX	0.00	1.00	0.00	0.00	0.00	KT	\$14,332.82	\$14,332.82
COMMENTS: SYS NO: RS038										
S-3.4	4244MD	KIT - LOGISTICS (NIRSC ONLY) MIDLAND, UHF	0.00	1.00	0.00	0.00	0.00	KT	\$17,572.75	\$17,572.75
COMMENTS: SYS NO: RS038										

ISSUE FILLED BY : \_\_\_\_\_

ISSUE RECEIVED BY: \_\_\_\_\_

ISSUE CHECKED BY: \_\_\_\_\_

DATE: \_\_\_\_\_

DATE: \_\_\_\_\_

3.18

## ISSUE REPORT - TRACKABLE ID LIST

ISSUE NUMBER: 0000954278

PAGE: 1 OF 4

REQUEST NUMBER	CACHE ITEM	DESCRIPTION	QTY ISSUED	TRACKABLE ID
S-3.1	4381KD	KIT - COMMAND/TAC (NIRSC ONLY) KING, DIGITAL DPHX	1	4381KD-FCK-183
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000129
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000130
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000131
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000132
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000133
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000135
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000136
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000137
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000138
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000139
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000140
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000141
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000142
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000143
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG11000144
S-3.1	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000017
		Total Issued Qty	1	
S-3.2	4381KD	KIT - COMMAND/TAC (NIRSC ONLY) KING, DIGITAL DPHX	1	4381KD-FCK-222
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG09000299
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000445
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000446
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000448
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000449
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000450
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000451
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000452
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000453
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000455
S-3.2	004603	RADIO - KING, DIGITAL, MODEL DPHX	1	4603-AG12000456

# Great Basin Cache Shipping Status (with FedEx)

ICBS

DATE: 04-10-2013

## SHIPPING STATUS REPORT

PAGE: 1 OF 1

ISSUE NUMBER: 0000689298

SHIPMENT NUMBER: 0000689298-01

ATTENTION TO:	ATTENTION FROM:
USFS SHAWNEE NATIONAL FOREST	GREAT BASIN CACHE
50 Hwy 145 S	3833 SOUTH DEVELOPMENT AVENUE
Harrisburg ,IL 62946	BOISE ,ID 83705

INCIDENT NUMBER: IL-SHF-000066

YEAR: 2013

INCIDENT NAME: 2013 SHF SMOKE MONITORING

SHIPPING ACCT CODE: LLFA241000.LF6900000.HT0000.LRRFRX1312

SA OVERRIDE CODE:

TOTAL ISSUE COST: \$13,613.00

TOTAL SHIPPING COST: \$75.49

PIECES: 2

SHIPPING MODE: ALL CACHES - BEST MEANS

WEIGHT: 94.00 LBS

CARRIER: ALL CACHES

CUBES: 46.8148 CUFEET

EST DEPARTURE DATE: 2013-03-08T10:19:04

EST ARRIVAL DATE: 2013-03-12T12:09:43

DATE SHIPPED: 2013-03-08T10:19:04

EST DELIVERY DATE: 2013-03-12T23:00:00

BOL NUMBER:

SHIPPING TRACKING NO: 455477814133,44

VEHICLE ID:

DRIVER NAME: FEDEX

TRAILER NO:

SEAL NO:

PRO NO:

### REQUEST NUMBERS

S-2

ITEMS SHIPPED: ALL

ITEMS BACK ORDERED

ITEMS CANCELLED

ITEMS FORWARD ORDERED

### ROUTING INFORMATION:

### COMMENTS:

# Great Basin Cache Shipping Status (with ground transport)

ICBS

DATE: 04-10-2013

## SHIPPING STATUS REPORT

PAGE: 1 OF 1

ISSUE NUMBER: 0000676489

SHIPMENT NUMBER: 0000676489-01

ATTENTION TO:  
WASATCH FRONT AREA  
1749 West 500 South

ATTENTION FROM:  
GREAT BASIN CACHE  
3833 SOUTH DEVELOPMENT AVENUE

Salt Lake City , UT 84104

BOISE , ID 83705

INCIDENT NUMBER: UT-NWS-000782

YEAR: 2012

INCIDENT NAME: WHISKEY

SHIPPING ACCT CODE: LLFA241000.LF2000000.HU0000.LFSPG6KT00

SA OVERRIDE CODE:

TOTAL ISSUE COST: \$35,813.99

TOTAL SHIPPING COST: \$0.00

PIECES:

SHIPPING MODE: CACHE DELIVER

WEIGHT: 2845.73 LBS

CARRIER: ALL CACHES

CUBES: 220.4731 CUFEET

EST DEPARTURE DATE: 2012-09-07T00:00:00

EST ARRIVAL DATE: 2012-09-07T00:00:00

DATE SHIPPED: 2012-09-07T00:00:00

EST DELIVERY DATE: 2012-09-06T23:00:00

BOL NUMBER:

SHIPPING TRACKING NO: SEE BELOW

VEHICLE ID: I425554

DRIVER NAME: JERRY NEWBERN

TRAILER NO:

SEAL NO:

PRO NO:

### REQUEST NUMBERS

S-5001, S-5000, S-5002 To S-5005, S-5007, S-5010, S-5011, S-5006, S-5008, S-5009, S-5012 To S-5014, S-5022, S-5015 To S-5021, S-5023 To S-5025, S-5030, S-5034, S-5026 To S-5029, S-5031 To S-5033, S-5035, S-5036

### ITEMS SHIPPED:

ITEMS BACK ORDERED

### ITEMS CANCELLED

S-5011 (1.00), S-5013 (10.00), S-5014 (1.00)

### ITEMS FORWARD ORDERED

### ROUTING INFORMATION:

DRIVER = JERRY NEWBERN / TRUCK I425554 / ETD BOI 9-7 @ 0600 ETA SLC @ 1200

### COMMENTS:

# AIRCRAFT FLIGHT REQUEST / FLIGHT SCHEDULE

<b>INITIAL REQUEST INFORMATION</b>										<b>CHARGE CODE</b>				_X_POINT TO POINT    ___ HELICOPTER  ___ MISSION FLIGHT    ___X_AIRPLANE				<b>AIRCRAFT INFORMATION</b>	
DATE <b>8/4</b>		TO <b>GPC</b>		<b>P2ABC1 BLM ABC1</b>				FAA # <b>340G</b>		<b>FLIGHT SCHEDULE NUMBER</b>									
TIME <b>1015</b>		FROM						MAKE <b>C-340</b>		COLOR <b>BLUE/WHITE</b>									
<b>MISSION DETAILS</b> SD-BKF-000126 SUPPLY TRANSPORT BOI-CUT, 4 BOXES @ 16 CU. FT. D/O @ A/C SERVICES FBO CONTACT 909-789-2121														VENDOR <b>CLOUD AVIATION</b>					
<b>PASSENGER AND CARGO INFORMATION</b>																			
NAME / CARGO TYPE		WT	ORDER #	DPT	DST	NAME / CARGO TYPE		WT	ORDER #	DPT	DST	TELEPHONE <b>208-329-4800</b>  PILOT <b>B. WORDY</b>							
NFES # 5869		166	S-47	BOI	CUT														
NFES # 4410		60	S-18	BOI	CUT														
<b>FLIGHT ITINERARY</b>																			
DATE		PAX	DEPARTURE WT      AIRPORT		ETD	ATD	ETE	ARRIVAL AIRPORT      ETA      ATA		DROP OFF PAX      CARGO		KEY POINTS	RELAYED TO/FROM						
8/4	0	226	BOI		1500		2+30	CUT      1730		0	226	D/O 4 BXS.							
<b>FLIGHT FOLLOWING</b>				<b>RADIO FREQUENCIES</b>															
_X_FAA FLIGHT PLAN FILED  _AGENCY FLIGHT FOLLOWING				<b>UNIT</b>			<b>TRANSMIT</b>				<b>RECEIVE</b>								
				NAT'L FLIGHT FOLLOW			FREQUENCY		TONE		FREQUENCY		TONE						
							168.650		110.9		168.650		110.9						
				AIR GUARD			168.625		110.9		168.625		110.9						
NATIONAL INTERAGENCY COORDINATION CENTER FLIGHT FOLLOWING: 800-994-6312				NOTES: AIRCRAFT IS AFF EQUIPPED.															

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 4 – Overhead

**Time** 2 hours

## Objectives

1. Mobilize, reassign, and demobilize overhead resources in a safe and cost-effective manner.
2. Describe characteristics of specific overhead resources such as single resources, teams, technical specialists, modules, etc.
3. Utilize supplemental forms associated with overhead mobilization, reassignment, and demobilization.
4. Describe the interaction the overhead dispatcher must have with the other functional areas within the incident support organization.

## Strategy

Introduce students to the overhead function as it relates to the EDSD. Discuss and explain the different types of overhead resources. Provide practice opportunities to fill out overhead requests and coordinate with other dispatch functions.

## Instructional Method(s)

- Lecture and exercise(s)

## Instructional Aids

- Personal computer with projector and presentation software
- National Interagency Mobilization Guide (NIMG)
- Incident management team roster from your area (1 copy per student)

## Exercise(s)

- Coordination with other functions
- Filling requests

## Evaluation Method(s)

- Participation in discussions and exercises.

## Outline

- I. Define “Overhead”
- II. Special Considerations
- III. Receipt of an Overhead Request
- IV. Placing an Overhead Request
- V. ICS Qualifications and Hierarchy
- VI. Additional Forms and Scenarios

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint



Unit 4 – Overhead

Slide 01

Present Unit Objectives.

Slide 02-03

## I. DEFINE OVERHEAD

Slide 04

Slide 05

Personnel ordered with “O” numbers as individual resources assigned to an incident.

## II. SPECIAL CONSIDERATIONS

### A. Technical Specialist

Slide 06

Use of the THSP (Technical Specialist) position code is only appropriate when no other appropriate position code exists and require additional information describing the specialty be included with the request.

For example:

- Duty Officer
- Air Resources Advisor

### B. Administratively Determined Resources (ADs) and Emergency Firefighter (EFF)

Slide 07

1. Follow local procedures for AD/EFF hiring (local dispatch, local finance, at incident, etc.).
2. Things to consider when using an AD or EFF:
  - Ensure regular agency and cooperator resources have been exhausted first.
  - Are they signed up?
  - Who is their hosting agency (where is their point of hire)?
  - Are they self-sufficient (own credit card, transportation, lodging, etc.)?

### C. Modules

Slide 08

A trained group of individuals that provide a specialized task. For example:

**Ask students for examples of modules. Refer students to NIMG, Overhead and Teams.**

- Helicopter
- Wildland fire module
- Other

#### **D. Teams**

An established organized group of individuals that when assembled work together to accomplish the same objective.

Slide 09

**Ask students for examples of teams. Current recognized teams are listed in the NIMG, Overhead and Teams.**

Slide 10

- Notify supervisory dispatcher of all team orders.
- Dispatchers may fill orders for complete teams or may fill only one position depending on the request.
- Team configurations can be found in mobilization guides.

**Hand out an incident management team roster from your area.**

- Critical Incident Management Teams

**Give characteristics of teams and reference locations of teams in the national and local mobilization guides.**

- When ordering a specialty team that does not have a standing roster, it is important to determine the positions needed prior to placing the order.

#### **E. Smokejumpers**

Slide 11

Generally, smokejumper orders are handled through the initial attack office.

**Refer students to the NIMG and discuss ordering process for smokejumpers.**

Expanded may see booster and smokejumper preposition orders.

What are booster orders?

**Jumpers from another base are usually in groups of ten that support another base.**

### III. RECEIPT OF AN OVERHEAD REQUEST

Slide 12

#### A. Steps to Consider

1. Is it an ICS position? Are correct position codes being used?
2. Is it a specialized position? Can it be hired locally?
3. Are tools required with the overhead?  
(Examples: field observers with programmable King radio, GPS unit)
4. Are trainees, ADs/EFFs, portal-to-portal, or contractors acceptable?
5. Can the needed date and time be safely met?
6. When in doubt, ask questions. Make sure you know what you're ordering.

Slide 13

### IV. PROCESSING AN OVERHEAD REQUEST

#### A. Placing Procedures

Slide 14

Clarify at your briefing what the local process/preference is prior to ordering resources to ensure safety guidelines are met.

1. Neighborhood policies
2. Local agreements
3. Compacts
4. MOUs
5. Local hire

Is it cost effective to place the request outside of the local area?

## B. Finding Resources

Slide 15

1. Locally available?
2. Special inclusions/exclusions?
  - AD/EFF ok?
  - Fed/Host/State Only?
  - Contractor?
  - Trainee Acceptable?

**Discuss how to identify trainees (IROC,IQCS, Red Card, Position Task Book).**

## C. Name Requests

Slide 16

The procedures for processing name requests should always be discussed with the supervisory dispatcher and be clearly established at the initial briefing period.

The individual being requested must be available and qualified for the assignment.

The ordering unit must have specific needs clearly stated when placing the name request.

1. Advantages and disadvantages
  - There are only a few people in the country qualified to do a specific task
  - Funding/payment considerations
  - Different agency policies

## D. Reassignments

Slide 17

Follow local policy. Often, before your incident's resources can be demobilized, new requests emerge and many of the overhead may be reassigned.

During reassignment, the overhead dispatcher becomes the sending dispatcher and has various responsibilities:

1. Notify the demobing incident of reassignment

2. Verify availability and qualifications with resource or demob unit leader
3. Fill the order
4. Arrange travel considering time frames and safety
5. Ensure the appropriate parties have received the completed order with travel.

**Mode of transportation will be covered in the demobilization unit.**

#### E. Unable to Fill Policy

Slide 18

**Refer students to the NIMG, Objectives, Policy, and Scope of Operation, for current Unable to Fill procedures.**

How long it will take to fill the order depends on resource availability, planning level, and incident priority.

If you know there is a shortage of the requested resource, and the request may be hard to fill, consider these options:

1. Can a substitute position be used?
2. Is a trainee acceptable?
3. If a request cannot be filled regionally, is it reasonable to place the request with NICC?

#### **EXERCISE: Coordination with other Functions**

Slide 19

**Purpose:** Familiarize students with examples of functional interaction within expanded dispatch.

**Time:** 20 minutes

**Format:** Facilitator led class discussion

**Materials Needed:** none

**Preparation:** Review answers on slide 20

**Instructions:** For the functions listed below, ask students to identify who they would coordinate with. Allow five minutes then review answers (answers are via animation on slide 20).

HMGB – Aircraft

Slide 20

COTR – Equipment

Teams – Supervisor/all functions

Airport pickup – Ground Support/transport

Incoming AD dispatcher – Buying Team/ Local Purchase Person

**End of Exercise.**

## V. ICS QUALIFICATIONS AND HIERARCHY

Slide 21

- Become familiar with ICS qualifications, review FSH 5109.17 or PMS 310-1.
- The sending unit is responsible for certifying qualifications of overhead resources.
- Qualifications are documented on Incident Qualification Cards (Red Card) and in IROC.
- Verification of all qualifications prior to assignment is important for position substitutions and reassignments.

## VI. ADDITIONAL FORMS AND SCENARIOS

Slide 22

### A. Emergency Notifications and Releases

Slide 23

**Ask students:**

**What are some typical emergencies that may require an emergency release to be processed? How would you word them appropriately?**

1. At the initial briefing, discuss the procedures for the local organization with your supervisor.
  - a) *Notify your supervisor of every emergency release request.*

- b) *Document all emergency release information on an Emergency Release/Message Form.*
  - c) *Determine if a replacement resource needs to be ordered.*
- 2. Emergency requests may originate either at the incident or from the home unit:
  - a) *Ensure that consideration is given to how messages are delivered.*
    - Some messages are not to be transmitted over the radio
    - In some cases, individuals should be brought off the fireline before receiving the message.
  - b) *Ensure that emergency message remain in perspective and are not distorted as they are processed through the channels.*
    - Do not “interpret” or personalize the message.
    - Maintain your professional etiquette.
    - Confirm contact, follow up, and Document! Document! Document!
  - c) *Document “tracks” of all emergency releases on an Emergency Release/Message Form and in the documentation of the resource order.*
  - d) *Determine if a replacement resource needs to be ordered.*

## B. Preparedness and Severity Orders for Details

**Refer students to the Detail Request Form in the NIMG, Forms.  
Explain the use of the form.**

These are used to supplement staffing during periods of severe fire danger.

These are not emergency mobilizations. Communicate with your EDSP if there are any questions.

## C. Other Supplemental Forms

Slide 25

- Extension Request
- Demob/Tentative Release
- General Message

### **EXERCISE:** Filling Requests

Slide 26

**Purpose:** This exercise actively involves students in a discussion on overhead positions. The intent is for students to learn the thought process of EDSO – overhead.

**Time:** 30 minutes

**Format:** Small group or whole class discussion  
**Materials Needed:** flip chart, markers

**Instructions:** Work in small groups or facilitate a classroom discussion. Have students discuss what questions they would ask when processing the overhead requests listed below.

**Suggested answers are listed; ensure students include them in their discussion.**

#### O-58, Saw Team or Fallers

What do they want? Faller/Swamper? What size trees? Local hire? Each member of the saw team is given their own request number, they are not rostered as subordinates.

#### O-118, Planning Section Chief

Type 1, 2 or 3?

#### O-123, Biologist

What kind? What will they be doing?

#### O-127, Driver with pickup

Do you want night and day drivers? Should this be an equipment order? 4x4 or 2-wheel drive? Can you use a local hire?

#### O-168, Carpenter

Consult agency dispatcher for local hire. Do you want “with tools”?

#### O-179, Purchasing Agent

What purchasing authority do they want? Discuss the difference between USDA vs. USDI requirements for purchasing agents.



O-347, Helibase Manager

Reporting location?

O-368, Security Specialist

Which type? Level 1? Level 2? Where will they be working? Vehicle requirements (4x4, ATV, etc.)

O-398, Information Officer

Will a trainee work? Type 1, 2, PIOF, PIOT?

O-440, Rehabilitation Specialist

Local specialist, coordinate with agency dispatcher for existing designated folks what kind of rehab?

O-447, Aircraft Base Radio Operator

Where will they be working? Is this the same as a RADO?

O-500, Order a Team

What kind of team? Date/time needed? Reporting location? Has the EDSP been notified?

**End of Exercise.**

**Review unit objectives.**

Slide 27-28

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 5 – Crews

**Time** 2½ hours

## Objectives

1. Mobilize, reassign, and demobilize crews in a safe and cost-effective manner.
2. Describe procedures unique to specific types of crews.
3. Utilize supplemental forms associated with crew mobilization, reassignment, and demobilization.
4. Describe the interaction the crew dispatcher must have with other functional areas within the incident support organization.

## Strategy

Introduce students to the crew function as it relates to the EDSD.

Discuss and explain the different types of crews.

## Instructional Method(s)

- Instructor led with student discussion

## Instructional Aids

- Personal computer with projector and presentation software
- National Interagency Mobilization Guide (NIMG)
- Local area mobilization guides
- Local area crew management guidelines

## Evaluation Method(s)

- Participation

## Outline

- I. Define and Describe the Different Types of Crews and Crew Configurations
- II. Information Needed to Order Crews
- III. Miscellaneous Overhead Positions Related to Crews
- IV. Required Coordination by Crew Dispatcher with Other Dispatchers
- V. Reassignment/Demobilization

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

**Unit 5 – Crews**

Present Unit Objectives.

Slide 02-03

**I. DEFINE AND DESCRIBE THE DIFFERENT TYPES OF CREWS AND CREW CONFIGURATIONS**

Slide 04

It is important to become familiar with current minimum crew standards for mobilization.

**Refer students to types of crews in the NIMG.**

**A. Type 1 Crews**

Slide 05-07

National resource sponsored by a geographic area coordinating group

- 80% of crew members have one season or more of fire experience
- Eighty hours of annual suppression training
- Able to mobilize within two hours of receipt of orders during their availability period
- 18- to 20-person crew including superintendent
- 5,300 pounds crew weight including equipment
- Equipment includes tools and chain saws
- Logistically self-sufficient, utilizing credit card or agency purchasing authority

**Refer students to a list of Type 1 crews. Discuss Type 1 crews within the local area.**

**B. Type 2 IA Crews**

Slide 08-09

Do not meet financing, training, and travel requirements of Type 1 crews.

- Can be broken up into squads for initial attack

- Assembled on an as needed basis
- 18- to 20-person crew including crew boss and three ICT5
- 60% of crew members have one season or more of fire experience
- Training includes basic firefighter training and annual firefighter safety refresher
- 5,300 pounds crew weight
- May come equipped (tools and chain saws)
- Meet national mandatory physical standards
- Come equipped with PPE by sending home unit/agency
- May or may not be self-sufficient

### C. Type 2 Crews

Slide 10-11

Do not meet financing, training, and travel requirements of Type 1 crews.

- Assembled on an as needed basis
- Firefighting may be a second job
- 18- to 20-person crew including crew boss and trainees
- 20% of crew members have one season or more of fire experience
- Training includes basic firefighter training and annual firefighter safety refresher
- 5,300 pounds crew weight
- Crews may not be self-sufficient or fully equipped with tools and saws
- Meet national mandatory physical standards.
- Come equipped with PPE

**Ask students for examples of support needed for Type 2 crews.**

### D. Camp Crews

Slide 12-13

Camp crews may be organized or recruited locally and are used to assist with incident camp operations. They are not assigned fireline duties.

**Ask students for examples of camp crew duties.**

- Assembled on an as needed basis
- Consists of up to 10 crew members including the crew leader
- May be required to meet fitness standards
- PPE is required and is supplied by home unit or incident
- May or may not have received 24 hours of basic safety training (varies by agency)

#### E. Inmate Crews

Slide 14

Generally used within state. Consult local area for procedures and guidelines.

#### F. Kitchen Crews

Requested as needed.

#### G. Contract Crews

Slide 15

Contract crews are used for suppression, mop up or rehabilitation. They are classified as Type 2 IA or Type 2.

- Will come with radios, tools, saws, transportation, PPE, supervision, etc.
- The sending GACC may provide an Incident Contract Project Inspector (ICPI)
- Contract crews must be inspected at the incident prior to line deployment and demobilization
- Must adhere to agency work/rest and length of assignment guidelines
- Follow local procedures for mobilizing contract crews

**Discuss contract crew issues, local hiring procedures, etc. Contract representative duties are covered later in this lesson.**

#### H. Crew Configuration

Slide 16

##### 1. Without configuration (single resource)

- Each crew is assigned an individual crew request number

## 2. With configuration

- Each crew is assigned an individual crew request number
- Rostered in IROC
- Each crew member receives a request number which is a sequential subset of the crew request
- For example, C-10 is the crew request number; C-10.1, 10.2, 10.3, etc., are the subordinate request numbers

## 3. Strike teams

- Generally, not utilized nationally
- Strike teams consist of two or more like crews and a leader
- Follow local procedures when ordering strike teams

# II. INFORMATION NEEDED TO ORDER CREWS

- A. Type of crew
- B. Tool requirements

## **Emphasize coordination with supply dispatcher.**

1. Air-transported crews may not come with hand tools. If hand tools are needed, they should be ordered separately as a supply item.
2. If flying commercially, crews will not come with chain saws.
3. Ground transported crews can be ordered "with tools."
4. Tools are included in the 5,300 lbs. crew weight limit.

## C. Meals

Questions and concerns to consider when feeding crews:

- Are meals needed at this time?
- When was the crew's last meal?

Slide 17

Slide 18

- When will their next meal be?
- Should sack lunches be provided?
- Who does the EDSD work with to support the crews?

#### D. Timeframes

Slide 19

1. The incident will set a date and time needed.

If this timeframe cannot be met, contact the incident and reevaluate timeframes, crew needs, etc.

Update the resource order to reflect the new information.

2. Consider

- Availability
- Time to organize
- Travel time
- Meals
- Work/rest guidelines
- Date and time needed by incident

#### E. Sources

Slide 20

1. Crews administered locally (agency, contract, etc.)
2. Crews administered by cooperators – agencies served by your initial attack dispatch center
3. Crews available through mutual aid agreements
4. Crews available for reassignment
5. Considerations:
  - Length of assignment
  - Type of crew(s) being ordered

If crews are not available from the sources stated above, order crews from the next level of dispatch.

**Refer students to the Work/Rest and Length of Assignment Guidelines in the NIMG, Objectives, Policy, and Scope of Operation.**

Coordinate with your supervisory dispatcher.

Will timeframes be met? Keep the incident informed on the status and advise if there are any delays.

## F. Transportation Considerations

Slide 21

1. Safety
2. Cost-effectiveness
3. Timeframes
4. Mission objectives
5. Type and availability of transportation

**Discuss the different types of transportation needed (from airport to incident, different types of assignment, transportation to stay with crew, etc.).**

6. Distance, route, and weather
7. Number of crews, tools, chase vehicle to haul tools, following up with crew vehicles.
8. Bus limitations – coaches cannot go off paved roads, school buses may not cross some political boundaries (county, state)
9. Coordinate with other expanded dispatch desks, aircraft dispatcher and the incident to ensure support needs have been met
10. Communicate actions to the supervisory dispatcher

## G. Unusual Needs for Assignment

Slide 22

Any unusual needs for the crew assignment need to be part of the initial crew request.

For example:

- Special equipment such as Global Positioning System (GPS), bear spray, flare guns, etc.
- Preposition, preparedness or detail assignment. Tell crews what they are going to be used for
- Work hours, days off, per diem subsistence
- Transportation requirements, ATVs, boats, etc. Are licenses required?



- International considerations such as passports and laws; for example, in Canada driving under the influence (DUI) is a felony. Anyone convicted of a DUI would not be allowed to cross the border.
- Military crew considerations

### III. MISCELLANEOUS OVERHEAD POSITIONS RELATED TO CREWS

#### A. Crew Representative (CREP)

Slide 23

#### **Refer students to a CREP position description.**

The CREP is usually a regular government employee serving as a liaison between the incident management team and Type 2 agency crews.

##### 1. Position duties

a) *Responsible for all administrative duties including:*

- Timekeeping
- Accident reporting and follow up.

b) *Available to assist the crew boss with:*

- Performance of duties
- Memorandums of Understanding (MOUs)
- Operating plans
- Management guidelines specific to certain crews.

##### 2. May or may not be dispatched from the same unit as the crew.

a) *Most of the time, the CREP comes from the same geographical area, but not always. Even if the CREP is from another geographic area/unit, they will remain with the crew from mobilization until released to the home unit.*

- b) *Do not release the CREP separate from the crew unless instructed by the supervisory dispatcher.*

## B. Interagency Resource Representative (IARR)

Slide 24

**Refer students to the IARR position in the NIMG.**

When a geographical area or state has committed four or more agency crews, an IARR may be sent by the sending area/state.

The IARR works for the sending unit and is on the sending unit's resource order.

The sending unit/agency is responsible for the mobilization and demobilization of the IARR.

### 1. Position duties

- a) *Serves as an advisor to:*
  - Hand crews
  - Camp crews
  - Other geographical resources
- b) *Additional responsibilities:*
  - Assist the CREP
  - Liaison between resources and the IMT
  - Liaison between resources and home unit/agency
- c) *Usually operates at the Incident Command Post (ICP) or Incident Base, except when emergencies require them to be at another location.*

They can also be a roving person when crews are scattered among various incidents.
- d) *The IARR can provide invaluable assistance to the crew dispatcher.*

It is essential to obtain a method of contact (cell phone, motel, etc.).

**Discuss the amount of time the IARR travels and real situations between the IARR and expanded dispatch.**

2. The IARR will assist in the following items:

a) *Emergency releases*

- The IARR contacts crews and any other resources on the incidents for whom they are responsible.
- They can expedite releases and assist moving individuals to and from the incident, to hospitals, to airports, etc.
- The IARR has direct contact with the home unit and sending unit/agency.

b) *Emergency messages*

- These can be passed through the IARR and they will pass message on to receiver.

c) *Disciplinary releases*

- The IARR assists with transportation and notification to the home unit.

d) *Demobilization*

- Can help validate location and destination points

e) *Intelligence*

- Knows the location of their crews and other resources
- Knows the condition of crew members
- Knows crew names and crew size
- Can assist in problem solving

### C. Incident Contract Project Inspector (ICPI)

Slide 25

This position is utilized for the specialized needs of contract resources. They will normally report to the procurement unit leader.

The ICPI will:

- Provide subject matter expertise
- Consult with the COR or COTR concerning matters that may require contract action

## IV. REQUIRED COORDINATION BY CREW DISPATCHER WITH OTHER DISPATCHERS

Slide 26

**EMPHASIZE: It is important that everyone work together to accomplish the mission in a cost-effective and safe way.**

### A. Supervisory Dispatcher

Always keep them informed of current events and status.

### B. Equipment Desk

This function assists in organizing transportation.

### C. Supply Desk

This function assists in obtaining tools, PPE, meals, and lodging.

### D. Overhead Desk

This function can provide information regarding overhead orders related to crews.

### E. Aircraft Dispatcher

Arranges air transportation, coordinates arrival and departure times, locations, etc.

### F. Other Contacts

- IARR
- ICPI
- CREP
- Ramp Manager (RAMP)
- Staging Area Manager (STAM)
- Buying Team
- Ground support/transportation

## V. REASSIGNMENT/DEMOBILIZATION

**Briefly review; demobilization will be covered thoroughly in Unit 8.**

What are the transportation needs?

### A. Resources Have Own Transportation

Slide 27

#### 1. Things to consider:

- Distance, time enroute
- Duty limitations for drivers
- Number of drivers available or needed
- Meals and lodging enroute, sack lunches
- Remain overnight (RON) location

### B. Resources Need Transportation (what is cost-effective?)

Slide 28

#### 1. Ground transportation Things to consider:

- Distance/time enroute, duty limitations of drivers.
- Meals, lodging, subsistence
- Weather
- RON location

#### 2. Place order with equipment dispatcher.

Types of ground transportation:

Slide 29

- Highway coach
- School bus
- Crew carriers
- Vans
- Rentals

3. Is a chase vehicle necessary for tools?

4. Air transportation

Slide 30

a) *Is commercial air transportation available?*

b) *For non-commercial air transportation, order through Aircraft Dispatcher*

- Some offices require a flight request form.
- Large transport aircraft are ordered from NICC through the established dispatch channels.
- Coordinate with supervisory dispatcher.
- Crews must be grouped by common demobilization points.

c) *Information needed:*

Slide 31

- Departure point
- Destination point
- Time enroute from incident/staging to jetport
- Ready to load time (RTL)
- Pick-up point at jetport or Fixed-based operator (FBO)
- Accurate count/weight of passengers
- Meal needs

5. Emergency and disciplinary releases of crew members.

Slide 32

**Briefly review this section; it is covered in the overhead unit and under IARR.**

An entire crew(s) could be released depending on circumstances.

a) *Emergency releases can warrant immediate action for demobilization.*

b) *If it's an individual release, another person may travel as a companion.*

- c) *IARR can assist with emergency notifications and other arrangements.*
- d) *Emergency release situations:*

Slide 33

- Family emergencies
- Job related emergencies
- Legal transactions
- Childcare
- Educational commitments
- Military obligations
- Injuries
- Health problems

Ensure a person learns the details of a personal crisis in a controlled manner.

Slide 34

#### 6. Disciplinary release situation

Slide 35

- Drugs and/or alcohol
- Harassment
- Destruction of property
- Fighting
- Insubordination

Documentation of emergency/disciplinary release is critical.

**Review unit objectives.**

Slide 36-37

# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 6 – Aircraft

**Time** 1½ hours

## Objectives

1. Describe the interaction of the EDSD as it relates to the aircraft function.
2. Identify the difference between tactical and logistical missions.
3. Identify the different types of logistical aircraft requests.
4. Effectively utilize flight planning forms and methods.

## Strategy

Introduce students to the aircraft function as it relates to the EDSD.

## Instructional Method(s)

- Instructor led with student discussion

## Instructional Aids

- Personal computer with LCD projector and presentation software
- National Interagency Mobilization Guide (NIMG)

## Exercise(s)

Flight Planning

## Evaluation Method(s)

- Participation
- Completion of flight request form

## Outline

- I. Introduction
- II. Aircraft and Mission (Flight) Types
- III. Aircraft Dispatch Levels and EDSD Interaction
- IV. Aircraft Flight Request Form

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint



Unit 6 – Aircraft

Present Unit Objectives.

Slide 02

## I. INTRODUCTION

This course will not prepare you to be an aircraft dispatcher. Due to the complexity of the position, there is a separate training course available (Aircraft Dispatcher, D-312).

Aircraft are specialized resources, much like equipment, crews, overhead, etc. As with other types of resources, aircraft have different specifications and capabilities, and are used for specific purposes.

Aircraft resources consist of airplanes (fixed-wing) and helicopters (rotor-wing), which are government owned, contracted, or hired for incident tactical and logistical support.

Most aircraft functions will be dealt with by the local initial attack office. The EDSD is primarily responsible for coordinating with the aircraft desk on logistical transportation flights. For this class, all aircraft missions will be considered logistical in nature.

### A. EDSD Responsibilities in flight planning

Slide 03

The EDSD responsibilities in flight planning consists of determining the number of passengers/cargo, destinations and time frames. This information is then passed to the aircraft dispatcher who will then determine and coordinate flight plans

Duties may also include giving and receiving information about mobilization and demobilization of resources using aircraft. More specific EDSD duties will be discussed later in the unit.

Examples:

- Using flight plans
- Preparing flight requests

- Checking status of helicopter overhead orders

## II. AIRCRAFT AND MISSION (FLIGHT) TYPES

Slide 04

### A. Types of flights

Logistical flights are also referred to as point-to-point flights or as administrative flights. These flights originate at one airport or permanent helibase and flies directly to another airport or permanent helibase.

Example logistical flights:

- Mobilizing crews on the NICC jet
- Mobilizing cargo or equipment between two established airports.

Tactical flights also referred to as mission flights. These are flights that require a combination of ground and aerial work.

Slide 05

Example tactical flights:

- Reconnaissance
- Mapping
- Retardant application

### B. Aircraft types

Slide 06

Resources categorized as A- numbers in IROC.

One type of aircraft can be used for both logistical and tactical flights.

Example – a fixed-wing aircraft could be used to mobilize overhead on a point-to-point (logistical) flight and later in the same day operate as an air attack (tactical).

#### 1. Helicopters:

- Type 1
- Type 2
- Type 3

## 2. Fixed-wing aircraft

- Airtanker
- SEAT
- Lead Plane
- Smokejumper aircraft
- Air attack

## 3. Other aircraft resources

- Infrared requests
- Frequencies
- Temporary flight restrictions (TFR)

# III. AIRCRAFT DISPATCH LEVELS AND EDSD INTERACTION

Each dispatch level handles different types of aviation resources. The roles of an EDSD vary at the three levels: NICC, GACC, and local/expanded.

## A. NICC – national resources

- Large transport aircraft
- National contract lead plane
- Smokejumper aircraft
- Airtankers
- Type 1 and Type 2 helicopters
- Modular Airborne Firefighting System (MAFFS)
- Military aircraft
- Aerial Supervision Module (ASM)
- Infrared aircraft (IR)
- Aircraft frequencies
- Logistical charter aircraft

Slide 07

## B. GACC – geographic area resources

- Temporary Flight Restrictions (TFRs)
- Single Engine Airtankers (SEAT)
- Aircraft frequencies
- Fixed-wing aircraft

Slide 08

### C. Local resources/expanded dispatch

Slide 09

- Fixed-wing aircraft
- Rotor-wing aircraft
- Temporary Flight Restrictions (TFR)
- Frequencies
- Infrared flights

Aircraft ordering procedures which define the responsibilities of expanded dispatch should be established during your initial briefing. Expanded dispatch should maintain effective communication with the aircraft dispatcher and initial attack office.

### D. Examples of EDSD duties related to aircraft

- Receiving and relaying logistical flight information (interpreting a flight plan)
- Assist ACDP with ordering aviation overhead

### E. Interaction between aircraft and other functional areas

Slide 10

#### **Discuss the use of the Aircraft Resource Order Form.**

The EDSD may order resources to support the aircraft function. Communicating with all functional areas is an essential part of a successful expanded dispatch operation. Due to the safety and cost associated with aircraft orders, communicating information in a timely matter is extremely important.

#### **Initiate class discussion on why, how, and who the EDSD needs to communicate with on each of the following topics.**

##### 1. Crews (flying on large transport jet)

Slide 11

Chartered aircraft arranged by NICC move several crews at a time (usually five).

- Transportation needs to and from the airport.
- Coordinating with the mobilization center.

- Specific drop off and pick up points at the airport (where the plane will park).
- Emergency release of crew member might involve a charter.
- Transport of tools and saws might involve a charter.

## 2. Overhead

Slide 12

- Helicopter modules
  - Every helicopter needs a manager.
  - You may have limited involvement with agency helicopter orders.
  - Close coordination between the overhead desk and the aircraft desk is essential.

**Reference NIMG and discuss the different requirements for modules.**

- Incident management team transport may involve a charter.
- Emergency release.
- Miscellaneous aviation support overhead (security, ramp manager, etc.).

## 3. Supply

Slide 13

- Helibase support
- Portable toilets
- Trailers
- Air attack kit
- Fuel tender
- Portable retardant plant
- Transport of supplies

# IV. AIRCRAFT FLIGHT REQUEST FORM

Slide 14

The major factors to be considered for flight planning are:

- Safety
- The right resource for the job

- Cost effectiveness

## A. Flight planning

Flight planning is a step-by-step procedure that is completed prior to every logistical aircraft flight.

### 1. The flight plans

- Identifies elements of the flight, including passengers and cargo
- Identifies hazard and safety information
- Provides a format to track the flight from point of origin to the final destination

Flight plans are initiated utilizing an Aircraft Flight Request/Schedule form.

**Refer students to the forms section of the NIMG.**

### 2. Flight planning variables

Flight planning is a dynamic process involving many variables such as:

- Weather conditions
- Pilot and aircraft availability
- Airport options
- Delivery time frames
- Changing mission priorities

To provide for safe and efficient flight planning, all parties must be flexible and remain objective.

**Ask students the following questions and discuss the possible outcomes:**

When transporting passengers, does a separate aircraft flight request/schedule need to be completed for every incident? (Example: Expanded dispatch may be supporting several incidents and they have several people demobing to the same place.)

**No. Track the aircraft - not the individual or incident.**

What are some alternatives to a charter aircraft flight?

Slide 15

## **Commercial aircraft, bus, train, boat, rental.**

Whose responsibility is it to select the appropriate mode of transportation for the of resources?

**Everyone involved in the mission should consider safety, cost effectiveness, time frames, etc. Depending on the type of order, the EDSD, GACC, NICC, incident, and the cache could select the best mode of transportation.**

When transporting resources by logistical aircraft, what questions should the EDSD be asking?

**Who/What/Where/When type of questions. Questions will depend on the mission, objectives, and special needs.**

### **B. Aircraft flight request/flight schedule form**

Slide 16

#### **1. Flight request information blocks**

- Initial Request Information
- Charge Code
- Mission Details
- Name and Type of Cargo
- Weight in pounds or cubic feet (both if possible)
- Project Order and Request Number
- Departure and Destination Airports
- Flight Itinerary

Slide 17-19

The planning process on the part of the EDSD involves gathering information which will help the aircraft dispatcher to develop the best flight plan.

The aircraft dispatcher will complete the flight itinerary, flight following, and radio frequencies sections. The EDSD uses the flight itinerary for resource tracking.

#### **2. Flight tracking**

Slide 20

Flight tracking information is critical in the event of an aircraft emergency.

While this is done by the local initial attack office, the EDSD has some responsibilities:

- Relay any changes in personnel or cargo.
- Relay changes in ready to load times.
- Relay changes in mission objectives/special needs.

## C. Interpret flight itinerary

Slide 21

### 1. Airport identifiers

Airport identifiers are Federal Aviation Administration (FAA) designated airport codes such as:

BIL	Billings, MT
LWT	Lewistown, MT
GPI	Kalispell, MT
O22	Columbia, CA

A good source for airport identifiers:  
[www.airnav.com/airports/](http://www.airnav.com/airports/)

### 2. Common acronyms

Slide 22

Note – times listed on Flight Request/Flight Schedule forms should reflect the local time zone.

ETD = Estimated Time of Departure  
ATD = Actual Time of Departure  
ETE = Estimated Time En Route  
ETA = Estimated Time of Arrival  
ATA = Actual Time of Arrival  
RON = Remain Over Night  
PAX = Passengers  
D/O = Drop Off  
P/U = Pick Up  
RTL = Ready to Load  
DPT = Departure Airport  
DST = Destination Airport



## D. Flight manager responsibilities

Slide 22

Upon completion of the aircraft flight request/schedule form, a Flight Manager will be designated.

The Flight Manager is the agency representative for the flight operations. The Flight Manager may or may not be required to be on board the aircraft (depending on flight complexity).

Primary duties:

- Responsibilities for passenger safety.
- Completion of the flight invoice.
- Flight following/tracking with the dispatch office.

There may need to be more than one Flight Manager designated if there are multiple destinations of the flight routes.

The Flight Manager should receive a copy of the flight schedule form and receive a briefing from the agency dispatcher.

## EXERCISE: Flight Planning

Slide 24

**Overview:** This exercise consists of two parts which refer to the different blocks on the aircraft flight request form that an EDSD may use. The coaches should assist students as necessary.

**Part 1** – Students will gather information from a resource order and input it into a blank flight request form.

**Part 2** – Students will review a completed flight request form and answer the questions in the book.

**Time:** 20 minutes

**Format:** Small groups

**Part 1 Instructions:** Refer students to page 6.13 in the student work book. Instruct students to use the Polebridge Resource Order on page 6.15 to complete the Initial Information Block and the Passenger Cargo

Block on the Aircraft Flight Request/Schedule form on page 6.16 (IG page 6.13).

**Part 2 instructions:** Refer students to the completed Polebridge Aircraft Flight Request/Schedule on page 6.16 in their student workbook (IG page 6.14). Have students interpret the Flight Itinerary Block by answering the following questions:

1. What is the tail number of the aircraft?

N6858C

2. Who is the vendor?

Lynch Flying Service

3. What is the pilot's name?

Jane Smith

4. Who is the Flight Manager?

E. Jacobs

5. What is the routing of the first leg of the flight?

Billings to Lewistown

6. How many passengers are on the second leg?

Four

7. What is the ETA of the third leg?

1150M

8. Is there a time zone change?

No

9. What functions will the EDSD communicate with and what information will be communicated?

Aircraft - incoming aircraft ramp, incoming aircraft transportation (if a ride is needed)

Overhead - incoming incident overhead, pass fill and travel information

**End of Exercise**

**Review unit objectives**

Slide 25

RESOURCE ORDER	Initial Date/Time	2.Incident / Project Name				3. Incident / Project	Financial Codes
OVERHEAD	03-01-2022 08:09 MST	Polebridge				MT-FNF-014635	P2ABC3 0260 BLM ABC3
5. Descriptive Location 3 miles SW of Polebridge, MT		6. TWN	RNG	SEC	Base MDM	4. Office Reference Number	9. Jurisdiction / Agency
		34N	21W	PB41	Montana, MT	014635	USFS
		LAT. 48° 43' 4" N				8. Incident Base / Phone Number	10. Ordering Office
		LONG. 114° 19' 8" W				Dispatch 406-326-8649	FDC

11. Aircraft Information							
Bearing	Distance	VOR	Contact Name	Frequency Type	Assigned Frequency	Reload Base	Other Aircraft / Hazards
335.98°	31	FCA					
102.10°	34	EUR					
-4.68°	37	SAK					

12. Request Number	Ordered Date/Time	From	To	Qty	Resource Requested	Needed Date/Time	Deliver To	From Unit	To Unit	Assigned Date/Time	Resource Assigned Unit ID	Resource Assigned	M/D Ind	Estimated Time Of Departure	Estimated Time Of Arrival	Released Date	Released To
O-39	2022-03-01 0832 MST	Dispatch 406-326-8649	UT-GBC	1	DIVISION/ GROUP SUPERVISOR	2022-09-23 1700 MDT	FCA	UT-GBC	UT-GBC	2022-03-01 0848 MST	MT-MCD	Jacobs, Edward					
Travel Mode		Financial Code P2ABC3		Named Request		Special Needs DPT BIL					Navigation/Reporting Instructions						
O-40	2022-03-01 0832 MST	Dispatch 406-326-8649	UT-GBC	1	DIVISION/ GROUP SUPERVISOR	2022-09-23 1700 MDT	FCA	UT-GBC	UT-GBC	2022-03-01 0848 MST	MT-CRA	Brown, Tara					
Travel Mode		Financial Code P2ABC3		Named Request		Special Needs DPT LWT					Navigation/Reporting Instructions						
O-41	2022-03-01 0833 MST	Dispatch 406-326-8649	UT-GBC	1	SAFETY OFFICER, TYPE 2	2022-09-23 1700 MDT	FCA	UT-GBC	UT-GBC	2022-03-01 0849 MST	MT-MCD	Madsen, Robert					
Travel Mode		Financial Code P2ABC3		Named Request		Special Needs DPT BIL					Navigation/Reporting Instructions						
O-42	2022-03-01 0834 MST	Dispatch 406-326-8649	UT-GBC	1	FIELD OBSERVER	2022-09-23 1700 MDT	FCA	UT-GBC	UT-GBC	2022-03-01 0849 MST	MT-MCD	Clarke, Sara					
Travel Mode		Financial Code P2ABC3		Named Request		Special Needs DPT BIL					Navigation/Reporting Instructions						
O-67	2022-03-01 0836 MST	Dispatch 406-326-8649	UT-GBC	1	FIRE BEHAVIOR ANALYST	2022-09-23 1700 MDT	FCA	UT-GBC	UT-GBC	2022-03-01 0850 MST	MT-HNF	Knudson, Michael					
Travel Mode		Financial Code P2ABC3		Named Request		Special Needs DPT HLN					Navigation/Reporting Instructions						

# AIRCRAFT FLIGHT REQUEST / FLIGHT SCHEDULE

AIRCRAFT INFORMATION																																																																																																																						
FAA # <b>N6858C</b>																																																																																																																						
FLIGHT SCHEDULE NUMBER																																																																																																																						
MAKE <b>C-421</b>																																																																																																																						
COLOR <b>BLUE/WHITE</b>																																																																																																																						
VENDOR <b>LYNCH FLYING SERVICE</b>																																																																																																																						
TELEPHONE <b>406-252-0508</b>																																																																																																																						
PILOT <b>JANE SMITH</b>																																																																																																																						
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# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 7 – Predictive Services

**Time** 30 minutes

## Objectives

1. Describe how the predictive services function is critical to priority setting and decision making.
2. Describe the role of the EDSD as it relates to the predictive services function.
3. Identify the basic types of information that may be of interest to the Intelligence Coordinator and/or Information Officer.

## Strategy

Introduce students to the predictive services function as it relates to the EDSD. Introduce and discuss the different products that are created or utilized by predictive services.

## Instructional Method(s)

- Lecture and class discussion

## Instructional Aids

- Personal computer with projector and presentation software
- Current samples of predictive services products (see page 5)

## Exercise(s)

- None

## Evaluation Method(s)

- Participation

## Outline

- I. Intelligence in the Dispatch/Coordination System
- II. Predictive Services Products

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

Present Unit Objectives.

## I. INTELLIGENCE IN THE DISPATCH/COORDINATION SYSTEM

Incident intelligence describes incident specifics with appropriate technical details to provide managers with a good understanding of the situation for the decision-making process.

Intelligence and Information Officers deal with similar information, but they disseminate it to different audiences.

Formal intelligence flows through the incident support system channels (as stated in Unit 1).

Examples:

- Incident
- Dispatch offices
- Geographic Area Coordination Center(s)
- NICC
- Incident management team(s)
- Multi-Agency Coordinating (MAC) Group(s)
- Fire and aviation personnel from various agencies and at various organizational levels
- Other intelligence units

Accurate and timely reporting of information is an important part of the dispatch/coordination system.

### A. Role of the EDSD

Collect and consolidate incident resource information from these sources:

- IROC reports
- ICS 209
- Local reports

Examples of useful information:

- Number of open or unfilled requests
- UTFs (GACC, national, etc.)
- Resources available for reassign or demob

Disseminating the Information:

Slide 07

WHEN should you be disseminating the incident information?

- Formal or informal briefings
- Reports, summaries, etc.

WHO will need the incident information?

- Supervisory Dispatcher
- Information Officer
- Duty Officers/Local MAC Group
- GACC/GACC MAC
- NICC/National MAC

## B. Why is Intelligence Critical?

Slide 08-09

1. Keeps managers informed to make decisions
2. Competition for resources at higher preparedness levels
3. Aids priority setting
4. Identifies critical resource shortages
5. Keeps expanded dispatch informed for support of management decisions
6. Provides pertinent information to complete intelligence products

## II. PREDICTIVE SERVICES PRODUCTS

Slide 10

Predictive Service is a unit comprised of meteorologists, intelligence coordinator and additional decision support.

During periods of heavy fire activity, other specialties are added to the unit including but not limited to fire behavior analysts, fire planner and GIS specialists.

These units produce the following products:

Show students where to find the following:

Slide 11-17

- Incident Intelligence Summary (ICS-209)
- Daily Interagency Situation Report
- Incident Management Situation Report (IMSR)
- Wildland Fire Decision Support System (WFDSS)
- Wildland Active Fire Maps (EGP/MODIS, etc.)
- Weekly Fire Weather/National 7-Day Product
- Monthly Fire Weather/Fire Danger Outlook
- Seasonal Fire Weather/Fire Danger Outlook
- Other GACC/local examples

See [www.nifc.gov](http://www.nifc.gov) for information about an intelligence/predictive services course.

**Review unit objectives.**

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# UNIT OVERVIEW

**Course** Expanded Dispatch Support Dispatcher, D-310

**Unit** 8 – Demobilization

**Time** 1 hour

## Objectives

1. Identify basic elements of the demobilization process.
2. Identify conditions/situations which may limit resource availability for reassignment.
3. Describe the demobilization information flow in expanded dispatch, geographic area coordination center, and the national level.
4. List the information required to place a request for demobilization transportation.

## Strategy

Discuss the demobilization process and how it relates to the EDSD.

## Instructional Method(s)

- Lecture and class discussion

## Instructional Aids

- Personal computer with projector and presentation software
- National Interagency Mobilization Guide (NIMG)
- Local examples of demobilization plans

## Exercise(s)

- None

## Evaluation Method(s)

- Participation

## Outline

- I. Introduction
- II. Demobilization Plans
- III. The Demobilization Process
- IV. Reassignment and Availability
- V. Transportation
- VI. Resources That Help You During the Demobilization Process
- VII. Summary

## Aids and Cues Codes

IG – Instructor Guide	IR – Instructor Reference
SW – Student Workbook	SR – Student Reference
HO – Handout	Slide – PowerPoint

Present Unit Objectives.

## I. INTRODUCTION

Demobilization is the safe and orderly release of resources from the incident in a cost effective, efficient manner that requires coordination between the incident and expanded dispatch.

**Reference the NIMG, Objectives, Policy, and Scope of Operation.**

### A. Demobilization should:

1. Be a safe process
  - Driving regulations
  - Work/rest guidelines
  - Length of assignment(s)
2. Involve planning
  - Coordination usually occurs between the incident and the supervisory dispatcher
  - Be proactive, not reactive
3. Be cost effective
  - Plan ahead for transportation:
    - Group resources by shift
    - Geographic location
    - Transportation Type
  - Allow enough lead time to check with other dispatch levels and set up cost effective transportation.
    - Bus
    - Small charter flight
    - Jet
    - Commercial airline

4. Consider all resources assigned

- Aircraft
- Crews
- Equipment
- Overhead
- Supply

5. Meet guidelines established in the national, geographic, and/or local area mobilization guides

6. Be flexible, efficient, systematic, and organized.

B. Demobilization Starts at Mobilization

1. Record keeping must be accurate and current
2. Anything missed, overlooked, or inaccurate at mobilization will become an issue at demobilization.
3. Demobilization does not necessarily mean that resources go home. Resources may be reassigned to other incidents.

C. Communication

Present a professional attitude and work ethic.

Work closely with each dispatch level, incident, area command, etc.

Help each other and work together.

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## II. DEMOBILIZATION PLANS

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The planning section on the incident is responsible for making the demobilization plan.

The incident's demobilization plan must follow national, area, and local demobilization plans.

A. Demobilization Plan Contents

Refer students to the example Demobilization Plan (SW pages 8.13; IG pages 8.11) and review.

1. General information about demobilization for the incident.
2. Who has what responsibilities?
3. Release priorities.
4. Release procedures.
5. Travel information (how resource release/travel will work).

Refer students to the example Demob travel formats (SW pages 8.19; IG pages 8.12-13). Show local examples.

#### B. Other Demobilization Points to Consider

1. Resource Support
  - a) *Traveling resources may need sack lunches (maybe two if they have long travel times).*
  - b) *Ensure all resources are self-sufficient. If not, take measures to provide for their needs enroute.*
2. NIICD radio kits

National preparedness level may dictate the method of transporting the kits back to NICC.

Coordinate with the GACC who will then coordinate with NICC.

### III. THE DEMOBILIZATION PROCESS

#### A. Planning at the Incident

Demobilization starts at the incident with the demobilization unit leader who:

1. Works for the planning section chief of the incident.
2. Prepares the demobilization plan, outlining the priorities on the incident.

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3. Organizes, coordinates, and provides required demobilization information for the release of surplus resources.

The planning and operations sections must work together in developing the IAP.

## B. Implementation at the Incident

Transportation and availability are covered in the next section.

1. The incident identifies surplus resources
  - The information is passed through the channels to the planning section (resource unit leader).
  - The resource unit leader checks open requests on that incident to see if the resource can be utilized.
2. If the resource is needed
  - It may be reassigned within the incident
  - May be given a new request number
3. If the resource cannot be utilized on the incident, it is placed on a tentative release schedule by the demobilization unit leader.
  - A tentative release schedule should be passed to local dispatch 24-48 hours in advance of actual releases.
  - Be aware that timeframes may differ. This allows for reassignment and transportation timeframe allowances.

## C. Demobilization at the Expanded Dispatch Level

1. Check other local incidents with open orders for possible resource reassignment

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2. If resource is reassigned locally

- Arrange transportation, if needed
- Notify the sending incident of new resource order and transportation arrangements.
- Notify new incident of resource assignment, travel method, and ETA
- Ensure that reassignment and travel has been completed in IROC

3. If resource is not needed locally

- Notify the next level of dispatch
- That dispatch level goes through the same system of determining need

4. If no reassignment is available

- Expanded dispatch arranges transportation and notifies the incident

5. The demobilization unit at incident

- Notifies resource of release
- Arranges any transportation needed to point of departure
- Starts resource through the demobilization process

## IV. REASSIGNMENT AND AVAILABILITY CONSIDERATIONS

When tentative releases are received, reassignment and transportation need to be considered.

### A. Identify Conditions which may Limit Availability for Reassignments

1. Assignment time limitations (length of assignment)

**Refer students to NIMG or IIBM for current assignment limitations.**

2. Check additional red card qualifications.
3. Work/rest ratio
4. Environmental conditions
5. Home unit or personal obligations
6. Injury and illness
7. Disciplinary actions
8. Critical incident stress

## V. TRANSPORTATION

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### A. Transportation Needs

Transportation needs are based on information from original request and other information you may have received from the incident.

Check current guidelines for non-emergency travel timeframes (no later than 2200 hours local time).

1. If the resource has its own transportation
  - Travel limitations (consider distance, time, meals/motels, etc.).
  - Obtain travel information.
  - Pass information through channels.
2. If the resource needs transportation, consider
  - Agency safety procedures
  - Duty time limitations
  - Projected ETA
  - Cost effectiveness of transportation.
  - Availability of different types of transportation.

### B. Information Required to Place a Request for Transportation

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1. Incident order number and request number
2. Number of people
3. Manifest/Roster
  - Personnel names and weights (personnel and baggage are weighed separately)

4. Date, time, and pick-up point (be sure all levels are talking the same pickup point and time zone).
5. Destination (both jet port and home unit location).
6. Support along the way (meals and lodging).

C. Local and Non-Local Contacts Used to Fill Transportation Needs

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1. Local
  - Aircraft dispatcher
  - Equipment dispatcher
  - Designated travel agency

**Discuss setting up commercial travel.**

2. Non-local

GACC to NICC for large aircraft (through channels)

D. Who is Transportation Information Relayed to Once Complete?

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If travel arrangements are made at another dispatch level, document and pass the travel information required on to:

1. Ground support and/or equipment dispatcher
2. Local mobilization center or staging area

Once all plans are approved and arrangements made, they may change. Remain flexible.

When they are final, complete release and travel in IROC.

E. Potential Demobilization Problems

Slide 13

1. Crews going home when a lightning storm ignites new starts. Consider reassignment.
2. Personnel on an incident without a resource order



3. Incorrect jetport (examples: LWS is Lewiston, ID; LWT is Lewistown, MT; RDD is Redding, CA; RDM is Redmond, OR)
4. Inaccurate or missing manifest such as number of people, weights, cubes (for aircraft door size)
5. Duplicate orders for personnel
6. Failure to establish priorities and keep current on changes

## VI. RESOURCES THAT HELP YOU DURING THE DEMOBILIZATION PROCESS

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### A. Interagency Resource Representative (IARR)

**IARRs were covered previously. Ask students how the IARR can help during demobilization.**

IARRs are helpful:

- With emergency releases.
- Clarifying numbers of agency resources
- With correct demobilization points/jetports

### B. Incident Contract Project Inspector (ICPI)

- Assist with any contracting issues

### C. Cache Demobilization Specialist (CDSP)

- Assist in the return of supplies
- Provide advice in handling of sensitive items and hazardous materials

### D. Other Dispatch Offices

Collects, organizes, and expedites resource information.

### E. Demobilization Unit at the Incident

### F. Other Aids:

- IROC
- e-ISuite
- Other computer applications used for sorting, organizing, status tracking, recordkeeping, etc.

## VII. SUMMARY

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Successful demobilization is everyone's responsibility.

Ensure requests are processed to their final state.

- Cancel outstanding orders (After confirming with supervisor and incident. Some resources may still be needed – resource advisors, BAER Teams, etc.)
- Finish all travel
- Release all resources
- Follow local procedures

**Review unit objectives.**

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## **DEMOBILIZATION PLAN – Incident Name**

### **I. GENERAL INFORMATION:**

The Demobilization Plan is developed to facilitate the orderly and cost-effective checkout and release of resources on the incident. Release of resources will be declared with 24-hour advance notice. Resources requiring air travel require 48-hour advance notice. Emergency demobs will be facilitated as needed. By definition, surplus personnel are available for release if they have rested for a minimum of 8 hours, are cleaned-up, outfitted and a vehicle is ready to depart to their next destination.

### **II. RESPONSIBILITIES:**

**Planning Section** will provide each Command & General Staff with a copy of their list of current resources, with space to plan their estimated 2–3-day release schedule. Please check this list to make sure the information is correct.

**Incident Commander** will approve release of all critical resources.

**Planning Section** will provide demob forms and travel information to appropriate Command & General Staff.

**Command & General Staff** will ensure that resources are provided with demob forms and travel information.

**All Resources** (crews, engines, helicopters, etc. and overhead) are responsible for following the checkout process.

**Expanded Dispatch** will communicate release information back through ordering system.

### **III. RELEASE PRIORITIES:**

1. **HELICOPTERS, CREWS & ENGINES** shall be released based on needs of the Operations Section; local, regional and national need; and geographic destination.
2. **EQUIPMENT:** Release non-government, privately owned equipment as it becomes surplus.
3. **OVERHEAD:** Consolidate release dates/times within each section as much as possible to facilitate transportation.

### **IV. RELEASE PROCEDURES AND TRAVEL INFORMATION:**

1. **Section Chiefs** will declare surplus resources to their sections and provide information to the DMOB who prepares the **Tentative Release Form** 24-hours in advance for ground transport: (48 hours for air travelers). Include date/time the release is effective, position on the incident, and transportation needs. Section Chiefs shall ensure that appropriate Unit Logs are completed and returned to Documentation Files. Performance evaluations will be completed when 1) performance is superior, 2) performance is poor, 3) resource is on a training assignment, 4) resource is on a contract (Viper), or 5) when specifically requested. Copy of evaluations must be returned to **Documentation**.
2. **Planning Section Chief** will forward information regarding critical resources demobs to Incident Commander for approval.
3. **Tentative Release Forms** will be given to Expanded Dispatch for processing and notification to appropriate Dispatch Centers.
4. **Resources** (crews, overhead, etc.) will follow appropriate checkout procedures and return completed forms to Plans.
5. **GROUND SUPPORT** – All vehicles will have a safety inspection prior to departure from the incident.
6. To allow for safe traveling, all Drivers must be capable of arriving at their destination prior to 2200 hours and limit driving to 10 hours (DOT) with a break every 2 hours.
7. **ALL DEMOB STARTS AND ENDS BY GOING THROUGH THE DEMOB UNIT LEADER.**

Prepared by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Planning Section Chief

Reviewed by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Operations Section Chief

Reviewed by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Logistics Section Chief

Reviewed by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Expanded Dispatch

Reviewed by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Finance Section Chief

Approved by: \_\_\_\_\_ DATE: \_\_\_\_\_  
Incident Commander

**HAVE A SAFE TRIP HOME AND THANKS FOR YOUR HELP!**

**FIRE TRAVEL      DEMOB WORKSHEET**

USDA Forest Service  
**Phone:** 208-634-\*\*\*\*  
**Fax:** 208-634-\*\*\*\*  
e-mail:

Order/Req. # \_\_\_\_\_  
Incident # \_\_\_\_\_  
Incident Name: \_\_\_\_\_  
Agency Charge Code: \_\_\_\_\_  
CBA/Zone Code: 6208  
Purpose Code: 8

NAME: \_\_\_\_\_ Please call with itinerary Locator

Available for Travel: INCIDENT: Date: \_\_\_\_\_ Time: \_\_\_\_\_  
AIRPORT Date: \_\_\_\_\_ Time: \_\_\_\_\_

Nearest Demob JET PORT \_\_\_\_\_ Home JET PORT \_\_\_\_\_ Hometown: \_\_\_\_\_

COST OF TICKET: \_\_\_\_\_ RECORD LOCATOR: \_\_\_\_\_

COMMERCIAL \_\_\_\_\_ CHARTER \_\_\_\_\_ POV/AOV/RENTAL \_\_\_\_\_

**TRAVEL ITINERARY**

CITY	DATE	TIME	CARRIER OR AIRCRAFT TYPE	FLIGHT OR N#
ETD:				
ETA:				
ETD:				
ETA:				
ETD:				
ETA:				

**NOTIFICATION CHECKLIST**

Faxed to ICP:      Initials \_\_\_\_\_ Date / Time \_\_\_\_\_

                         Initials \_\_\_\_\_ Date / Time \_\_\_\_\_

Travel Notebook:      Initials \_\_\_\_\_ Date / Time \_\_\_\_\_

DMOB Notebook:      Initials \_\_\_\_\_ Date / Time \_\_\_\_\_