



# National Qualification System

POSITION TASK BOOK  
FOR THE POSITION OF

## Logistics Section Chief

### Type 4

Version: May 2021

<b>POSITION TASK BOOK ASSIGNED TO:</b>	
TRAINEE'S NAME:	
TEAM/JURISDICTION:	
PHONE NUMBER:	
EMAIL:	
<b>POSITION TASK BOOK INITIATED BY:</b>	
OFFICIAL'S NAME:	
TITLE:	
TEAM/JURISDICTION:	
PHONE NUMBER:	
EMAIL:	
<b>POSITION TASK BOOK WAS INITIATED:</b>	
LOCATION:	
DATE:	

## Evaluator Verification

*(Do not complete this form unless you are recommending the trainee for all-hazards designation.)*

<b>FINAL EVALUATOR VERIFICATION</b>
I verify that _____ has successfully completed all tasks as a trainee and should therefore be considered for designation in this position. I also verify that all tasks are documented with appropriate initials.
FINAL EVALUATOR'S SIGNATURE:
DATE:
FINAL EVALUATOR'S PRINTED NAME:
TITLE:
TEAM/JURISDICTION:
PHONE NUMBER:
EMAIL:

## Documentation of Agency Designation

<b>DOCUMENTATION OF AGENCY DESIGNATION</b>
I certify that _____ has successfully met all the criteria set out in the National Incident Management System (NIMS) Job Title/Position Qualifications document for the position and will hereby receive designation of his/her qualification.
OFFICIAL'S SIGNATURE:
DATE:
OFFICIAL'S NAME:
TITLE:
TEAM/JURISDICTION:
PHONE NUMBER:
EMAIL:

## Position Task Book Overview

The Position Task Book (PTB) documents the performance criteria a trainee must meet to be certified for a position within the National Qualification System (NQS). The performance criteria are associated with core NQS competencies, behaviors, and tasks.

**A trainee may not work on multiple position type PTBs for a specific position at the same time; for example, a trainee may not simultaneously work on a Type 1 Incident Commander PTB and a Type 2 Incident Commander PTB. If a position has multiple types, the trainee must, in most cases, qualify at the lowest type before pursuing the next higher type. For example, before seeking qualification for a Type 1 position, an individual must first qualify at the Type 3 level and then at the Type 2 level.**

### ***Evaluation Process***

- Evaluators observe and review a trainee's completion of PTB tasks, initialing and dating each successfully completed task in the PTB.
- Evaluators complete an Evaluation Record Form after each evaluation period by documenting the trainee's performance.
- The Authority Having Jurisdiction (AHJ) may not have enough resources to ensure every evaluator is qualified in the position being assessed. Therefore, a trainee's supervisor may evaluate the completion of PTB tasks. For example, a Logistics Section Chief has the authority to sign off on completed PTB tasks for a Food Unit Leader trainee.
- The final evaluator is a leader who verifies a trainee has completed the PTB and met all requirements for the position. A final evaluator is generally qualified in the same position for which the trainee is applying. When possible, the evaluator and the final evaluator should not be the same person, but in situations with limited resources, the evaluator can also serve as the final evaluator.

### ***Transferring Qualifications***

- Personnel who have documentation of previous education, training, or significant on-the-job incident experience may receive credit toward qualification for a given position. Each AHJ establishes the requirements for transferring qualifications from another AHJ.
- If an AHJ chooses not to accept a trainee's existing designation of qualification, the trainee may be reevaluated in the specific position and issued a new PTB.
- An individual may hold multiple designations of qualification (that is, the Final Evaluator Verification form and the Documentation of Agency Designation form) along with the completed PTB.

## Position Task Book Competencies, Behaviors, and Tasks

The PTB sets minimum criteria for designation for a position. The AHJ has the authority to add content to the baseline PTB competencies, behaviors, and tasks, as necessary.

The PTB covers all type levels for a given position, but a trainee may check only one “Type” box and work on only one type at a time. The National Incident Management System (NIMS) Job Title/Position Qualifications document describes all types.

Command and General Staff job titles/positions qualifications are typed based on incident complexity, while all other NIMS positions are typed based on the minimum qualifications.

### *Definitions*

**Competency:** An observable, measurable pattern of knowledge, skills, abilities, and other characteristics an individual needs to perform an activity and its associated tasks. A competency specifies the skillset a person needs to possess to complete the tasks successfully.

**Behavior:** An observable work activity or a group of similar tasks necessary to perform the activity.

**Task:** A specific, demonstrable action necessary for successful performance in a position. Trainees must demonstrate completion of required tasks.

- Occasionally, PTB tasks are unique to one of the types; for example, certain tasks apply only to a Type 3 Incident Commander, not to a Type 2 or Type 1 Incident Commander. In those cases, the PTB indicates the corresponding type at the beginning of the task.
- All tasks require evaluation; however, bullet statements within a task are examples.

### *PTB Task Codes*

Each task in the PTB has at least one corresponding code conveying the circumstances in which the trainee can perform the task for evaluation. Evaluators may assess trainees during incidents, in classroom simulations and training sessions, in functional and full-scale exercises, and in other work situations. If a task has multiple codes, the evaluator may evaluate in ANY of those circumstances; the trainee does not need evaluation in all the listed circumstances.

**Code C:** Task performed in training or classroom setting, including seminars and workshops.

**Code E:** Task performed during a full-scale exercise with equipment deployed under the Incident Command System (ICS).

**Code F:** Task performed during a functional exercise managed under the ICS.

**Code I:** Task performed during an incident or event managed under the ICS. Examples include oil spill, search and rescue operation, hazardous materials (hazmat) response, fire, and emergency or non-emergency (planned or unplanned) events.

**Code J:** Task performed as part of day-to-day job duties.

**Code T:** Task performed during a tabletop exercise.

**Code R:** Task performed very rarely and required only if applicable to the event.

## How to Complete the Evaluation Record Form

Each Evaluation Record Form (see next page) covers one evaluation period. Evaluation periods may involve incidents, classroom simulations, or daily duties, depending on what the PTB recommends. The AHJ determines the number of evaluations required for position qualification and designation. If evaluators need additional evaluation periods, they can copy pages from a blank PTB and attach them to the PTB in question.

### Complete these items AT THE START of the evaluation period:

**Evaluation Record Number:** Label each evaluation record with a number to identify the incident(s), exercise(s), or event(s) during which the trainee completed the PTB tasks. The evaluator should also write this number in the PTB column labeled "Evaluation Record #" for each task performed satisfactorily. This number enables reviewers of the completed PTB to ascertain the evaluators' qualifications before signing off on the PTB.

**Evaluator's name; Incident/office title and agency:** List the name of the evaluator, his/her incident position or office title, and the evaluator's home agency.

**Evaluator's home unit address and phone:** List evaluator's home unit address and phone number.

**Name and location of incident or simulation/exercise:** Identify the name (if applicable) and location where the trainee performed the tasks.

**Incident kind:** Enter the kind of incident (such as hazmat, law enforcement, wildland fire, structural fire, search and rescue, flood, or tornado).

### Complete these items AT THE END of the evaluation period:

**Number and kind of resources:** Enter the number of resources assigned to the incident, and their kind (such as team, personnel, and equipment) pertinent to the trainee's PTB.

**Evaluation period:** Enter inclusive dates of trainee evaluation. This time span may cover several small, similar incidents.

**Position type:** Enter position type (such as Type 3, Type 2, Type 1, or Single Type).

**Recommendation:** Check the appropriate line and make comments below regarding the trainee's future development needs.

**Additional recommendations/comments:** Provide additional recommendations and comments about trainee, as necessary.

**Date:** List the current date.

**Evaluator's initials:** Initial here to authenticate your recommendations and to allow for comparison with initials in the PTB.

**Evaluator's relevant qualification:** List your designation relevant to the trainee position you supervised.

## Evaluation Record Form

<b>TRAINEE NAME:</b>
<b>TRAINEE POSITION:</b>
<b>Evaluation Record Number:</b>
<b>Evaluator's name:</b>
<b>Incident/office title and agency:</b>
<b>Evaluator's home unit address and phone:</b>
<b>Name and location of incident or simulation/exercise:</b>
<b>Incident kind:</b>
<b>Number and kind of resources:</b>
<b>Evaluation period:</b>
<b>Position type:</b>
<b>Recommendation:</b> The above-named trainee performed the initialed and dated tasks under my supervision. I recommend the following for this trainee's further development: <input type="checkbox"/> The trainee has successfully performed all required tasks for the position. The AHJ should consider the individual for designation. <input type="checkbox"/> The trainee could not complete certain tasks or needs additional guidance. See comments below. <input type="checkbox"/> Not all tasks were evaluated on this assignment. An additional assignment is needed to complete the evaluation. <input type="checkbox"/> The trainee is severely deficient in the performance of tasks and needs further training prior to additional assignment(s) as a trainee for this position.
<b>Additional recommendations/comments:</b>
<b>Date:</b>
<b>Evaluator's initials:</b>
<b>Evaluator's relevant qualification:</b>

## Logistics Section Chief

### 1. **Competency: Assume position responsibilities.**

*Description:* Successfully assume the role of Logistics Section Chief and initiate position activities at the appropriate time according to the following behaviors.

#### 1a. **Behavior: Understand and comply with NIMS concepts and principles.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
1. Understand scope, roles, responsibilities, jurisdiction, and authority of responding agencies.	E, F, I		

#### 1b. **Behavior: Gather, update, and apply situational information relevant to the assignment.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
2. Gather information to identify assigned resources: <ul style="list-style-type: none"> <li>• Location and status of assigned resources.</li> <li>• Resource identifier, if assigned.</li> <li>• Supervisor name and contact information.</li> <li>• Location.</li> <li>• Assignment.</li> <li>• Resource kind, type, and quantity.</li> </ul>	E, F, I		

#### 1c. **Behavior: Ensure availability, qualifications, and capabilities of resources to complete assignment.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
3. Identify kind, type, and quantity of resources necessary to achieve objectives: <ul style="list-style-type: none"> <li>• Consider span of control when determining resource requirements and configurations.</li> </ul>	E, F, I		
4. Order necessary resources to achieve section objectives: <ul style="list-style-type: none"> <li>• Request additional personnel, supplies, services, and equipment within the established ordering processes.</li> </ul>	E, F, I		

**1d. Behavior: Establish effective relationships with relevant personnel.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>5.</b> Establish and maintain positive interpersonal and interagency working relationships: <ul style="list-style-type: none"> <li>• Outgoing incident staff or teams.</li> <li>• Local agencies.</li> <li>• Hosting unit.</li> <li>• Policy group.</li> <li>• Public.</li> <li>• Supporting agencies.</li> </ul>	E, F, I		

**1e. Behavior: Establish or determine organizational structure, reporting procedures, and chain of command of assigned resources.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>6.</b> Activate section: <ul style="list-style-type: none"> <li>• Ensure availability of appropriate resources.</li> <li>• Conduct supporting activities within operational period.</li> <li>• Follow protocol for communicating section's daily accomplishments to appropriate personnel.</li> <li>• Obtain operational rhythm from supervisor and establish daily briefing/debriefing schedule with assigned personnel.</li> <li>• Follow process for resource requests and releases for operational planning purposes.</li> <li>• Participate in planning meetings to determine section organization, support tactical assignments, and ensure resource support and coordination needs.</li> </ul>	E, F, I		
<b>7.</b> Supervise and adjust section organization and activities based on changes in incident situation and resource status: <ul style="list-style-type: none"> <li>• Maintain common operating picture throughout the section.</li> <li>• Provide for functional and geographical supervision as necessary.</li> <li>• Ensure effective use and coordination of all assigned resources.</li> <li>• Constantly monitor objectives and overall section operations for efficacy and safety.</li> </ul>	E, F, I		
<b>8.</b> Keep supervisor and assigned personnel informed of organizational changes: <ul style="list-style-type: none"> <li>• Branch, division, or group activation/deactivation.</li> <li>• Staff and unit mobilization/demobilization.</li> <li>• Any personnel changes.</li> </ul>	E, F, I		



## 2. Competency: Lead assigned personnel.

*Description:* Influence, lead, and direct assigned personnel to accomplish objectives and desired outcomes in a potentially rapidly changing environment.

### 2a. Behavior: Model leadership values and principles.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
9. Exhibit principles of duty, respect, and integrity: <ul style="list-style-type: none"> <li>• Be proficient in the job, both technically and as a leader.</li> <li>• Make sound and timely decisions.</li> <li>• Supervise staff to ensure understanding and accomplishment of duties and tasks.</li> <li>• Train and mentor assigned subordinates.</li> <li>• Keep assigned personnel informed.</li> <li>• Seek and accept responsibility for actions.</li> </ul>	E, F, I, J		

### 2b. Behavior: Ensure the health, safety, welfare, and accountability of assigned personnel.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
10. Comply with relevant health and safety requirements: <ul style="list-style-type: none"> <li>• Direct operations based on health and safety considerations and guidelines.</li> <li>• Ensure that assigned personnel follow safety guidelines appropriately.</li> <li>• Spot-check operations to ensure compliance with safety considerations.</li> </ul>	E, F, I		
11. Evaluate mental and physical fatigue of assigned personnel and make resources available to support: <ul style="list-style-type: none"> <li>• Appropriate work/rest ratio.</li> <li>• Crisis counseling.</li> </ul>	E, F, I		

### 2c. Behavior: Establish work assignments and performance expectations, monitor performance, and provide feedback.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
12. Prioritize work within the section, while considering immediate support for incident operations.	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p><b>13.</b> Periodically evaluate personnel status and operational needs to determine whether personnel assignments are appropriate:</p> <ul style="list-style-type: none"> <li>• Determine kind and number of personnel necessary for section operations.</li> <li>• Provide single personnel or teams depending on the needs of the Branch Directors, and Unit Leaders.</li> <li>• Provide for functional and geographical supervision as necessary.</li> </ul>	E, F, I		
<p><b>14.</b> Evaluate the performance of assigned personnel and ensure that staff:</p> <ul style="list-style-type: none"> <li>• Order and assign resources within the section.</li> <li>• Report on the progress or control of section operations.</li> <li>• Report on status of resources within the section.</li> </ul>	E, F, I, T		
<p><b>15.</b> Perform or supervise the duties of a Communications Unit Leader:</p> <ul style="list-style-type: none"> <li>• Maintain and repair field Information Technology and communications equipment.</li> <li>• Distribute and recover communications equipment assigned to incident personnel.</li> </ul>	E, F, I		
<p><b>16.</b> Perform the duties of a Medical Unit Leader:</p> <ul style="list-style-type: none"> <li>• Develop and maintain the medical plan.</li> <li>• Obtain medical aid and transportation for injured and ill incident personnel.</li> <li>• Coordinate with Communications Unit Leader for medical response frequencies (medevac and so on).</li> <li>• Establish responder rehabilitation procedures.</li> <li>• Supervise medical staff in providing pre-hospital and acute medical care.</li> <li>• Prepare all forms and documentation necessary to perform this position.</li> </ul>	E, F, I		
<p><b>17.</b> Perform the duties of a Food Unit Leader:</p> <ul style="list-style-type: none"> <li>• Supply food for entire incident, including remote locations.</li> <li>• Determine the food and hydration needs of incident personnel.</li> <li>• Plan menus, order food, provide cooking facilities, maintain food service areas, and manage food security and safety.</li> </ul>	E, F, I		
<p><b>18.</b> Perform the duties of a Supply Unit Leader:</p> <ul style="list-style-type: none"> <li>• Order personnel, equipment, and supplies.</li> <li>• Receive, distribute, and store all supplies for the incident.</li> <li>• Maintain an inventory of supplies.</li> <li>• Service nonexpendable supplies and equipment.</li> <li>• Prepare all forms and documentation necessary to perform this position.</li> </ul>	E, F, I		

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>19. Perform the duties of a Facilities Unit Leader:</b> <ul style="list-style-type: none"> <li>• Set up, maintain, and demobilize all facilities used in support of incident operations.</li> <li>• Provide facility maintenance and law enforcement/security services necessary for incident support.</li> <li>• Prepare all forms and documentation necessary to perform this position.</li> </ul>	E, F, I		
<b>20. Perform the duties of a Ground Support Unit Leader:</b> <ul style="list-style-type: none"> <li>• Provide ground transportation in support of incident operations.</li> <li>• Maintain and repair vehicles.</li> <li>• Perform pre- and post-use inspections.</li> <li>• Supply fuel.</li> <li>• Develop and implement the incident traffic plan.</li> <li>• Prepare all forms and documentation necessary to perform this position.</li> </ul>	E, F, I		

**2d. Behavior: Coordinate interdependent activities.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<b>21. Ensure effective use and coordination of all assigned resources:</b> <ul style="list-style-type: none"> <li>• Conduct briefing and debriefing with assigned personnel and supervisor between operational periods.</li> </ul>	E, F, I		
<b>22. Coordinate with assigned personnel and give supervisor a list of excess resources:</b> <ul style="list-style-type: none"> <li>• List may include: <ul style="list-style-type: none"> <li>○ Kind and type.</li> <li>○ Quantity.</li> <li>○ Time/date of available release.</li> </ul> </li> <li>• Review the list daily for accuracy, ensuring all branches/divisions/groups deactivate and units/staff demobilize in a timely and complete manner.</li> </ul>	E, F, I		
<b>23. Coordinate with other appropriate personnel:</b> <ul style="list-style-type: none"> <li>• Receive and transmit current and accurate information.</li> <li>• Inform appropriate team members of significant changes in operations.</li> <li>• Ensure supervisor is aware of all changes in status of resources assigned to the operation and keep status current.</li> <li>• Provide supervisor with operational status for incident status summary and situation reports.</li> </ul>	E, F, I		

<b>TASK</b>	<b>CODE</b>	<b>EVALUATION RECORD #</b>	<b>EVALUATOR INITIALS AND DATE</b>
<b>24.</b> Coordinate logistics support activities with state and local governments, other Federal agencies, the private sector, and volunteer organizations.	E, F, I		
<b>25.</b> Ensure the establishment of facilities and support services for disaster responders as required.	E, F, I		
<b>26.</b> Ensure the establishment of staging areas as required to support the incident.	E, F, I		
<b>27.</b> Coordinate and oversee the delivery and build-out of incident facilities.	E, F, I		
<b>28.</b> Coordinate the necessary procurement actions to support response requirements—a core function of the section.	E, F, I		

### 3. Competency: Communicate effectively.

*Description:* Use suitable communication techniques to share relevant information with appropriate personnel on a timely basis to accomplish objectives in a potentially rapidly changing environment.

#### 3a. Behavior: Ensure the exchange of relevant information during briefings and debriefings.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
29. Effectively communicate options, considerations, and recommendations during briefings.	E, F, I		
30. Maintain communications with other on scene staff, as appropriate.	E, F, I		

#### 3b. Behavior: Ensure documentation is complete and disposition is appropriate.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
31. Ensure incident documentation and administrative requirements are complete, according to the supervisor's direction: <ul style="list-style-type: none"> <li>• Submit incident narrative to supervisor.</li> <li>• Complete and submit activity log to appropriate personnel for each operational period.</li> <li>• Ensure all personnel and equipment time records are complete and submitted at the end of each operational period.</li> </ul>	E, F, I		
32. Assemble and submit relevant logistics documents to appropriate personnel for final incident package: <ul style="list-style-type: none"> <li>• Waybills.</li> <li>• Invoices.</li> <li>• Shift tickets.</li> <li>• Resource requests.</li> </ul>	E, F, I		
33. Apply needs of the Incident Commander and incident command staff to existing logistical resources: <ul style="list-style-type: none"> <li>• Complete resource ordering forms.</li> <li>• Operate state and local emergency management systems.</li> <li>• Complete checks on resource request forms.</li> <li>• Provide a detailed situation report.</li> </ul>	E, F, I		

#### 3c. Behavior: Communicate incident priorities and operations.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
34. Communicate priorities, objectives, and any changes throughout the section: <ul style="list-style-type: none"> <li>• Maintain common operating picture throughout the section.</li> </ul>	E, F, I		

<p><b>35.</b> Monitor section support status and develop alternate strategies to meet incident objectives:</p> <ul style="list-style-type: none"> <li>• Advise assigned staff of significant changes that may affect them.</li> </ul>	E, F, I		
<p><b>36.</b> Report unexpected occurrences (such as injuries, illnesses, accidents, political contacts, or property loss or damage):</p> <ul style="list-style-type: none"> <li>• Ensure standard information contains nature of event, location, magnitude, personnel involved, initial action taken, and appropriate subsequent action.</li> <li>• Ensure the protection of Personally Identifiable Information while reporting.</li> </ul>	E, F, I		
<p><b>37.</b> Update supervisor on current accomplishments or problems and complete incident forms as necessary.</p>	E, F, I		

#### 4. Competency: Ensure completion of assigned actions to meet identified objectives

*Description:* Identify, analyze, and apply relevant situational information and evaluate actions to complete assignments safely and meet identified objectives. Complete actions within established time frame.

##### 4a. Behavior: Execute assigned tasks, assess progress, and make necessary adjustments.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
38. Ensure that assigned tasks and expectations for the operational period are reasonable and accurate.	E, F, I		
39. Manage information postings and respond to requests for assistance.	E, F, I		
40. Hold personnel accountable for the execution of assigned tasks.	E, F, I		
41. Make appropriate decisions based on analyzed and validated information: <ul style="list-style-type: none"> <li>• Make adjustments in response to new information, changing conditions, or unexpected obstacles.</li> </ul>	E, F, I		
42. Ensure that the work completed is consistent with direction, policy, and incident objectives: <ul style="list-style-type: none"> <li>• Supervisor's direction.</li> <li>• Incident goals and objectives.</li> <li>• Other planning goals and objectives.</li> </ul>	E, F, I		

##### 4b. Behavior: Administer or apply agency policy, contracts, and agreements.

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
43. Apply agency policy, legal and fiscal constraints, and political considerations: <ul style="list-style-type: none"> <li>• Strategic plans (incident decision support documentation, Delegation of Authority if required).</li> <li>• Cost containment.</li> </ul>	E, F, I		
44. Monitor length of assignments and ensure staff follow work/rest guidelines.	E, F, I		
45. Ensure resource release priorities address contractual requirements: <ul style="list-style-type: none"> <li>• Coordinate with Finance/Administration Section.</li> </ul>	E, F, I		
46. Identify and request agreements as necessary: <ul style="list-style-type: none"> <li>• Coordinate with Finance/Administration Section.</li> </ul>	E, F, I		
47. Provide guidance on logistical regulations and policy concerns.	E, F, I		

**4c. Behavior: Modify approach based on evaluation of incident situation in accordance with overall incident objectives.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p><b>48.</b> Adjust section support for incident, based on changing conditions:</p> <ul style="list-style-type: none"> <li>• Weather.</li> <li>• Transportation constraints and limitations.</li> <li>• Incident escalation/de-escalation.</li> <li>• Incident within an incident.</li> <li>• Political considerations.</li> <li>• Public and media expectations.</li> </ul>	E, F, I		

**4d. Behavior: Plan for demobilization and ensure staff follow demobilization procedures.**

TASK	CODE	EVALUATION RECORD #	EVALUATOR INITIALS AND DATE
<p><b>49.</b> Assist in development, approval, and implementation of incident demobilization plan:</p> <ul style="list-style-type: none"> <li>• Coordinate with supervisor during development and implementation.</li> <li>• Coordinate with appropriate partners regarding demobilization procedures.</li> <li>• Coordinate section needs and responsibilities.</li> <li>• Provide information to supervisor to assist with decisions on release priorities.</li> </ul>	E, F, I		
<p><b>50.</b> Complete process for demobilizing section responsibilities:</p> <ul style="list-style-type: none"> <li>• Reinforce emphasis on safety and accountability during this phase of operations.</li> <li>• Brief section on demobilization responsibilities.</li> <li>• Ensure all section units demobilize in a timely and complete manner.</li> </ul>	E, F, I		