

NFPA® 1030

Standard for Professional Qualifications for Fire Prevention Program Positions

2024 Edition



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NFPA® 1030

Standard for

Professional Qualifications for Fire Prevention Program Positions

2024 Edition

This edition of NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, was prepared by the Technical Committees on Fire Marshal Professional Qualifications, Fire Inspector and Plan Examiner Professional Qualifications, and Public Fire Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications, released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on October 7, 2022, with an effective date of October 27, 2022.

This edition of NFPA 1030 was approved as an American National Standard on October 27, 2022.

Origin and Development of NFPA 1030

This first edition of NFPA 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, has been developed as part of the consolidation plan for NFPA's Emergency Response and Responder Safety (ERRS) standards. At the April 2019 NFPA Standards Council meeting, all ERRS technical committees and NFPA staff were directed to consolidate and unify the ERRS standards with similar content areas. The goal of this effort is to increase usability, reduce errors and conflicts, and ultimately produce greater quality standards.

The 2024 edition of NFPA 1030 marks the integration of NFPA 1031, NFPA 1035, and NFPA 1037 into a single fire prevention professional qualifications standard. One effect of this integration is that key terms have been consolidated into single definitions.

The 2024 edition also includes several important changes. Fire marshal skills have been edited and detailed to reflect the activities of a fire marshal more accurately and comprehensively. The position of First Responder Inspector has been developed in a major edit of Chapter 6 in response to a task analysis. This change impacts position titles of other roles throughout the NFPA 1031 chapters (including the complete removal of Fire Inspector III), and duties have been reviewed and consolidated to align with the revised positions. The technical committee has also determined there is little value in having two levels for Plan Examiner, so the levels have been consolidated into a single position.

Revisions to the NFPA 1035 chapters reflect an effort for prevention professionals to be more inclusive and culturally competent in their roles. This includes considering the behavioral and mental health aspects of youth firesetting prevention and intervention. Revisions have also been made to reflect new and emerging technologies, including the use of social media platforms and other electronic communications.

The process of community risk reduction has also been incorporated into several positions throughout the standard by reference to NFPA 1300, *Standard on Community Risk Assessment and Community Risk Reduction Plan Development*.

For more information about the ERRS consolidation project, see nfpa.org/errs.

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Standard for

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NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A.

A reference in brackets [] following a section or paragraph indicates material that has been extracted from another NFPA document. Extracted text may be edited for consistency and style and may include the revision of internal paragraph references and other references as appropriate. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

Information on referenced and extracted publications can be found in Chapter 2 and Annex L.

Chapter 1 Administration

1.1 Scope. This standard provides minimum requirements for professional qualifications for fire prevention program positions.

1.2 Purpose. The purpose of this standard is to specify the minimum job performance requirements for positions identified in this standard.

1.3* Application. This standard can be applied as follows:

- (1) Chapters 1 through 5 and Annexes A, B, C, F, and L constitute NFPA 1037.
- (2) Chapters 1 through 3, Chapters 6 through 8, and Annexes A, B, D, F, H, J, and L constitute NFPA 1031.
- (3) Chapters 1 through 3, Chapters 9 through 14, and Annexes A, B, E, F, I, K, and L constitute NFPA 1035.

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 470, *Hazardous Materials/Weapons of Mass Destruction (WMD) Standard for Responders*, 2022 edition.

NFPA 1026, *Standard for Incident Management Personnel Professional Qualifications*, 2024 edition.

2.3 Other Publications.

2.3.1 IAFF Publications. International Association of Fire Fighters, 1750 New York Avenue, NW, Suite 300, Washington, DC 20006-5395.

YFIRES National Data Set, 2018.

2.3.2 Other Publications.

Merriam-Webster's *Collegiate Dictionary*, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 101®, *Life Safety Code®*, 2021 edition.

NFPA 921, *Guide for Fire and Explosion Investigations*, 2021 edition.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2022 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2017 edition.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2020 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2022 edition.

NFPA 1041, *Standard for Fire and Emergency Services Instructor Professional Qualifications*, 2019 edition.

NFPA 1300, *Standard on Community Risk Assessment and Community Risk Reduction Plan Development*, 2020 edition.

NFPA 1451, *Standard for a Fire and Emergency Service Vehicle Operations Training Program*, 2018 edition.

Chapter 3 Definitions

3.1* General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3* Code. A standard that is an extensive compilation of provisions covering broad subject matter or that is suitable for adoption into law independently of other codes and standards.

3.2.4 Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

3.2.5* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.6 Shall. Indicates a mandatory requirement.

3.2.7 Should. Indicates a recommendation or that which is advised but not required.

3.2.8 Standard. An NFPA standard, the main text of which contains only mandatory provisions using the word “shall” to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA manuals of style. When used in a generic sense, such as in the phrases “standards development process” or “standards development activities,” the term “standards” includes all NFPA standards, including codes, standards, recommended practices, and guides.

3.3 General Definitions.

3.3.1* Abuse. Harmful behaviors and/or actions, as defined by local law, that place an individual at risk and require reporting.

3.3.2 Acceptable Level of Risk. See 3.3.77.1.

3.3.3 Accessibility. The degree to which a product, device, service, or environment is available to as many people as possible. Accessibility enables people with disabilities to fully participate, use a product or device, and receive information. Accessibility might require alternative formats or assistive technologies.

3.3.4 Activity. A component of a fire and life safety education program.

3.3.5* Applicable Codes and Standards. Those adopted codes and standards that are enforced by an AHJ.

3.3.6* Assessment (as applied to youth firesetting). A process by which a qualified professional will consider the psychological symptoms, consider the demands an illness or disability impose on a family, and understand the positive or negative experiences during the time periods in question to aid in the development of an intervention strategy for youth firesetting.

3.3.7* Bridging. Transitioning the topic of conversation back to the organization’s or spokesperson’s key messages.

3.3.8 Building Service Equipment. The items or components that provide lighting, heating, ventilation, and air conditioning, along with elevators and escalators.

3.3.9 Campaign. A component of an organizational fire and life safety education strategy with a predetermined time frame.

3.3.10 Candidate. A person who has applied to become a first responder inspector, fire inspector, or fire plans examiner.

3.3.11* Communications Plan. A plan that arranges an organization’s message to be delivered to an audience.

3.3.12 Community Risk. See 3.3.77.2.

3.3.13 Community Risk Reduction. See 3.3.77.3.

3.3.14 Confidentiality. A principle of law and professional ethics that recognizes the privacy of individuals.

3.3.15 Construction Documents. See 3.3.62, Plan.

3.3.16* Content Calendar. A calendar that provides a framework for sharing content with your audience.

3.3.17 Create. Design original educational or informational resource materials.

3.3.18 Cultural Competence. The ability to communicate, interact, negotiate, and intervene on behalf of people from diverse backgrounds; while working at the organizational/societal level, advocating effectively to develop new programs, practices, policies, and organizational structures that are more responsive to all groups.

3.3.19 Develop. Modification, expansion, or compilation of existing educational or informational materials or resources.

3.3.20 Due Process. The compliance with the criminal and civil laws and procedures within the jurisdiction where the incident occurred. [1033, 2022]

3.3.21 Educational Methodology. The sum of knowledge and skills, including instructional materials, used by the fire and life safety educator to create a positive outcome related to the learning objectives.

3.3.22 Evaluation.

3.3.22.1 Formative Evaluation. An evaluation that begins as a project is being formed to ensure the planned activities address the designated problem and to allow changes to be made before implementation to save resources and ensure better success.

3.3.22.2* Impact Evaluation. An evaluation that measures changes in the risks of the intended audiences, such as changes in knowledge, behaviors, or the environment.

3.3.22.3* Outcome Evaluation. An evaluation that reports whether the ultimate goals of public safety have been reached by documenting changes in fire or medical incidence, dollar losses, injuries, or deaths.

3.3.22.4* Process Evaluation. An evaluation that reports program activities completed or people involved in the program.

3.3.23 Family/Family Dynamics.

3.3.23.1* Family. The composition of individuals who live with and/or care for a youth(s).

3.3.23.2 Family Dynamics. The structure and characteristics of a person's living environment(s), including relatives, legal guardian(s), caregivers, and other relationships, and their interactions with each other.

3.3.24 Fire and Life Safety Education. Comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment.

3.3.25 Fire and Life Safety Education Program Manager (FLSEPM). An individual who has demonstrated the ability to manage a fire and life safety education program, which includes creating, administering, and evaluating educational programs as well as managing program staff.

3.3.26 Fire and Life Safety Education Strategy. An organization's comprehensive plan that is designed, through fire and life safety education programs, campaigns, and initiatives, to eliminate or mitigate risks that endanger lives, health, property, or the environment.

3.3.27 Fire and Life Safety Educator (FLSE).

3.3.27.1 Fire and Life Safety Educator I (FLSE I). The individual who has demonstrated the ability to coordinate and deliver existing educational programs and information.

3.3.27.2 Fire and Life Safety Educator II (FLSE II). The individual who has demonstrated the ability to prepare educational programs and information to meet identified needs.

3.3.28 Fire Growth Potential. The potential size or intensity of a fire over a period of time based on the available fuel and the fire's configuration.

3.3.29 Fire Inspector. An individual who meets the job performance requirements specified in this standard and applies codes and standards, performs fire inspections, plans review duties, facilitates training, and resolves code-related issues.

3.3.30 Fire Investigator. An individual who has demonstrated the skills and knowledge necessary to conduct, coordinate, and complete an investigation. [1033, 2022]

3.3.31* Fire Marshal. A person designated to provide delivery, management, or administration of fire-protection- and life-safety-related codes and standards, investigations, community risk reduction, education, or prevention services for local, county, state, provincial, federal, tribal, or private sector jurisdictions as adopted or determined by that entity.

3.3.32 Fire Plans Examiner. An individual who meets the job performance requirements specified in Chapter 8 and conducts plan reviews and interprets applicable codes and standards.

3.3.33 Fire Science. The body of knowledge concerning the study of fire and related subjects (such as combustion, flame, products of combustion, heat release, heat transfer, fire and explosion chemistry, fire and explosion dynamics, thermodynamics, kinetics, fluid mechanics, fire safety) and their interaction with people, structures, and the environment. [921, 2021]

3.3.34* Firesetting. Any unsanctioned incendiary use of fire, including both intentional and unintentional involvement, whether or not an actual fire and/or explosion occurs.

3.3.35 First Responder Inspector. An individual who meets the job performance requirements specified in this standard and performs inspections at the direction of the AHJ.

3.3.36 Formative Evaluation. See 3.3.22.1.

3.3.37 Impact Evaluation. See 3.3.22.2.

3.3.38 Incident Information Worksheet. A worksheet used to give an official statement or an account of any emergency-related situation, event, or incident that is distributed publicly to the media.

3.3.39 Initiative. A fire or life safety program that targets a specific issue and audience(s) and is terminated when program goals are achieved.

3.3.40 Instructional Technology. The use of software and hardware to enhance the learner experience and engage learners in the content. [1041, 2019]

3.3.41* Intake/Interview.

3.3.41.1 Intake. The process of collecting initial information from the youth and family regarding the incident(s) that brought the youth to the program.

3.3.41.2 Interview. The process of gathering and/or disseminating information.

3.3.42 Interagency Network. A group of agencies, including but not limited to public safety, social services, mental health, education, and health care providers, working in a formal/informal partnership to address youth firesetting.

3.3.43 Intervention. A formal process for firesetting behavior that includes intake, interview, education, referral, and evaluation.

3.3.44 Investigation. A systematic inquiry or examination.

3.3.45 Job Performance Requirement (JPR). A written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [1000, 2022]

3.3.46* Joint Information Center (JIC). As part of the incident command structure in the National Incident Management System, a central location that facilitates operation of the joint information system (JIS), where personnel with public information responsibilities perform critical emergency information functions, crisis communications, and public affairs functions.

3.3.47* Joint Information System (JIS). As a function of the incident command structure in the National Incident Management System, a system that provides the mechanism to organize, integrate, and coordinate information to ensure timely, accurate, accessible, and consistent messaging across multiple jurisdictions or disciplines with nongovernmental organizations and the private sector, including the plans, protocols, procedures, and structures used to provide public information.

3.3.48 Jurisdiction. A governmental, corporate, contractual, or other legally defined boundary.

3.3.49* Jurisdictional Requirements. Those documents or controls, other than codes and standards, that are legally adopted and enforced by a jurisdiction.

3.3.50 Lesson. A component of a program in which the educator directly presents fire or life safety information to a group.

3.3.51 Liability. Legal responsibility and accountability for an act or process related to a program.

3.3.52 Marketing Plan. A written document that describes the advertising and marketing efforts for programs, campaigns, and educational events, and includes a statement of the marketing situation, target markets, and organizational goals.

3.3.53* Means of Egress. A continuous and unobstructed way of travel from any point in a building or structure to a public way consisting of three separate and distinct parts: (1) the exit access, (2) the exit, and (3) the exit discharge. [101, 2021]

3.3.54 Media Advisory. A tool used to invite members of the media to a scheduled event or activity.

3.3.55* Model Program Measures. A uniform way to design and evaluate programs.

3.3.56 Neglect. Failure to act on behalf of or in protection of an individual in one's care.

3.3.57 News Release. An official statement or account of a situation, event, or incident prepared and distributed publicly or to the media.

3.3.58 Organization. The operational unit within the jurisdiction in which the fire marshal functions.

3.3.59 Outcome Evaluation. See 3.3.22.3

3.3.60 People-First Language. Language that puts the person first, not the person's condition or disability. People with disabilities are people first — they are not their diagnoses or their disabilities. People-first language is a respectful, accurate manner in which to speak and write about people who happen to have a disability.

3.3.61 Personal Protective Clothing. Clothing provided for the fire inspector's personal protection, including a helmet/hard hat, safety glasses, safety shoes/boots, gloves, and coveralls.

3.3.62* Plan. A graphic representation of a building structure or portion of a building structure, fire protection system, or fire assembly or equipment.

3.3.63 Prepared Program. An assembled kit, including a lesson plan, behavioral objectives, presentation outline, instructional materials, and evaluation instruments, that is ready to be presented.

3.3.64 Process and Operations. Include the manufacture, storage, and transportation of goods and chemicals; the storage and dispensing of flammable and combustible liquids, solids, and gases; and the manufacture, use, storage, and transportation of explosives, spray painting, milling, and the like.

3.3.65 Process Evaluation. See 3.3.22.4

3.3.66* Professional Development. A continuous process of training, education, knowledge, and skills enhancement.

3.3.67 Program. A comprehensive strategy that addresses community risk and continues until it is no longer generating value.

3.3.68 Public Information Officer (PIO). The individual who has demonstrated the ability to conduct media interviews and prepare news releases and media advisories.

3.3.69 Qualification. Having satisfactorily completed the requirements of the objectives. [1021, 2020]

3.3.70 Qualified. A determination by an AHJ that an individual has demonstrated compliance through evaluation of the individual's knowledge, skills, and abilities.

3.3.71 Recidivism. Recurrence of firesetting behavior.

3.3.72 Referral. An act or process by which an individual and/or family gain access to a program or community resources.

3.3.73 Regulatory. Code enforcement, fire inspection, or plans examination.

3.3.74 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task.

3.3.75 Requisite Skills. The essential skills one must have in order to perform a specific task.

3.3.76 Resources. Any personnel, materials, or both, including volunteer educators, educational or promotional materials, and financial resources, required to meet the needs of a program.

3.3.77 Risk. A measure of the probability and severity of adverse effects that result from exposure to a hazard. [1451, 2018]

3.3.77.1* Acceptable Level of Risk. Level of human and/or material injury or loss that is considered to be tolerable by a community or authorities in view of the social, political, and economic cost-benefit analysis. [1300, 2020]

3.3.77.2 Community Risk. Risk that pertains to the community, including the aggregate potential of loss or damage to critical infrastructure, individual properties, or stakeholders that could have a significant detrimental impact on the overall community. [1300, 2020]

3.3.77.3* Community Risk Reduction. A process to identify and prioritize local risks, followed by the integrated and strategic investment of resources to reduce their occurrence and impact. [1300, 2020]

3.3.77.4 Target Risk. A risk that has been identified by analysis of data, has been evaluated by the authority having jurisdiction and/or stakeholders, and is to be mitigated.

3.3.78 Shop Drawings. Scaled working drawings, equipment cutsheets, and design calculations. (See 3.3.62, *Plan*.)

3.3.79 Strategy. A comprehensive organizational plan that is designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs.

3.3.80 Supervisor. An individual responsible for overseeing the performance or activity of other members. [1021, 2020]

3.3.81 Systems.

3.3.81.1 Fire Protection Systems. Systems, devices, and equipment used to detect a fire and its by-products, activate an alarm, or suppress or control a fire and its by-products, or any combination thereof.

3.3.81.2* Life Safety Systems. Those systems that enhance or facilitate evacuation, smoke control, compartmentalization, and/or isolation.

3.3.81.3 Security Systems. Several items of equipment, processes, design features, and actions or behaviors intended to discover, report, deter, or delay criminal acts from being perpetrated against persons or property.

3.3.82 Target Risk. See 3.3.77.4.

3.3.83 Task. A specific job behavior or activity. [1002, 2017]

3.3.84 Third Party. A professional qualified as a result of training, education, and experience who can perform a compliance and hazard analysis.

3.3.85 Youth Firesetting Behavior. The behavior exhibited by a person through the age of 18, or as defined by the authority having jurisdiction, involved in the misuse of fire or firesetting.

3.3.86* Youth Firesetting Information Repository and Evaluation System (YFIRES). A national repository for the collection, dissemination, and reporting of data and program experiences generated by youth firesetting prevention and intervention programs.

3.3.87* Youth Firesetting Information Repository and Evaluation System (YFIRES) National Data Set. Data elements most common to youth firesetter intervention programs that can be collected on a large scale and not breach the confidentiality of a participant.

3.3.88 Youth Firesetting Prevention and Intervention Program Manager (YFPIPM). The individual who has demonstrated the ability to manage a youth firesetting intervention program and the activities of youth firesetting prevention and intervention specialist (YFPIS).

3.3.89 Youth Firesetting Prevention and Intervention Specialist (YFPIS). The individual who has demonstrated the ability to conduct an intake/interview with a youth exhibiting firesetting behavior and their family using prepared forms and guidelines and who, based on program policies and procedures, determines the need for referral or implements educational intervention strategies to mitigate effects of firesetting behavior.

3.3.90* Youth Firesetting Prevention and Intervention (YFPI) Components.

3.3.90.1* Evaluation. The fifth component of the YFPI process, which involves determining program performance, following up with graduates of YFPI programs to determine recidivism, and making necessary adjustments to the YFPI process.

3.3.90.2* Identification Method. The first component of the YFPI process, which involves the recognition of firesetting behavior in a community by caregivers and/or professionals who work with youth or members of the community.

3.3.90.3 Intake Process. The second component of the YFPI process, which involves the initiation of the chain of accountability for a youth engaged in firesetting behaviors,

including communication with the caregivers and documentation of the firesetting activities.

3.3.90.4* Intervention Services. The fourth component of the YFPI process, which involves services that meet the needs of a youth in order to reduce or eliminate firesetting behaviors.

3.3.90.5 Screening/Interview Process. The third component of the YFPI process, which involves conducting a formal interview using a specialized form or series of firesetting behavior-specific questions to guide intervention services.

Chapter 4 Fire Marshal — Core (NFPA 1037)

4.1 Administration.

4.1.1* Scope. Chapters 4 and 5 identify the minimum job performance requirements (JPRs) for fire marshal.

4.1.2* Purpose. The purpose of Chapters 4 and 5 is to specify the minimum JPRs for serving as a fire marshal in either the private or public sector.

4.1.2.1 Chapters 4 and 5 shall define the minimum qualifications of a fire marshal.

4.1.2.2 The intent of Chapters 4 and 5 shall be to ensure that personnel serving as a fire marshal are qualified.

4.1.2.3* Chapters 4 and 5 shall not address organizational structure or management scope within the organization.

4.1.2.4 It is not the intent of Chapters 4 and 5 to restrict any jurisdiction from exceeding or combining these minimum requirements.

4.1.2.5 JPRs for each level and position are the tasks personnel shall be able to perform to carry out the job duties.

4.1.2.6* A fire marshal shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

4.1.2.7 The fire marshal shall complete approved continuing education annually as established by the AHJ.

4.1.3 Application. The application of Chapters 4 and 5 are to specify which requirements within the document shall apply to fire marshal.

4.1.3.1 The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and all applicable NFPA standards.

4.1.3.2 It shall not be required that the JPRs be mastered in the order in which they appear.

4.1.3.3 The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs of Chapters 4 and 5.

4.1.3.4* Performance of each requirement of Chapters 4 and 5 shall be evaluated by personnel approved by the AHJ.

4.1.3.5 The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

4.1.3.6 Personnel assigned the duties of fire marshal shall meet all the requirements defined in Chapter 4 prior to being considered as qualified.

4.1.3.7 Fire marshals assigned to one or more of the mission-specific responsibilities listed in Chapter 5 shall also meet the job performance requirements of the applicable mission-specific responsibilities contained in Chapter 5.

4.1.3.8 The AHJ shall provide personal protective clothing and the equipment necessary to conduct assignments.

4.1.3.9 JPRs involving exposure to products of combustion shall be performed in approved PPE.

4.1.3.10 Prior to an individual being assigned the duties of a fire marshal, the individual shall meet the following requirements:

- (1)* Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ

4.1.3.11 The AHJ shall conduct a thorough background and character investigation prior to accepting an individual as a candidate for the position of fire marshal.

4.1.3.12 Wherever in Chapters 4 and 5 the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.

4.1.4 Units. In Chapters 4 and 5, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 4.1.4.)

4.2 General.

4.2.1 The fire marshal shall meet all of the core job performance requirements defined in Sections 4.3 through 4.6.

4.2.2* The fire marshal shall perform duties in accordance with applicable safety standards.

4.2.3* The fire marshal shall have access to the applicable codes, standards, and jurisdictional requirements associated with any assignments.

4.3* Administrative Duties. The fire marshal shall provide the services and perform the duties assigned or designated by the jurisdiction.

4.3.1* Administer jurisdictional requirements related to the roles and responsibilities of the fire marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the fire marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.

Table 4.1.4 US-to-SI Conversions

Quantity	US Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft ²)	square meter (m ²)	1 ft ² = 0.0929 m ²

(A) Requisite Knowledge. Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.

(B) Requisite Skills. The ability to use verbal and written communication skills; consolidate information and data from a variety of sources for short- and long-term planning purposes; forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.

4.3.2 Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.

(A) Requisite Knowledge. Minimum staffing requirements, available human resources, and jurisdictional requirements.

(B) Requisite Skills. The ability to use interpersonal skills and verbal and written communication skills.

4.3.3* Establish a strategic and operational plan, given organizational goals and objectives, legal requirements, and available resources, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources.

(A) Requisite Knowledge. Organizational structure, legal requirements, organizational mission, fundamental strategic planning processes, organizational staffing, roles and responsibilities, and stakeholder relationships.

(B) Requisite Skills. The ability to use verbal and written communication skills; consolidate information and data from a variety of sources for short- and long-term planning purposes; forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.

4.3.4 Establish a budget, given the available resources, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.

(A) Requisite Knowledge. Organizational budgeting process and basic accounting requirements.

(B) Requisite Skills. The ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of fire marshal, and ability to communicate the budgetary needs to support the roles and responsibilities of the fire marshal.

4.3.5 Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.

(A) **Requisite Knowledge.** Organizational budgetary process and basic accounting requirements.

(B) **Requisite Skills.** The ability to track and analyze trends of financial data pertinent to the roles and responsibilities of fire marshal.

4.3.6 Guide the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.

(A) **Requisite Knowledge.** Recognize principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.

(B) **Requisite Skills.** Apply evaluative methods, use verbal and written communication skills, and organize data.

4.4* Community Risk Reduction. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community.

4.4.1 General Requisite Knowledge. Appropriate codes and standards; federal, state, and local requirements; incident response; demographic, behavioral, and target hazard data for the appropriate design; development and implementation of specific community risk reduction programs, including guidance provided by NFPA 1300.

4.4.2 Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information, including loss, so that a community risk profile can be developed based on an acceptable level of risk.

(A) **Requisite Knowledge.** Occupancy types, levels of protection, emergency response capability, loss history, and the unique hazards associated with the community.

(B) **Requisite Skills.** The ability to compare hazards, probability of occurrence, and consequence to established risk and to rank those risks based on the effect to and in the community.

4.4.3 Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.

(A) **Requisite Knowledge.** Target risks, available input and output, available data management systems, available personnel, and related organizational policies.

(B) **Requisite Skills.** The ability to establish the parameters for data and information collection, and maintain data management and storage systems.

4.4.4 Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.

(A) **Requisite Knowledge.** Facts, trends, and high-risk areas.

(B) **Requisite Skills.** The ability to analyze and interpret data and information and identify trends.

4.4.5* Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.

(A) **Requisite Knowledge.** Data and information trends, community perceptions of risk, available resources, potential solutions, and constraints.

(B) **Requisite Skills.** The ability to evaluate risk, compare risk to an established or perceived level of risk, and identify potential solutions.

4.4.6 Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established.

(A) **Requisite Knowledge.** Effects of external and internal influences upon the risk management solutions, available resources, and costs.

(B) **Requisite Skills.** The ability to identify and evaluate the effects of internal and external influences on the risk management solutions.

4.4.7 Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.

(A) **Requisite Knowledge.** Roles and responsibilities of other organizational groups and how the proposed risk management solution(s) affect those other units.

(B) **Requisite Skills.** The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities of the other organizational groups.

4.4.8 Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation.

(A) **Requisite Knowledge.** Roles and responsibilities of community stakeholders and how the risk management solution(s) affect those stakeholders.

(B) **Requisite Skills.** The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities of the other community stakeholders.

4.4.9 Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved.

(A) **Requisite Knowledge.** The goals and objectives, available information, established level of risk, and evaluation methodologies.

(B) **Requisite Skills.** The ability to interpret and analyze the data on the impact of the risk management program.

4.4.10 Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated.

(A) **Requisite Knowledge.** Applicable codes, standards, and jurisdictional requirements and their development process.

(B) Requisite Skills. The ability to use evaluative methods, use consensus-building techniques, use verbal and written communication skills, and organize plans.

4.5* Community Relations. This duty involves the development and maintenance of effective relationships within the community.

4.5.1* Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, so that a schedule is established for ongoing contacts.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to use verbal and written communication skills.

4.5.2* Present safety proposals to community groups, given a list of groups with shared concerns, and an understanding of relevant safety measures, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated.

(A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations.

(B) Requisite Skills. The ability to use verbal and written communication skills.

4.5.3 Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, and television; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner.

(A) Requisite Knowledge. Methods of disseminating information to the media, media needs, and organizational policies for media relations.

(B) Requisite Skills. The ability to maintain a constructive relationship with media groups and provide written and verbal information.

4.5.4 Participate in media interviews, given information about organizational goals and prevention practices and strategies; and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner.

(A) Requisite Knowledge. Interview methodology and techniques, organizational policies and practices.

(B) Requisite Skills. The ability to use verbal and written communication skills and demonstrate proper interview techniques.

4.6* Professional Development. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements for professional development, according to the JPRs in 4.6.2 through 4.6.6.

4.6.1* General Requisite Knowledge. Training and professional development principles, guides, and standards.

4.6.2 Identify and prioritize professional development needs, within the department given jurisdictional requirements, so that professional development requirements are established.

(A) Requisite Knowledge. Needs analysis, task analysis, jurisdictional requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments.

(B) Requisite Skills. Conducting research, facilitating committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.

4.6.3 Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements.

(A) Requisite Knowledge. Organizational goals and requirements, instructional design, adult learning principles, and principles of performance-based education.

(B) Requisite Skills. The ability to conduct instructional planning and evaluate training options.

4.6.4 Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, available resources, and instructional methods.

(B) Requisite Skills. The ability to assign responsibility, conduct research, facilitate committee meetings, organize information, use verbal and written communication skills, and interpret data.

4.6.5 Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives.

(A) Requisite Knowledge. Organizational goals and objectives, record-keeping systems, data acquisition techniques, and instructional methods.

(B) Requisite Skills. The ability to analyze and evaluate data.

4.6.6 Anticipate organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned.

(A) Requisite Knowledge. Professional trends, emerging technologies, future organizational constraints, and future resources.

(B) Requisite Skills. The ability to conduct research, evaluate trends, and forecast needs.

Chapter 5 Fire Marshal — Mission-Specific (NFPA 1037)

5.1 General.

5.1.1 Fire marshals assigned mission-specific responsibilities within the jurisdiction shall meet the job performance requirements defined in Sections 5.2 through 5.4.

5.1.2 Fire marshals assigned mission-specific responsibilities within the jurisdiction shall have additional job performance requirements that are specific to their jurisdiction and expected tasks as determined by the AHJ.

5.1.3 Fire marshals assigned mission-specific responsibilities shall perform all the job performance requirements listed in at least one level of the mission-specific designations (*see Sections 5.2 through 5.4*):

- (1) For qualification to manage regulatory fire inspection and/or plans examination programs, the fire marshal shall meet the job performance requirements defined in Sections 5.2.1 through 5.2.13 (*see Section 5.2*).
- (2) For qualification to manage fire and life safety education, the fire marshal shall meet the job performance requirements defined in 5.3.1 through 5.3.7 (*see Section 5.3*).
- (3) For qualification to manage investigations, the fire marshal shall meet the job performance requirements defined in 5.4.1 through 5.4.7 (*see Section 5.4*).

5.2 Regulatory Programs. This duty involves development, management, and application of regulatory programs.

5.2.1 General Requisite Knowledge. Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment, including, but not limited to, fire, building, and life safety codes.

5.2.2 Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency.

(A) Requisite Knowledge. Applicable jurisdictional requirements; applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements; statistical analysis; model codes and standards development process; and identified facts, trends, and high-risk areas.

(B) Requisite Skills. The ability to apply the required knowledge to the organizational jurisdictional requirements; to apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process; and to apply statistical analysis to a problem.

5.2.3 Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; implementing documents and methods; and technological tools to aid compliance inspections.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the inspection functions and programs.

5.2.4 Manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations, given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction.

(A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; workflow processes of the jurisdiction; and technological tools for the plan review process.

(B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the plan review functions and program and to assign tasks.

5.2.5 Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Administrative and legal processes for managing appeals.

(B) Requisite Skills. The ability to manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements.

5.2.6 Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions.

(A) Requisite Knowledge. Record-keeping requirements of the jurisdiction.

(B) Requisite Skills. The ability to manage records according to the applicable requirements.

5.2.7 Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met.

(A) Requisite Knowledge. Legal processes for managing permits, licenses, and/or certificates of fitness.

(B) Requisite Skills. The ability to manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements.

5.2.8* Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements, and administrative and legal considerations of compliance interpretations.

(B) Requisite Skills. The ability to evaluate prescriptive codes, standards, and jurisdictional requirements and use verbal and written communication skills.

5.2.9* Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets

the intent of the codes, standards, and jurisdictional requirements.

(A) Requisite Knowledge. Codes, standards, and jurisdictional requirements; administrative and legal considerations of equivalencies, alternative methods, and performance-based design; evaluative programs for objective analysis of alternative compliance measures; and technological solutions for alternative compliance measures.

(B) Requisite Skills. The ability to evaluate and verify the validity of nonprescriptive design approaches and to develop jurisdictional requirements for the administration of alternative compliance programs.

5.2.10 Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken.

(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and administrative and legal considerations for managing and resolving complaints.

(B) Requisite Skills. The ability to evaluate and resolve complaints through use of the appropriate legal and administrative requirements.

5.2.11* Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are defined, concise, and in accordance with the legal obligations of the jurisdiction.

(A) Requisite Knowledge. Jurisdictional requirements and management objectives for the regulatory management program.

(B) Requisite Skills. The ability to interpret jurisdictional requirements and to write jurisdictional requirements in accordance with administrative and legal guidelines.

5.2.12* Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed.

(A) Requisite Knowledge. Other regulatory agencies that affect the local jurisdiction and administrative and legal authorities pertaining to the program.

(B) Requisite Skills. The ability to evaluate other regulatory agencies' requirements and to negotiate and resolve conflicts.

5.2.13* Utilize the concepts of fire department emergency operations and firefighter safety, given the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements, so that fire department emergency operations and firefighter safety are considered.

(A) Requisite Knowledge. Basics of fire department fire-ground operations, strategy and tactics, apparatus placement on a fireground, and water supply operations.

(B) Requisite Skills. The ability to apply the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements in a manner that incorporates considerations for fire department operations and firefighter safety.

5.3 Fire and Life Safety Education. This duty involves managing fire and life safety educational programs.

5.3.1 General Requisite Knowledge. Fire and life safety education planning and evaluation processes, management of educational programs, and professional development requirements, including those contained in Chapters 9 through 14.

5.3.2 Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

(A) Requisite Knowledge. Fire and life safety education issues, program issues, community risks, community resources, and cost/benefit analysis methods.

(B) Requisite Skills. Design and apply program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.

5.3.3 Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership.

(A) Requisite Knowledge. Potential community partners with shared concerns and resources and team development dynamics.

(B) Requisite Skills. The ability to facilitate meetings, motivate partners to achieve goals, and manage and maintain teamwork.

5.3.4 Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that members are informed of their role within the organization's fire and life safety education strategy.

(A) Requisite Knowledge. Organization mission statement, goals, policies, and education strategy.

(B) Requisite Skills. Develop an awareness campaign, disseminate information within the organization, and implement market strategy.

5.3.5 Manage the fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are described.

(A) Requisite Knowledge. Recognize the policy process of the organization and educational activities and outcomes.

(B) Requisite Skills. Generate reports and interpret data.

5.3.6 Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported.

(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies, survey policies, and procedures.

(B) Requisite Skills. The ability to apply evaluation practices and procedures.

5.3.7* Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included.

(A) Requisite Knowledge. Program administration issues, community concerns, and available resources.

(B) Requisite Skills. The ability to select program components, stimulate interest among community groups, and establish partnerships and collaborative efforts.

5.4* Investigation. This duty involves the management of a variety of investigations.

5.4.1* General Requisite Knowledge. Codes, standards, and jurisdictional requirements, as they relate to the investigative process.

5.4.2* Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within the organizational policies.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws; investigation methodology; and applicable codes, standards, and jurisdictional requirements to conduct investigations.

(B) Requisite Skills. The ability to manage the investigative process and evaluate the results.

5.4.3* Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements, and other pertinent references.

(B) Requisite Skills. The ability to write technical reports and compile and analyze investigative data.

5.4.4 Conduct investigative analysis, given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced.

(A) Requisite Knowledge. Verbal and written communication and statistical analysis.

(B) Requisite Skills. The ability to evaluate data and write technical reports.

5.4.5 Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations so that investigators are protected and equipped and investigations are conducted according to safety requirements.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial laws, regulations, and standards for the safety of employees; technical knowledge of equipment; and use of personal protective ensemble and tools needed for investigations.

(B) Requisite Skills. The ability to coordinate tasks and people, write procedures, communicate, and utilize resources.

5.4.6* Develop and manage a comprehensive investigation program, given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe.

(A) Requisite Knowledge. Technical writing and procedure/policy formatting, policy issues, law and legal aspects of investigations, and codes, standards, and jurisdictional requirements.

(B) Requisite Skills. The ability to use verbal and written communication skills.

5.4.7* Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be investigated.

(A) Requisite Knowledge. Local, state, federal, tribal, and provincial resources available for use.

(B) Requisite Skills. The ability to use verbal and written communication skills and utilize resources.

Chapter 6 First Responder Inspector (NFPA 1031)

6.1 Administration.

6.1.1* Scope. Chapters 6 through 8 identify the minimum job performance requirements (JPRs) for first responder inspector, fire inspector, and fire plans examiner.

6.1.2 Purpose. The purpose of Chapters 6 through 8 are to specify the minimum job performance requirements for serving as a first responder inspector, fire inspector, and fire plans examiner.

6.1.2.1* Chapters 6 through 8 shall not address management responsibility.

6.1.2.2 It is not the intent of Chapters 6 through 8 to restrict any jurisdiction from exceeding or combining these minimum requirements.

6.1.3 General.

6.1.3.1* The first responder inspector, fire inspector, or fire plans examiner candidate shall be skilled in written and oral communications, public relations, and basic mathematics.

6.1.3.2* The first responder inspector, fire inspector, or fire plans examiner candidate shall meet the job performance requirements of Section 5.2 of NFPA 470.

6.1.3.3 The job performance requirements for each level of progression shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

6.1.3.4 The job performance requirements need not be mastered in the order in which they appear.

6.1.3.5 The local, state/provincial, or federal training programs shall establish the instructional priority and the training program content to prepare individuals to meet the job performance requirements of Chapters 6 through 8.

6.1.3.6* Evaluation of job performance requirements shall be by individuals approved by the AHJ.

6.1.3.7 Prior to appointment or assignment to a position, personnel shall meet the following requirements as established by the AHJ:

- (1) Educational requirements
- (2) Age requirements
- (3) Medical requirements
- (4) Job-related physical performance requirements

- (5) Background investigation requirements
- (6) Character traits as required by the position

6.1.3.8 A person assigned the duties of first responder inspector shall meet all of the requirements defined in Chapter 6 prior to being qualified as a first responder inspector.

6.1.3.9* A person assigned the duties of fire inspector shall meet all of the requirements defined in Chapter 7 prior to being qualified as a fire inspector.

6.1.3.10 A person assigned the duties of fire plans examiner shall meet all of the requirements defined in Chapter 8 prior to being qualified as a fire plans examiner.

6.1.3.11* The first responder inspector, fire inspector, and fire plans examiner, who performs or supports the duties and responsibilities covered by this standard shall remain current with the required requisite knowledge, requisite skills, and individual JPRs addressed for each level or position of qualification to maintain proficiency and competency with the JPRs covered in this standard.

6.1.3.12* The first responder inspector, fire inspector, or fire plans examiner shall perform assigned duties in accordance with applicable safety standards.

6.1.3.13* The AHJ shall provide personal protective clothing and the equipment necessary to conduct assigned inspections and plan review.

6.1.3.14* The first responder inspector, fire inspector, or fire plans examiner shall be provided with codes and standards, and the policies and procedures applicable to the AHJ and their assignment.

6.1.3.15 The first responder inspector, fire inspector, and fire plans examiner shall complete inspections, plan review duties, and perform other related activities, so that available time is used efficiently.

6.1.3.16* The first responder inspector, fire inspector, and fire plans examiner shall be able to develop written correspondence to communicate fire protection and fire and life safety code requirements, so that the correspondence provides an accurate interpretation of applicable codes and standards and is for the intended audience.

6.1.3.17* The first responder inspector, fire inspector, and fire plans examiner shall maintain records and related documents, so that information can be retrieved and filed in compliance with the record-keeping policies of the AHJ.

6.1.3.18 The first responder inspector, fire inspector, and fire plans examiner shall be able to read plans in a format acceptable to the AHJ.

6.2* General. The first responder inspector shall meet the job performance requirements defined in Sections 6.2 through 6.6.

6.3* Administrative Duties. This duty involves the preparation of inspection reports, handling of complaints, and maintenance of records, as well as maintaining dialogue with fire inspectors and fire plans examiners and other relevant personnel, according to the job performance requirements in 6.3.1 through 6.3.6.

6.3.1 Prepare internal written correspondence to communicate fire protection and prevention concerns, given a common fire safety issue, so that the correspondence is concise, accurately

reflects applicable codes and standards, and is appropriate for the intended audience.

(A) Requisite Knowledge. Applicable policies of the AHJ.

(B) Requisite Skills. Communication methods as prescribed by the AHJ.

6.3.2 Prepare inspection reports, given AHJ policy and procedures, and observations from a field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and provides actions required based on the policies of the AHJ.

(A) Requisite Knowledge. Applicable policies, codes, and standards adopted by the AHJ

(B) Requisite Skills. The ability to conduct a field inspection, apply AHJ policy, and communicate orally and in writing.

6.3.3* Identify the applicable code or standard, given fire protection, fire prevention, or life safety deficiencies observed during an assigned fire inspection, so that the applicable document, edition, and section are referenced.

(A) Requisite Knowledge. Fire and life safety codes and standards, and policies as determined by the AHJ.

(B) Requisite Skills. The ability to apply codes, standards, and policies as determined by the AHJ.

6.3.4* Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated to the building owner, owner's representative, occupant, event organizer, and fire prevention staff in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Permit policies of the AHJ and the rationale for the permit.

(B) Requisite Skills. The ability to communicate orally and in writing.

6.3.5* Investigate assigned complaints, given a reported situation or condition, so that complaint information is recorded, and the findings are forwarded to the AHJ in accordance with AHJ policy.

(A) Requisite Knowledge. Applicable policies of the AHJ.

(B) Requisite Skills. The ability to recognize problems, apply fire prevention principles, communicate orally and in writing, and forward as required to the AHJ.

6.3.6 Identify fire and life safety hazards or conditions, given a fire protection, fire prevention, or life safety issue, so that the applicable action is taken per AHJ policy.

(A) Requisite Knowledge. Fire and life safety hazards and the applicable codes and standards and the policies of the AHJ.

(B) Requisite Skills. The ability to apply codes, standards, and policies.

6.4 Legal.

6.4.1 This duty involves the knowledge of various legal proceedings such as enforcement of the adopted codes and standards of the AHJ, handling various complaints, and initiating legal action where necessary.

6.4.2* Ability to participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with the AHJ and legal counsel, so that all information is presented factually and the inspector's demeanor is professional.

(A) Requisite Knowledge. The legal requirements pertaining to evidence rules in the legal system and types of legal proceedings in accordance with the AHJ.

(B) Requisite Skills. The ability to maintain a professional demeanor, communicate, listen, and differentiate facts from opinions.

6.5 Field Inspection. This duty involves conducting assigned fire safety inspections of existing structures and properties to identify fire and life safety hazards, according to the job performance requirements in 6.5.1 through 6.5.10.

6.5.1* Determine code compliance, given the codes and standards, the policies of the AHJ, and a fire protection issue, so that the applicable codes, standards, and policies are identified and compliance is determined.

(A) Requisite Knowledge. An understanding of inspection practices and applying code requirements.

(B) Requisite Skills. The ability to observe, recognize, and report problems.

6.5.2 Identify the fire and life safety hazards, given an existing occupancy, so that violations are identified based on a specific occupancy.

(A) Requisite Knowledge. Fire and life safety hazards by occupancy.

(B) Requisite Skills. The ability to make observations, identify violations, and forward observations and hazards to the AHJ.

6.5.3 Verify occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that the classification is made according to the applicable codes and standards.

(A) Requisite Knowledge. Occupancy classification types adopted by the AHJ.

(B) Requisite Skills. The ability to observe, recognize, and report problems.

6.5.4* Verify that the means of egress elements are maintained, given an existing occupancy, so that the elements are free of obstructions; easily operated; not locked; and that deficiencies are identified, documented, and reported in accordance with the applicable policies of the AHJ.

(A) Requisite Knowledge. Applicable knowledge related to means of egress elements, and maintenance requirements of egress elements.

(B) Requisite Skills. The ability to observe and recognize problems, and make decisions related to means of egress.

6.5.5 Verify posted occupant load, given an occupancy classification, so that a building or structure is occupied in accordance with applicable codes and standards and policies of the AHJ.

(A) Requisite Knowledge. An understanding of occupant loads.

(B) Requisite Skills. The ability to observe, recognize, and report problems to the AHJ.

6.5.6* Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. An understanding of the components and operation of fixed fire suppression systems and applicable codes and standards.

(B) Requisite Skills. The ability to observe, make decisions, recognize problems, and read reports.

6.5.7* Determine the operational readiness of existing fire detection and alarm systems, given observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. An understanding of the components and operation of fire detection and alarm systems and devices and applicable codes and standards.

(B) Requisite Skills. The ability to observe, make decisions, recognize problems, and read reports.

6.5.8* Determine the operational readiness of existing portable fire extinguishers, given field observations so that the equipment is in an operational state, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. An understanding of portable fire extinguishers, including their components.

(B) Requisite Skills. The ability to observe, make decisions, and recognize and report problems.

6.5.9* Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained and deficiencies are identified and documented in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Policies of the AHJ, and emergency access and accessibility requirements.

(B) Requisite Skills. The ability to identify the emergency access requirements and report deficiencies per the policies of the AHJ.

6.5.10 Recognize a hazardous fire growth potential in a building or space, given field observations, so that the hazardous conditions, material, liquids, or gases are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Fire behavior; flame spread and smoke development ratings of contents, interior finishes, building construction elements, decorations, decorative materials, and furnishings; and safe housekeeping practices.

(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize hazardous conditions, and make decisions.

6.6 Plans Review. There are no plan review job performance requirements for first responder inspector.

Chapter 7 Fire Inspector (NFPA 1031)

7.1* General. The fire inspector shall meet the job performance requirements defined in Sections 7.2 through 7.5.

7.2* Administration. This duty involves conducting research, interpreting codes, implementing policy, testifying at legal proceedings, and facilitating training, according to the job performance requirements in 7.2.1 through 7.2.7.

7.2.1 Apply applicable codes or standards, given the findings of a completed inspection, the codes and standards, and the policies of the AHJ, so that the applicable codes, standards, and policies are identified, and compliance is determined.

(A) Requisite Knowledge. Fire behavior; fire department access; water supply; flame spread and smoke development ratings of contents, interior finishes, building construction elements, life safety systems, decorations, decorative materials, and furnishings; and safe housekeeping practices.

(B) Requisite Skills. The ability to observe, communicate, apply codes and standards, recognize hazardous conditions, and make correct and appropriate decisions.

7.2.2 Complete inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes, standards, and policies adopted by the AHJ.

(B) Requisite Skills. The ability to conduct a field inspection, apply codes and standards, and communicate orally, in writing, and electronically in a manner approved by the AHJ.

7.2.3 Process a permit application, given a specific request, so that the application is evaluated, and a permit is issued or denied in accordance with the applicable codes and standards and the policies and procedures of the AHJ.

(A) Requisite Knowledge. Permit application process and applicable codes, standards, and policies and procedures of the AHJ.

(B) Requisite Skills. The ability to apply the applicable codes, standards, and policies and procedures of the AHJ to the permit application process.

7.2.4 Enforce permit regulations, given a permit application or report of a violation and applicable codes, standards, and policies of the AHJ, so that enforcement actions are taken in accordance with the applicable codes and standards and the policies of the AHJ and the violation is corrected.

(A) Requisite Knowledge. Legal authority for permit issuance and revocation, and applicable codes and standards adopted by the AHJ.

(B) Requisite Skills. The ability to communicate, make correct and appropriate decisions, and evaluate consequences of improper enforcement.

7.2.5 Process a plan review application, given a specific submittal, so that the application is evaluated and processed in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Plan review application process, policies, procedures, and code requirements of the AHJ.

(B) Requisite Skills. The ability to communicate orally, in writing, and electronically in a manner approved by the AHJ on matters related to policies, procedures, and code requirements of the AHJ.

7.2.6* Investigate complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved or referred in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes, standards, and policies adopted by the AHJ and policies of the AHJ.

(B) Requisite Skills. The ability to interpret codes and standards, recognize problems, and refer complaints to other agencies when required.

7.2.7* Explain the modifications process to the adopted codes and standards of the AHJ, given a fire or life safety issue, so that the proposed modifications address the problem, need, or deficiency.

(A) Requisite Knowledge. State statutes or local ordinances establishing or empowering the AHJ to adopt, enforce, and modify codes and standards; the legal instruments establishing or adopting codes and standards; and the development and adoption process for fire and life safety legislation or regulations.

(B) Requisite Skills. The ability to recognize problems, collect information and develop alternative solutions.

7.3 Legal. This duty involves the ability to participate in various legal proceedings, such as enforcement of the adopted codes and standards of the AHJ, handling various complaints, and initiating legal action where necessary.

7.3.1* Understand legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented in a factual manner.

(A) Requisite Knowledge. The legal requirements pertaining to rules of evidence and types of legal proceedings.

(B) Requisite Skills. The ability to maintain a professional demeanor, communicate, listen, and differentiate facts from opinions.

7.3.2 Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the AHJ and due process of law is followed.

(A) Requisite Knowledge. Legal procedure for fire code enforcement and authority and limitations of police powers.

(B) Requisite Skills. The ability to address legal action in accordance with the policies and procedures of the AHJ.

7.3.3* Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Policies and procedures of the AHJ related to code enforcement as well as sources of detailed and technical information relating to fire protection and life safety.

(B) Requisite Skills. The ability to identify approved construction methods and materials related to fire safety, read and interpret construction plans and specifications, educate, conduct research, make decisions, recognize problems, and resolve conflicts.

7.4 Field Inspection. This duty involves conducting fire and life safety inspections, to include enforcement actions, and analyses of new and existing structures and properties for construction, occupancy, fire protection, and exposures, according to the job performance requirements in 7.4.1 through 7.4.16.

7.4.1 Compute the maximum allowable occupant load of a building, given plans, field observations, or description of its uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes and standards.

(A) Requisite Knowledge. How to calculate occupant loads for an occupancy and for building use and code requirements, regulations, and operational features presented by various occupancies.

(B) Requisite Skills. The ability to calculate occupant loads, identify occupancy factors related to various occupancy classifications, use measuring tools, read plans, and use a calculator.

7.4.2* Identify the occupancy classifications of a building, given a description of the uses, so that all areas are classified in accordance with applicable codes and standards.

(A) Requisite Knowledge. Occupancy classification, applicable codes and standards, operational features, and fire hazard classifications presented by various occupancies.

(B) Requisite Skills. The ability to interpret code requirements and recognize building uses associated with each occupancy classification.

7.4.3* Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is confirmed that the building is in compliance with applicable codes and standards.

(A) Requisite Knowledge. Building construction with emphasis on fire-rated construction, evaluation of methods of construction and assemblies for fire rating, analysis of test results, and manufacturer's specifications.

(B) Requisite Skills. The ability to identify characteristics of each type of building construction and occupancy classification.

7.4.4* Evaluate fire protection systems and equipment provided for life safety and property protection, given field observations and hazard classifications of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy, commodity, or hazard being protected.

(A) Requisite Knowledge. Applicable codes and standards for fire protection systems, basic physical science as it relates to fire behavior and fire suppression, implications and hazards associated with system operation, installation techniques and acceptance inspection, testing and reports of maintenance of

completed installations, and use and function of various systems.

(B) Requisite Skills. The ability to recognize hazards and deficiencies, use codes and standards, and read reports, plans, and specifications.

7.4.5* Witness an acceptance test for an integrated fire protection system, given approved shop drawings, test protocols, and an installed system, so that system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Acceptance test procedures and applicable codes and standards.

(B) Requisite Skills. The ability to witness and validate the performance of acceptance tests.

7.4.6* Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ related to means of egress elements, maintenance requirements of egress elements, types of construction, occupancy egress requirements, and the relationship of fixed fire protection systems to egress requirements and to approved means of egress elements, including, but not limited to, doors, hardware, and lights.

(B) Requisite Skills. The ability to observe and recognize problems, calculate, make correct and appropriate decisions related to means of egress, use measuring tools, and make field sketches.

7.4.7* Identify hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards, accepted fire protection practices, fire behavior, ignition sources, safe housekeeping practices, and additional reference materials related to protection of hazardous processes and code enforcement.

(B) Requisite Skills. The ability to observe, communicate, interpret codes, recognize problems, and make decisions.

7.4.8* Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes and standards, so that compliance is determined.

(A) Requisite Knowledge. Occupancy requirements for emergency evacuation plans, fire safety programs for crowd control, roles of agencies and individuals in implementation and development of emergency plans.

(B) Requisite Skills. The ability to compare submitted emergency plans and procedures with applicable codes and standards adopted by the AHJ.

7.4.9* Assist with the development and evaluation of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ; purpose, use, and applicability of evacuation plans; and human behavior.

(B) Requisite Skills. The ability to read plans and reports and recognize problems.

7.4.10 Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Flammable and combustible liquids properties and hazards, safety data sheets, safe handling practices, applicable codes and standards, fire protection systems and equipment approved for the material, fire behavior, safety procedures, and storage compatibility.

(B) Requisite Skills. The ability to identify typical fire hazards associated with processes or operations utilizing flammable and combustible liquids and to observe, communicate, interpret codes, recognize deficiencies, and make appropriate decisions.

7.4.11 Evaluate code compliance for the storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Hazardous materials properties and hazards, safety data sheets, safe handling practices, applicable codes and standards, fire protection systems and equipment approved for the material, fire behavior, safety procedures, chemical reactions, and storage compatibility.

(B) Requisite Skills. The ability to identify fire hazards associated with processes or operations utilizing hazardous materials and to observe, communicate, interpret codes, recognize deficiencies, and make appropriate decisions.

7.4.12* Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Basic fire behavior; flame spread and smoke development ratings of contents, interior finishes, building construction elements, decorations, decorative materials, and furnishings; and safe housekeeping practices.

(B) Requisite Skills. The ability to observe, communicate, interpret codes and standards, recognize hazardous conditions, and make appropriate decisions.

7.4.13* Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the

design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards for installation and testing of fire protection systems, means of egress, and building services equipment.

(B) Requisite Skills. The ability to witness and validate tests of fire protection systems and building services equipment.

7.4.14* Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Types, installation, maintenance, and use of building service equipment; operation of smoke and heat vents; installation of kitchen cooking equipment (including hoods and ducts), laundry chutes, elevators, and escalators; emerging technologies and energy efficiency systems; and applicable codes and standards; adopted by the AHJ.

(B) Requisite Skills. The ability to observe, recognize deficiencies, interpret codes and standards, and write reports.

7.4.15* Verify emergency access for an existing site, given field observations and approved plans, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable policies of the AHJ.

(A) Requisite Knowledge. Policies of the AHJ, and emergency access and accessibility requirements.

(B) Requisite Skills. The ability to identify the emergency access requirements and observe and report deficiencies per the policies of the AHJ.

7.4.16 Verify available fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Types of water distribution systems and other water sources in the local community, water distribution system testing, characteristics of public and private water supply systems, and flow testing procedures.

(B) Requisite Skills. The ability to use Pitot tubes, gauges, and other data gathering devices as well as the ability to graph and evaluate fire flow results.

7.5 Plans Review. This duty involves field verification of shop drawings, plans, and construction documents to ensure that they meet the intent of applicable codes and standards for fire and life safety, according to the following job performance requirements.

7.5.1* Classify an occupancy, given a set of plans, specifications, and a description of a building and its use, so that the classification is made in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Occupancy classification, applicable codes and standards, regulations, operational features, and fire hazards presented by various occupancies.

(B) Requisite Skills. The ability to read plans and make appropriate decisions.

7.5.2* Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. How to calculate occupant loads for an occupancy and building use, code requirements, regulations, operational features such as fixed seating, and fire hazards presented by various occupancies.

(B) Requisite Skills. The ability to calculate accurate occupant loads, identify occupancy factors related to various occupancy classifications, use measuring tools, read plans, and use a calculator.

7.5.3* Review the proposed installation of fire protection systems, given shop drawings and system specifications for a storage commodity, process, or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Proper selection, distribution, location, and testing of portable fire extinguishers; methods used to evaluate the operational readiness of water supply systems used for fire protection; evaluation and testing of automatic sprinkler, water spray, and standpipe systems and fire pumps; evaluation and testing of fixed fire suppression systems; and evaluation and testing of automatic fire detection and alarm systems and devices.

(B) Requisite Skills. The ability to read basic floor plans or shop drawings and identify symbols recognized by the AHJ.

7.5.4 Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Fire protection symbols and terminology.

(B) Requisite Skills. The ability to read and comprehend plans for fire protection systems, observe, communicate, apply codes and standards, recognize problems, and make appropriate decisions.

7.5.5 Review the means of egress elements provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes and standards and deficiencies are discovered and communicated in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ, the identification of standard symbols recognized by the AHJ used in plans, and field verification practices.

(B) Requisite Skills. The ability to read plans and research codes and standards.

7.5.6* Review the construction type of a building or portion thereof, given a set of plans and specifications, so that the construction type complies with adopted codes and standards of the AHJ.

(A) Requisite Knowledge. Building construction with emphasis on fire-rated construction, evaluation of methods of construction and assemblies for fire rating, analysis of test results, and manufacturer's specifications.

(B) Requisite Skills. The ability to identify characteristics of each type of building construction.

Chapter 8 Fire Plans Examiner (NFPA 1031)

8.1 General. The fire plans examiner shall meet the job performance requirements defined in Sections 8.2 and 8.3.

8.2* Administration. This duty involves the review of plans, preparation of correspondence and plan review reports, communication with fire inspectors and emergency response personnel, handling of complaints, maintenance of records, participation in legal proceedings, identification of when additional expertise is required, and familiarity with procedures used by the AHJ to evaluate alternative methods, according to the job performance requirements in 8.2.1 through 8.2.6.

8.2.1 Prepare reports, given observations from a plan review, so that the reports are clear and concise, and reflect the findings of the plan review in accordance with applicable codes and standards and the policies and procedures of the AHJ.

(A) Requisite Knowledge. Codes and standards, legal requirements for plan review reports, and accepted practices, policies, and procedures of the AHJ.

(B) Requisite Skills. The ability to conduct code-related research and write reports.

8.2.2* Create plan review checklists and forms, given applicable codes, standards, and departmental policies and procedures, so that the materials developed address key issues and clearly express code requirements of the AHJ.

(A) Requisite Knowledge. Plan review elements required by codes, standards, policies, and procedures of the AHJ.

(B) Requisite Skills. The ability to organize, communicate, and design checklists.

8.2.3* Facilitate the resolution of deficiencies identified during the plan review, given a submittal and the established policies and procedures of the AHJ, so that deficiencies are identified, documented, and reported to the plan submitter with applicable references to codes and standards.

(A) Requisite Knowledge. Policies and procedures of the AHJ regarding the communication of discrepancies, the appeals process, and codes and standards.

(B) Requisite Skills. The ability to communicate orally and in writing.

8.2.4 Process plan review documents, given a set of plans and specifications, so that required permits are issued in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Plan review policies and procedures of the AHJ.

(B) Requisite Skills. The ability to review applications for completeness.

8.2.5* Determine the applicable code or standard, given a fire protection issue, so that the proper document, edition, and section are referenced.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ, format of codes and standards, interrelationship of codes and standards, and procedures adopted by the organizations responsible for promulgating these documents.

(B) Requisite Skills. The ability to conduct code-related research, apply codes and standards, and make decisions.

8.2.6* Evaluate a proposed alternative method or material for compliance with applicable codes and standards, given supporting documentation of a design that does not meet prescriptive code requirements, so that the design meets the intent of applicable codes and standards.

(A) Requisite Knowledge. How a building should perform under adverse conditions, including the objectives and performance requirements reflecting the level of safety required by the AHJ or other performance-based regulation for a process or operation.

(B) Requisite Skills. The ability to evaluate alternative proposals to prescriptive codes and standards.

8.3* Plans Review. This duty involves the analysis and approval of plans, specifications, and construction documents for buildings, processes, operations, and fire protection systems and equipment to ensure they meet the intent of applicable codes and standards in accordance with the policies and procedures of the AHJ according to the job performance requirements in 8.3.1 through 8.3.21.

8.3.1 Identify the requirements for fire protection or a life safety system, given a set of plans, so that deficiencies are identified, documented, and reported in accordance with the policies and procedures of the AHJ.

(A) Requisite Knowledge. Applicable code requirements for life safety systems, interior finish, and third-party testing and evaluation.

(B) Requisite Skills. The ability to read floor plans or shop drawings, identify symbols used, and apply codes and standards.

8.3.2* Evaluate a design concept, given a preliminary design presentation, so that the proposed concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the AHJ.

(A) Requisite Knowledge. Fire protection construction features, codes and standards, preliminary plan review procedures of the jurisdiction, and the approval process for alternative fire protection methodologies.

(B) Requisite Skills. The ability to evaluate code compliance of conceptual designs.

8.3.3 Verify the occupancy classification, given a set of plans, specifications, and a description of a building and its intended use, so that the classification is made in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. How to calculate occupant loads for an occupancy and for building use, and code requirements, regulations, operational features, and fire hazards presented by various occupancies.

(B) Requisite Skills. The ability to calculate occupant loads, identify occupancy factors related to various occupancy types, and use measuring tools.

8.3.4 Verify the construction type, given a set of plans, including the occupancy classification area, height, number of stories, and location, so that the building is in accordance with applicable codes and standards and deficiencies are identified, documented, and reported.

(A) Requisite Knowledge. Types of construction, fire-rated construction components, typical building construction methods and materials, and code requirements related to construction types.

(B) Requisite Skills. The ability to read plans, determine construction types, and conduct code-related research.

8.3.5 Verify the occupant load, given a set of plans, so that the maximum allowable occupant load is in accordance with applicable codes and standards.

(A) Requisite Knowledge. How to calculate occupant loads for an occupancy and for building use, and code requirements, regulations, operational features, and fire hazards presented by various occupancies.

(B) Requisite Skills. The ability to calculate occupant loads, identify occupancy factors related to various occupancy types, and use measuring tools.

8.3.6* Verify that egress elements are provided, given a set of plans and an occupant load, so that all egress elements and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ, identification of standard symbols used in plans, and field verification practices.

(B) Requisite Skills. The ability read plans and research codes and standards.

8.3.7 Evaluate code compliance for required fire flow and hydrant location and spacing, given a plan, codes and standards, and fire flow test results, so that hydrants are correctly located, required fire flow is determined, and deficiencies are identified, documented, and reported in accordance with the policies and procedures of the AHJ.

(A) Requisite Knowledge. Standard civil engineering symbols; types of water supply and distribution systems; water distribution system test methods; characteristics of public and private water supply systems, water meters, backflow prevention, and other devices that can impact on fire flow; the effects of friction loss and elevation on water flow; potential impact of state health regulations on fire flow; and the applicable codes and standards related to fire flow in the AHJ.

(B) Requisite Skills. The ability to interpret fire flow test results, determine fire hydrant locations and spacing, and read fire flow graphs.

8.3.8 Evaluate emergency vehicle access, given a plan, so that emergency access is provided in accordance with applicable

codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Operating requirements for fire department apparatus, planning and zoning requirements, and emergency access requirements of applicable codes and standards.

(B) Requisite Skills. The ability to interpret and use plan scale.

8.3.9* Develop policies and procedures for the administration of plan review functions, given management objectives, so that the policies are defined and are in accordance with the legal obligations of the AHJ.

(A) Requisite Knowledge. Legal requirements and the various systems of government that affect the fire plans examiner's duties, AHJ requirements and sources of information, and technical assistance used in the development of policies and procedures.

(B) Requisite Skills. The ability to recognize deficiencies, resolve conflicts, and make appropriate decisions.

8.3.10* Participate in legal proceedings, given the findings of a plan review and consultation with legal counsel, so that testimony is factual and appropriate to the proceeding.

(A) Requisite Knowledge. The legal requirements pertaining to evidence rules in the legal system and the types of legal proceedings.

(B) Requisite Skills. The ability to maintain a professional demeanor, communicate, listen, and differentiate facts from opinions.

8.3.11* Evaluate fire protection plans and practices, given a field report describing a facility housing a complex process or operation, so that the fire growth potential for all areas is determined and the level of protection is appropriate to the hazard and in accordance with the applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Fire behavior, fire growth potential, protection, scenarios, and evacuation procedures.

(B) Requisite Skills. The ability to observe, recognize deficiencies, and evaluate hazards.

8.3.12 Evaluate compliance alternatives for the storage, handling, and use of flammable or combustible liquids and gases, given field inspection reports and proposed compliance alternatives, so that the storage, handling, and use is provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Properties and hazards of flammable and combustible liquids and gases, safety data sheets, safe handling practices, appropriate codes and standards, fire protection systems and equipment appropriate for the material, fire behavior, safety procedures, and other agencies that have requirements and AHJs related to flammable and combustible liquids and gases, chemical reactions, and storage compatibility.

(B) Requisite Skills. The ability to observe, recognize deficiencies, communicate, read plans and reports, and read safety data sheets.

8.3.13 Evaluate compliance alternatives for the storage, handling, and use of hazardous materials, given field inspection reports and proposed compliance alternatives, so that the hazardous materials are provided with a level of safety that is in accordance with the intent of applicable codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Other AHJs that have requirements related to hazardous materials.

(B) Requisite Skills. The ability to observe, recognize deficiencies, communicate, read plans and reports, and read safety data sheets.

8.3.14* Evaluate the integration of life safety, fire protection, security, and building service systems, given a plan submittal, a life safety report, a sequence of operations report, and testing criteria, so that the integration of proposed systems meets the requirements or intent of the applicable codes and standards and meets the fire and life safety objectives of the AHJ and any deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. The fire and life safety objectives of the jurisdiction and fire protection and life safety systems and their integration.

(B) Requisite Skills. The ability to evaluate system integration.

8.3.15* Evaluate alternative protection measures of equipment, operations, and processes, given deficiencies noted during a field inspection of a facility and proposed alternative methods or materials, so that the equipment, process, or operation is provided with a level of protection that complies with the intent of applicable codes and standards.

(A) Requisite Knowledge. Applicable codes and standards adopted by the AHJ, hazards of the process or operation, fire protection systems required, inherent hazards, and safety necessary precautions.

(B) Requisite Skills. The ability to make observations, recognize deficiencies, and resolve conflicts.

8.3.16* Evaluate plans for the installation of fire protection and life safety systems, given a plan submittal, so that the systems and equipment are reviewed and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and with the policies and procedures of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards for fire protection systems, basic physical science as it relates to fire behavior and fire suppression, hydraulic theory, hydraulic calculations for fire suppression, material listing requirements, material specifications, installation techniques, acceptance inspection and testing of completed installations, construction types and techniques, and classification of occupancies.

(B) Requisite Skills. The ability to review specifications and read plans, classify occupancies, interpret codes and standards, and verify hydraulic calculations.

8.3.17 Evaluate plans for storage, handling, and use of hazardous materials, given plans and specifications, so that the plans are reviewed for compliance and deficiencies are identified, documented, and reported in accordance with the applicable codes, standards, policies, and procedures of the AHJ.

(A) Requisite Knowledge. Properties of hazardous materials and applicable standards for handling, storage, arrangement, and protection of hazardous materials; basic physical science as it relates to fire behavior and fire suppression; and reference materials related to hazardous materials.

(B) Requisite Skills. The ability to determine the classification of hazardous materials using reference materials.

8.3.18 Evaluate a plan with special storage arrangements, given a plan, so that deficiencies are identified, documented, and reported in accordance with adopted codes and standards and the policies of the AHJ.

(A) Requisite Knowledge. Application of codes and standards adopted by the AHJ for special storage arrangements.

(B) Requisite Skills. The ability to determine commodity types and storage arrangements.

8.3.19 Evaluate heating, ventilation, air conditioning, and other building service equipment and operations, given plans and specifications, so that the systems and other equipment are designed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Types, installation, maintenance, and use of building service equipment, smoke control systems, installation of kitchen cooking equipment (including hoods and ducts), laundry chutes, elevators, and escalators, and applicable codes and standards adopted by the AHJ.

(B) Requisite Skills. Ability to apply, read, and interpret HVAC plans.

8.3.20* Evaluate a performance-based design concept, given a preliminary design presentation, so that the proposed concept meets the intent of applicable codes and standards in accordance with the policies and procedures of the AHJ.

(A) Requisite Knowledge. Fire protection construction features, codes and standards, preliminary plan review procedures of the jurisdiction, the approval process for alternative performance-based fire protection methodologies, performance-based concepts, the development of appropriate input values based upon the building type and anticipated use, and the jurisdictional and code requirements.

(B) Requisite Skills. The ability to recognize deviations from the prescriptive code, recognize and interpret performance-based proposals, and determine and present appropriate design input values and parameters based upon the building type and anticipated use.

8.3.21 Evaluate compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents, and the operations and maintenance manual that accompanies the design and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.

(A) Requisite Knowledge. Applicable codes and standards for installation and testing of fire protection systems, means of egress, and building services equipment.

(B) Requisite Skills. Ability to witness and document tests of fire protection systems and building services equipment.

Chapter 9 Fire and Life Safety Educator I (NFPA 1035)

9.1 Administration.

9.1.1 Scope. Chapters 9 through 14 identifies the minimum job performance requirements (JPRs) for fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager.

9.1.2* Purpose. The purpose of Chapters 9 through 14 is to specify the minimum JPRs for service as a fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager.

9.1.2.1 Chapters 9 through 14 shall define fire and life safety educator, fire and life safety education program manager, public information officer, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager.

9.1.2.2 The intent of Chapters 9 through 14 shall be to ensure that personnel serving as a fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager are qualified.

9.1.2.3* Chapters 9 through 14 shall not address organization or management responsibility.

9.1.2.4 It is not the intent of Chapters 9 through 14 to restrict any authority having jurisdiction (AHJ) from exceeding or combining these minimum requirements.

9.1.2.5 JPRs for each level and position are the tasks personnel should be able to perform to carry out the job duties.

9.1.2.6* A fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager who performs or supports the duties and responsibilities covered by this standard shall remain current with the requisite knowledge and skills and individual JPRs addressed in the level or position of qualification to maintain proficiency and competency with the JPRs covered in this standard.

9.1.2.6.1* The fire and life safety educator, public information officer, youth firesetting prevention and intervention specialist and youth firesetting prevention and intervention program manager shall complete a minimum of 30 hours of approved continuing education every 3 years.

9.1.3 Application. The application of Chapters 9 through 14 is to specify which requirements within the document shall apply to a fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager.

9.1.3.1 The JPRs shall be accomplished in accordance with the requirements of the AHJ and all applicable NFPA standards.

9.1.3.2 It shall not be required that the JPRs be mastered in the order in which they appear.

9.1.3.3 The AHJ shall establish instructional priority and the training program content to prepare personnel to meet the JPRs established in Chapters 9 through 14.

9.1.3.4* Performance of each requirement established in Chapters 9 through 14 shall be evaluated by personnel approved by the AHJ.

9.1.3.5 The JPRs for each level or position shall be completed in accordance with recognized practices and procedures or as defined by law or by the AHJ.

9.1.3.6 Personnel assigned the duties of fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager shall meet all the requirements defined in the applicable chapter for each position prior to being qualified:

- (1) Fire and life safety educator I—Chapter 9
- (2) Fire and life safety educator II—Chapter 10
- (3) Fire and life safety education program manager—Chapter 11
- (4) Public information officer—Chapter 12
- (5) Youth firesetting prevention and intervention specialist—Chapter 13
- (6) Youth firesetting prevention and intervention program manager—Chapter 14

9.1.3.7 The AHJ shall provide personal protective clothing (PPE) and the equipment necessary to conduct assignments.

9.1.3.8 JPRs involving exposure to products of combustion shall be performed in approved PPE.

9.1.3.9 Prior to appointment or assignment to a position in Chapters 9 through 14, personnel shall meet the following requirements as established by the AHJ:

- (1) Educational requirements
- (2) Age requirements
- (3) Medical requirements
- (4) Job-related physical performance requirements
- (5) Background investigation and character-trait reference-check requirements

9.1.3.10 Wherever in Chapters 9 through 14 the terms *rules*, *regulations*, *policies*, *procedures*, *supplies*, *apparatus*, or *equipment* are referred to, it is implied that they are those of the AHJ.

9.1.4 Units. In Chapters 9 through 14, equivalent values in SI units shall not be considered as the requirement, as these values can be approximate. (See Table 9.1.4.)

9.2 General Requirements. The fire and life safety educator I (FLSE I) shall meet the JPRs defined in Sections 9.2 through 9.6.

Table 9.1.4 US-to-SI Conversions

Quantity	US Unit/Symbol	SI Unit/Symbol	Conversion Factor
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft ²)	square meter (m ²)	1 ft ² = 0.0929 m ²

9.2.1* General Requisite Knowledge. Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; community risk reduction; injury prevention strategies; learning theory; educational methodology; instructional techniques; social media platforms; standardized fire and life safety messages; natural hazard issues and risks; current homeland security topics; escape planning; hazard identification and correction; current fire protection systems and devices; emergency reporting; firefighter personal protective equipment (PPE); liability issues; public relations; high-risk audiences and behaviors; accessibility; people-first language; social and cultural trends; cultural competence; community resources; personal image; and professionalism.

9.2.2 General Requisite Skills. Verbal and written communication skills, public speaking, time management, organizational skills, prioritizing tasks, and the ability to understand and effectively communicate with people across different cultures.

9.3 Administration.

9.3.1* Document fire and life safety educational activities, given specific forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information.

(A) Requisite Knowledge. Required forms, formats, software, apps, or other electronic methods.

(B) Requisite Skills. Use forms, formats, software, apps, or other electronic methods to gather and assemble information.

9.3.2* Prepare activity reports, given specific fire and life safety educational activities, using forms, formats, software, apps, or other electronic methods, so that all activities are recorded and each component of the reporting is completed with the correct information.

(A) Requisite Knowledge. Types of educational activities; classifications for activities; types of documentation methods and AHJ-preferred methods; the purpose of the forms, formats, software, apps, or other electronic methods.

(B) Requisite Skills. Maintain records, compile information.

9.3.3 Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

(A) Requisite Knowledge. Scheduling limitations and program requests.

(B) Requisite Skills. Schedule events without conflict, schedule time for pre-activity requirements.

9.3.4 Identify community resources, services, and organizations, given a current list of resources, organizations, and identified need(s), so that the public is referred to the applicable resource(s).

(A) Requisite Knowledge. Current community resources, services, and organizations.

(B) Requisite Skill. Convey information.

9.4 Planning and Development.

9.4.1 Identify partners to address current fire and life safety issues, given current fire and life safety issues, community

resources, services, and organizations, so that information and resources are shared.

(A) Requisite Knowledge. Community risk reduction programs in the organization; current community resources, services, and organizations; current fire and life safety issues.

(B) Requisite Skills. Identify organizations with common fire and life safety goals, recognize opportunities for shared effort(s).

9.5 Education and Implementation.

9.5.1* Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A) Requisite Knowledge. Learning characteristics of varied audiences, applicable model programs, and instructional material content.

(B) Requisite Skills. Select applicable instructional materials.

9.5.2 Practice safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that fire and life safety activities are conducted without injury to educator or participants.

(A) Requisite Knowledge. Potential hazards, injury reduction strategies.

(B) Requisite Skills. Recognize and mitigate potential hazards.

9.5.3* Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting, and identified audience, so that the lesson plan is followed and the objectives are met.

(A) Requisite Knowledge. Lesson content, learning objectives, presentation methods, specific audience needs.

(B) Requisite Skills. Cultural competence, and presentation skills and methods.

9.5.4 Adapt a lesson plan, given the lesson content and information on the audience, so that the material presented meets the needs of the audience.

(A) Requisite Knowledge. Lesson plans, audience needs.

(B) Requisite Skills. Presentation skills.

9.5.5 Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are conveyed.

(A) Requisite Knowledge. Publicity methods, local media resources, policies regarding dissemination of information, and information technology.

(B) Requisite Skills. Distribute information.

9.5.6 Disseminate educational information, given information or materials, a specified audience, and time frame, so that the information reaches the audience within the specified time.

(A) Requisite Knowledge. Legal requirements and organizational policies for the distribution and posting of materials, social media platforms, distribution methods, venues for

communicating with various audiences, information technology, and time requirements for processing information.

(B) Requisite Skills. Disseminate information.

9.5.7 Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information, and organizational policies, methods, and time frame for releasing that information, so the information is on time, accurate, and demonstrates the cultural competence of the organization.

(A) Requisite Knowledge. Specific methods for disseminating electronic information.

(B) Requisite Skills. Develop, maintain, and strengthen interaction through electronic forms of communication.

9.6 Evaluation.

9.6.1 Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are measured.

(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies and procedures.

(B) Requisite Skills. Apply testing policies and procedures, and demonstrate the cultural competence of the organization.

9.6.2 Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.

(A) Requisite Knowledge. Scoring techniques, grading techniques, grading scales.

(B) Requisite Skills. Reporting information.

9.6.3 Administer a student evaluation instrument, given the appropriate evaluation instrument, so that feedback is given on the instructor and program delivery.

(A) Requisite Knowledge. Student evaluation instruments and learning objectives.

(B) Requisite Skills. Apply student evaluation policies and procedures.

Chapter 10 Fire and Life Safety Educator II (NFPA 1035)

10.1 General Requirements. The fire and life safety educator II (FLSE II) shall meet the JPRs defined in Sections 10.1 through 10.5.

10.1.1 General Requisite Knowledge. Planning process; local political process; leadership; applied learning theory; statistical analysis methods; resource identification and acquisition; networking, partnership, and coalition strategies; cultural competencies; evaluation techniques; budget preparation and management; needs assessment.

10.1.2 General Requisite Skills. Analyze community risk, design and manage programs, integrate prevention interventions to address community risk, create and lead a community risk reduction program, understand and effectively communicate with people across different cultures, and work in collaboration with internal and external organizational members.

10.2 Administration.

10.2.1 Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. Estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.

10.2.2 Project program budget income/expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected income/expenditures.

(A) Requisite Knowledge. Resource availability and cost, budget preparation, and management.

(B) Requisite Skills. Retrieve and organize past budget information, project income/expenditures, and prepare a budget.

10.2.3 Develop a public policy recommendation for management, given a fire or injury issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.

(A) Requisite Knowledge. Public policy process, local fire and injury issues.

(B) Requisite Skills. Format policy, project possible outcome.

10.2.4 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.

(A) Requisite Knowledge. Local, state, and federal employment regulations; personnel evaluation techniques.

(B) Requisite Skills. Complete specific evaluation forms, document subordinate performance.

10.3 Planning and Development.

10.3.1* Establish fire and life safety education priorities within a program, given relevant local loss and injury data, so that local fire and life safety education activities address identified risk priorities.

(A) Requisite Knowledge. Content of reports and data, understanding of community risk assessment process, prevention interventions.

(B) Requisite Skills. Collect, analyze, and interpret data; establish and address priority risk issues.

10.3.2 Facilitate a fire and life safety collaborative partnership within the organization and with external partners, given information about the organizations in the partnership, the goals of the partnership, and organizational guidelines, so that fire and

life safety education objectives for the partnership are achieved.

(A) Requisite Knowledge. Planning and political process, group management and dynamics, meeting times and locations of existing coalitions, accessible facilities and reasonable accommodations, group process.

(B) Requisite Skills. Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort, facilitate small-group process.

10.3.3* Prepare a request for resources from an external organization, given department/agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department/agency policies and the requirements of the resource provider.

(A) Requisite Knowledge. Legal issues, department or agency policies for requesting resources.

(B) Requisite Skills. Write proposals.

10.4 Education.

10.4.1 Develop informational material, given an identified fire or life safety objective and characteristics of the target audience, so that information provided is accurate, relevant to the objective, and specific to the characteristics and needs of the target audience and reflects cultural competence.

(A)* Requisite Knowledge. Data resources; information systems, including accessible formats and materials; learning theories; community risk reduction and prevention strategies; characteristics of model programs; instructional technologies; social media platforms; state educational curriculum requirements; understanding of high-risk and special needs populations; and cultural competence.

(B)* Requisite Skills. Assemble information in a specific format, integrate information into adopted education curriculum requirements, generate written communication relevant to the needs of the target population, and locate resources to assist people with disabilities and those who need materials in a different language.

10.4.2 Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met and the needs of the target audience are addressed.

(A)* Requisite Knowledge. Lesson plan format, needs assessment, instructional methods and techniques.

(B) Requisite Skills. Design lesson plan, adapt lesson plan based on audience need.

10.4.3 Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices and demonstrating cultural competence.

(A) Requisite Knowledge. Types of educational materials, instructional development, and graphics.

(B) Requisite Skills. Design educational materials.

10.4.4* Design a fire and life safety education program, given a comprehensive educational strategy, a target audience, and its characteristics, so that the goals of the given strategy are addressed.

(A) Requisite Knowledge. Needs assessment, evaluation instruments, social media platforms, educational methodology instructional technologies, and cultural competence.

(B) Requisite Skills. Compile, organize, and evaluate educational program elements.

10.4.5 Revise an educational program, given results of an evaluation process and program objectives, so that the program is modified, objectives are achieved, and cultural competence is demonstrated.

(A) Requisite Knowledge. Educational methodology and cultural competence.

(B) Requisite Skills. Write specific objectives and lesson plans, analyze data.

10.5 Evaluation.

10.5.1 Develop an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that program outcomes are measured and cultural competence is demonstrated.

(A) Requisite Knowledge. Evaluation methods and cultural competence.

(B) Requisite Skills. Collect data, analyze data, and implement evaluation strategy.

10.5.2 Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome and cultural competence is demonstrated.

(A) Requisite Knowledge. Testing methods and cultural competence.

(B) Requisite Skills. Measure program outcome and validate testing instrument.

10.5.3 Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured and cultural competence is demonstrated.

(A) Requisite Knowledge. Statistical analysis methods and resources; evaluation techniques; formative, process, impact, and outcome measures; and cultural competence.

(B) Requisite Skills. Implement evaluation methods.

Chapter 11 Fire and Life Safety Education Program Manager (NFPA 1035)

11.1 General Requirements. In addition to meeting the requirements of Chapter 10, the fire and life safety education program manager (FLSE III) shall meet the job performance requirements (JPRs) defined in Sections 11.1 through 11.5.

11.1.1* General Requisite Knowledge. Current organizational policy; cultural competence, procedures, and guidelines; grant sources and alternative funding; cost benefit analysis; commu-

nicating return on investment; and system delivery for fire and life safety education.

11.1.2 General Requisite Skills. Create and lead a community risk reduction program, coordinate collaboration within the organization and with external partners, understand and effectively communicate with people across different cultures, analyze data, develop short- and long-term plans, write grants and reports.

11.2 Administration.

11.2.1 Develop a fire and life safety education budget, given schedules and guidelines concerning its preparation, so that capital operating and personnel costs are determined and justified.

(A) Requisite Knowledge. Basic accounting methods, budgeting methods, budget cycles that affect the fire and life safety strategy, cost allocation breakdown, local budget guidelines and requirements, and budget administration issues.

(B) Requisite Skills. Collect, organize, and format budgetary information; analyze projected budgetary needs; identify program needs.

11.2.2 Formulate alternate systems of program development and delivery, given interagency networks, funding sources, and volunteer recruitment, so that the fire and life safety strategy is sustained in the community through nontraditional approaches utilizing cultural competence.

(A) Requisite Knowledge. Community resources and organizations; volunteer recruitment; cultural competency; not-for-profit corporations, foundations, and grantors.

(B) Requisite Skills. Coordinate and train volunteers, write grants, and demonstrate cultural competence.

11.2.3 Identify and assign an FSLE or other qualified personnel trained to conduct educational programs, given the program needs, available resources, and AHJ policies and procedures, so that programs are conducted according to the AHJ policies and procedures and demonstrate cultural competence.

(A) Requisite Knowledge. Personnel management.

(B) Requisite Skills. Evaluate skill level and match the FSLE with the needs of the community.

11.2.4 Supervise the FSLE or other qualified personnel, given program policies and procedures, so that a consistent body of information is collected, performance is evaluated, and continuous direction and feedback are given.

(A) Requisite Knowledge. Performance evaluation techniques and program policies and procedures.

(B) Requisite Skills. Evaluate and utilize personal strengths of the FSLE and other personnel.

11.3 Planning and Development.

11.3.1 Develop a comprehensive organizational fire and life safety education strategy that demonstrates cultural competence, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

(A) Requisite Knowledge. Fire and life safety education issues, program administration issues, cultural competence, community risks, available current community resources, and cost/benefit analysis methods.

(B) Requisite Skills. Design program strategy, demonstrate cultural competence, and select program components.

11.3.2 Create a fire and life safety education coalition, given a working knowledge of multijurisdictional organizations and agencies, a list of fire and injury priorities, and policies for interagency partnerships, so that targeted fires and injuries are mitigated.

(A) Requisite Knowledge. Potential partners with shared concerns, values, and resources, and team development dynamics.

(B) Requisite Skills. Facilitate meetings, motivate partners to achieve goals, manage and maintain teamwork, interact with multijurisdictional agencies and organizations.

11.3.3 Prepare a request for resources from an external organization, given department or agency policies on requesting resources and a description of the resources needed, so that the request identifies needed resources and conforms to department or agency policies and the requirements of the resource provider.

(A) Requisite Knowledge. Legal issues and department or agency policies for requesting resources.

(B) Requisite Skills. Write proposals.

11.3.4 Project future fire and life safety needs, given current and emerging trends, risks, and issues, so that proactive planning is accomplished within the organizational mission.

(A) Requisite Knowledge. Demographics, governmental regulations, environmental issues, emerging trends, and technological changes.

(B) Requisite Skills. Analyze trends, prepare strategic plan.

11.3.5* Propose a public policy, given a fire and life safety issue and policy development guidelines, so that justification for the policy is provided, the issue is explained, and the policy identifies solutions that include economic incentives, impacts, or benefits from adopting the policy.

(A) Requisite Knowledge. The fire and life safety issue, economic incentive, and procedures for legislative implementation at the jurisdictional level.

(B) Requisite Skills. Propose public policy, project policy outcome.

11.3.6 Develop a marketing plan, given community risk issues and identified fire and life safety education goals, so that an awareness of the importance of fire and life safety is created within the community.

(A) Requisite Knowledge. Fire and life safety issues, marketing strategies, and media resources.

(B) Requisite Skills. Establish relations with media.

11.3.7 Develop a communication plan, given community risk issues, so that the responsibility for communicating for the organization is clearly identified.

(A) Requisite Knowledge. Fire and life safety issues, marketing strategies, and media resources.

(B) Requisite Skills. Establish relations with media.

11.4 Education and Implementation.

11.4.1 Create educational messages, given an identified community risk(s), so that the messages are accurate, are specific to the audience, and are congruent with nationally standardized campaign themes and messages reflecting current best practices.

(A)* Requisite Knowledge. Technical content; nationally standardized campaign themes and messages reflecting current best practices; epidemiology of injury; characteristics of the audience, including people with low literacy skills, people who do not speak the dominant language, and people who need to receive information in accessible formats.

(B) Requisite Skills. Conduct research, analyze risk, and use best practices.

11.4.2 Establish administrative policies for the fire and life safety education program, given an organizational mission and federal, tribal, state, provincial, and local regulations, so that program policies are stated and support the organizational mission.

(A) Requisite Knowledge. Organization mission statement, policy development process.

(B) Requisite Skills. Devise standard operating guidelines and procedures for the education program, ensure program reflects mission statement.

11.4.3 Create a training program for fire and life safety educators, partners, and volunteers, given identified JPRs and training program goals, so that the participants in training are able to perform the JPRs and the training program goals are achieved.

(A) Requisite Knowledge. JPRs, course development guidelines, and cultural competence.

(B) Requisite Skills. Design and evaluate training program, evaluate performance of personnel, and demonstrate cultural competence.

11.4.4* Create awareness within the organization, given identified fire and life safety education goals and policies, so that all members are informed of their roles within the organization's fire and life safety education strategy.

(A) Requisite Knowledge. Organization mission statement, communication, goals, policies, and education strategy.

(B) Requisite Skills. Create awareness, disseminate information within the organization, and implement strategy.

11.4.5* Create a comprehensive fire and life safety education report(s) for policy makers, partners, and coalition members, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, cost benefit analysis, return on investment, and roles of partners are highlighted and outcomes are described.

(A) Requisite Knowledge. Public policy reporting, including educational activities and outcomes.

(B) Requisite Skills. Generate reports, analyze data.

11.5 Evaluation.

11.5.1 Implement evaluation methods, given the community's fire and life safety programs, so that the effectiveness of the programs can be determined.

(A) Requisite Knowledge. Evaluation methods and incident reporting systems.

(B) Requisite Skills. Conduct focus groups, implement evaluation methods, and analyze data.

11.5.2 Evaluate the quantitative and qualitative educational program aspects, given the community risk reduction program(s), so that benchmarks are recorded, customer satisfaction and educational gain are measured, and behavioral change is tracked.

(A) Requisite Knowledge. Evaluation methodology and statistical analysis.

(B) Requisite Skills. Conduct research, design evaluation instruments, analyze data.

Chapter 12 Public Information Officer (NFPA 1035)

12.1 General Requirements. The public information officer (PIO) shall meet the JPRs defined in Sections 12.1 and 12.2.

12.1.1* General Requisite Knowledge. Effective writing skills; professional appearance; use of people-first language in writing and when speaking; time management skills; media characteristics and processes; methods for information gathering; message development, dissemination, and monitoring; information technology; internal and external audiences; community relationships and resources; incident management system; organizational emergency and nonemergency functions; responsive and proactive message opportunities; crisis communication; responsible use of social media; organizational messages; nationally standardized fire and life safety themes and messages reflecting current best practices; program management; budget preparation and management; marketing; applicable public information laws, standards, and policies; and Chapter 6 of NFPA 1026.

12.1.2 General Requisite Skills. Use verbal and written communication skills, exhibit professional demeanor, manage interaction with the media, utilize various means of information technology, articulate organizational messages, identify applicable laws, develop and recommend pertinent policies and guidelines.

12.2 Administration.

12.2.1* Conduct media interviews, given incident information, PIO worksheets, and organizational policies, so that all information compiled on worksheets is accurate and disseminated in a specified time to the media.

(A) Requisite Knowledge. Interview methodologies.

(B) Requisite Skills. Demonstrate interview skills, collect information, complete PIO worksheets.

12.2.2 Develop a communication plan, given organizational policies and access to media outlets, including social media, so that the mission and vision of the organization are met.

(A)* Requisite Knowledge. Communication plan structure, content calendar, social media platforms to target specific audi-

ences, emerging technologies and social media platforms, social media management tools, social content creation tool, and media outlets.

(B) Requisite Skills. Develop a communications plan; plan, create, and implement content; and use a content calendar.

12.2.3 Establish a media area, given incident or planned event information, organizational policies, and types of media present, so that the area provides for the safety of all media and facilitates effective communication.

(A) Requisite Knowledge. Incident management system, joint information center (JIC) activation, joint information systems (JIS), incident command system, safety considerations, and other agencies.

(B) Requisite Skills. Manage media area participants and coordinate communication between the organization and the media.

12.2.4 Coordinate dissemination of information to specific community groups, given organizational policies and methods for contacting other groups and organizations, so that the information is communicated to the groups accurately and in a timely manner.

(A) Requisite Knowledge. Awareness of community groups, partners, and coalition members.

(B) Requisite Skills. Develop, maintain, and strengthen relationships with community groups.

12.2.5* Prepare a news release, given an incident, a situation, or planned event information and organizational policies, so that the news release is pertinent, on time, concise, and accurate.

(A) Requisite Knowledge. News release format and media requirements.

(B) Requisite Skills. Compose information in accordance with media requirements.

12.2.6* Prepare a media advisory, given an incident, a situation, or planned event information and organizational policy, so that the media advisory is pertinent, on time, concise, and accurate.

(A) Requisite Knowledge. Media advisory formatting.

(B) Requisite Skills. Compose information in accordance with media requirements.

12.2.7 Disseminate information to the media, given a PIO worksheet; news release or media advisory; the characteristics of the local media, including deadlines; organizational policies; and methods available to reach the media, so that information is on time and accurate.

(A) Requisite Knowledge. Specific methods for disseminating information to the media.

(B) Requisite Skills. Develop, maintain, and strengthen a relationship with the media.

12.2.8* Disseminate information to an internal target audience, given an incident, a situation, or event information; organizational policies; and methods and time frame for releasing information, so that the information is on time and accurate.

(A) Requisite Knowledge. Specific methods for disseminating internal information.

(B) Requisite Skills. Maintain relationship with internal target audience and use the available information technology.

12.2.9* Coordinate a news conference, given information on an incident, a situation, a planned event, or issue; media characteristics and methods available for reaching the media; and organizational policies, so that a site is obtained, desired media are notified, a news conference agenda is established, a media information package is created, and participants in the news conference are notified.

(A)* Requisite Knowledge. News conference needs, talking points, organization spokesperson requirements, location and equipment requirements, media packets, visual aids, and preparatory process.

(B) Requisite Skills. Establish a relationship with the media, disseminate information, coordinate site selection, create media materials, and prepare for a news conference.

12.2.10* Disseminate information through applicable electronic forms of communication, including social media, given an incident, a situation, or event information; organizational policies; and methods and time frame for releasing that information, so that the information is on time, accurate, and accessible to all audiences.

(A) Requisite Knowledge. Specific methods for disseminating electronic information, including, but not limited to, record retention requirements, electronic communication, and social media information subject to information requests.

(B)* Requisite Skills. Develop and implement electronic forms of communication.

Chapter 13 Youth Firesetting Prevention and Intervention Specialist (NFPA 1035)

13.1 General Requirements. A person assigned to the duties of a youth firesetting prevention and intervention specialist (YFPIS) shall meet all the requirements defined in Sections 13.1 through 13.5 prior to being qualified as a YFPIS.

13.1.1 Personnel. Various professionals can be involved in this program, all of whom shall meet and maintain the minimum licensing, certification, or qualification requirements within their respective jurisdictions and professions, to include, but not be limited to, fire and life safety educator, fire investigator, law enforcement officer, health care provider, social service worker, or educator.

13.1.2* General Requisite Knowledge. Fire prevention and fire safety education; interviewing techniques; symptoms and signs of abuse or neglect; data collection systems; YFIRES National Data Set; stages of human development; family dynamics; cultural competence; federal, tribal, state, and provincial laws governing juveniles; regulations governing confidentiality; program and agency policies and procedures; fire science, arson, and illegal use of explosives; human behavior during a fire; fire causes and prevention; youth firesetting characteristics and behavior; mental health options; legal consequences; escape planning; hazard identification and correction; current fire protection systems and devices; and emergency reporting.

13.1.3* General Requisite Skills. Use verbal and written communication skills; apply interpersonal communication skills; demonstrate cultural competence; apply interviewing techniques; gather and properly maintain required information; deliver education and intervention; maintain data collection systems; recognize areas of risk; identify and report abuse or neglect; operate within the parameters of federal, tribal, state, and provincial jurisdiction regarding abuse or neglect; identify procedures to report behavior associated with ignition materials, accelerants, improvised explosive devices, and improvised incendiary devices.

13.2 Administration.

13.2.1 Assemble forms and materials, given approved forms, program policies, and procedures, so that the intake process is conducted according to those program policies and procedures.

(A) Requisite Knowledge. Program policies and procedures, approved forms and materials, regulations governing confidentiality.

(B) Requisite Skills. Organize materials, use verbal and written communication skills.

13.2.2 Assemble interview tools and material resources, given tools and materials as determined by program policies and procedures, so that an interview with a youth and their family can be conducted.

(A) Requisite Knowledge. Program policies and procedures, approved forms and materials.

(B) Requisite Skills. Organize materials, use verbal and written communication skills.

13.2.3 Utilize personal work schedule, given contact name and requested time, so that all interviews are conducted on time and in a location agreeable to all parties.

(A) Requisite Knowledge. Program policies and procedures.

(B) Requisite Skills. Manage time.

13.2.4 Report case information to supervisor, given a case file that includes approved forms, the screening/interview information, and intervention services, so that the supervisor can ensure the intervention process meets all required program policies and procedures.

(A) Requisite Knowledge. Screening/interview processes, program policies and procedures, program forms, and types of intervention.

(B) Requisite Skills. Identify, summarize, and communicate relevant case information.

13.2.5 Record and secure data, given case information, approved forms or database, and program policies and procedures, so that statistical analysis can be completed.

(A) Requisite Knowledge. Program policies and procedures, approved forms, required record systems, and YFIRES National Data Set.

(B) Requisite Skills. Gather and organize data.

13.3 Planning and Development.

13.3.1 Coordinate with local or regional mental health facilities or care providers, given the interagency network to use for

referral resources, so that the youth's mental health needs are addressed.

13.3.2 Requisite Knowledge. Symptoms and signs of abuse or neglect, stages of human development, family dynamics, cultural competence, regulations governing confidentiality, program and agency policies and procedures, human behavior during a fire, youth firesetting characteristics and behavior, mental health options, and interagency network.

13.3.3 Requisite Skills. Make referrals as required to the interagency network, complete required documentation.

13.4 Education and Implementation.

13.4.1 Review a case file, given intake information, so that before speaking with the youth and their family, the YFPIS becomes familiar with the circumstances of the firesetting incident(s).

(A) Requisite Knowledge. Program policies and procedures for the intake process.

(B) Requisite Skills. Recognize necessary components of the intake process, determine information needed to complete the youth and family screening/interview process.

13.4.2 Initiate contact with the family and create a case file, given identification of firesetting behavior, so that the YFPIS can collect pertinent information and explain the program and its benefits; schedule a time, date, and place for the screening/interview process; and advise the family of possible intervention options.

(A) Requisite Knowledge. Program policies and procedures; scope of services; and community resources, services, and organizations.

(B) Requisite Skills. Manage time and communications, build rapport.

13.4.3 Conduct a screening/interview, given approved forms and guidelines, so that the YFPIS can establish the purpose and limits of the screening/interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse or neglect, record and report observations, and summarize findings.

(A) Requisite Knowledge. Federal, tribal, state, and provincial laws and legal consequences; procedures pertaining to youth, firesetting behavior, human development, and abuse or neglect; and complete information about the youth and their family.

(B) Requisite Skills. Conduct a screening/interview and document findings, manage time, use verbal and written communication skills, and use professional interview techniques.

13.4.4 Determine intervention services with regard to educational, mental health, and/or possible legal consequences, given the case file, completed screening/interview forms, and knowledge of fire safety, so that specific educational material can be selected, mental health options explored, and legal consequences explained.

(A) Requisite Knowledge. Fire safety education, characteristics of youth firesetting behaviors, mental health options, legal consequences, screening/interview forms, current interagency

network, referral process, and program policies and procedures.

(B) Requisite Skills. Analyze information; select educational materials and community resources, services, and organizations.

13.4.5 Implement or enable educational, mental health, and legal interventions, given the case file, educational materials, and referral resources, so that the youth and their family can complete the intervention(s).

(A)* Requisite Knowledge. Educational resources, methodology, and techniques; legal consequences; fire science; arson and the illegal use of explosives; human development; program policies and procedures.

(B) Requisite Skills. Initiate educational intervention(s) with identified learning objectives, presentation skills and methods.

13.4.6 Implement a referral process, given a current interagency network list, program policies, and procedures, so that the youth and their family gain access to needed services and priority needs are met.

(A) Requisite Knowledge. Current interagency network, referral process.

(B) Requisite Skills. Contact other agencies, make referrals, and maintain confidentiality during the referral process.

13.5 Evaluation.

13.5.1 Collect and record feedback from the youth and their family at designated intervals, given completed intervention(s), referrals, approved forms, and materials, so that the youth and their family have the opportunity to provide feedback.

(A) Requisite Knowledge. Program policies and procedures, approved forms and materials, and regulations governing confidentiality.

(B) Requisite Skills. Compile and organize data, manage time.

13.5.2 Measure changes in youth and family behavior, given completed feedback forms, so that program results are documented.

(A) Requisite Knowledge. Program policies and procedures, regulations governing confidentiality, and approved forms and materials.

(B) Requisite Skills. Compile and organize data, manage time.

Chapter 14 Youth Firesetting Prevention and Intervention Program Manager (NFPA 1035)

14.1 General Requirements. A person assigned to the duties of a youth firesetting prevention and intervention program manager (YFPIPM) shall meet all the requirements prior to being qualified, as defined in Sections 13.1 and 14.1 through 14.5.

14.1.1* General Requisite Knowledge. Federal, tribal, state, and provincial laws, including arson and the illegal use of explosives, program policies and procedures, and organizational management.

14.1.2 General Requisite Skills. Use verbal and written communication skills; coordinate community resources, services, and organizations; and develop and manage a budget.

14.2 Administration.

14.2.1 Formulate program policies and procedures, given a community needs assessment; cultural competence; program goals; community and agency resources, services, and organizations; so that the program policies and procedures match and support the goals of the program and the needs of the community.

(A) Requisite Knowledge. Community needs, cultural competence, policy structure and format, community and agency resources, and agency structure and goals.

(B) Requisite Skills. Use verbal and written communication skills, gather and analyze information, and demonstrate cultural competence.

14.2.2 Develop a program budget, given program policies and procedures, program needs, and revenue sources so that capital, operating, and personnel costs are determined and justified.

(A) Requisite Knowledge. Budget cycles, basic accounting, program policies and procedures, and revenue sources.

(B) Requisite Skills. Collect and organize budget information.

14.2.3 Identify and assign a YFPIS or other qualified personnel trained to conduct the screening/interview process, given the program needs, resources available, and program policies and procedures, so that screening/interviews are conducted according to the program policies and procedures and demonstrate cultural competence.

(A) Requisite Knowledge. Case information, YFIRES National Data Set, and personnel management.

(B) Requisite Skills. Evaluate skill level and match the YFPIS with the needs of the youth and their family.

14.2.4 Supervise the YFPIS assigned to the case, given program policies and procedures, so that a consistent body of information is collected, performance is evaluated, and continuous direction and feedback are given.

(A) Requisite Knowledge. Performance evaluation techniques and program policies and procedures.

(B) Requisite Skills. Evaluate and utilize personal strengths of the YFPIS and other personnel.

14.2.5 Maintain records and case files for each youth, given all data collection forms, program policies and procedures, and legal requirements, so that consistent and accurate documentation regarding the process and content is available for each case, legal issues are addressed, progress is tracked, the program is evaluated, and federal and state/provincial reporting requirements are met.

(A) Requisite Knowledge. Federal, tribal, state, and provincial laws; liability; file management systems; approved forms and materials.

(B) Requisite Skills. Manage cases, write reports.

14.3 Planning and Development.

14.3.1* Develop an interagency network, given a current list of agencies, interagency agreements, and protocols, so that roles and responsibilities are clarified; the mission, interagency agreements, and interventions are established; and duplication of services is avoided.

(A) Requisite Knowledge. Community resources and services provided.

(B) Requisite Skills. Facilitate meetings, resolve conflicts, build teams, and manage networks.

14.3.2* Develop or select approved forms and materials, given existing forms or the option to create your own, so that the forms meet the needs of the program and follow the program policies and procedures.

(A) Requisite Knowledge. Existing approved forms and materials; program needs, policies and procedures, and YFIRES National Data Set.

(B) Requisite Skills. Develop or select approved forms and materials.

14.3.3 Design a training program for YFPIS personnel, given the curriculum and approved forms and materials, so that personnel are able to perform screening/interviews, facilitate intervention services including education and referral, and conduct follow-up and evaluation processes.

(A) Requisite Knowledge. Program policies and procedures, resources, and YFIRES National Data Set.

(B) Requisite Skills. Schedule and manage programs.

14.3.4 Develop a community awareness program, given a mission statement, program policies and procedures, and incident data, so that the community recognizes youth firesetting issues and available intervention resources.

(A) Requisite Knowledge. Media resources, marketing strategies, methods of media dissemination, community demographics, and intervention resources.

(B) Requisite Skills. Develop and present program.

14.3.5 Create a data collection system, given all approved forms and materials, legal requirements, and program policies and procedures, so that consistent and accurate documentation is maintained.

(A) Requisite Knowledge. Data collection and YFIRES National Data Set.

(B) Requisite Skills. Analyze and organize data.

14.4 Education and Implementation.

14.4.1 Deliver a culturally competent training program for YFPIS personnel, given the curriculum and approved forms and materials, so that personnel are able to perform intakes, perform screening/interviews, recommend intervention services and referrals, and conduct follow-ups and evaluations.

(A) Requisite Knowledge. Instructional techniques, instructional technologies, and cultural competence.

(B) Requisite Skills. Schedule and deliver programs.

14.4.2 Maintain a current interagency network, given established interagency agreements, so that responsibilities and program goals are met.

(A) Requisite Knowledge. Community resources and program goals.

(B) Requisite Skills. Facilitate meetings, resolve conflicts, and build teams.

14.4.3 Deliver community awareness training to current interagency network members, given the training program, so that continued support is maintained for the YFPI program and identified youth are referred.

(A) Requisite Knowledge. Instructional techniques.

(B) Requisite Skills. Schedule and deliver programs.

14.5 Evaluation.

14.5.1 Evaluate the program, given program goals, feedback, records, and case files, so that program outcomes are determined and met.

(A) Requisite Knowledge. Data analysis and evaluation methods.

(B) Requisite Skills. Analyze information and statistics.

14.5.2 Analyze the effectiveness of the program, given the evaluations and the data collected, including information on recidivism, so that any necessary changes to the program can be made.

(A) Requisite Knowledge. Data analysis and evaluation methods.

(B) Requisite Skills. Analyze information and statistics.

14.5.3 Prepare a program report, given evaluation results and program goals, so that the community and current interagency network are informed and support is generated for the program.

(A) Requisite Knowledge. Report writing.

(B) Requisite Skills. Use verbal and written communication skills.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.1.3 Any AHJs incorporating NFPA 1031, NFPA 1035, NFPA 1037, or any combination of the three, can replace those references with chapters and still reference similar content. For example, if an AHJ incorporated the 2023 edition of NFPA 1037 (i.e., in accordance with the 2023 edition of NFPA 1037), and they wish to update to the latest information, they can do so by incorporating Chapters 1 through 5 of the 2023 edition of NFPA 1030 (i.e., in accordance with Chapters 1 through 5 of the 2023 edition of NFPA 1030).

A.3.1 Action verbs used in the job performance requirements in this document are based on the first definition of the verb found in *Merriam-Webster's Collegiate Dictionary*, 11th edition.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials nor does it approve or evaluate testing laboratories. In determining the acceptability of installations or procedures, equipment, or materials, the “authority having jurisdiction” may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The “authority having jurisdiction” may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase “authority having jurisdiction,” or its acronym AHJ, is used in NFPA standards in a broad manner because jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.3 Code. The decision to designate a standard as a “code” is based on such factors as the size and scope of the document, its intended use and form of adoption, and whether it contains substantial enforcement and administrative provisions.

A.3.2.5 Listed. The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A.3.3.1 Abuse. Reporting of abuse is required in all fifty states. However, users of this document should familiarize themselves with the laws governing abuse in their respective country or jurisdiction.

A.3.3.5 Applicable Codes and Standards. Those adopted codes and standards can include ordinances, statutes, regulations, or other legal documents adopted by a jurisdiction or entity.

A.3.3.6 Assessment (as applied to youth firesetting). The term *assessment* can vary within professions. For example, a mental health professional can use an assessment as a tool to determine a clinical diagnosis. A YFPIS would conduct a risk and/or needs assessment of the youth and their family.

Federal, tribal, state, provincial, and local governments should provide any modification or adjustment that allows their programs, activities, and services to be accessed by individuals with disabilities and/or hardships that would otherwise prevent them from participating.

A.3.3.7 Bridging. The goal in bridging your message is not to be evasive and avoidant, but to guide the conversation to a

space where you can provide valuable commentary without overstepping professional boundaries. Connecting dissimilar concepts or questions and answers by using words that acknowledge those differences.

A.3.3.11 Communications Plan. A communications plan is a tool for ensuring an organization sends a clear, specific message with measurable results.

A.3.3.16 Content Calendar. Content calendars can include specific campaigns, messages, graphics, links, goals, social media platforms, and a schedule or dates.

A.3.3.22.2 Impact Evaluation. Smoke alarm installations and home safety visits that correct fall hazards for seniors are examples of programs that can use impact evaluations to measure the changes in risks.

A.3.3.22.3 Outcome Evaluation. Documenting outcome measures is done over time, because numbers can change from year to year due to random chance or other community variables.

A.3.3.22.4 Process Evaluation. A process evaluation can include the number of inspections, number of children attending a school program, or how many volunteers were trained.

A.3.3.23.1 Family. Examples of family members are parents, legal guardians, relatives, and other caregivers.

A.3.3.31 Fire Marshal. The term *fire marshal* in this document denotes the person responsible for a variety of duties that can encompass a broad range of functions. Depending upon the jurisdiction, the fire marshal can be known by a variety of other titles.

A.3.3.34 Firesetting. Firesetting encompasses unintentional acts, deliberate acts of arson, possible conspiratorial efforts, or other fire involvement. The act of firesetting includes the use of an ignition source, whether it be a match, lighter, or other heat source, and the possible inclusion of an ignitable liquid, common combustible materials, and/or improvised devices. These devices can be both incendiary and explosive.

Firesetting terms include the following:

- (1) *Arson*: a deliberate act of fire use with criminal intent as defined by the authority having jurisdiction
- (2) *Fire involvement*: participation of the person(s) responsible for, or associated with, the fire incident(s)
- (3) *Incendiary*: a fire set by human hands, with or without criminal intent
- (4) *Sanctioned*: use of fire in an instructional/educational format under the direct supervision of a responsible adult
- (5) *Unintentional*: a fire incident that occurs without criminal intent
- (6) *Unsanctioned*: reckless, negligent or willful involvement with fire that is not under the direct supervision of a responsible adult who is using fire in an appropriate instructional/educational format
- (7) *Unsupervised*: a momentary or lengthy lapse in supervision where no responsible adult and/or caregiver is present

A.3.3.41 Intake/Interview. The intake process and the interview are two separate functions. The purpose of the intake is to collect information on the youth and their family. This information can include the youth's past firesetting behavior(s); complete history, including mental, physical, emotional, social, and educational information; and the family structure and contact information.

The interview is an assessment process, conducted with an approved screening instrument, to identify the type of firesetter and the firesetting behavior(s) and the needs of the youth and their family. The intake/interview can be performed concurrently or on separate occasions by one or more interviewers.

A.3.3.46 Joint Information Center (JIC). JICs can be established at various levels of government or at incident sites, or can be components of multiagency coordination (MAC) systems (e.g., MAC Groups or EOCs). A single JIC location is preferable, but the system is flexible and adaptable enough to accommodate virtual or multiple JIC locations, as required. More information about operating a JIC can be found at fema.org.

A.3.3.47 Joint Information System (JIS). Federal, state, tribal, territorial, regional, or local Public Information Officers can operate in joint information centers (JICs) that are critical supporting elements of the JIS. More information about the function of a JIS can be found at fema.org.

A.3.3.49 Jurisdictional Requirements. These jurisdictional requirements can include policies, procedures, laws, ordinances, statutes, regulations, or other legal documents. It is recognized that applicable codes and standards are not the only controls applicable to the function of fire marshal. Controls that influence the fire marshal include the local conditions and situations that are generally not addressed by broader codes and standards. Such controls often necessitate the development of requirements by the jurisdiction, such as policies and procedures, for performance of the fire marshal function. Jurisdictional requirements, such as those regulating safety, human relations, or police powers, require special attention by the fire marshal from a programmatic standpoint.

A.3.3.53 Means of Egress. A means of egress comprises the vertical and horizontal travel and includes intervening room spaces, doorways, hallways, corridors, passageways, balconies, ramps, stairs, elevators, enclosures, lobbies, escalators, horizontal exits, courts, and yards. [101, 2021]

A.3.3.55 Model Program Measures. Model program measures should include the following sequential methods: formative, process, impact, and outcome. Measures should be beneficial to the plan and are implemented to assess program effectiveness. They can also be used as a way for others to assess a program that could be a model for their community.

A.3.3.62 Plan. The plan can include calculations, specifications, manufacturer's product literature, and other engineering design data. The term includes sketches, site plans, floor plans, shop drawings, and blueprints comprising the design and construction documents for a project.

A.3.3.66 Professional Development. Professional development can be accomplished by formal or informal training and education, attendance at professional seminars, workshops or meetings, or membership in professional associations or societies.

A.3.3.77.1 Acceptable Level of Risk. A community standard for the acceptable level of risk that citizens and government can tolerate and afford is enhanced when the level of risk is well-defined. This involves community engagement in the discussions and decision making by those affected by the risk — the people in the community. Potential challenges to the process exist when there is lack of involvement in the process

by key community leaders and officials, competing agendas among community representatives and AHJs, and lack of experience with consensus processes. [1300, 2020]

When a community allocates resources, it is making recommendations concerning the acceptable level of risk it believes should be tolerated within the community. It is much easier to arrive at this recommendation if a formal risk assessment has been conducted. This involves obtaining comprehensive information about hazards, vulnerabilities, groups affected, frequency, severity, duration, capacity and more. Reviewing historical loss data as well as considering potential problems for the community is also required. Community and political leaders, members of the populations affected by risks, agency representatives, and other stakeholders should collaborate to determine the community's acceptable level of risk. [1300, 2020]

A.3.3.77.3 Community Risk Reduction. The resources of community risk reduction might include, but are not limited to, education, prevention, mitigation, emergency response, and economic incentives.

Community risk reduction can be achieved through the adoption of prevention or mitigation initiatives, policies, protocols, and standards to address specific problems. Actions would imply that a specific plan of operation is in place and practiced. Services would incorporate fire, police, emergency medical services, and other community services that could be called upon to address the specific risk. [1300, 2020]

A.3.3.81.2 Life Safety Systems. These can include both active and passive fire protection systems, devices, or assemblies.

Several items of equipment, processes, actions, or behaviors, grouped or interconnected so as to reduce injuries or death from fire or other life-threatening event.

A.3.3.86 Youth Firesetting Information Repository and Evaluation System (YFIRES). The development of the YFIRES database began in 2011 and was launched nationally in 2016.

A.3.3.87 Youth Firesetting Information Repository and Evaluation System (YFIRES) National Data Set. The YFIRES National Data Set comprises the following 20 key data elements for reporting:

- (1) Age at the time of the incident
- (2) Gender
- (3) Race
- (4) Grade in school at the time of the incident
- (5) Family type of youth
- (6) Zip code
- (7) Primary caregiver's highest level of education
- (8) Referral to program initiated by _____
- (9) Has the youth had previous firesetting incidents?
- (10) (If yes, No. 10, "How many times?" is activated)
- (11) Incident month (autopopulated from the incident date)
- (12) Incident year (autopopulated from the incident date)
- (13) Incident day of the week
- (14) Incident time of day
- (15) Incident location
- (16) Ignition source
- (17) First item ignited
- (18) Were there associates involved in the incident?
- (19) Final disposition of case
- (20) Was an incident report entered into the National Fire Incident Reporting System (NFIRS)?

Note: The YFIRES National Data Dictionary is available at <https://YFIRES.com/technical-support/resources/>.

A.3.3.90 Youth Firesetting Prevention and Intervention (YFPI) Components. These are the components of a program necessary to meet best practices and provide a chain of events leading a youth from program entry to program completion.

The chronological sequence of the YFPI components is as follows:

- (1) Identification method
- (2) Intake process
- (3) Screening/interview process
- (4) Intervention services
- (5) Evaluation and follow-up

These definitions are aligned with those used in the 2021 revised National Fire Academy YFPI course and the 2021 IFSTA YFPI textbook, *Youth Firesetting Prevention and Intervention*.

A.3.3.90.1 Evaluation. Program performance should be determined in part by program participants. Evaluation should include other behavioral considerations and changes.

A.3.3.90.2 Identification Method. The identification method can be considered a marketing strategy that creates a path for anyone who encounters youth firesetting behavior to steer a youth toward entry into a YFPI program.

A.3.3.90.4 Intervention Services. Intervention services can be limited to education, but might also target underlying problems that motivate firesetting such as child abuse, neglect, or other conditions that cause stress or crisis in the youth's life, therefore prompting such behaviors as firesetting. Identifying any of these conditions would indicate a need for referral to appropriate agencies or services.

A.4.1.1 In developing requirements for fire marshal, the technical committee considered the various roles and duties of local, county, state, federal, tribal, provincial, and private sector fire marshal. The committee was also aware that many times the fire marshal is the only person in the organization and can be performing the specific requirements held by others in larger organizations. In those cases, it is the intent of the technical committee that they also comply with the appropriate professional qualifications standards, such as NFPA 1021, NFPA 1033, and other positions identified in NFPA 1030, and at the appropriate levels.

It is also the understanding of the committee that not all fire marshals perform all of the duties listed in the document, and therefore certain portions of the document could or could not be applicable. It is incumbent upon the management of the organization establishing the fire marshal or equivalent title to identify the responsibilities, duties, and expectations of the position. It is recognized that some duties performed by fire marshals, such as law enforcement functions, are not included in NFPA 1030.

The committee strongly believes that the comprehensive approach to prevention is the most effective, and users of the document should consider implementing the sections of Chapter 5 that were not determined to be part of the core requirements.

A.4.1.2 The committee believes that this document specifies the minimum JPRs for fire marshal. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform safely and efficiently. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with responsibilities are qualified to specific levels according to NFPA 1030.

A.4.1.2.3 A fire marshal's scope of organization or management responsibility should be established by the agency that those personnel represent. The AHJ should define the agency requirements for progression to positions of management responsibility.

A.4.1.2.6 The committee recognizes the importance of formal and continuing education and training programs to ensure a fire marshal has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, federal, or tribal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of Chapters 4 and 5 of NFPA 1030. In addition, fire marshals should maintain memberships in professional associations, network with peers, engage in code development activities, and review professional trade publications/journals. All of these items are essential components to maintaining professional competency in the rapidly changing environment within the scope of the fire marshal JPRs.

A.4.1.3.4 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated. Documentation of competency to the JPRs of this standard should be demonstrated by the fire marshal achieving certification from a certifying entity that is accredited by an accrediting body.

A.4.1.3.10(1) The fire marshal should have an associates degree or equivalent.

A.4.2.2 The JPRs need not be mastered in the order in which they appear.

A.4.2.3 Continuing education is necessary to ensure that fire marshals update their knowledge and skills in the evolving field of fire and life safety. Attendance at workshops or seminars and the study of professional publications, journals, and websites are just a few of the many avenues available to increase fire marshal learning. Nationally recognized certification is one means of demonstrating proficiency in current practices.

A.4.3 Specific administrative duties and functions can vary in scope based on the individual jurisdictional requirements.

A.4.3.1 Since there is an overlapping of administrative duties and functions based on jurisdictional issues, specific JPRs cannot be incorporated or developed. The intent of this subsection is to address a fire marshal's responsibilities related to general administrative duties, and to recognize that those duties can vary depending on the assignments and policies of a local jurisdiction.

A.4.3.3 See NFPA 1730 and the NFPA *Fire Protection Handbook* for guidance on developing strategic and operational plans.

A.4.4 A fundamental concept of reducing risk is associated with modern society. Public fire service organizations and private loss prevention organizations are expected to reduce the risk within their areas of jurisdiction by taking measures to prevent the outbreak of fires, to limit the extent and severity of fires, to provide for the removal or rescue of endangered persons, to control and extinguish fires that occur within the jurisdiction, and to perform other emergency response operations and delivery of emergency medical services. The cumulative effects of preventive efforts, risk reduction and control, and fire suppression capabilities result in variable levels of risk to the jurisdictions and their residents. Since emergency response organizations respond to other than fire emergencies, the risk management function can include preventive efforts, risk reduction, and control for other types of incidents such as unintentional falls.

The risk remaining after deducting the cumulative effect of the organization's efforts is the responsibility of each individual, including owners, operators, occupants, and casual visitors to properties. It should be noted that fire risk cannot be completely avoided or eliminated. For additional information on fire risk assessment methods and approaches see NFPA 551.

A.4.4.5 The SFPE *Guide for Fire Risk Assessment* and SFPE *Handbook of Fire Protection Engineering* provide information on how to perform a fire risk analysis.

A.4.5 This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements. Because it is difficult to guarantee successful development of coalitions and partnerships, the measurable parts of this section are oriented more to the activities that will lead to the development of effective community outreach efforts and the establishment of partnerships.

A.4.5.1 The intent is to be an active participant as much as possible in applicable community groups in order to establish and maintain relationships. However, the success of the coalition building will be dependent in part on the group's interest and participation level as well as the fire marshal's ability and allocated resources to actively participate in community relations development.

A.4.5.2 The goal of providing safety proposals (in this context) to the community is to build coalitions to improve public or private safety. Because coalitions cannot be assured, the intent of the committee is an effective presentation of relevant safety proposals as the best way to ensure their participation.

A.4.6 See 4.1.2.6 for maintaining proficiency.

A.4.6.1 The AHJ should reference the appropriate position chapters of this standard or NFPA 1033 for guidance on the professional development of those positions and any other potential AHJ requirements specific to those or other positions.

A.5.2.8 The intent of the committee in this section is to look at a fire marshal's responsibilities in terms of the management of the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to Chapters 6 through 8 for appropriate professional qualifications for delivery of code enforcement programs. In this case, interpreting the code is a higher level activity related to the management of the code enforcement process. Interpretations are those activities that help to clarify vague areas of laws,

codes, and standards, whereas appeals would be a mechanism to provide suggested alternative materials and methods.

A.5.2.9 The intent of the committee in this section is to look at a fire marshal's responsibilities in terms of the management of the code. Those who are primarily responsible for the implementation of the code (as in smaller jurisdictions) should look to Chapters 6 through 8 for appropriate professional qualifications for delivery of code enforcement programs. In this case, managing alternative compliance measures of the code is a higher level activity related to the management of the code enforcement process. It involves the process of reviewing proposals, including performance-based designs, that meet the intent of the code, law, or standard but are not found in the prescriptive portions of it.

The SFPE documents, *Guidelines for Peer Review in the Fire Protection Design Process* and *Guide to Performance-Based Fire Protection*, are examples of resources that can assist local fire marshals in managing this part of the regulatory process.

A.5.2.11 The nature of codes, standards, and regulatory management programs is complex, and the intent is to provide consistency among the various people involved in the regulatory process. For example, the regulatory management program could include local interpretations of code or address areas that are not specifically prescribed in the codes or standards.

A.5.2.12 The regulatory aspect of a typical fire marshal's position often overlaps with the building official but includes a variety of others such as planning departments, health departments, licensing departments, engineering departments, and other agencies like OSHA.

A.5.2.13 The intent of 5.2.13 is not for a fire marshal to be able to perform all aspects of fireground operations but for a fire marshal to understand the basic concepts of fireground operations. The codes and standards vest the fire marshal with significant discretionary authority. Understanding how this discretionary authority must be applied within the context of fireground operations and firefighter safety is necessary for the effective application of the codes and standards.

A.5.3.7 A comprehensive fire and life safety program is more than a presentation on stop, drop, and roll. It is a combined educational strategy designed to address a particular problem by matching messages to proper formats and target audiences. The five-step planning process [as developed by the U.S. Fire Administration and found in the International Fire Service Training Association (IFSTA) *Fire and Life Safety Educator manual*] is a good model to use as an example.

A.5.4 A fire marshal can be required to manage a variety of investigations, including, but not limited to, fires, explosions, product recalls, safety, or other emergency incidents.

A.5.4.1 There are a variety of sources of information that can provide requisite knowledge for someone responsible for the management of the investigative process. Among them are NFPA 921, NFPA 1033, NFPA 1500, the NFPA *Fire Protection Handbook*, and other related documents. Also see A.5.4.2.

A.5.4.2 There are many sources of reference documents for the investigative process. Generally they follow the scientific method. For fire and explosion investigations, examples include NFPA 921 and the IFSTA *Fire Investigator manual*. For product evaluation, they include, but are not limited to, prod-

uct test methodologies developed by NFPA, Underwriters Laboratories (UL), FM Global, and the American Society for Testing and Materials (ASTM). Personnel investigations can be subject to local laws, federal regulations, or guidelines established by governmental entities, such as the Department of Homeland Security.

A.5.4.3 The fire marshal should be aware of ASTM E620, *Standard Practice for Reporting Opinions of Scientific or Technical Experts*.

A.5.4.6 It is understood that fire investigators with arrest powers, fire investigators without arrest powers, and private sector fire investigators can utilize chapters 4 and 5 of this standard. The following is a list of those legal and regulatory requirements that are critical within the fire investigation field. It is the responsibility of the authority having jurisdiction to select those issues that are pertinent to its respective organization. Those selected issues should then serve as the measurement criteria or training guideline for the authority having jurisdiction. Due process issues (stated in task terms) are as follows:

- (1) Conduct search and seizure
- (2) Conduct arrests
- (3) Conduct interviews
- (4) Maintain chain of custody
- (5) Utilize criminal and civil statutes applicable to the situation
- (6) Interpret and utilize contract law and insurance law

Show due process of civil rights laws, privacy laws, the fair credit reporting act, laws of trespass and invasion of privacy, laws of libel and slander, laws of punitive damages and attorney-client privilege, rules of evidence including spoliation, and other laws applicable to the authority having jurisdiction.

A.5.4.7 It is the intent of the committee that a fire marshal responsible for the management of investigations should be familiar with the other agencies who have resources and in some cases jurisdictional mandates that could help or overlap the local jurisdiction. Examples include the Bureau of Alcohol, Tobacco, Firearms, and Explosives; the Federal Bureau of Investigation; and a variety of local police agencies. The actual list of agencies would depend on the type of investigation being done and could include many other examples.

A.6.1.1 In developing Chapters 6 through 8, the technical committee considered the various roles and duties of local, county, state, federal, and private sector fire inspector and fire plans examiner. The committee was also aware that many times the fire inspector is the only person in the organization and might be performing the specific requirements held by others in larger organizations. In those cases, it is the intent of the technical committee that they also comply with the appropriate professional qualification standards and at the appropriate levels, such as NFPA 1033 or as identified in Chapters 4 and 5, and Chapters 9 through 14.

A.6.1.2.1 Management responsibilities should be addressed by the agency or organization that the inspector represents. For fire service organizations, NFPA 1021 should be used for guidance. For civilian inspectors, the AHJ should define the agency requirements for progression to positions of management responsibility.

A.6.1.3.1 To train and work as a first responder inspector, fire inspector, or fire plans examiner, the committee has deter-

mined that the candidate should possess, at a minimum, basic knowledge of the characteristics and behavior of fire (including basic fire cause determination) and fire prevention principles, as well as skill in written and oral communication, public relations, and basic mathematics (i.e., whole numbers, fractions, and decimals; percentages, averages, and estimations; algebraic equations; powers and roots; ratios and proportions; and linear surface and volume measurements; and so forth). Evidence of this knowledge could be shown by attending training sessions provided by the agency, certificates of training, and documentation of high school or college coursework. It is not the intent of the committee to require college-level coursework as part of this requirement. The AHJ should determine the type of evidence and specific levels of preparation for inspectors it employs.

A.6.1.3.2 The first responder inspector, fire inspector, or fire plans examiner candidate should be able to recognize and identify the hazardous materials/WMD and hazards.

A.6.1.3.6 It is recommended that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

A.6.1.3.9 The intent of the committee is that individuals at the fire inspector level should assist in the training and education of first responder inspectors.

A.6.1.3.11 Remaining current is important for any practitioner in a field. In the rapidly changing and developing field of the fire service this is particularly important. The AHJ can consider establishing a path by which members can demonstrate currency and competency through continuing education or practice within the field consistent with current duties. It is recommended that any such program give consideration to the following factors:

- (1) Demonstrated and documented knowledge and competence of additions or revisions to the latest edition of the standards
- (2) Documented training and education (including online) related to the standards since the last certification
- (3) Documented experience in the field (i.e., emergency operational experience for firefighters, fire officers, instructors, and so on)
- (4) Demonstrated and documented successful performance of duties, which can include skills assessment
- (5) Annual performance appraisals
- (6) Documented teaching and instruction related to the field
- (7) Commendations, awards or recognition for the performance of related duties

Other items for consideration can include:

- (1) Memberships in professional organizations, including any positions held or special activities involved in the organization membership
- (2) Published articles in trade journals, web-based publications, and other information distribution avenues
- (3) Research and development activities related to the field
- (4) Documented attendance at relevant conferences and training events

These considerations should not be considered all-inclusive and other factors specific to the field should be considered for inclusion.

The examples as shown in Table A.6.1.3.11(a) and Table A.6.1.3.11(b) are hypothetical examples of continuing educa-

tion or demonstrated competency considerations for the Fire Officer I. AHJs are encouraged to exercise maximum flexibility in providing opportunities for certified personnel to demonstrate competence through actual experience since the last certification or education and training related to the standard.

A.6.1.3.12 The AHJ should provide the equipment necessary to conduct assigned inspections and plan review.

It is recommended that the following equipment be provided to accomplish assigned duties: flashlight, drafting tools (e.g., scale, rulers, compass, graph paper, and so forth), tape measure, calculator, small mirror, clipboard, photography equipment, Pitot tube, and pressure gauges. Personal protective clothing, such as hard hats, eye protection, boots, coveralls, and so forth, as defined in Chapter 3, should be available as necessary.

A.6.1.3.13 Personal protective clothing, such as hard hats, eye protection, boots, coveralls, and so forth, as defined in Chapter 3, should be available as necessary.

A.6.1.3.14 For inspectors or fire plans examiners to perform their jobs or to be evaluated on their performance of the job requirements of Chapters 6 through 8, basic resource materials must be available for reference. These materials include those codes and standards applicable to that jurisdiction where the inspector is working or being evaluated. Policies and procedures that define and regulate the inspector's job must also be provided. This is of particular importance where inspectors are being evaluated by an agency other than their employer. It is the intent of Chapters 6 through 8 to measure the inspector's ability to use fire codes and standards within the guidelines set by the policies and procedures of an AHJ. These skills should be readily transferable, regardless of the specific codes or standards or the editions being used.

A.6.1.3.16 The fire inspector and fire plans examiner should be able to identify the correct code, standard, or policy, including edition, and correctly interpret and apply the adopted codes, standards, and referenced documents.

The first responder inspector, fire inspector, and fire plans examiner must have knowledge of the applicable codes, standards, and policies adopted by the AHJ.

They must possess the ability to do code-related research and clearly express code requirements orally and in writing.

A.6.1.3.17 The first responder inspector, fire inspector, and fire plans examiner should have knowledge of the legal requirements for record retention, freedom of information requests, community right-to-know laws, and operational procedures of the organization. They should have the ability to organize materials in accordance with accepted record-keeping practices.

A.6.2 The intent of the committee is that individuals at the first responder inspector level perform basic fire safety inspections. Individuals at this level can include firefighters who are normally assigned to fire suppression or other individuals whose primary job responsibilities are not fire inspection.

A.6.3 Maintaining an open dialogue with fire inspectors and fire plans examiners is a key component of the duties of a first responder inspector.

Table A.6.1.3.11(a) Example of Continuing Education or Demonstrated Competency Considerations

Competency Considerations	Documentation Approach
Demonstrated and documented knowledge and competence of additions or revisions to the latest edition of the standards.	Documented successful experience in human resource management, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety as appropriate to cover additions/revisions to the standard since the previous standard edition.
Documented training and education (including online) related to the standards since the last certification.	Documented evidence of education or training in human resource management, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety.
Documented experience in the field (i.e., emergency operational experience for firefighters, fire officers, instructors, and so on).	Documentation of service, either in the role of a Fire Officer I (first line supervisor), or in an acting role.
Demonstrated and documented successful performance of duties, which can include skills assessment.	Evaluation of serving in the role of a Fire Officer I (both non-emergency and emergency operations).
Annual performance appraisals.	Converting performance appraisals into actionable goals and objectives for improvement as a Fire Officer I.
Documented teaching and instruction related to the field.	Teaching at the local, regional, state, or national level in the area of fire officer development.
Commendations, awards or recognition for the performance of related duties.	Commendations, awards, or recognition of the performance of the duties of a Fire Officer I (first line supervisor).

Table A.6.1.3.11(b) Additional Examples of Continuing Education or Demonstrated Competency Considerations

Competency Considerations	Documentation Approach
Memberships in professional organizations, including any positions held or special activities involved in the organization membership.	Membership in, or holding a position within, a regional, state, or local professional organization that promotes the role of the Fire Officer I (first line supervisor).
Published articles in trade journals, web-based publications, and other information distribution avenues.	Publication of any articles related to the duties and responsibilities of a Fire Officer I (first line supervisor).
Research and development activities related to the field.	Documented research and development of any practice related to the duties or responsibilities of a Fire Officer I (first line supervisor).
Documented attendance at relevant conferences and training events.	Attendance at any regional, state, or national conference or training event aimed at improving a Fire Officer I (first line supervisor).

A.6.3.3 It is intended that the first responder inspector perform basic-level inspections, which will include specific code and standard sections. However, it is not intended to cover the detail or depth that a fire inspector would provide. The AHJ should establish specific direction and training for the first responder inspector that defines and outlines the basic items that should be covered, such as through a checklist or itemized list of specific codes and standards. See Annex I for an example of a checklist that could be used by a first responder inspector.

A.6.3.4 Situations or conditions requiring permits include new construction, operational conditions, and planned impairments involving building systems or facilities, as required by the AHJ.

A.6.3.5 The objective of a complaint investigation is the recognition and correction or removal of a fire or life safety hazard. At this professional level, the resolution of the complaint would not require the fire inspector to interpret a code or standard.

A.6.4.2 First responder inspectors should have knowledge of the process for legal proceedings in their AHJs, such as the appeals process related to code enforcement, administrative hearings, depositions, and formal court appearances.

A.6.5.1 The fire responder inspector should be able to identify the correct code, standard, or policy, including edition, and apply the adopted codes, standards, and referenced documents.

A.6.5.4 Examples of means of egress elements include exit access, exit enclosures, exit discharges, stairways, ramps, doors, hardware, exit markings, and illumination.

A.6.5.6 Individuals should be able to confirm the operational status of fixed extinguishing systems by visual inspection of the control panels for automatic suppression systems (e.g., dry chemical systems, Halon, CO₂, and clean agent systems), automatic fire pumps and booster pumps, and detection systems arranged to operate automatic systems. Operational status of sprinkler systems, including wet pipe, dry pipe, deluge, foam-water, and preaction systems, can be confirmed by visually inspecting aboveground water supply control valves, fire department connections, underground water supply control valves, water levels in tanks and reservoirs, and observing sprinkler system drain tests. Periodic inspections and tests should be documented as noted in the applicable standards (i.e., NFPA 11, NFPA 12, NFPA 12A, NFPA 17, NFPA 25, NFPA 72, and NFPA 2001).

A.6.5.7 Individuals should be able to confirm the operational status of fire detection systems by visual inspection of the control panels for the detection system. Operational testing, maintenance, and sensitivity testing of detectors, where applicable, should be documented in accordance with NFPA 72. To meet this requirement, the first responder inspector must verify that valves are open and secured, control panels are on with no trouble indications, and fire extinguishers or systems are sealed with proper gauge readings. Documentation of maintenance would include inspection tags and records of alarm system and device tests. If the fire responder inspector has any questions regarding the operational status, the AHJ should be consulted.

A.6.5.8 Individuals should be able to confirm the operational status of extinguishers by visually examining the units, checking gauges, checking that they are tagged and hydrostatically

tested in accordance with NFPA 10, and checking that they are correctly located and marked. Extinguishers should also be confirmed to be appropriate for the hazard.

A.6.5.9 Emergency access includes emergency vehicle access roadways, pathway access from roadways to the building, fire department connections, key box facilities, gate access, and door access into structures. The first responder inspector is expected to be able to find and correct deficiencies and obstructions to fire and emergency personnel access into buildings, such as blocked roadways, missing or outdated keys in key boxes, locked gates, and inaccessible doors.

A.7.1 The intent of the committee is that individuals at the fire inspector level perform fire safety inspections. This level can include first responder inspector individuals who through experience and formal continuing education have achieved the prerequisite knowledge and skills noted and graduates of degree programs in associated fields who can demonstrate the prerequisite knowledge and skills noted.

A.7.2 The responsibilities and duties of this position are at a higher level than that of first responder inspector. If functions are similar or overlapping, it is assumed that those performed at this level will be at a higher technical level and will require more professional expertise, as should be visible in presentation, performance, and quality.

A.7.2.6 The objective of a complaint investigation is the recognition and correction or removal of a fire or life safety hazard. The resolution of the complaint will depend heavily on the technical evaluation of the complaint and the selection of possible corrective actions. More than one solution might be available.

A.7.2.7 Local or regional modifications to codes and standards developed through the consensus process can be made to address specific local environmental and societal factors with adequate input from affected parties and oversight by the AHJ's governing body. Such modifications should be based on substantiated information, compiled and presented to justify the impacts of the regulation or modification proposed. Data professionally presented can support a request for a governing body to modify a code or a standard.

A.7.3.1 Inspectors should have knowledge of the process for legal proceedings in their AHJs, such as the appeals process related to code enforcement, administrative hearings, depositions, and professional demeanor for formal court appearances.

A.7.3.3 Mandated inspection frequencies, follow-up visits, and timely response to complaints require good time-management skills of the individual and a coordinated management program. Improvements in the delivery of inspection services can often be originated at the inspector level.

A.7.4.2 Judgment should be exercised in the classification of occupancies within a building. Small uses that are an accessory to a major occupancy should be evaluated within the framework of the adopted codes and standards, recognizing that not all spaces require separation while some spaces will always require separation.

A.7.4.3 The fire inspector should be able to assess proper construction type based on new construction or changes to a building that have occurred since the original occupancy of the building. Examples of such changes can include renovations or

additions, changes in storage commodity, changes in occupancy classification, and similar changes that might occur throughout the life of a building.

A.7.4.4 This requirement includes buildings under construction or demolition. Building documentation includes performance-based design documents to ensure input features remain applicable to the building as it is currently configured. The design documentation should include an operations and maintenance manual, which acts as a user guide to the performance-based design. The operations and maintenance manual includes the assumptions and estimates made during the design regarding concepts such as selected fire scenarios and fuel loads, building use, occupant characteristics, and system reliability. The inspector should be able to compare these original assumptions and estimates to those that would be used to evaluate the building as it is currently configured.

A.7.4.5 As determined by the AHJ, individuals should be able to demonstrate knowledge of the codes and standards related to the installation requirements and acceptance testing requirements for an integrated fire protection and life safety system, such as elevator recall upon activation of a fixed fire alarm system or activation and operation of a smoke removal (HVAC) system upon activation of a fire detector or suppression system, or other integrated fire protection systems of a similar nature in a structure in accordance with the applicable building, mechanical, or fire code of the jurisdiction. Test protocols might include contractor's pretest documentation, test criteria from codes and standards, and other specific test criteria as might be developed by the system designer. (See *NFPA 3*.)

A.7.4.6 Examples of means of egress elements include exit access, exit enclosures, exit discharges, exit travel distances, arrangement, capacity, stairways, ramps, doors, hardware, exit markings, and illumination.

A.7.4.7 The fire inspector is expected to have knowledge of processes and operations that include milling operations, energy storage systems, other emerging technologies or industries, and the manufacture, storage, and use of hazardous chemicals and explosives.

A.7.4.8 Emergency planning might include components for building evacuation, sheltering of occupants in place, and securing occupants from outside threats.

A.7.4.9 The fire inspector is expected to evaluate emergency planning and procedures, which can incorporate the location and operation of emergency shutdown systems where provided in chemical, explosive, large mechanical, high-voltage electrical, or hazardous occupancies, and occupancies where security needs involve lock-down procedures or other egress procedures.

A.7.4.12 Fire growth is dependent on several factors, including, but not limited to, fuel load, characteristics of the materials involved, exposed surface area, material height and array, continuity of combustible materials within a space, ceiling height, and ventilation or openness of the space. Availability of an ignition source is usually not considered since fire growth is evaluated on the assumption that a fire has already begun and is not predicated on whether a fire will or will not start.

A.7.4.13 Performance-based design involves the evaluation of risk through a systematic process. See Rose, Flamborg, and Leverenz, *Guidance Document for Incorporating Risk Concepts into*

NFPA Codes and Standards, for further information. The SFPE *Guide to Performance-Based Fire Protection* also provides detailed information on how to conduct a performance-based design.

A.7.4.14 The fire inspector should coordinate with other agencies within the AHJ that have expertise in the area of mechanical equipment to provide a uniform approach to achieve a fire-safe environment. There are emerging technologies in energy efficiency that the fire inspector should be aware of that these systems can impact fire growth development and fire protection system design.

A.7.4.15 Emergency access includes emergency vehicle access roadways, pathway access from roadways to the building, fire department connections, key box facilities, gate access, and door access into structures. The fire inspector is expected to be able to find and correct deficiencies and obstructions to fire and emergency personnel access into buildings, such as blocked roadways, missing or outdated keys in key boxes, locked gates, and inaccessible doors. Actual response operations, safe zones, and vehicle size, width, and turning capabilities should be evaluated for a given site. For sites with topographical limitations, such as a riverfront or mountainside setting, alternate methods to provide access should be evaluated based upon the requirements of the responding personnel to approach and address incidents within the site.

A.7.5.1 For facilities that might qualify for more than one occupancy classification, additional information should be sought from the applicant following the initial review of a given set of plans. Occupancy classifications affect the construction type permitted or might limit the use of the building in the future. A different construction type or a more flexible future use of the building might be possible. Judgment should be exercised in the classification of occupancies within a mixed-use building. Small uses that are accessory to a major occupancy should be evaluated within the framework of the adopted building code, recognizing that not all spaces might require separation while some spaces will always require separation.

A.7.5.2 Occupant load calculation procedures should recognize the intended use of a given space as determined in the adopted codes and be based on applying a load factor to either the net or gross area of the space. Except for public assembly occupancies, these factors are based on the overall use of a facility and do not guarantee a minimum space allocation per individual in a space.

A.7.5.3 The fire inspector is expected to be able to evaluate proposed fire protection systems and equipment for moderately technical applications. Knowledge of the compatibility and effectiveness of the protection systems and equipment with the hazard to be protected is essential.

A.7.5.6 The fire inspector should be familiar with current building materials, concepts, and technologies. New building materials, processes, and technologies are continually being introduced in new building systems. The individual should be able to recognize new systems; research information relevant to the fire, life safety, and security impacts of a new system; and request a professional evaluation of a new system from the design engineer-of-record or architect-of-record. The individual should also be able to determine when further evaluation by an independent third party might be required.

A.8.2 Maintaining an open dialogue with fire inspectors and emergency response personnel is a key component of the duties of a fire plans examiner.

A.8.2.2 These checklists and forms should be versatile and dynamic, such as through web-based applications or automated or interactive methods, and target audiences, including, but not limited to, fire service professionals, design and construction professionals, business owner/operators, and homeowners. The ability to address and properly communicate to a larger-based audience is vital.

A.8.2.3 The plan review process should not select or direct the design of fire protection features; it is intended to evaluate the compliance of a proposed fire protection feature for a given hazard.

A.8.2.5 The fire plans examiner should enforce only those codes and standards that have been legally adopted by the AHJ. The fire plans examiner should retroactively apply codes and standards only when authorized to do so by the AHJ.

A.8.2.6 An understanding of the intent of the provisions of the adopted codes and standards is helpful in analyzing a request for an alternative method or material. Handbooks developed for various codes and standards can provide background information and intent.

A.8.3 The fire plans examiner can utilize NFPA 170 and other reference sources on symbols used on plans.

A.8.3.2 At this point in the construction process, the design professional should contact the fire plans examiner to discuss a proposed project before actual plans and specifications are created.

A.8.3.6 This individual should be able to calculate occupant loads and determine occupant egress capabilities and systems. They should be able to cite multiple references from various codes and standards that reflect an understanding of the topic.

A.8.3.9 The fire plan examiner should be capable of analyzing policies and procedures as well as local needs and management objectives to develop policies specific to the needs of the AHJ. This individual should also have a clear understanding and be capable of not only crafting but also implementing said policies and procedures.

The fire plans examiner should understand who the AHJ's legal counsel is and the process and methods for evaluating business, ethical, and regulatory issues within the AHJ.

A.8.3.10 The committee intends that this requirement encompass preparation, documentation, and presentation in a formal proceeding, such as a deposition, administrative hearing, or court proceeding.

A.8.3.11 The fire plans examiner is expected to understand fire behavior in a variety of circumstances and that fire growth is dependent on several factors, including, but not limited to, heat content, fuel load, characteristics of the materials involved, exposed surface area, material height and array, continuity of combustible materials within a space, ceiling height, and ventilation or openness of the space.

Availability of an ignition source is usually not considered since fire growth is evaluated on the assumption that a fire has already begun and is not predicated on whether a fire will or will not start. Fire modeling program software and full-scale fire

test results are available. Experienced judgment must be employed in the decisions and assumptions entered into these programs to obtain an outcome that would approximate actual conditions.

A.8.3.14 The fire plans examiner should be able to identify and explain overall building control functions such as heating, ventilating, and air-conditioning systems; smoke control systems; elevator recall; emergency generator performance; horizontal exit operations; fire pump functions; and security features.

A.8.3.15 Corrections should not be limited to the options of the fire plans examiner. The fire plans examiner, when confronted with alternate designs, methods, or materials, can direct the responsible party to a design professional for a suitable plan. The fire plans examiner is expected to evaluate, not design, fire protection solutions.

A.8.3.16 As determined by the AHJ, the fire plans examiner should be able to demonstrate extensive and detailed knowledge of the installation standards used to install fire alarm systems, fire detection systems, sprinkler systems, fire pumps, suction and gravity tanks, standpipes, underground water supply piping, and special hazard systems for processes that can include those previously listed as well as control/extinguishing systems using clean agents, CO₂, dry chemical, foam, or foam-water solutions. Complex reviews can also be provided for combinations of the systems integrated to provide life safety or fire control or extinguishment, such as smoke management systems, standpipes, fire pumps, and sprinkler systems, or explosion or fire suppression in material handling or air-moving systems, such as dust collection systems or chemical vapor removal systems.

A.8.3.20 Where the preliminary design calls for a performance-based evaluation of the design, additional concepts should be addressed at this stage, including any local requirements for parameters and values not included in the code. Third-party evaluation and recommendation can be utilized by the fire plans examiner when necessary to determine code intent. See Rose, Flamberg, and Leverenz, *Guidance Document for Incorporating Risk Concepts into NFPA Codes and Standards*, for further information. The SFPE *Guide to Performance-Based Fire Protection* provides detailed information on how to conduct a performance-based fire protection design.

A.9.1.2 This document specifies the minimum job performance requirements for fire and life safety educator, fire and life safety education program manager, public information officer, youth firesetting prevention and intervention specialist, and youth firesetting prevention and intervention program manager. The committee recognizes that emergency services organizations might have to invest considerable resources to provide the equipment and training needed to perform safely and efficiently. The committee does not mean to imply that organizations with limited resources cannot provide response services, only that the individuals charged with performing responsibilities are qualified to specific levels according to Chapters 9 through 14.

A.9.1.2.3 Organization or management responsibilities should be addressed by the AHJ that personnel represent. The AHJ should define the agency requirements for progression to positions of management responsibility.

A.9.1.2.6 The committee recognizes the importance of formal and continuing education and training programs to ensure that the fire and life safety educator, fire and life safety education program manager, public information officer, youth fire-setting prevention and intervention specialist, and youth fire-setting prevention and intervention program manager have maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state, provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning would include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements identified in Chapters 9 through 14 and should give consideration to the following:

- (1) Demonstrated and documented knowledge and competence of additions or revisions to the latest edition of the standards
- (2) Documented training and education (including online) related to the standards since the last certification
- (3) Documented experience in the field (i.e., emergency operational experience for firefighters, fire officers, instructors, and so on)
- (4) Demonstrated and documented successful performance of duties, which can include skills assessment
- (5) Annual performance appraisals
- (6) Documented teaching and instruction related to the field
- (7) Commendations, awards, or recognition for the performance of related duties

Other items for consideration can include the following:

- (1) Memberships in professional organizations, including any positions held or special activities involved in the organization membership
- (2) Published articles in trade journals, web-based publications, and other information distribution avenues
- (3) Research and development activities related to the field
- (4) Documented attendance at relevant conferences and training events

A.9.1.2.6.1 A portion of the CEUs, as approved by the AHJ, should be associated with remaining current with the position.

A.9.1.3.4 It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

A.9.2.1 Injury prevention strategies can be thought of as “The Es.” Education, engineering, enforcement, economic incentive, and emergency response are often cited as strategies used to reduce loss of life and property. In relation to special needs, consider People First: In choosing words about people with disabilities, the guiding principle is to refer to the person first, not the disability. In place of saying “the disabled” it is preferable to say “people with disabilities.” It is only important to refer to the person’s disability if it is relevant to the conversation or situation. Disability should not be the primary defining characteristic of an individual but merely one aspect of the whole person.

A.9.3.1 An activity is a component of a fire and life safety education program. Activities include lessons, public presentations, demonstrations, safety fairs, home inspections, news releases, media interviews, and billboards. A fire and life safety education program utilizes multiple activities to achieve

program goals. For example, a department can have a home safety program. The program includes home inspections by engine company personnel, public service announcements on local radio and television, billboards on major highways, and presentations to community groups. An organization’s fire and life safety strategy is the comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through fire and life safety education programs. [See Figure A.9.3.1(a).] The strategy can include collaborative partnerships with other community, state, and national organizations and agencies. It is the result of a planning process that begins with determining community needs and issues. [See Figure A.9.3.1(b).]

A.9.3.2 The Fire and Life Safety Educator I is routinely tasked with several activities other than educational presentations, for example, attending meetings and working with department teams. The activity report documents all the noneducational activities or tasks performed by the educator.

A.9.5.1 The fire and life safety educator I might receive this requisite knowledge through departmental training programs, training programs sponsored by state or federal training agencies, or education departments of local colleges or universities. It should be emphasized that the role of the fire and life safety educator I is simply to deliver prepared lessons. For this reason, the requisite knowledge should focus only on those basic skills. The final determination of the amount of training necessary to meet the requirements is the responsibility of the organization



FIGURE A.9.3.1(a) Fire and Life Safety Education Program Components.

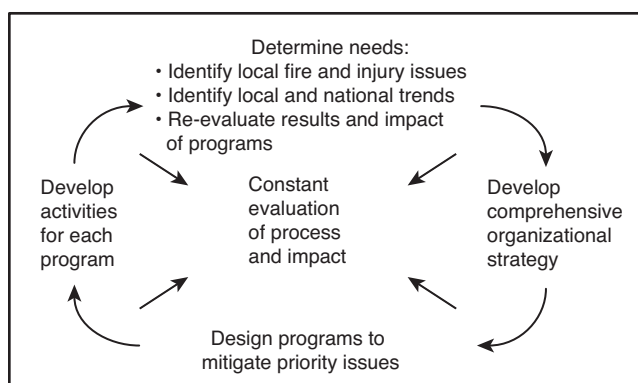


FIGURE A.9.3.1(b) Fire and Life Safety Education Program Design Process.

providing the training. It is important that the requisite knowledge and skills be obtained prior to assuming the duties of a fire and life safety educator I. (*See Annex K.*)

A.9.5.3 Typical presentation methods can include the following:

- (1) Lectures
- (2) Skits
- (3) Games
- (4) Role playing
- (5) Questioning
- (6) Team teaching
- (7) Discussions
- (8) Music
- (9) Characterizations
- (10) Demonstrations
- (11) Modeling
- (12) Videos
- (13) Films
- (14) Slides

A.10.3.1 The fire and life safety educator should understand, access, and be able to clearly summarize relevant and current local, state/provincial, and national statistics. This information is necessary for both the planning and evaluation of fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities and can be limited to local fire service and hospital records. State/provincial and national data from sources such as the National Fire Information Incident Reporting System (NFIRS) and the American Burn Association can be used to justify local programming, but the more accurate and community-specific this information is, the more likely it is that it can be used in a meaningful way. Fire and life safety educators should determine and use those pertinent data sources that are available, participate in and encourage systematic reporting where appropriate, and provide input into the modification and development of improved systems.

A.10.3.3 Many times in fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.

A.10.4.1(A) Informational materials and formats can include, but are not limited to, news releases, print and broadcast public service announcements, brochures, video news releases, newsletters, flyers, posters, and billboards.

A.10.4.1(B) Matching fire and life safety educational program learning objectives with school curriculum requirements encourages schools to provide classroom time to teach fire and life safety content.

A.10.4.2(A) As with fire and life safety educator I, the requisite knowledge requirements can be satisfied through a variety of methods. Because of the depth of these requirements, it is neither possible, nor is it the desire of the committee, to recommend a minimum amount of training necessary to

achieve the requirements. Rather, such a determination is the responsibility of the organization providing the training.

A.10.4.4 The fire and life safety educator is frequently called on to deliver lessons to a variety of audiences and thus needs to understand how to adapt the lesson content so that it is understandable to those audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences can include the following:

- (1) Age
- (2) Educational backgrounds and learning style
- (3) Cultural and ethnic backgrounds
- (4) Physical ability and agility
- (5) Language (specific and slang)
- (6) Emotional characteristics (e.g., fearfulness)
- (7) Values and beliefs

To be responsive to these differences, the fire and life safety educator should consider how the lesson plans and content address these dimensions. For example, a lesson plan for a middle-class adult suburban population could run for a long period and utilize lecture as a primary presentation technique. Adapting this lesson plan to an elementary school audience would require a shorter time period and experiential teaching techniques to meet the same objectives.

A.11.1.1 Examples of return on investment include number of lives saved and injuries prevented.

A.11.3.5 A policy might include a statement of recommended fire and life safety practices intended to be adopted as any of the following:

- (1) Organizational policy
- (2) Local, state, or federal legislative items

A.11.4.1(A) Epidemiology is a scientific study of the frequency and distribution of injury or disease in human populations. Epidemiology deals with groups of people, rather than individual patients, and tracks occurrences over time, using statistics. It looks at things that are “epidemic” in nature/proportion, such as unintentional injury, which is the number one killer of children under age 14 in the United States. The Educational Messages Advisory Committee meets annually to review NFPA’s fire safety education messages and to provide recommendations to NFPA public education staff for updating and revising the messages. The messages are used throughout NFPA’s educational programs, curricula, and handouts and provide fire and life safety educators with accurate and consistent language for use when offering safety information to the public. Each topic area is self-contained, written so that all the information needed on a certain subject is provided within that category. As a result, some messaging might be repeated throughout topic areas. To reference the document, visit www.nfpa.org.

A.11.4.4 Key components of a successful fire and life safety campaign are consistency of message and the use of every possible delivery point to educate. The goal of 11.4.4 is for the FLSEPM to be able to create plans and communications vehicles to educate, assign, and motivate agency members to be part of the delivery of a fire safety campaign. In any campaign, the first point of awareness and education is the staff of the agency. Those staff members will be asked questions, teach, and be formal and informal advocates for the messages of the campaign. In any campaign, every member, from the highest-ranking member to the lowest, must know the purpose, goals,

messages, and outcomes of the campaign. As a component of campaign planning and execution, the FLSEPM must create an internal component of the plan that accomplishes the following:

- (1) Makes every member aware of the campaign including its purpose, goals, target audiences, specific threat being addressed, messages, and dates
- (2) Clearly states messages used in the campaign, emphasizing conformity to those messages in all uses including teaching, media, and public and other contacts
- (3) Identifies and assigns appropriate personnel to campaign tasks
- (4) Educates all members in ways to promote the campaign messages in all formal and informal interactions
- (5) Suggests ways to initiate informal communication of campaign messages to the public

A.11.4.5 Examples of return on investment include number of lives saved and injuries prevented.

A.12.1.1 NFPA 1026 should be referenced when the public information officer (PIO) is operating under the authority of an incident management team. Another resource for the PIO is the training curriculum offered by the Federal Emergency Management Agency (FEMA). The Emergency Management Institute (EMI) PIO training program is designed to provide PIOs with the essential knowledge, skills, and abilities to support proper decision making by delivering the right message, to the right people, at the right time. The training program includes the following courses:

- (1) G289/IS-29, Public Information Officer Awareness
- (2) G290, Basic Public Information Officer
- (3) G291/E-L0387, Joint Information System/Joint Information Center Planning for Tribal, State, and Local PIOs
- (4) E/L0388, Advanced Public Information Officer
- (5) Master Public Information Officer Program

Chapter 17 of NFPA 3000 can also be used as a resource for the PIO for active shooter and hostile events.

A.12.2.1 Figure A.12.2.1(a), Figure A.12.2.1(b), and Figure A.12.2.1(c) depict three worksheets that could serve as a template to the ones that could be used when the department does not have one of their own.

A.12.2.2(A) An example of a content calendar is shown in Figure A.12.2.2(A).

A.12.2.5 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.12.2.6 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.12.2.8 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.12.2.9 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

A.12.2.9(A) Key considerations for arranging news conferences include the following:

- (1) Send out notice to media two to four days in advance to ensure media will be able to attend. Press conferences should be scheduled between 9:30 a.m. and 1:30 p.m., which allows media enough time to arrive and meet deadlines.
- (2) Set a location for the news conference that is easily accessible for all those who are attending. Do not forget to consider parking. Ensure during news conference set-up that the speakers have an available exit in case the press conference becomes hostile.
- (3) Ensure that all news conference equipment works before the press conference begins (e.g., podiums, microphones, videos, sound equipment, and electrical outlets). Provide enough seating in the room for reporters and enough room for their supporting equipment (e.g., cameras and microphone). Display visuals as a backdrop to your speaker's table: charts, posters, and so forth. Provide a podium for the moderator, perhaps with the organization's logo.
- (4) Prior to bringing the spokesperson to the podium, ensure all media is set. White balances and mic checks need to be completed before the news conference begins.
- (5) Ensure you have press packets for all media who arrive. These packets can include a press release, photos, videos, copies of any speaker statements, brief bios of all speakers that include their full names and correct titles, and fact sheets or background.
- (6) Your organization should tape or record your press conference for multiple purposes (e.g., sharing with your audiences and as a learning opportunity). You can do this with a smart phone, video-enabled camera, or video camera. Make sure your equipment is set up before the press conference begins. Test all equipment.

A.12.2.10 Incident information includes, but is not limited to, an emergency-related event. Examples include fires, motor vehicle crashes, and natural disasters. Situation information includes, but is not limited to, a positive or negative circumstance related to the organization. Examples include promotions, station openings, service interruptions, and personnel issues. Event information includes, but is not limited to, planned non-emergency related occurrences. Examples include festivals, fairs, and award ceremonies.

Incident Information

Your Organization
12345 Your Street
City, State Zip Code

Incident date	Dispatch time	Type of incident	Release I.D. #
Incident address		Department lending mutual aid	
Dollar loss	Dollars saved	Occupancy type	Displaced occupants
Civilian injuries	Civilian fatalities	Civilians rescued/saved	Working smoke alarms
Pet injuries	Pet fatalities	Pets rescued/saved	Special property saved
Fire fighter injuries	Fire fighter fatalities	Total fire fighters	Total fire units
Time to control incident	Incident duration	Incident cause	
Release completed by		Contact number	Email
Incident description			

Incident information title

(CITY, State) — Customize this sheet to meet the organization's needs. In this section, write brief, but concise, information about the incident while referring to the Associated Press Stylebook for writing style information.

Look for opportunities to reinforce your organization's messages, and include those too. A couple of examples are highlighting working smoke alarms when they alert a sleeping family and all escape safely or bringing attention to a rollover accident with no injuries because the people involved were properly restrained.

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Your Organization — 12345 Your Street — City, State Zip Code — www.yoururl.org

FIGURE A.12.2.1(a) Sample Incident Information Worksheet.

Media Advisory

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

Advisory title

Who: Make your sentences brief, but provide complete information. List who will be at your event.

What: Describe event.

When: Check to make sure the date and time are accurate. Include here, if needed, special media parking, access information, and so forth.

Include interesting event visuals or photo opportunities.

Where: Accurate address.

Why: Succinctly state the reason for your event.

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FIGURE A.12.2.1(b) Sample Media Advisory Worksheet.

News Release

Your Organization
12345 Your Street
City, State Zip Code

Contact: Name, Contact number

For immediate release: Day, Year

News release title

(CITY, State) — Your city is written in all caps followed by the state. Capitalize only the first letter of your state (e.g., Kansas is Kan.). Refer to the Associated Press Stylebook for writing style information, as news releases are written according to this guide. AP Stylebooks are available at most bookstores. The body of a news release is commonly double-spaced.

A common news release paragraph indentation is 10 spaces. Write the body of your news release using an inverted pyramid style; in other words, put the most important information first.

Try to keep news releases to one page in length. End a one-page news release with three centered pound signs. If your news release is two pages, for example, place “more” at the bottom or “over” if you are printing on the back of a page.

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FIGURE A.12.2.1(c) Sample News Release.

Content Calendar						
Title	Author	Topic	Deadline	Publish	Time	Notes
WEEK 1						
How [new product] can save you hours of time	Amelia Pond	Product launch promotion	6/15/2017	6/19/2017	6 a.m.	
WEEK 2						
WEEK 3						
WEEK 4						

FIGURE A.12.2.2(A) Sample Content Calendar.

A.12.2.10(B) Using social media to communicate regularly with people who live, learn, work, or visit the community using the communication plan and content calendar.

A.13.1.2 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.13.1.3 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.13.4.5(A) The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.14.1.1 The committee's intent is to recognize the trend in the use of explosives and explosives-related materials, which could include youths involved in firesetting.

A.14.3.1 Typically, interventions for the youth and their family are determined by multiagency partners. The team is generally composed of representatives from fire, mental health, health care, school, law enforcement, and social services.

Before establishing an interagency network, the YFPIS should be aware of any existing partners that could be used for youth firesetting prevention and intervention purposes.

A.14.3.2 When a youth firesetting prevention and intervention program is created, program policies and procedures should be established. Such policies and procedures might have to be created, or they might be adapted from state or federal training centers, fire marshal offices, fire departments, or other organizations.

Program success can be measured in many ways: reduction of overall fires set by youth, recidivism rate (repeat firesetting by youth who have successfully completed the program), and so on. The evaluation plan should be determined during the

program planning stage. The evaluation results should be shared with participating agencies and the community. Proper maintenance of records and case files is required to achieve this evaluation.

Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, job descriptions, and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as *duties*. For example, the firefighter's duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator's duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.2 The Parts of a JPR.

B.2.1 Critical Components. The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb (*See Figure B.2.1 for examples of action verbs used in the creation of JPRs.*)
- (2) Tools, equipment, or materials that are to be provided to complete the task
- (3) Evaluation parameters and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

B.2.1.1 The Task to Be Performed. The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

Table B.2.1 Example of a JPR

(1) Task to be performed	(1) Perform overhaul at a fire scene,
(2) Tools, equipment, or materials	(2) given PPE, attack line, hand tools, flashlight, and an assignment,
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

B.2.1.2 Tools, Equipment, or Materials That Should Be Provided for Successful Completion of the Task. This component ensures that all the individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what should be provided in order for the individual to complete the task.

B.2.1.3 Evaluation Parameters and Performance Outcomes. This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

B.2.2 Requisite Knowledge and Skills. In addition to these three components, a JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.2.3 Examples. With the components and requisites combined, a JPR might be similar to the two examples in B.2.3.1 and B.2.3.2.

B.2.3.1 Example: Firefighter I. Perform overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Action Verb Progression</div>	5	Creation and Evaluation	Analyze	Conclude	Devise	Generate	Predict
			Anticipate	Construct	Diagnose	Interpret	Prescribe
			Appraise	Create	Edit	Judge	Prevent
			Assess	Critique	Evaluate	Justify	Project
			Compose	Design	Examine	Reconcile	Research
4			Conceptualize	Develop	Forecast	Plan	Summarize
		Skills Bridging	Adapt	Change	Coordinate	Integrate	Synthesize
			Adjust	Combine	Differentiate	Modify	Transform
			Alter	Compare	Discover	Negotiate	Translate
3			Arrange	Compile	Discriminate	Organize	Verify
			Breakdown	Convert	Formulate	Rearrange	
			Categorize	Correlate	Initiate	Recommend	
2		Superior Skills	Administer	Coach	Document	Facilitate	Manage
			Advise	Conduct	Enforce	Guide	Monitor
1			Approve	Deliver	Establish	Implement	Proceed
			Attain	Detect	Estimate	Impact	Produce
1			Calculate	Diagram	Execute	Lead	Protect
			Check	Direct	Express	Maintain	Regulate
		Basic Skills Application	Advance	Climb	Dismantle	Extinguish	Manipulate
			Apply	Collect	Display	Fasten	Measure
			Assemble	Compress	Don	File	Overhaul
			Attach	Compute	Doff	Fix	Perform
			Build	Determine	Drag	Gather	Photograph
			Calibrate	Discharge	Extend	Interview	Practice
							Prepare
							Raise
1		Pre-operational	Associate	Display	Itemize	Paraphrase	Respond
			Begin	Distinguish	Label	Proceed	Specify
			Cite	Explain	List	React	Spot
			Define	Express	Match	Recite	Start
			Depict	Identify	Name	Recognize	State
			Describe	Inventory	Outline	Reproduce	Tell

FIGURE B.2.1 Examples of Action Verbs.

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all the program needs.

(A) Requisite Knowledge. Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. The ability to estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests.

B.3 Potential Uses for JPRs.

B.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation should be based on the successful completion of JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification could be through documentation review or testing.

The individual seeking certification should be evaluated on the completion of the JPRs. The individual should perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes a task (process-oriented) or a task's outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPRs in order to complete the task.

Table B.3.1 provides examples of how assessment methodologies can be utilized by a certifying body.

B.3.2 Curriculum Development and Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and the degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students should do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would also be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

B.3.2.1 Example: Converting a Firefighter I JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Perform overhaul at a fire scene, given PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): The Firefighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): The Firefighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective. This instructional objective is just one of several instructional objectives that could be written to support the terminal objective based on the JPR.

JPR: Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor): The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

Table B.3.1 Assessment Methodology Sample Utilization

Assessment of...	How Assessed?	How Scored?	Methodology is Likely...
Knowledge/facts <i>Action verb examples:</i> identify, define, list, cite, state, choose, name	A written test in which the candidate is required to provide specific answers to specific questions related to the JPRs <i>Examples:</i> multiple choice, sequencing, true/false, fill-in-the-blank	Responses are scored in relation to the answer that has been determined to be correct.	Cognitive
A manipulative skill in real time <i>Action verb examples:</i> climb, build, perform, raise, haul, don	A skills test to evaluate a candidate's ability to perform physical tasks in real time <i>Examples:</i> donning SCBA, raising ladders, tying rescue knots	The directly observed performance with the correct performance outcome of the skill is normally indicated as part of the yes/no or pass/fail scoring checklist.	Psychomotor (skills)
A cognitive skill that cannot be directly observed; the application of knowledge to yield a product <i>Action verb examples:</i> develop, create, write	A work product created by the candidate usually outside of the classroom setting <i>Examples:</i> creating a budget, report, proposal, lesson plan, incident action plan	Scoring rubric for expected responses evaluating how a candidate completes the task outcome after submission. Used to differentiate consistently between different degrees of candidate performance.	Product
A mental activity to perform a cognitive skill in real time that cannot be directly observed <i>Action verb examples:</i> inspect, investigate	Candidate performs the activity in the presence of the evaluator; the verbalization of mental thought "First, I..., then I..., " etc. <i>Examples:</i> performing an inspection, conducting an investigation	Scoring rubric with questions and expected verbal responses. Used to differentiate consistently between different degrees of candidate performance.	Process
Documentation of the candidate's experience, training, and education against all JPRs <i>Action verb examples:</i> attend, participate, testify	A list of acceptable documents or items for each and every JPR <i>Examples:</i> coursework at training or college, participation in a certain number of investigations, testifying at court	This portfolio is evaluated using criteria that have been identified by the agency.	Portfolio

B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific level — for example, Firefighter I. The JPRs could also be used as the basis for pre-employment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine the additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee's advancement within the organization or profession.

- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

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Annex C Alternate Evaluation Methods (NFPA 1037)

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

C.1 Qualitative Methods. It is evident that, given the complex nature of the fire marshal standard, flexibility is needed when considering the qualifications of applicants. A variety of other methods of compliance with job performance requirements can be considered. For example, when an applicant submits educational credentials, the actual course objectives should be matched to the JPRs. Furthermore, individuals might demonstrate proficiency through documented job-related experience. Finally, a “menu” approach through a combination of the already-referenced examples and other credible evaluations of proficiency, as outlined in C.1(1) through C.1(4), is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the professional qualifications for fire marshal.

For clarification, an individual seeking fire marshal certification must meet the requirements of Chapter 4, in addition to other requirements.

The candidate can demonstrate proficiency by any one or a combination of the following methods:

- (1) Successful completion of an exam that is correlated to Chapters 4 and 5 of this standard
- (2) Achievement of a passing grade for a higher education course that has objectives correlated to Chapters 4 and 5 of this standard
- (3) Achievement of a passing grade for a continuing education course that has objectives correlated to Chapters 4 and 5 of this standard
- (4) Submission, independent review, and approval of job-related experience that includes the following:
 - (a) Detailed schedule of the process
 - (b) Any statutory guidelines, laws, and procedures
 - (c) Detailed documentation of the applicant's involvement in the process
 - (d) Final product

C.2 Quantitative Methods. Figure C.2 is an example of a quantitative method for evaluating the qualifications presented in Chapters 4 and 5, summarizing requisite knowledge and skills in a spreadsheet or “rubric.” This form can be modified as necessary by each department to suit the needs of the office and community. This form can also be used to evaluate the qualification of applicants for available positions or as a yearly employee evaluation to gauge progress toward defined goals and professional development.

C.3 Example of a Position Task Book Qualification Record for Fire Marshal Certification. Figure C.3 is an example of a task book that can be used for evaluating the qualifications presented in Chapters 4 and 5. This form can be modified as necessary by each AHJ to suit the needs of the office and community. This task book can also be used to evaluate the qualifications of applicants for available positions or as a yearly employee evaluation to gauge progress toward defined goals and professional development.

REQUIREMENT SCALE: 0 Points—No knowledge or experience in area 1 Point—Very limited exposure to subject 2 Points—Limited knowledge and experience 3 Points—Adequate knowledge and limited experience (2–3 years)—acceptable level of performance 4 Points—Knowledge and experience in related area 5 Points—Specific expertise in this area and proper qualifications in this area							
		0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
4.2	General—Core						
4.2.1	General						
4.2.2	General						
4.2.3	General						
4.3	Administrative Duties						
4.3.1	Administer jurisdictional requirements related to the roles and responsibilities of the fire marshal						
4.3.2	Establish personnel assignments to maximize efficiency						
4.3.3	Establish a strategic and operational plan						
4.3.4	Establish a budget						
4.3.5	Monitor the condition of the approved budget during the budgeting period						
4.3.6	Guide the development, maintenance, and evaluation of a department record and management system						
4.4	Community Risk Reduction						
4.4.1	General requisite knowledge						
4.4.2	Evaluate target risks and emergency incident data						
4.4.3	Manage a data and information management program						
4.4.4	Interpret data and information						
4.4.5	Conduct risk analysis						
4.4.6	Evaluate risk management solutions						
4.4.7	Integrate the risk management solutions with related organizational groups						
4.4.8	Integrate the risk management solution(s) with community stakeholders						
4.4.9	Evaluate the risk management program						
4.4.10	Design and implement a plan						
4.5	Community Relations						
4.5.1	Develop relationships with community groups						
4.5.2	Present safety proposals to community groups						
4.5.3	Create media communication strategies and policies						
4.5.4	Participate in media interviews						
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FIGURE C.2 Example of a Quantitative Method.

Continued							
		0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
4.6	Professional Development						
4.6.1	General requisite knowledge						
4.6.2	Identify and prioritize professional development needs, within the department						
4.6.3	Prescribe professional development programs						
4.6.4	Implement professional development programs						
4.6.5	Evaluate organizational professional development programs						
4.6.6	Anticipate organizational professional development needs						
5.1	General—Mission Specific						
5.1.1	General						
5.1.2	General						
5.1.3	General						
5.2	Regulatory Programs						
5.2.1	General requisite knowledge						
5.2.2	Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements						
5.2.3	Manage a process for conducting compliance inspections						
5.2.4	Manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations						
5.2.5	Manage an appeals process						
5.2.6	Manage a process for record keeping						
5.2.7	Manage a process for administering, evaluating, and issuing permits, licenses, or certificates of fitness						
5.2.8	Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements						
5.2.9	Manage a program for alternative compliance measures						
5.2.10	Manage the process for reconciling complaints						
5.2.11	Generate jurisdictional requirements for administering the regulatory management program						
5.2.12	Manage a program to coordinate with other agencies						
5.2.13	Utilize the concepts of fire department emergency operations and firefighter safety						
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FIGURE C.2 *Continued*

Continued							
		0 Points	1 Point	2 Points	3 Points	4 Points	5 Points
5.3	Fire and Life Safety Education						
5.3.1	General requisite knowledge						
5.3.2	Manage a comprehensive fire and life safety education strategy						
5.3.3	Create a collaborative fire and life safety education partnership						
5.3.4	Manage an awareness campaign within the organization						
5.3.5	Manage the fire and life safety education report(s) for policy makers						
5.3.6	Evaluate fire and life safety programs						
5.3.7	Implement a comprehensive fire and life safety program						
5.4	Investigation						
5.4.1	General requisite knowledge						
5.4.2	Administer applicable codes, standards, and jurisdictional requirements for investigations						
5.4.3	Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution						
5.4.4	Conduct investigative analysis						
5.4.5	Manage technical resources needed to perform investigations						
5.4.6	Develop and manage a comprehensive investigation program						
5.4.7	Construct a resource plan for investigations with allied groups to adapt to incident needs						
	Number of marks in each column						
	Times value of column	×0	×1	×2	×3	×4	×5
	Totals:						
	<p>An acceptable level of performance is an average of 3 across all areas. This includes a minimal number of 1 and 2 ratings.</p> <p>An employee should consistently work toward achieving higher ratings through training, classes, testing, and certifications.</p>		<p>Totals Points = Average =</p> <p>Out of 54 lines</p>				
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FIGURE C.2 *Continued*

POSITION TASK BOOK

Standard for Professional Qualifications for

**Fire Marshal
2024 Edition****Task Book Assigned To:**

Name: _____

Agency name: _____

Unit number: _____

Date initiated: _____

Final evaluator's verification

To be completed ONLY when you are recommending the trainee for certification

I verify that (trainee name) _____ has successfully performed as a trainee by demonstrating all tasks for the position listed above and should be considered for certification in this position. All tasks are documented with appropriate initials.

Signature of final evaluator: _____

Printed name of final evaluator: _____

Date completed: _____

Agency Certification

To be completed ONLY when you are recommending the trainee for credentialing

I verify that (trainee name) _____ has successfully performed as a trainee by demonstrating all tasks for the position listed above and should be considered for certification in this position. All tasks are documented with appropriate initials.

Signature of agency official: _____

Printed name of agency official: _____

Date completed: _____

NOTES:

FIGURE C.3 Example of a Task Book Qualification Record.

POSITION TASK BOOK QUALIFICATION RECORD

FOR THE CERTIFICATION LEVEL OF

NFPA Fire Marshal

This position task book (PTB) has been developed for designated agency positions and job performance requirements (JPR). Each JPR lists the competencies, required knowledge, and required skills for successful performance in specific positions. Trainees must be observed completing all tasks and show knowledge and competency in their performance during the completion of this PTB.

Trainees are evaluated during this process by qualified evaluators, and the trainee's performance is documented in the PTB for each task by the evaluator's initials and date of completion. An evaluation record will be completed by all evaluators documenting the trainee's progress after each evaluation opportunity. Each evaluation record will become part of the PTB and is required for recommendation for agency credentialing.

Successful performance of all tasks, as observed and recorded by an evaluator, will result in a recommendation to the agency that the trainee be certified in that position. Evaluation and confirmation of the trainee's performance while completing all tasks can occur on one or more training assignments and can involve more than one evaluator during any opportunity.

INCIDENT/EVENT CODING

Each task has a code associated with the type of training assignment where the task can be completed. The codes are: **O** = other, **I** = incident, and **R** = rare event. The codes are defined as:

- O** Task can be completed in any situation (e.g., classroom, simulation, daily job, incident, planned event, and so on).
- I** Task must be performed on an incident managed under the incident command system (ICS). Examples include fire and life safety inspection; vehicle, structure, or outdoor fire; EOC deployment; hazardous material emergency; planned event; or similar occurrence.
- R** Rare events such as accidents, injuries, and vehicle or aircraft crashes occur infrequently and opportunities to evaluate performance in a real setting are limited. The evaluator should determine, through interview, if the trainee would be able to perform the task in a real situation.

While tasks can be performed in any situation, they must be evaluated on the specific type of incident/event for which they are coded. Performance of any task on other than the designated assignment is not valid for qualification. Tasks within the PTB are numbered sequentially; however, the numbering does NOT indicate the order in which the tasks need to be performed or evaluated. The bullets under each numbered task are examples or indicators of items or actions related to the task. The purpose of the bullets is to assist the evaluator in evaluating the trainee; the bullets are not all-inclusive. Evaluate and initial ONLY the numbered tasks. DO NOT evaluate and initial each individual bullet.

RESPONSIBILITIES

The responsibilities of the trainee, evaluator, final evaluator, and agency official are identified in PMS 310-1, *Wildland Fire Qualification System Guide*. It is incumbent upon each of these individuals to ensure their responsibilities are met.

FIGURE C.3 *Continued*

INSTRUCTIONS FOR THE POSITION TASK BOOK QUALIFICATION RECORD

Evaluation Record Number

Each evaluator will need to complete an evaluation record. Each evaluation record should be numbered sequentially. Place this number at the top of the evaluation record page and also use it in the column labeled “Evaluation Record Number” for each numbered task the trainee has satisfactorily performed.

Trainee Information

Print the trainee’s name, position on the incident/event, home unit/agency, and the home unit/agency address and phone number.

Evaluator Information

Print the evaluator’s name, position on the incident/event, home unit/agency, and the home unit/agency address and phone number.

Incident/Event Information

- Incident/Event Name: Print the incident/event name.
- Reference: Enter the incident code or fire code.
- Duration: Enter inclusive dates during which the trainee was evaluated.
- Incident Kind: Enter the kind of incident (e.g., wildfire, prescribed fire, search and rescue, flood, hurricane, and so on).
- Location: Enter the address, key map, city, and state.
- ICS Complexity Level: Circle the ICS organization level (e.g., Type 5, Type 4, Type 3, Type 2, Type 1, or Area Command).

Evaluator’s Recommendation

For 1–4, initial only one line as appropriate; this will allow for comparison with your initials in the qualifications record. Record additional remarks/recommendations on an individual performance evaluation or by attaching an additional sheet to the evaluation record.

Evaluator’s Signature

Sign here to authenticate your recommendations: _____

Date

Document the date the evaluation record is completed: _____

Evaluator’s Relevant Qualification (or agency certification)

- List your qualification or certification relevant to the trainee position you supervised.
- Note: Evaluators must be either qualified in the position being evaluated or supervise the trainee, final evaluators must be qualified in the trainee position they are evaluating.

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
4.2* General			
4.2.1 The fire marshal shall meet all of the core job performance requirements defined in Sections 4.3 through 4.6.	O		
4.2.2 The fire marshal shall perform duties in accordance with applicable safety standards.	O		
4.2.3 The fire marshal shall have access to the applicable codes, standards, and jurisdictional requirements associated with any assignments.	O		
4.3* Administrative Duties. The fire marshal shall provide the services and perform the duties assigned or designated by the jurisdiction.			

FIGURE C.3 Continued

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>4.3.1* Administer jurisdictional requirements related to the roles and responsibilities of the fire marshal, given regulations and organizational goals and objectives pertaining to personnel and labor management, so that the fire marshal functions in a manner consistent with the organizational mission and complies with applicable personnel management laws and regulations.</p> <p>(A) Requisite Knowledge. Organizational structure; organizational mission; fundamental strategic planning processes; staffing positions, roles, and responsibilities; and intra- and inter-organizational relationships.</p> <p>(B) Requisite Skills. The ability to use verbal and written communication; consolidate information and data from a variety of sources for short- and long-term planning purposes; forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.</p>	O		
<p>4.3.2* Establish personnel assignments to maximize efficiency, given the knowledge, training, and experience of the members available, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources and in accordance with jurisdictional requirements.</p> <p>(A) Requisite Knowledge. Minimum staffing requirements, available human resources, and jurisdictional requirements.</p> <p>(B) Requisite Skills. The ability to use interpersonal skills and verbal and written communication skills.</p>	O		
<p>4.3.3* Establish a strategic and operational plan, given organizational goals and objectives, legal requirements, and available resources, so that the organizational roles and responsibilities and legal requirements are met with the allocated resources.</p> <p>(A) Requisite Knowledge. Organizational structure, legal requirements, organizational mission, fundamental strategic planning processes, organizational staffing, roles and responsibilities, and stakeholder relationships.</p> <p>(B) Requisite Skills. The ability to use verbal and written communication; consolidate information and data from a variety of sources for short- and long-term planning purposes; forecast staffing, capital, and budgetary needs to support the roles and responsibilities of fire marshal; establish an organizational structure, to include both existing and future staffing positions, to implement the roles and responsibilities of fire marshal consistent with the overall organizational structure; and integrate relationships, functions, and needs of stakeholders.</p>	O		
<p>4.3.4 Establish a budget, given the available resources, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.</p> <p>(A) Requisite Knowledge. Organizational budgeting process and basic accounting requirements.</p> <p>(B) Requisite Skills. The ability to carry out the organizational budgeting process (i.e., forms, orders, etc.) as related to the roles and responsibilities of fire marshal, and ability to communicate the budgetary needs to support the roles and responsibilities of the fire marshal.</p>	O		

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FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>4.3.5 Monitor the condition of the approved budget during the budgeting period, given the available resources and budgetary requirements, so that the roles and responsibilities of the fire marshal can be implemented within organizational goals and objectives.</p> <p>(A) Requisite Knowledge. Organizational budgetary process and basic accounting requirements.</p> <p>(B) Requisite Skills. The ability to track and analyze trends of financial data pertinent to the roles and responsibilities of fire marshal.</p>	O		
<p>4.3.6 Guide the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.</p> <p>(A) Requisite Knowledge. Recognize principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record-keeping and budgetary processes, capabilities, and limitations of information management systems.</p> <p>(B) Requisite Skills. Apply evaluative methods, use verbal and written communication skills, and organize data.</p>	O		
<p>4.4* Community Risk Reduction. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements that reduce risks in and to the community.</p>			
<p>4.4.1 General Requisite Knowledge. Appropriate codes and standards; federal, state, and local requirements; incident response; demographic, behavioral, and target hazard data for the appropriate design; development and implementation of specific community risk reduction programs, including guidance provided by NFPA 1300.</p>	O		
<p>4.4.2 Evaluate target risks and emergency incident data, given community profile levels of protection, occupancy types, percent of responses by occupancy type, perspectives of risk, and available data and information, including loss, so that a community risk profile can be developed based on an acceptable level of risk.</p> <p>(A) Requisite Knowledge. Occupancy types, levels of protection, emergency response capability, loss history, and the unique hazards associated with the community.</p> <p>(B) Requisite Skills. The ability to compare hazards, probability of occurrence, and consequence to established risk and to rank those risks based on the effect to and in the community.</p>	O		
<p>4.4.3 Manage a data and information management program, given identified inputs and outputs, data collection system, and personnel, so that data and information are collected, processed, stored, and maintained.</p> <p>(A) Requisite Knowledge. Target risks, available input and output, available data management systems, available personnel, and related organizational policies.</p> <p>(B) Requisite Skills. The ability to establish the parameters for data and information collection, and maintain data management and storage systems.</p>	O		
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FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>4.4.4 Interpret data and information, given output from a data/information management system, so that the data and information provide an adequate basis of knowledge to conduct risk analysis.</p> <p>(A) Requisite Knowledge. Facts, trends, and high-risk areas.</p> <p>(B) Requisite Skills. The ability to analyze and interpret data and information and identify trends.</p>	O		
<p>4.4.5 Conduct risk analysis, given data and information trends, target risks, community input, and available resources, so that a risk profile and management solutions are developed.</p> <p>(A) Requisite Knowledge. Data and information trends, community perceptions of risk, available resources, potential solutions, and constraints.</p> <p>(B) Requisite Skills. The ability to evaluate risk, compare risk to an established or perceived level of risk, and identify potential solutions.</p>	O		
<p>4.4.6 Evaluate risk management solutions, given the risk analysis, organizational and community constraints, regulatory requirements, available resources, and financial impacts, so that the most beneficial and cost-effective solution(s) can be established.</p> <p>(A) Requisite Knowledge. Effects of external and internal influences upon the risk management solutions, available resources, and costs.</p> <p>(B) Requisite Skills. The ability to identify and evaluate the effects of internal and external influences on the risk management solutions.</p>	O		
<p>4.4.7 Integrate the risk management solutions with related organizational groups, given organizational structure and constraints, so that the analysis and solution(s) can be used for organizational planning, development, and implementation.</p> <p>(A) Requisite Knowledge. Roles and responsibilities of other organizational groups and how the proposed risk management solution(s) affect those other units.</p> <p>(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other organizational groups.</p>	O		
<p>4.4.8 Integrate the risk management solution(s) with community stakeholders, given interface with community individuals and organizations, so that the risk management solution(s) can be used for community planning, development, and implementation.</p> <p>(A) Requisite Knowledge. Roles and responsibilities of community stakeholders and how the risk management solution(s) affect those stakeholders.</p> <p>(B) Requisite Skills. The ability to recognize the applicability of the risk management solution(s) to the roles and responsibilities to the other community stakeholders.</p>	O		
<p>4.4.9 Evaluate the risk management program, given the existing risk analysis, implemented solution(s), and data and information applications, so that continued improvement of the program goals and objectives can be monitored and achieved.</p> <p>(A) Requisite Knowledge. The goals and objectives, available information, established level of risk, and evaluation methodologies.</p> <p>(B) Requisite Skills. The ability to interpret and analyze the data on the impact of the risk management program.</p>	O		

FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
4.4.10 Design and implement a plan, given an identified fire safety problem, so that a new program, piece of legislation, or fire safety code is facilitated. (A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and their development process. (B) Requisite Skills. The ability to use evaluative methods, to use consensus-building techniques, use verbal and written communication, and organize plans.	O		
4.5* Community Relations. This duty involves the development and maintenance of effective relationships within the community.			
4.5.1* Develop relationships with community groups, given a description of local groups and organizational policies for relationships with community groups, attendance at community meetings, and participation at community events, so that a schedule is established for ongoing contacts. (A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations. (B) Requisite Skills. The ability to use verbal and written communication skills.	O		
4.5.2* Present safety proposals to community groups, given a list of groups with shared concerns, and an understanding of relevant safety measures, so that the justification for the safety proposal is provided, issues are explained, and solutions, impacts, and benefits are stated. (A) Requisite Knowledge. Community demographics, formal and informal community leaders, community groups, community and civic issues, effective customer service methods, and organizational policies for community relations. (B) Requisite Skills. The ability to use verbal and written communication skills.	O		
4.5.3 Create media communication strategies and policies, given a list of media outlets such as newspaper, radio, web pages, and television; characteristics of local media including deadlines; and the resources to provide media with accurate information, so that consistent and accurate prevention information is disseminated in an understandable manner. (A) Requisite Knowledge. Methods of disseminating information to the media, media needs, and organizational policies for media relations. (B) Requisite Skills. The ability to maintain a constructive relationship with media groups and provide written and verbal information.	O		
4.5.4 Participate in media interviews, given information about organizational goals and prevention practices and strategies; and knowledge of interview techniques, so that consistent and accurate information is disseminated in an understandable manner. (A) Requisite Knowledge. Interview methodology and techniques, organizational policies and practices. (B) Requisite Skills. The ability to use verbal and written communication skills and demonstrate proper interview techniques.	O		
4.6* Professional Development. This duty involves the recommendation, creation, and evaluation of jurisdictional requirements for professional development, according to the JPRs in 4.6.2 through 4.6.6.			

FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
4.6.1* General Requisite Knowledge. Training and professional development principles, guides, and standards.	O		
4.6.2 Identify and prioritize professional development needs, within the department given jurisdictional requirements, so that professional development requirements are established. (A) Requisite Knowledge. Needs analysis, task analysis, jurisdictional requirements, lesson planning, instructional methods, characteristics of adult learners, instructional media, curriculum development, and development of evaluation instruments. (B) Requisite Skills. Conducting research, facilitating committee meetings, and needs and task analysis; organizing information into functional groupings; and interpreting data.	O		
4.6.3 Prescribe professional development programs, given the results of a professional development needs analysis, so that the knowledge and skills are job-related, training is performance-based, adult learning principles are used, and the program meets organizational goals and requirements. (A) Requisite Knowledge. Organizational goals and requirements, instructional design, adult learning principles, and principles of performance-based education. (B) Requisite Skills. The ability to conduct instructional planning and evaluate training options.	O		
4.6.4 Implement professional development programs, given selected options and available resources, so that professional development programs meet organizational goals and objectives. (A) Requisite Knowledge. Organizational goals and objectives, available resources, and instructional methods. (B) Requisite Skills. The ability to assign responsibility, conduct research, facilitate committee meetings, organize information, use verbal and written communication skills, and interpret data.	O		
4.6.5 Evaluate organizational professional development programs, given organizational goals and objectives, so that professional development meets organizational goals and objectives. (A) Requisite Knowledge. Organizational goals and objectives, record-keeping systems, data acquisition techniques, and instructional methods. (B) Requisite Skills. The ability to analyze and evaluate data.	O		
4.6.6 Anticipate organizational professional development needs, given professional trends, emerging technologies, and future organizational goals and objectives, so that future organizational and individual professional development needs are planned. (A) Requisite Knowledge. Professional trends, emerging technologies, future organizational constraints, and future resources. (B) Requisite Skills. The ability to conduct research, evaluate trends, and forecast needs.	O		
Fire Marshal—Mission Specific			
5.1 General.			
5.1.1 Fire marshals assigned mission-specific responsibilities within the jurisdiction shall meet the job performance requirements defined in Sections 5.2 through 5.4.	O		

FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
5.1.2 Fire marshals assigned mission-specific responsibilities within the jurisdiction shall have additional job performance requirements that are specific to their jurisdiction and expected tasks as determined by the AHJ.	O		
5.1.3 Fire marshals assigned mission-specific responsibilities shall perform all the job performance requirements listed in at least one level of the mission-specific designations (see Sections 5.2 through 5.4): <ol style="list-style-type: none"> (1) For qualification to manage regulatory fire inspection and/or plans examination programs, the fire marshal shall meet the job performance requirements defined in Sections 5.2.1 through 5.2.13 (see Section 5.2). (2) For qualification to manage fire and life safety education, the fire marshal shall meet the job performance requirements defined in 5.3.1 through 5.3.7 (see Section 5.3). (3) For qualification to manage investigations, the fire marshal shall meet the job performance requirements defined in 5.4.1 through 5.4.7 (see Section 5.4). 	O		
5.2 Regulatory Programs. This duty involves development, management, and application of regulatory programs.			
5.2.1 General Requisite Knowledge. Codes, standards, and jurisdictional requirements applicable to the management of the regulatory environment including, but not limited to, fire, building, and life safety codes.	O		
5.2.2 Manage a process for the adoption, modification, and maintenance of codes, standards, and jurisdictional requirements, given fire loss data and/or a demonstrated need or deficiency, so that the code, standard, or jurisdictional requirement is written and addresses the identified need or deficiency. (A) Requisite Knowledge. Applicable jurisdictional requirements; applicable legal and administrative processes in the jurisdiction for the adoption and modification of codes, standards, and jurisdictional requirements; statistical analysis; model codes and standards development process; and identified facts, trends, and high-risk areas. (B) Requisite Skills. The ability to apply the required knowledge to the organizational jurisdictional requirements; to apply the required knowledge to the codes, standards, and jurisdictional requirements development and modification process; and to apply statistical analysis to a problem.	O		
5.2.3 Manage a process for conducting compliance inspections, given applicable codes, standards, and jurisdictional requirements and/or an identified issue, so that the applicable codes, standards, and jurisdictional requirements are identified, deficiencies are identified and documented, and compliance determined. (A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; implementing documents and methods; and technological tools to aid compliance inspections. (B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the inspection functions and programs.	O		
5.2.4 Manage a process for enforcing the provisions of the codes, including plan reviews, rendering interpretations, and making code-compliant or organization-specific recommendations given the policies of the jurisdiction requiring plan reviews, so that requirements for plan reviews are completed in accordance with the policies of the jurisdiction. (A) Requisite Knowledge. All applicable codes, standards, and jurisdictional requirements; workflow processes of the jurisdiction; and technological tools for the plan review process. (B) Requisite Skills. The ability to develop jurisdictional requirements for the administration of the plan review functions and program and to assign tasks.	O		

FIGURE C.3 Continued

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>5.2.5 Manage an appeals process, given the codes, standards, and jurisdictional requirements, so that appeals can be resolved in compliance with the intent of the applicable codes, standards, and jurisdictional requirements.</p> <p>(A) Requisite Knowledge. Administrative and legal processes for managing appeals.</p> <p>(B) Requisite Skills. The ability to effectively manage appeals in conformance with the applicable codes, standards, and jurisdictional requirements.</p>	O		
<p>5.2.6 Manage a process for record keeping, given the need to document the processes of the regulatory program, so that there is a record of the regulatory actions.</p> <p>(A) Requisite Knowledge. Record-keeping requirements of the jurisdiction.</p> <p>(B) Requisite Skills. The ability to manage records according to the applicable requirements.</p>	O		
<p>5.2.7 Manage a process for administering, evaluating, and issuing permits, licenses, and/or certificates of fitness, given the applicable jurisdictional requirements, so that applicable codes, standards, and jurisdictional requirements are met.</p> <p>(A) Requisite Knowledge. Legal processes for managing permits, licenses, and/or certificates of fitness.</p> <p>(B) Requisite Skills. The ability to manage permit applications in conformance with the applicable codes, standards, and jurisdictional requirements.</p>	O		
<p>5.2.8* Manage the compliance interpretation process for prescriptive codes, standards, and jurisdictional requirements, given complex issues related to codes, standards, and jurisdictional requirements, so that a resolution of the issue meets the intent of the prescriptive codes, standards, and jurisdictional requirements.</p> <p>(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements, administrative and legal considerations of compliance interpretations.</p> <p>(B) Requisite Skills. The ability to evaluate prescriptive codes, standards, and jurisdictional requirements and use verbal and written communications skills.</p>	O		
<p>5.2.9* Manage a program for alternative compliance measures, given the submittal of equivalencies, alternative methods, and performance-based design, so that the final design meets the intent of the codes, standards, and jurisdictional requirements.</p> <p>(A) Requisite Knowledge. Codes, standards, and jurisdictional requirements; administrative and legal considerations of equivalencies, alternative methods, and performance-based design; evaluative programs for objective analysis of alternative compliance measures; and technological solutions for alternative compliance measures.</p> <p>(B) Requisite Skills. The ability to evaluate and verify the validity of nonprescriptive design approaches and to develop jurisdictional requirements for the administration of alternative compliance programs.</p>	O		

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FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>5.2.10 Manage the process for reconciling complaints, given the report of a situation or condition, so that complaints are resolved and appropriate action is taken.</p> <p>(A) Requisite Knowledge. Applicable codes, standards, and jurisdictional requirements and administrative and legal considerations for managing and resolving complaints.</p> <p>(B) Requisite Skills. The ability to evaluate and resolve complaints through use of the appropriate legal and administrative requirements.</p>	O		
<p>5.2.11* Generate jurisdictional requirements for administering the regulatory management program, given management objectives, so that the requirements are clearly defined, concise, and in accordance with the legal obligations of the jurisdiction.</p> <p>(A) Requisite Knowledge. Jurisdictional requirements and management objectives for the regulatory management program.</p> <p>(B) Requisite Skills. The ability to interpret jurisdictional requirements and to write jurisdictional requirements in accordance with administrative and legal guidelines.</p>	O		
<p>5.2.12* Manage a program to coordinate with other agencies, given that other agencies' requirements can overlap the local jurisdictions, so that conflicts are eliminated and clear lines of responsibility are developed.</p> <p>(A) Requisite Knowledge. Other regulatory agencies that affect the local jurisdiction and administrative and legal authorities pertaining to the program.</p> <p>(B) Requisite Skills. The ability to evaluate other regulatory agencies' requirements and to negotiate and resolve conflicts.</p>	O		
<p>5.2.13* Utilize the concepts of fire department emergency operations and firefighter safety, given the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements, so that fire department emergency operations and firefighter safety are considered.</p> <p>(A) Requisite Knowledge. Basics of fire department fireground operations, strategy and tactics, apparatus placement on a fireground, and water supply operations.</p> <p>(B) Requisite Skills. The ability to apply the discretionary authority granted to the jurisdiction in the codes, standards, and jurisdictional requirements in a manner that incorporates considerations for fire department operations and firefighter safety.</p>	O		
5.3 Fire and Life Safety Education. This duty involves managing fire and life safety educational program.			
<p>5.3.1 General Requisite Knowledge. Fire and life safety education planning and evaluation processes, management of educational programs, and professional development requirements, including those contained in Chapters 9 through 14.</p>	O		
<p>5.3.2 Manage a comprehensive fire and life safety education strategy, given a planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.</p> <p>(A) Requisite Knowledge. Fire and life safety education issues, program issues, community risks, and cost/benefit analysis methods.</p> <p>(B) Requisite Skills. Design and apply program strategy, select program components, and interact with community groups, partnerships, and collaborative efforts.</p>			

FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>5.3.3 Create a collaborative fire and life safety education partnership, given a description of local community groups, a list of fire and injury priorities, and organizational policies for community partnerships, so that a specific fire or injury priority is mitigated by the partnership.</p> <p>(A) Requisite Knowledge. Potential community partners with shared concerns and resources and team development dynamics.</p> <p>(B) Requisite Skills. The ability to facilitate meetings, motivate partners to achieve goals, and manage and maintain teamwork.</p>	O		
<p>5.3.4 Manage an awareness campaign within the organization, given fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.</p> <p>(A) Requisite Knowledge. Organization mission statement, goals, policies, and education strategy.</p> <p>(B) Requisite Skills. Develop an awareness campaign, disseminate information within the organization, and implement market strategy.</p>	O		
<p>5.3.5 Manage the fire and life safety education report(s) for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, budgets, and outcomes are clearly described.</p> <p>(A) Requisite Knowledge. Recognize the policy process of the organization and educational activities and outcomes.</p> <p>(B) Requisite Skills. Generate reports and interpret data.</p>	O		
<p>5.3.6 Evaluate fire and life safety programs, given data to indicate risk reduction and loss reduction, so that measurable interpretation of educational efforts can be reported.</p> <p>(A) Requisite Knowledge. Evaluation instruments, learning objectives, testing policies, survey policies, and procedures.</p> <p>(B) Requisite Skills. The ability to apply evaluation practices and procedures.</p>	O		
<p>5.3.7* Implement a comprehensive fire and life safety program, given a systematic development process, so that program goals, objectives, design, resources, and evaluation methods are included.</p> <p>(A) Requisite Knowledge. Program administration issues, community concerns, and available resources.</p> <p>(B) Requisite Skills. The ability to select program components, stimulate interest among community groups, and establish partnerships and collaborative efforts.</p>	O		
5.4* Investigation. This duty involves the management of a variety of investigations.			
5.4.1* General Requisite Knowledge. Codes, standards, and jurisdictional requirements, as they relate to the investigative process.	O		
<p>5.4.2* Administer applicable codes, standards, and jurisdictional requirements for investigations, given applicable codes, standards, and jurisdictional requirements for investigations, so that investigators are knowledgeable and operate within the organizational policies.</p> <p>(A) Requisite Knowledge. Local, state, federal, and provincial laws; investigation methodology; and applicable codes, standards, and jurisdictional requirements to conduct investigations.</p> <p>(B) Requisite Skills. The ability to manage the investigative process and evaluate the results.</p>	O		

FIGURE C.3 *Continued*

TASK	Code	EVAL. RECORD #	EVALUATOR <i>Initial & date when task is complete</i>
<p>5.4.3* Review and assess investigation reports and data to be submitted in anticipation of litigation or resolution, given details of an investigation including evidence collected, reports, scene sketches, photographs, other related information, and data relevant to the investigation, so that complete, accurate documents are submitted for possible legal action.</p> <p>(A) Requisite Knowledge. Local, state, federal, and provincial laws related to investigation, codes, standards, and jurisdictional requirements, and other pertinent references.</p> <p>(B) Requisite Skills. The ability to write technical reports and compile and analyze investigative data.</p>	O		
<p>5.4.4 Conduct investigative analysis given reports compiled from investigation data, to recommend action, so that fire prevention and other programs can be enhanced.</p> <p>(A) Requisite Knowledge. Verbal and written communication and statistical analysis.</p> <p>(B) Requisite Skills. The ability to evaluate data and write technical reports.</p>	O		
<p>5.4.5 Manage technical resources needed to perform investigations, given personnel, protective equipment, jurisdictional requirements, and other necessary equipment, including investigation tools and resources for investigations so that investigators are protected and equipped and investigations are conducted according to safety requirements.</p> <p>(A) Requisite Knowledge. Local, state, federal, and provincial laws, regulations, and standards for the safety of employees; technical knowledge of equipment; and use of personal protective ensemble and tools needed for investigations.</p> <p>(B) Requisite Skills. The ability to coordinate tasks and people, write procedures, communicate, and utilize resources.</p>	O		
<p>5.4.6* Develop and manage a comprehensive investigation program given reference materials and laws related to investigations, including due process, so that legal mandates are met and jurisdictional requirements are formulated for required investigations that are consistent, complete, and safe.</p> <p>(A) Requisite Knowledge. Technical writing and procedure/policy formatting, policy issues, law and legal aspects of investigations, and codes, standards, and jurisdictional requirements.</p> <p>(B) Requisite Skills. The ability to use verbal and written communication.</p>	O		
<p>5.4.7* Construct a resource plan for investigations with allied groups to adapt to incident needs, given knowledge of the capabilities of available groups and resources, so that response to various types of incidents can be completely investigated.</p> <p>(A) Requisite Knowledge. Local, state, federal, tribal, and provincial resources available for use.</p> <p>(B) Requisite Skills. The ability to use verbal and written communication skills and utilize resources.</p>	O		
NOTES:			
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FIGURE C.3 *Continued*

Evaluation Record # _____		
Trainee Information		
Printed name: _____		
Trainee position on incident/event: _____		
Home unit/agency name, address, tel. no.: _____		
Evaluator Information		
Printed name: _____		
Trainee position on incident/event: _____		
Home unit/agency name, address, tel. no.: _____		
Incident/Event Information		
Incident/event name: _____		
Duration: _____		
Incident kind: wildfire, prescribed fire, all hazard, other (specify): _____		
Location (include address, key map, city, and state): _____		
ICS Type (circle one ICS type): 5 4 3 2 1 Area Command		
Evaluator's Recommendation		
(Initial only one line as appropriate)		
_____ (1) The tasks initialed and dated by me on the qualification record have been performed under my supervision in a satisfactory manner. The trainee has successfully performed all tasks in the PTB for the position.		
_____ (2) The tasks initialed and dated by me on the qualification record have been performed under my supervision in a satisfactory manner. However, opportunities were not available for all tasks (or all uncompleted tasks) to be performed and evaluated on this assignment. An additional assignment is needed to complete the evaluation.		
_____ (3) The trainee did not complete certain tasks in the PTB in a satisfactory manner and additional training, guidance, or experience is recommended.		
_____ (4) The individual is severely deficient in the performance of tasks in the PTB for the position and additional training, guidance, or experience is recommended prior to another training assignment.		
Record additional remarks/recommendations on an individual performance evaluation, or by attaching an additional sheet to the evaluation record.		
_____ Evaluator's signature	_____ Printed name	_____ Date
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FIGURE C.3 *Continued*

Annex D An Overview of JPRs for First Responder Inspector, Fire Inspector, and Fire Plans Examiner (NFPA 1031)

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

D.1 First Responder Inspector, Fire Inspector, and Fire Plans Examiner. The matrices shown in Table D.1(a) and Table

D.1(b) are included to provide the user of the standard with an overview of the JPRs and the progression of the various levels found in the document. They are intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table D.1(a) Overview of JPRs for First Responder Inspector and Fire Inspector

First Responder Inspector	Fire Inspector
Administration	
<p>6.3.1 Prepare internal written correspondence to communicate fire protection and prevention concerns, given a common fire safety issue, so that the correspondence is concise, accurately reflects applicable codes and standards, and is appropriate for the intended audience.</p> <p>6.3.2 Prepare inspection reports, given AHJ policy and procedures, and observations from a field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and provides actions required based on the policies of the AHJ.</p> <p>6.3.3 Identify the applicable code or standard, given a fire protection, fire prevention, or life safety deficiencies observed during an assigned fire inspection, so that the applicable document, edition, and section are referenced.</p> <p>6.3.4 Recognize the need for a permit, given a situation or condition, so that requirements for permits are communicated to the building owner, owner's representative, occupant, event organizer, and fire prevention staff in accordance with the policies of the AHJ.</p> <p>6.3.5 Investigate assigned complaints, given a reported situation or condition, so that complaint information is recorded, and the findings are forwarded to the AHJ in accordance with AHJ policy.</p> <p>6.3.6 Identify fire and life safety hazards or conditions, given a fire protection, fire prevention, or life safety issue, so that the applicable action is taken per AHJ policy.</p>	<p>7.2.1 Apply applicable codes or standards, given the findings of a completed inspection, the codes and standards, and the policies of the AHJ, so that the applicable codes, standards, and policies are identified, and compliance is determined.</p> <p>7.2.2 Complete inspection reports, given agency policy and procedures and observations from an assigned field inspection, so that the report is clear and concise and reflects the findings of the inspection in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.2.3 Process a permit application, given a specific request, so that the application is evaluated, and a permit is issued or denied in accordance with the applicable codes and standards and the policies and procedures of the AHJ.</p> <p>7.2.4 Enforce permit regulations, given a permit application or report of a violation and applicable codes, standards, and policies of the AHJ, so that enforcement actions are taken in accordance with the applicable codes and standards and the policies of the AHJ and the violation is corrected.</p> <p>7.2.5 Process a plan review application, given a specific submittal, so that the application is evaluated and processed in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.2.6 Investigate complaints, given a reported situation or condition, so that complaint information is recorded, the investigation process is initiated, and the complaint is resolved or referred in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.2.7 Explain the modifications process to the adopted codes and standards of the AHJ, given a fire or life safety issue, so that the proposed modifications address the problem, need, or deficiency.</p>
Legal	
<p>6.4.1 Ability to participate in legal proceedings, given the findings of a field inspection or a complaint and consultation with the AHJ and legal counsel, so that all information is presented factually and the inspector's demeanor is professional.</p>	<p>7.3.1 Understand legal proceedings, given the findings of a field inspection or a complaint and consultation with legal counsel, so that all information is presented in a factual manner.</p> <p>7.3.2 Initiate legal action related to a fire code violation, given a description of a violation and a legal opinion, so that the action taken is in accordance with the policies of the AHJ and due process of law is followed.</p> <p>7.3.3 Recommend policies and procedures for the delivery of inspection services, given management objectives, so that inspections are conducted in accordance with the policies of the AHJ.</p>
Field Inspection	
<p>6.5.1 Determine code compliance, given the codes and standards, the policies of the AHJ, and a fire protection issue, so that the applicable codes, standards, and policies are identified and compliance is determined.</p>	<p>7.4.1 Compute the maximum allowable occupant load of a building, given plans, field observations or a description of its uses, so that the maximum allowable occupant load calculation is in accordance with applicable codes and standards.</p>

(continues)

Table D.1(a) *Continued*

First Responder Inspector	Fire Inspector
<p>6.5.2 Identify the fire and life safety hazards, given an existing occupancy, so that violations are identified based on a specific occupancy.</p> <p>6.5.3 Verify occupancy classification of a single-use occupancy, given a description of the occupancy and its use, so that the classification is made according to the applicable codes and standards.</p> <p>6.5.4 Verify that the means of egress elements are maintained, given an existing occupancy, so that the elements are free of obstructions; easily operated; not locked; and deficiencies are identified, documented, and reported in accordance with the applicable policies of the AHJ.</p> <p>6.5.5 Verify posted occupant load, given an occupancy classification, so that a building or structure is occupied in accordance with applicable codes and standards and policies of AHJ.</p> <p>6.5.6 Determine the operational readiness of existing fixed fire suppression systems, given test documentation and field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>6.5.7 Determine the operational readiness of existing fire detection and alarm systems, given field observations, so that the systems are in an operational state, maintenance is documented, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.</p> <p>6.5.8 Determine the operational readiness of existing portable fire extinguishers, given field observations, so that the equipment is in an operational state, and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.</p> <p>6.5.9 Inspect emergency access for an existing site, given field observations, so that the required access for emergency responders is maintained and deficiencies are identified and documented in accordance with the applicable codes and standards and policies of the AHJ.</p> <p>6.5.10 Recognize a hazardous fire growth potential in a building or space, given field observations, so that the hazardous conditions, materials, liquids, or gases are identified, documented, and reported in accordance with policies of the AHJ.</p>	<p>7.4.2 Identify the occupancy classifications of a building, given a description of the uses, so that all areas are classified in accordance with applicable codes and standards.</p> <p>7.4.3 Evaluate a building's area, height, occupancy classification, and construction type, given an approved set of plans and construction features, so that it is confirmed that the building is in accordance with applicable codes and standards.</p> <p>7.4.4 Evaluate fire protection systems and equipment provided for life safety and property protection, given field observations of the facility and documentation, the hazards protected, and the system specifications, so that the fire protection systems provided are approved for the occupancy, commodity, or hazard being protected.</p> <p>7.4.5 Witness an acceptance test for an integrated fire protection system, given approved shop drawings, test protocols, and an installed system, so that system performance can be evaluated for compliance, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.6 Inspect means of egress elements, given observations made during a field inspection of an existing building, so that means of egress elements are maintained in compliance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.7 Identify hazardous conditions involving equipment, processes, and operations, given field observations and documentation, so that the equipment, processes, or operations are installed in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.</p> <p>7.4.8 Evaluate emergency planning and preparedness procedures, given existing or proposed plans and procedures and applicable codes and standards, so that compliance is determined.</p> <p>7.4.9 Assist with the development and evaluation of emergency planning and procedures, given a description of a building and its use, so that plans and procedures are in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.10 Verify code compliance for storage, handling, and use of flammable and combustible liquids and gases, given field observations and inspection guidelines from the AHJ, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.11 Evaluate code compliance for the storage, handling, and use of hazardous materials, given field observations, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.12 Determine fire growth potential in a building or space, given field observations or plans, so that the contents, interior finish, and construction elements are evaluated for compliance, and deficiencies are identified, documented, and corrected in accordance with the applicable codes and standards and the policies of the AHJ.</p>

(continues)

Table D.1(a) *Continued*

First Responder Inspector	Fire Inspector
	<p>7.4.13 Verify compliance with construction documents, given a performance-based design, so that life safety systems and building services equipment are installed, inspected, and tested to perform as described in the engineering documents and the operations and maintenance manual that accompanies the design, so that deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.4.14 Verify code compliance of heating, ventilation, air conditioning, and other building service equipment and operations, given field observations, so that the systems and other equipment are maintained in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the policies of the AHJ.</p> <p>7.4.15 Verify emergency access for an existing site, given field observations and approved plans, so that the required access for emergency responders is maintained and deficiencies are identified, documented, and corrected in accordance with the applicable policies of the AHJ.</p> <p>7.4.16 Verify available fire flows for a site, given fire flow test results and water supply data, so that required fire flows are in accordance with applicable codes and standards and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p>
Plans Review	
<p>6.6 There are no plan review job performance requirements for first responder inspector.</p>	<p>7.5.1 Classify an occupancy, given a set of plans, specifications, and a description of a building and its use, so that the classification is made in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.5.2 Compute the maximum allowable occupant load, given a floor plan of a building or portion of the building, so that the calculated occupant load is in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.5.3 Review the proposed installation of fire protection systems, given shop drawings and system specifications for a storage commodity, process, or operation, so that the system is reviewed for code compliance and installed in accordance with the approved drawings, and deficiencies are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.5.4 Compare an approved plan to an existing fire protection system, given approved plans and field observations, so that any modifications to the system are identified, documented, and reported in accordance with the applicable codes and standards and the policies of the AHJ.</p> <p>7.5.5 Review the means of egress elements provided, given a floor plan of a building or portion of a building, so that all elements are identified and checked against applicable codes and standards and deficiencies are discovered and communicated in accordance with the policies of the AHJ.</p> <p>7.5.6 Review the construction type of a building or portion thereof, given a set of plans and specifications, so that the construction type complies with the adopted codes and standards of the AHJ.</p>