



**National Fire Protection Association**

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**TECHNICAL COMMITTEE ON  
FIREFIGHTER PROFESSIONAL QUALIFICATIONS**

NFPA 1002 SECOND DRAFT MEETING (F2016 cycle)  
NFPA 1001 FIRST DRAFT MEETING (F2017 cycle)

ORLANDO, FL  
JANUARY 19-21, 2016  
AGENDA

1. 1002 Second Draft Meeting call to order at 8:00am
2. Introductions
3. Opening remarks - Chair
4. Review and approval of minutes from previous meeting -
5. NFPA Staff Liaison report
6. NFPA 1002 Second Draft
  - a. Act on Public Comments
  - b. Develop Second Revisions
7. 1001 First Draft Meeting call to order
8. NFPA Staff Liaison report
9. NFPA 1001 First Draft
  - a. Task Group Reports
  - b. Act on Public Inputs
  - c. Develop First Revisions
10. New business
11. Old business
12. Other items
13. Next meeting
14. Adjourn

**Technical Committee on Fire Fighter Professional Qualifications  
First Draft Meeting (NFPA 1002)**

February 18-19, 2015

In-Person and Conference Call/Adobe Connect

**Minutes**

John Cunningham – Chair	Craig Hannon	Ryan Pietzsch
Gordon Henderson	Jim Jobusch	George Stevens
James Abner	Jeff Johnson	Doug Goodings
Michael Caviness	Todd Kollar	Tom McGowan – Staff
J.T. Collier	Pat Marlatt	
Alec Feldman	Don Turno	

Chair John Cunningham called the meeting to order at approximately 8:10am ET

Introduction of Members and Guests

Chair gave brief opening remarks and purpose of meeting

Reviewed the of minutes from previous meeting

- Pre-First Draft Meeting – December 8, 2014 (Conference Call) approved

SL briefed TC on procedures for FDM

- Document Cycle Information
- NFPA New Process – First Draft
- TC Actions

Technical Committee Actions

- Review of Public Inputs

TC discussed and acted on Public Inputs and created First Revisions

The TC had discussion on new Chapter 1 material, MOS issues, NFFF information placement, difference between off road vehicle and vehicles not specifically designed for off-road use, spotter assistance at training versus evaluation sessions and requisite JPRs for Chapter 5 from selected FF I NFPA 1001 JPRs.

Meeting adjourned on Day One at approximately 5:00pm ET

Meeting was reconvened by Chair Cunningham at approximately 8:05am ET.

Discussion continued regarding requisite JPRs for Chapter 5 Apparatus Equipped with Fire Pump

TC discussed and acted on Public Inputs and created First Revisions

No other business came before the TC

Next Meeting – SDM TBD December 2015/January 2016 Conference Call

First Draft Meeting was adjourned at approximately 11:00am ET



## Public Comment No. 29-NFPA 1002-2015 [ Section No. 5.1 [Excluding any Sub-Sections] ]

The requirements of Fire-Fighter 1 as specified in NFPA 1001- NFPA 1001, Chapter 4 and the job performance requirements defined in NFPA 1001 Chapter 5, Sections 5.1.1, 5.2-5.2.4, 5.3.2, 5.3.3, 5.3.15 and 5.5-5.5.2 (or the requirements of Advanced Exterior Industrial Fire Brigade Member or Interior Structural Fire Brigade Member as specified in NFPA 1081) and the job performance requirements defined in Sections 5.1 and 5.2 shall be met prior to qualifying as a fire department driver/operator — pumper.

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
firefighter_age_data_and_charts.doc	Firefighter Age Data With Charts	

### Statement of Problem and Substantiation for Public Comment

This proposed change was originally submitted by Douglas Forsman in the First Draft Stage and resolved by the Technical Committee in their actions at the First Draft Meeting on Public Inputs 23, 24, 25, 26, and 27. On behalf of the National Volunteer Fire Council (NVFC) I request that the Technical Committee reconsider their actions on these Public Inputs and in support of that I am resubmitting Mr. Forsman's proposed changes along with his comments and asking the committee to reconsider this proposal:

"The proposed changes would eliminate the necessity for the driver operator to complete all aspects of training and certifications for FF 1 or 2 in order to be certified as a Driver/Operator. With these changes, the standard would become a self-standing document, consistent with most of the other NFPA Professional Qualifications Standards. This important change would recognize and help facilitate the growing trend in the fire service that recognizes the contributions of some individuals who may not be qualified to accomplish interior or exterior firefighting activities, but whom are very qualified to perform driver/operator functions. This is particularly important to the volunteer fire service as older individuals desire to contribute to fire services. The proposed changes continue to require important basic safety and operational information and skills that apply to those serving to drive and operate fire apparatus."

The NVFC Board considered this proposed change in April 2015 and voted to support it. Many of the NVFC's members report using limited-duty personnel to operate fire apparatus. Many limited-duty personnel are older and aren't authorized to engage in interior or exterior attack operations but are perfectly capable of operating fire apparatus. Although there is no national data on the number of limited-duty firefighters in the United States, according to NFPA U.S. Fire Department Profile reports the number of older firefighters in the United States has increased dramatically in recent years, especially in smaller communities that rely almost exclusively on volunteer staffing (see attachment).

The TC gave the following explanation for why it did not accept Mr. Forsman's inputs:

"The TC believes that the skills and knowledge of a driver/operator go beyond driving and operating the vehicle and are best represented by the current language. Subject to local conditions, the AHJ has the authority to modify the requirements and can establish their own minimum requirements."

The NVFC agrees that the knowledge of a D/O should go beyond driving and operating the vehicle. We do not, however, believe that D/Os should be required to demonstrate skills that go beyond duties assigned to them by the Authority Having Jurisdiction (AHJ). Additionally, we believe that NFPA 1001, Chapter 4 and the job performance requirements defined in NFPA 1001 Chapter 5, Sections 5.1.1, 5.2-5.2.4, 5.3.2, 5.3.3, 5.3.15 and 5.5-5.5.2 provide a more than adequate minimum base of knowledge to qualify an individual to safely and effectively operate fire apparatus.

The TC notes that AHJs have the authority to modify requirements and establish their own minimum requirements. The reality is that very few volunteer fire departments actually do this. Volunteer fire chiefs are likelier to either implement or not implement a standard in its entirety rather than modifying it prior to implementation. Chiefs may not recognize that they have the authority to modify the requirements or they may not feel comfortable doing so. Additionally, state certification requirements typically do not account for AHJ modifications. Without state certification

as an incentive it is hard to envision many (if any) local authorities taking the time and effort to modify and implement this standard.

#### **Related Item**

[Public Input No. 23-NFPA 1002-2014 \[Section No. 5.1 \[Excluding any Sub-Sections\]\]](#)

[Public Input No. 24-NFPA 1002-2014 \[Section No. 5.1 \[Excluding any Sub-Sections\]\]](#)

[Public Input No. 25-NFPA 1002-2014 \[Section No. 6.1 \[Excluding any Sub-Sections\]\]](#)

[Public Input No. 26-NFPA 1002-2014 \[Section No. 7.1\]](#)

[Public Input No. 27-NFPA 1002-2014 \[Section No. 9.1 \[Excluding any Sub-Sections\]\]](#)

### **Submitter Information Verification**

**Submitter Full Name:** Dave Finger

**Organization:** National Volunteer Fire Council

**Street Address:**

**City:**

**State:**

**Zip:**

**Submission Date:** Wed Oct 14 09:58:38 EDT 2015

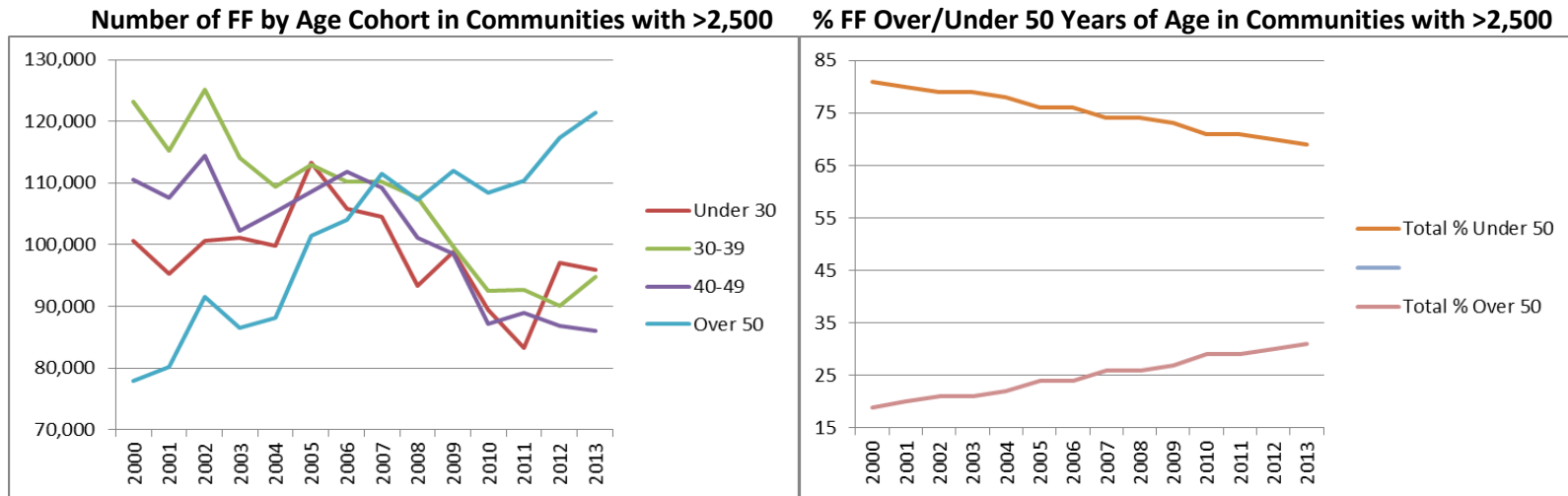


## Age Range of Firefighters Protecting Communities with Populations of 2,500 or Less

Year	Number of FFs	Under 30	30-39	40-49	Over 50	Total % Under 40	Total % Over 40
1987	447,500	29.7% (132,908)	33.5 (149,913)	20.9 (93,528)	15.9 (71,153)	63.2 (282,821)	36.8 (164,681)
2000	412,300	24.4 (100,601)	29.9 (123,278)	26.8 (110,496)	18.9 (77,925)	54.3 (223,879)	45.7 (188,421)
2001	398,550	23.9 (95,253)	28.9 (115,181)	27.0 (107,609)	20.1 (80,109)	52.8 (210,434)	47.1 (187,718)
2002	431,650	23.3 (100,574)	29.0 (125,179)	26.5 (114,387)	21.2 (91,510)	52.3 (225,753)	47.7 (205,897)
2003	404,400	25.0 (101,088)	28.2 (114,041)	25.3 (102,313)	21.4 (86,542)	53.2 (215,129)	46.7 (188,855)
2004	402,350	24.8 (99,783)	27.2 (109,439)	26.2 (105,416)	21.9 (88,115)	52.0 (209,222)	48.1 (193,531)
2005	437,600	25.9 (113,338)	25.8 (112,901)	24.8 (108,525)	23.5 (101,520)	51.7 (226,239)	48.3 (210,045)
2006	432,000	24.5 (105,840)	25.5 (110,160)	25.9 (111,888)	24.1 (104,112)	50.0 (216,000)	50.0 (216,000)
2007	435,350	24.0 (104,484)	25.3 (110,144)	25.1 (109,273)	25.6 (111,450)	49.3 (214,628)	50.7 (220,723)
2008	409,350	22.8 (93,332)	26.3 (107,659)	24.7 (101,109)	26.2 (107,250)	49.1 (200,991)	50.9 (208,359)
2009	408,650	24.2 (98,893)	24.4 (99,711)	24.1 (98,485)	27.4 (111,970)	48.5 (198,604)	51.5 (210,455)
2010	377,550	23.7 (89,497)	24.5 (92,500)	23.1 (87,214)	28.7 (108,357)	48.2 (181,997)	51.8 (195,571)
2011	375,400	22.2 (83,339)	24.7 (92,724)	23.7 (88,970)	29.4 (110,368)	46.9 (176,063)	53.1 (199,338)
2012	391,400	24.8 (97,067)	23.0 (90,022)	22.2 (86,891)	30.0 (117,420)	47.8 (187,089)	52.2 (204,311)
2013	397,950	24.1 (95,906)	23.8 (94,712)	21.6 (85,957)	30.5 (121,375)	47.9 (190,618)	52.1 (207,332)

### Change From

1987-2013	-11.1% (-49,550)	-27.8 (-37,002)	-36.8 (-55,201)	-8.1 (-7,571)	+70.6 (+50,222)	-32.6 (-92,203)	+25.9 (+42,651)
2000-2013	-3.5 (-14,350)	-4.7 (-4,695)	-23.2 (-28,556)	-22.2 (-24,539)	+55.8 (+43,450)	-14.9 (-33,261)	+10.0 (+18,911)

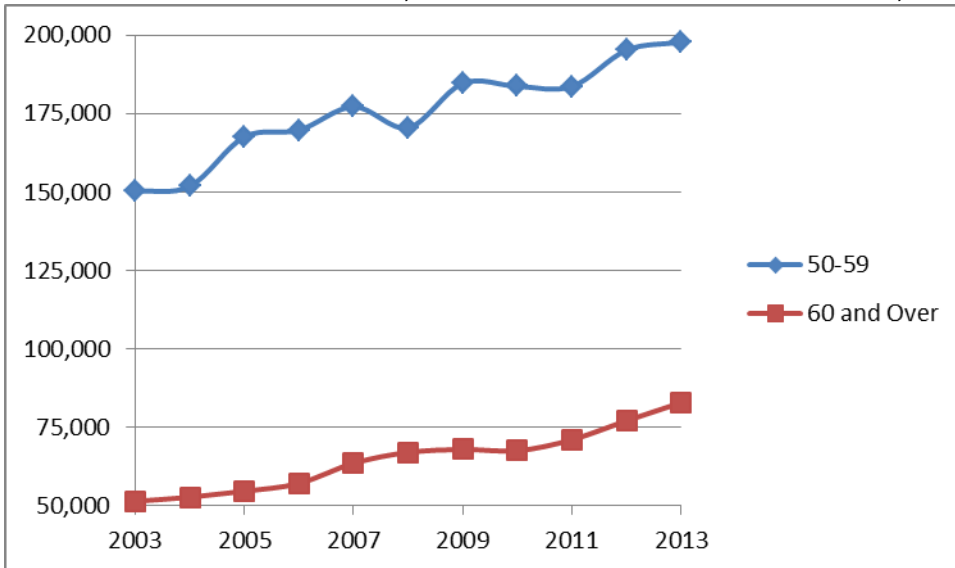


Source: NFPA U.S. Fire Department Profile Reports 1987, 2000-2013

### Total Number of Firefighters by Age Cohort



Year	50-59	60 and Over
2013	197,800	82,950
2012	195,200	77,200
2011	183,650	71,150
2010	183,700	67,650
2009	184,650	68,050
2008	170,550	67,100
2007	177,200	63,650
2006	169,750	57,250
2005	167,600	54,750
2004	151,900	52,850
2003	150,250	51,550



Source: NFPA U.S. Fire Department Profile Reports 1987, 2000-2013



## Public Input No. 122-NFPA 1001-2016 [ Global Input ]

**Submitted as a new section following 5.5.2**

### **X.X.X Smart firefighting JPR for Fire Fighter**

Identify and describe basic cyber-physical systems technology-based information given data gathering, data processing and targeted communications, an assignment or task, equipment and information provided by the AHJ, so that the flow of critical information is transferred from the fire station or dispatch center to the initial arriving response companies via a computer aided-system.

#### **(A) Knowledge Requisite.**

Knowledge of cyber-physical systems, basic fire protection systems, basic fire service emergency response management, communication systems, mechanisms for data collection, basic hardware/software packages and uses, basic data analytics, and interface delivery methods, information related to fire and life safety, health and safety of fire fighter, operational efficiency and fire protection, property loss dynamics, and business interruption and mission continuity.

#### **(B) Skill Requisite.**

The ability to review, determine and transmit via computer information based on a fire protection engineering and fire service response application including but not limited to locations of fire hydrants, building entrances, interior stairwells, elevators and hazardous materials; building construction and occupancy; location or absence of sprinkler systems and components; standpipes, location of firefighting and EMS equipment; and floor plans with hazards identified.

#### **Substantiation:**

Smart firefighting refers to all areas of fire protection engineering and fire service emergency response. All phases of pre-incident, during-incident and post-incident are addressed with this topic. By gathering data, processing the data and delivering the data, the fire service traditional fire protection and practices are transformed into a powerful tool to ensure the flow of critical information in a time-critical framework. The idea of Smart firefighting is based on creating, storing, exchanging, analyzing, and integrating information from a wide range of databases and sensor networks. The knowledge and information delivered by cyber-physical systems provides significant potential for enhanced firefighting. This equates to improving health and safety of the fire fighter and the community they serve. The vision is to improve fire protection and firefighting to increase fire and life safety, improve occupational health and safety of fire fighters, enhance operational efficiency and effectiveness of fire protection, reduce property loss, and limit business interruption.

## **Statement of Problem and Substantiation for Public Input**

#### **Substantiation:**

Smart firefighting refers to all areas of fire protection engineering and fire service emergency response. All phases of pre-incident, during-incident and post-incident are addressed with this topic. By gathering data, processing the data and delivering the data, the fire service traditional fire protection and practices are transformed into a powerful tool to ensure the flow of critical information in a time-critical framework. The idea of Smart firefighting is based on creating, storing, exchanging, analyzing, and integrating information from a wide range of databases and sensor networks. The knowledge and information delivered by cyber-physical systems provides significant potential for enhanced firefighting. This equates to improving health and safety of the fire fighter and the community they serve. The vision is to improve fire protection and firefighting to increase fire and life safety, improve occupational health and safety of fire fighters, enhance operational efficiency and effectiveness of fire protection, reduce property loss, and limit business interruption.

## **Submitter Information Verification**

**Submitter Full Name:** Jeff Johnson

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**Street Address:**  
**City:**  
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**Zip:**  
**Submittal Date:** Wed Jan 06 13:21:53 EST 2016





## Public Input No. 113-NFPA 1001-2016 [ Chapter 1 ]

### Chapter 1 Administration

#### 1.1 Scope.

This standard identifies the minimum job performance requirements (JPRs) for ~~career and volunteer fire fighters whose duties are primarily structural in nature for~~ Firefighter I and Firefighter II Professional Qualifications.

#### 1.2 Purpose.

The purpose of this standard is to specify the minimum job performance requirements (JPRs) for service as Firefighter I and Firefighter II.

**1.2.1**

This standard shall define Firefighter I and Firefighter II Professional Qualifications.

**1.2.2**

The intent of this standard shall be to ensure that

~~persons meeting the requirements of this standard who are engaged in fire fighting are qualified. It shall not be the intent of the~~

~~personnel serving as Firefighter I and Firefighter II are~~ qualified.

**1.2.3\***

This standard shall not address organization or management responsibility.

**1.2.4**

It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

**1.3 General 2.5**

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

**1.2.6\***

Firefighter I and Firefighter II level individuals shall remain current with the general knowledge and skills and JPRs addressed for each level or position of qualification.

**1.3 Application**

4-

The application of this standard is to specify which requirements within the document shall apply to Firefighter I and Firefighter II levels. The JPRs shall be accomplished in accordance with the requirements of the authority having

jurisdiction

jurisdiction (AHJ) and

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*

all applicable NFPA standards.

**1.3.2**

\* -

-

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

shall

shall establish instructional priority and the training program content to prepare

individuals

personnel to meet the JPRs

of

of this standard.

**1.3.3\***

-

-

Performance of each requirement of this standard shall be evaluated by

individuals

personnel approved by the AHJ.

**1.3.4**

—  
The entrance requirements in Chapter 4 of this standard shall be met prior to beginning training at the Fire Fighter I level.

\* —

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.

**1.3.5**

\* —

Prior

—

Personnel assigned the duties of Firefighter I and Firefighter II shall meet all the requirements defined in Chapter 4 prior to being qualified

at the Fire Fighter I level, the fire fighter candidate shall meet the general knowledge and skills requirements and the JPRs of Chapter 5

Personnel assigned the duties of Firefighter I shall meet all the requirements defined in Chapter 5 prior to being qualified.

Personnel assigned the duties of Firefighter II shall meet all the requirements defined in Chapter 6 prior to being qualified.

**1.3.6**

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

**1.3.7**

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

**1.3.**

6—

**8**

Prior to

being qualified at the Fire Fighter II level, the Fire Fighter I

training to meet the requirements of this standard, personnel shall meet the

general knowledge and skills requirements and the JPRs of Chapter 6 .

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

(5)\* Background investigation and character traits as reference established by the AHJ

**1.3.**

7—

**9**

Wherever in this standard the terms rules , regulations , policies , procedures , supplies , apparatus ,

or

or equipment are referred to, it is implied that they are those of the AHJ.

**1.3.**

8 \* —

The fire fighters at all levels of progression shall remain current with fire protection technology, fire suppression practices, fire and life safety initiatives, and applicable standards as determined by the AHJ

## 10

Firefighter I and Firefighter II level individuals shall meet all of the requirements defined in the National Incident Management System (NIMS) and the Incident Command System (ICS), as mandated by Homeland Security Presidential Directives 5 and 8 (see [www.FEMA.gov/emergency/NIMS](http://www.FEMA.gov/emergency/NIMS)) and as directed by the NIMS Integration Center .

### 1.4

—Units

#### Units .

In this standard,

values for measurement are followed by an

equivalent

in SI units, but only the first stated value shall be regarded as the requirement. Equivalent

values in SI units

shall

should not be considered as the requirement, as

these

these values can be approximate. (See Table 1.4 .)

**Table 1.4 SI Conversions**

<u>Quantity</u>	<u>U.S. Unit/Symbol</u>	<u>SI Unit/Symbol</u>	<u>Conversion Factor</u>
Length	inch (in.)	millimeter (mm)	1 in. = 25.4 mm
	foot (ft)	meter (m)	1 ft = 0.305 m
Area	square foot (ft <sup>2</sup> )	square meter (m <sup>2</sup> )	1 ft <sup>2</sup> = 0.0929 m <sup>2</sup>

## Statement of Problem and Substantiation for Public Input

The CC has recommended to all Pro-Qual TC to template all Chapter 1 material including Annex A for Chapter 1 and merged with previous Chapter 4 general requirements into all Chapter 1 documents. Additionally Chapter 4 will be the beginning of the main document.

## Submitter Information Verification

**Submitter Full Name:** John Cunningham

**Organization:** Nova Scotia Firefighters School

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**Zip:**

**Submission Date:** Wed Jan 06 07:55:17 EST 2016



## Public Input No. 36-NFPA 1001-2015 [ Sections 1.3.5, 1.3.6 ]

### Sections 1.3.5, 1.3.6

#### 1.3.5 \* \_

Prior to being qualified at the Fire ~~Fighter I~~ Fighter level, the fire fighter candidate shall meet the general knowledge and skills requirements and the JPRs of Chapter 5.

#### 1.3.6 –

~~Prior to being qualified at the Fire Fighter II level, the Fire Fighter I shall meet the general knowledge and skills requirements and the JPRs of Chapter 6.~~

### Statement of Problem and Substantiation for Public Input

Combining all Fire Fighter I and Fire Fighter II knowledge and skills into a single Fire Fighter level eliminates the requirement for separate definitions and associated numbering

### Submitter Information Verification

**Submitter Full Name:** WILLIAM TRISLER

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**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Nov 03 13:06:04 EST 2015



## Public Input No. 132-NFPA 1001-2016 [ Section No. 2.2 ]

### 2.2 NFPA Publications.

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

**NFPA 450** : *Guide for Emergency Medical Services and Systems, 2013 edition*

NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents, 2013 edition.*

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program, 2013 edition.*

NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments, 2013 edition.*

### Statement of Problem and Substantiation for Public Input

As fire-based Emergency Medical Services (EMS) systems become more common across the United States and Canada, there is a need for governing standards and statutes that reflect the current service provisions to the community of the fire service. Currently, NFPA 1001 Standard for Fire Fighter Professional Qualifications, which outlines the minimum requisite knowledge, skills, and qualifications recommended for Fire Fighter I & II, makes little reference to, or mention of, recommended levels of EMS abilities or qualifications.

The provision of fire-based EMS is mentioned in NFPA Standards 450, 1001, 1581, 1710, and 1999. However, the scope of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 Edition is narrowly construed and does not substantially represent essential Job Performance Requirements (JPRs) of fire fighters who respond to perform Emergency Medical Operations. EMS response represents roughly 70% – 90% of the alarm volume in fire departments that provide prehospital patient care, with or without transport. Many of the existing JPRs in NFPA 1001 are succinct. For example, in Chapters 5 Fire Fighter I, §5.2.1 through 5.2.4, there is a clear explanation of the necessary task of operating fire department communication equipment, as well as the cognitive and psychomotor skills required to perform the task. Similarly, clearly defined JPRs can be found throughout the document in relation to a variety of tasks, including but not limited to, the use of respirators, deployment of ground ladders, and suppression.

The purpose of this public input is to establish and integrate concise EMS recommendations and requirements into the revision of NFPA 1001 in such a manner as to reflect the existing JPRs of the fire service. The delivery of some level of EMS care has become a value-added service that citizens have come to expect from fire departments. In many states EMS has also become identified as an essential service. Furthermore, a number of metropolitan fire departments require that candidate firefighters earn EMS certification/licensure and maintain it during their employment. With these factors in mind it is appropriate for the standard to reflect the changes in service delivery.

### Submitter Information Verification

**Submitter Full Name:** Thomas Breyer

**Organization:** International Association of Fire Fighters

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**State:**

**Zip:**

**Submission Date:** Thu Jan 07 13:07:59 EST 2016



## Public Input No. 96-NFPA 1001-2016 [ New Section after 3.3 ]

### 3.3.1 Field Decontamination.

A simple non-mechanical process or method of decontamination in the field for the purpose of reducing the presence of particulates and residual gases from firefighters personal protective equipment.

### Statement of Problem and Substantiation for Public Input

There is no current definition for Field Decontamination in NFPA 1001, proposed new section in Chapter 5, section 5.3.1.

### Submitter Information Verification

**Submitter Full Name:** Rob Schnepf

**Organization:** Alameda County Fire Department (retired)

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**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 12:05:25 EST 2016



## Public Input No. 131-NFPA 1001-2016 [ Section No. 3.3 ]

### 3.3 General Definitions.

#### 3.3.1 Fire and Life Safety Initiatives.

Programs, actions, and services that prevent or reduce the loss of life and property associated with fire and other risks to the community.

#### 3.3.2 Fire Department.

An organization providing rescue, fire suppression, and related activities, including any public, governmental, private, industrial, or military organization engaging in this type of activity.

#### 3.3.3 Fire Fighter Candidate.

The person who has fulfilled the entrance requirements of Chapter 4 of this standard but has not met the job performance requirements for Fire Fighter I.

#### 3.3.4 Fire Fighter I.

The person, at the first level of progression as defined in Chapter 5, who has demonstrated the knowledge and skills to function as an integral member of a fire-fighting team under direct supervision in hazardous conditions.

#### 3.3.5 \* Fire Fighter II.

The person, at the second level of progression as defined in Chapter 6, who has demonstrated the skills and depth of knowledge to function under general supervision.

#### 3.3.6 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, 2011]

#### 3.3.7

–

Personal Protective Clothing (Fire Operations) .

– **The full complement of garments**

fire fighters

**firefighters are**

normally

**required to wear while on emergency scene, including turnout coat, protective trousers,**

fire-fighting

**firefighting boots,**

fire-fighting

**firefighting gloves, a protective hood, and a helmet with eye protection. .**

3.3.

8–

7.1 Personal Protective Clothing (EMS Operations). **The full complement of garments firefighters are required to wear while on an emergency medical scene, including fluid resistant or impermeable clothing, examination gloves, fluid and splash resistant eyewear.**

**3.3.7.1** All Personal Protection used while providing emergency medical services shall meet or exceed the requirements of NFPA 1999 and shall be donned prior to beginning any emergency medical service.



### 3.3.8 Personal Protective Equipment (PPE)

#### Consists

(Fire Operations). **Consists of full personal protective clothing, plus a self-contained breathing apparatus (SCBA) and a personal alert safety system (PASS) device.**

**3.3.8.1 Personal Protective Equipment (PPE) (EMS Operations).** Consists of full protective clothing, including respiratory protection, including but not limited to, surgical facemasks, Air Purifying Respirators (APR), or Powered Air Purifying Respirators (PAPRs) that protects against potential exposure to airborne and bloodborne pathogens.

#### 3.3.9 Procedure.

The series of actions, conducted in an approved manner and sequence, designed to achieve an intended outcome.

#### 3.3.10 Requisite Knowledge.

Fundamental knowledge one must have in order to perform a specific task. [1031, 2009]

#### 3.3.11 Requisite Skills.

The essential skills one must have in order to perform a specific task. [1031, 2009]

#### 3.3.12 Structural Fire Fighting.

The activities of rescue, fire suppression, and property conservation in buildings or other structures, vehicles, railcars, marine vessels, aircraft, or like properties. [1710, 2010]

#### 3.3.13 Task.

A specific job behavior or activity. [1002, 2009]

#### 3.3.14 Team.

Two or more individuals who have been assigned a common task and are in proximity to and in direct communications with each other, coordinate their activities as a work group, and support the safety of one another.

## Statement of Problem and Substantiation for Public Input

As fire-based Emergency Medical Services (EMS) systems become more common across the United States and Canada, there is a need for governing standards and statutes that reflect the current service provisions to the community of the fire service. Currently, NFPA 1001 Standard for Fire Fighter Professional Qualifications, which outlines the minimum requisite knowledge, skills, and qualifications recommended for Fire Fighter I & II, makes little reference to, or mention of, recommended levels of EMS abilities or qualifications.

The provision of fire-based EMS is mentioned in NFPA Standards 450, 1001, 1581, 1710, and 1999. However, the scope of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 Edition is narrowly construed and does not substantially represent essential Job Performance Requirements (JPRs) of fire fighters who respond to perform Emergency Medical Operations. EMS response represents roughly 70% – 90% of the alarm volume in fire departments that provide prehospital patient care, with or without transport. Many of the existing JPRs in NFPA 1001 are succinct. For example, in Chapters 5 Fire Fighter I, §5.2.1 through 5.2.4, there is a clear explanation of the necessary task of operating fire department communication equipment, as well as the cognitive and psychomotor skills required to perform the task. Similarly, clearly defined JPRs can be found throughout the document in relation to a variety of tasks, including but not limited to, the use of respirators, deployment of ground ladders, and suppression.

A lack of clearly defined JPRs regarding the provision of EMS care could result in a lack of proper preparedness, prioritization of EMS functions, training, and leadership (existing and future). More importantly, a lack of clear EMS JPRs has resulted in a disconnection between the two core job tasks, namely fire suppression and EMS response, within fire-based EMS response systems.

The purpose of this public input is to establish and integrate concise EMS recommendations and requirements into the revision of NFPA 1001 in such a manner as to reflect the existing JPRs of the fire service. The delivery of some level of EMS care has become a value-added service that citizens have come to expect from fire

departments. In many states EMS has also become identified as an essential service. Furthermore, a number of metropolitan fire departments require that candidate firefighters earn EMS certification/licensure and maintain it during their employment. With these factors in mind it is appropriate for the standard to reflect the changes in service delivery.

The term "Emergency Medical Care" is utilized in section 4.3 of NFPA 1001 Standard for Fire Fighter Professional Qualifications 2013 Edition and dictates that, "performance capabilities for entry-level personnel shall be developed and validated". However, there is no definition for the term nor is there any guidance to differentiate between the existing levels of certification. This public input defines different levels of prehospital EMS provision and uses the currently recognized Emergency Medical Care certifications include Emergency Medical Responder, Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic. However, the current edition of the standard does not list even minimally recommended JPRs.

This public input also provides clarification and guidance on JPRs for the differing levels of EMS certification using established standards of care and recognized scopes of practice.

### Submitter Information Verification

**Submitter Full Name:** Thomas Breyer

**Organization:** International Association of Fire Fighters

**Street Address:**

**City:**

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**Zip:**

**Submittal Date:** Thu Jan 07 13:00:38 EST 2016



## Public Input No. 34-NFPA 1001-2015 [ Sections 3.3.3, 3.3.4, 3.3.5 ]

### Sections 3.3.3, 3.3.4, 3.3.5

#### 3.3.3 Fire Fighter Candidate.

The person who has fulfilled the entrance requirements of Chapter 4 of this standard but has not met the job performance requirements for Fire Fighter-I .

#### 3.3.4 Fire Fighter-I .

The person, at the first level of progression as defined in Chapter 5, who has demonstrated the knowledge and skills to function as an integral member of a fire-fighting team ~~under direct~~ under general supervision in hazardous conditions.

#### 3.3.5 \* -- Fire Fighter II.

The person, at the second level of progression as defined in Chapter 6, who has demonstrated the skills and depth of knowledge to function ~~under general supervision.~~

### Statement of Problem and Substantiation for Public Input

Combining the duties and functions of current Fire Fighter I and Fire Fighter II changes the definition of supervision within the context of the language. A firefighter is expected to function as a member of a team, regardless of the level of training, under conditions that may only be described as "under general supervision." The expectations of performance and abilities under the current Fire Fighter I level exceed the requirements of the current standard.

### Submitter Information Verification

**Submitter Full Name:** WILLIAM TRISLER

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**Street Address:**

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**Zip:**

**Submittal Date:** Mon Nov 02 14:34:56 EST 2015



## Public Input No. 3-NFPA 1001-2015 [ New Section after 3.3.5 ]

3.3.6 Fire Safety Survey. An inspection of a commercial or residential property for basic life safety and fire hazards.

A.3.3.6 A fire safety survey is intended to be a basic inspection of the property to identify major hazards such as locked exits, nonoperational fire protection and detection systems, a lack of smoke alarms in residential occupancies, nonoperational water supplies, hazardous interior finishes, hazardous storage and other items identified on the survey form. It is not intended to be a fire inspection conducted to the job performance requirements of a Fire Inspector as identified in NFPA 1031 Professional Qualifications for Fire Inspector and Plans Examiner.

### Statement of Problem and Substantiation for Public Input

The term "Fire Safety Survey" is utilized in section 6.5. However, there is no definition for the term nor is there any guidance to differentiate a fire safety survey from an inspection conducted by an individual meeting the JPRs of NFPA 1031. This PI provides some basic guidance to differentiate between the activity of a fire fighter conducting a fire safety survey in accordance with 6.5 and fire inspector conducting an inspection in accordance with NFPA 1031.

### Submitter Information Verification

**Submitter Full Name:** ANTHONY APFELBECK

**Organization:** ALTAMONTE SPRINGS BUILDING/FIRE SAFETY DIVISION

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**State:**

**Zip:**

**Submittal Date:** Wed Jul 15 09:53:18 EDT 2015



## Public Input No. 130-NFPA 1001-2016 [ Section No. 3.3.12 ]

### 3.3.12 Structural Fire Fighting.

The activities of rescue, fire suppression, and property conservation in buildings or other structures, vehicles, railcars, marine vessels, aircraft, or like properties. [ 1710, 2010 ]

### Statement of Problem and Substantiation for Public Input

Interior Structural Firefighting - The physical activity of fire suppression, rescue, and property conservation inside of buildings or other enclosed structures, vehicles, railcars, marine vessels, aircraft, or like properties.]

### Submitter Information Verification

**Submitter Full Name:** Donald Turno  
**Organization:** Savannah River Nuclear Solution  
**Affiliation:** NFPA 1001 task Group  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Thu Jan 07 10:24:26 EST 2016



## Public Input No. 144-NFPA 1001-2016 [ Section No. 4.1 ]

### 4.1 General.

Prior to entering training to meet the requirements of Chapters 5 and 6 of this standard, the candidate shall meet the following requirements:

- (1) Minimum educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3)\* ~~Essential Job Tasks of NFPA 1582~~ Medical requirements of NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, Chapter 5, Subsection 5.1.1, as determined by the medical authority of the AHJ

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
TIA1001-13-1.pdf	NFPA TIA 13-1 Log No.1087	

### Statement of Problem and Substantiation for Public Input

NOTE: This public input originates from Tentative Interim Amendment No. 13-1 (Log No. 1087) issued by the Standards Council on March 7, 2013 and, per the NFPA Regs., needs to be reconsidered by the Technical Committee for the next edition of the document.

### Submitter Information Verification

**Submitter Full Name:** Tc On Pqu-Ffq

**Organization:** NFPA TC on Fire Fighter Professional Qualifications

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Fri Jan 08 10:35:13 EST 2016



## Public Input No. 84-NFPA 1001-2016 [ New Section after 4.3 ]

### TITLE OF NEW CONTENT

Basic or support firefighter

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
	<p>Legislative Text: General. For qualification as a support firefighter, the fire fighter candidate shall meet the general knowledge requirements in X.1.1; the general skill requirements in X.1.2; the JPRs defined in Sections 5.2 through 5.8 of this standard; and the requirements defined in Chapter X, Core Competencies for Awareness Level Responders, and Section 6.6, Mission-Specific</p> <p>Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents.</p> <p>Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.</p> <p>Notes:</p>	
New_Section.docx	<p>Section (s): New Chapter Create FR, YES NO</p> <p>Legislative Text: X.1.1 General Knowledge Requirements. The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce firefighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA1500, Standard on Fire Department Occupational Safety and Health Program.</p> <p>Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.</p> <p>Notes:</p>	
	<p>Section (s):New Chapter Create FR, YES NO</p> <p>Legislative Text: Modify 5.3.1 to 5.5.2 to meet intent of support or basic firefighter within new chapter</p> <p>Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.</p> <p>Notes: Example: 5.3.10* Attack an structure fire operating from the exterior as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area from the exterior, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires</p>	

are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

(A) Requisite Knowledge. Principles of fire streams; types, design, operation, nozzle pressure effects, and flow capabilities of nozzles; precautions to be followed when advancing hose lines to a fire; observable results that a fire stream has been properly applied; dangerous building conditions created by fire; principles of exposure protection; potential longterm consequences of exposure to products of combustion; physical states of matter in which fuels are found; common types of accidents or injuries and their causes; and the application of each size and type of attack line, the role of the backup team in fire attack situations, attack and control techniques for grade level and above and below grade levels,.

### Statement of Problem and Substantiation for Public Input

addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.

### Submitter Information Verification

**Submitter Full Name:** John Rhoades

**Organization:** Kingman Fire Department

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**State:**

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**Submittal Date:** Mon Jan 04 14:15:29 EST 2016





Section (s): New Chapter	Create FR, YES NO
<p>Legislative Text: General. For qualification as a support firefighter, the fire fighter candidate shall meet the general knowledge requirements in</p> <p>X.1.1; the general skill requirements in X.1.2; the JPRs defined in Sections 5.2 through 5.8 of this standard; and the requirements defined in Chapter X, Core Competencies for Awareness Level Responders, and Section 6.6, Mission-Specific</p> <p>Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents.</p>	
<p>Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.</p>	
<p>Notes:</p>	

Section (s): New Chapter	Create FR, YES NO
<p>Legislative Text: <b>X.1.1 General Knowledge Requirements.</b> The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce firefighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA1500, <i>Standard on Fire Department Occupational Safety and Health Program</i>.</p>	
<p>Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.</p>	
<p>Notes:</p>	



Section (s):New Chapter	Create FR, YES NO
Legislative Text: Modify 5.3.1 to 5.5.2 to meet intent of support or basic firefighter within new chapter	
Substantiation: addition of support of basic firefighter. Basic Firefighter does not qualify an individual for interior structural firefighting operations.	
Notes: Example: 5.3.10* Attack an structure fire operating from the exterior as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area from the exterior, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.	
(A) Requisite Knowledge. Principles of fire streams; types, design, operation, nozzle pressure effects, and flow capabilities of nozzles; precautions to be followed when advancing hose lines to a fire; observable results that a fire stream has been properly applied; dangerous building conditions created by fire; principles of exposure protection; potential longterm consequences of exposure to products of combustion; physical states of matter in which fuels are found; common types of accidents or injuries and their causes; and the application of each size and type of attack line, the role of the backup team in fire attack situations, attack and control techniques for grade level and above and below grade levels,.	



## Public Input No. 127-NFPA 1001-2016 [ New Section after 5.1 ]

### Def for Firefighter

The def for FF in 1001 and 1081 do not match. Committee should try to aline def

### Statement of Problem and Substantiation for Public Input

NFPA 1001 and 1081 def do not match an effort should be made to aline the documents

### Submitter Information Verification

**Submitter Full Name:** Donald Turno

**Organization:** Savannah River Nuclear Solution

**Affiliation:** 1001 Task Group

**Street Address:**

**City:**

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**Submittal Date:** Thu Jan 07 10:16:35 EST 2016



## Public Input No. 85-NFPA 1001-2016 [ New Section after 5.1 ]

### **Combine Firefighter Level I and Level II into one level**

If you look at the skills for Firefighter Level I and Level II the skills for Level II are weak and could be combined into one level. Thus reducing NFPA 1001 to just one level of Firefighter.

Many jurisdictions are already combining the training together for Firefighter level I and II.

### **Statement of Problem and Substantiation for Public Input**

If you look at the skills for Firefighter Level I and Level II the skills for Level II are weak and could be combined into one level. Thus reducing NFPA 1001 to just one level of Firefighter.

### **Submitter Information Verification**

**Submitter Full Name:** Douglas Goodings

**Organization:** Office Of The Fire Marshal And

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 10:20:40 EST 2016



## Public Input No. 87-NFPA 1001-2016 [ Section No. 5.1 ]

### 5.1 General.

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in [5.1.1](#); the general skill requirements in [5.1.2](#); the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

#### 5.1.1 General Knowledge Requirements.

The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*.

#### 5.1.2 General Skill Requirements.

The ability to don personal protective clothing, doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct knot, and locate information in departmental documents and standard or code materials.

### Statement of Problem and Substantiation for Public Input

Have a more detailed review of the current Job Task Analysis to be completed with input from various associations and organizations. Seek input from Career, Volunteer, and Chief's associations about the changing roles and responsibilities of the Firefighter in today's changing job requirements.

### Submitter Information Verification

**Submitter Full Name:** Douglas Goodings  
**Organization:** Office Of The Fire Marshal And  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Tue Jan 05 10:36:28 EST 2016



## Public Input No. 88-NFPA 1001-2016 [ Section No. 5.1 ]

### 5.1 General.

#### Re-design the Fire Firefighter from Level I and Level II, into Basic, Exterior and Interior Levels.

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in 5.1.1; the general skill requirements in 5.1.2; the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

#### 5.1.1 General Knowledge Requirements.

The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*.

#### 5.1.2 General Skill Requirements.

The ability to don personal protective clothing, doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct knot, and locate information in departmental documents and standard or code materials.

### Statement of Problem and Substantiation for Public Input

Many jurisdictions already have a basic Firefighter program in place especially for their volunteers that does not meet the requirements of Firefighter Level I. By developing the three new levels of Basic, Exterior and Interior it does allow for many jurisdictions to train and develop their firefighters in a more progressive manner that meets the needs of the members within their jurisdictions. Some jurisdictions also have a recruitment and retention issues for volunteers, this would allow for a better recruitment and retention of volunteers.

### Submitter Information Verification

**Submitter Full Name:** Douglas Goodings  
**Organization:** Office Of The Fire Marshal And  
**Street Address:**  
**City:**  
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**Zip:**  
**Submittal Date:** Tue Jan 05 10:39:41 EST 2016



## Public Input No. 89-NFPA 1001-2016 [ Section No. 5.1 ]

### 5.1 General.

#### Redesign the Firefighter Level I and II to a Basic and Interior Firefighter Levels.

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in 5.1.1; the general skill requirements in 5.1.2; the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

#### 5.1.1 General Knowledge Requirements.

The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*.

#### 5.1.2 General Skill Requirements.

The ability to don personal protective clothing, doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct knot, and locate information in departmental documents and standard or code materials.

## Statement of Problem and Substantiation for Public Input

Basic Firefighter - A level of firefighter who would work outside of the collapse zone at a structure fire. This level will provide support to interior firefighting operations through tasks including:

This level will address the administrative needs such as organization and roles of firefighters, communications, reports, maintenance, tours and equipment inspections. It also addresses the support functions such as PPE, rehab, cleaning and inspection of equipment and hose and also the exterior operations such as exterior firefighting, wildland, vehicle, hazmat, extrication.

Interior Firefighter – A level of firefighter that addresses working within the collapse zone or IDLH.

This level includes all interior firefighting and interior rescue operations. Areas such as ladders, interior search and rescue, interior operations like vent and interior attack.

## Submitter Information Verification

**Submitter Full Name:** Douglas Goodings

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**Submission Date:** Tue Jan 05 10:46:15 EST 2016



## Public Input No. 100-NFPA 1001-2016 [ Section No. 5.1 [Excluding any Sub-Sections] ]

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in [5.1.1](#); the general skill requirements in [5.1.2](#); the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

I recommend that the requirement to meet the reference to NFPA 472 *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents* be changed to meet the requirements of **NFPA 1072 - Standard on Hazardous Materials/Weapons of Mass Destruction Response Personnel Professional Qualifications**

### Statement of Problem and Substantiation for Public Input

NFPA 1072 - Standard on Hazardous Materials/Weapons of Mass Destruction Response Personnel Professional Qualifications is the standard for Hazardous Materials Response Professional Qualifications and should replace any reference to NFPA 472 within the NFPA 1001 standard.

### Submitter Information Verification

**Submitter Full Name:** Douglas Goodings  
**Organization:** Divison of fire Safety  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Tue Jan 05 14:22:09 EST 2016





## Public Input No. 135-NFPA 1001-2016 [ Section No. 5.1 [Excluding any Sub-Sections] ]

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in [5.1.1](#); the general skill requirements in [5.1.2](#); the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

Please leave this general knowledge as a qualification for the new version/edition of this Level I.

### Statement of Problem and Substantiation for Public Input

I would ask that the hazardous materials general knowledge requirements defined in the NFPA 1001 (2013 Edition) Level I remain in the NFPA 1001 (2018 Edition) Level I

### Submitter Information Verification

**Submitter Full Name:** David Schliek  
**Organization:** Minn. Fire Certification Board  
**Affiliation:** Chairman of the Board of Directors  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Thu Jan 07 14:32:32 EST 2016



## Public Input No. 62-NFPA 1001-2015 [ Section No. 5.1 [Excluding any Sub-Sections] ]

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in 5.1.1; the general skill requirements in 5.1.2; the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in ~~Chapter 5, Core Competencies for Operations Level Responders~~ Chapter 4, Competencies for Awareness Level Personnel, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

### Statement of Problem and Substantiation for Public Input

The National Volunteer Fire Council (NVFC) believes that the current Hazardous Materials requirements for Fire Fighter 1 are above what is necessary for the entry level fire fighter. Not all fire departments in the United States have the mission of responding to or controlling Hazardous Materials incidents. Many fire departments, particularly smaller agencies staffed primarily by volunteers, do not have access to equipment that they are required to know how to use under the current Hazardous Materials requirements. Having to train "All Fire Fighters" to the Operations Level Responder level places a significant and pointless burden on these agencies. The NVFC has heard from members who are chiefs of volunteer departments who complain that forcing personnel to train to perform duties that they will not be called on to perform because it is outside the scope of the mission of the department damages the credibility of the department's training program based on the NFPA 1001 standard.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 63-NFPA 1001-2015 [Section No. 6.1 [Excluding any Sub-Sections]]</a>	

### Submitter Information Verification

**Submitter Full Name:** Dave Finger  
**Organization:** NVFC  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Tue Dec 22 09:39:38 EST 2015



## Public Input No. 86-NFPA 1001-2016 [ Section No. 5.1 [Excluding any Sub-Sections] ]

For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in [5.1.1](#); the general skill requirements in [5.1.2](#); the JPRs defined in Sections 5.2 through 5.5 of this standard; and the requirements defined in Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*.

Increase the JPR's in Fire Fighter Level II to a higher level of responsibility.

### Statement of Problem and Substantiation for Public Input

Transfer the JPR's (6.3 Fireground Operations, 6.4 Rescue Operations) from Firefighter Level II into Firefighter Level I and then develop higher JPR's that better prepares the Firefighter Level II to be used in an acting position of command within the ICS system. We mention in the Appendix that if a Firefighter Level II is to be used in an acting Officer position they must meet the requirements of NFPA 1021. The JPR's in Firefighter Level II do not meet the requirements for NFPA 1021.

(A.6.3.2 Jurisdictions that use Fire Fighter II's as acting company officers should comply with the requirements of NFPA 1021, Standard for Fire Officer Professional Qualifications.)

### Submitter Information Verification

**Submitter Full Name:** Douglas Goodings

**Organization:** Office Of The Fire Marshal And

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 10:31:04 EST 2016



## Public Input No. 136-NFPA 1001-2016 [ Section No. 5.1.1 ]

### 5.1.1 General Knowledge Requirements.

The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter I; **what and where relevant digital equipment and systems exist, and the general purpose for data collection, reporting and access as applied to department protocols;** the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; the critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program . .

### Statement of Problem and Substantiation for Public Input

increase firefighter ability to interface with mission critical data and information technologies as described in NFPA 950/951

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 137-NFPA 1001-2016 [Section No. 5.1.2]</u>	

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke  
**Organization:** ESRI  
**Affiliation:** NFPA 950 committee  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Thu Jan 07 14:57:54 EST 2016



## Public Input No. 41-NFPA 1001-2015 [ Section No. 5.1.1 ]

### 5.1.1 General Knowledge Requirements.

The organization of the fire department; the role of the Fire Fighter I in the organization; the mission of fire service; the fire department's standard operating procedures (SOPs) and rules and regulations as they apply to the Fire Fighter-I; the value of fire and life safety initiatives in support of the fire department mission and to reduce fire fighter line-of-duty injuries and fatalities; the role of other agencies as they relate to the fire department; aspects of the fire department's member assistance program; the importance of physical fitness and a healthy lifestyle to the performance of the duties of a fire fighter; types of accidents or injuries and their causes; responsibilities associated with assuming and transferring command within an incident management system, performing assigned duties in conformance with applicable NFPA and other safety regulations and AHJ procedures, and the critical aspects of NFPA 1500, Standard on Fire Department Occupational Safety and Health Program.

### Statement of Problem and Substantiation for Public Input

Recommend deleting separate levels of Fire Fighter I, Fire Fighter II, and combining general knowledge requirements into a single level of Fire Fighter. Many of the responsibilities and duties currently identified in Chapter 6, Fire Fighter II, are expected to be performed by any or all fire fighters regardless of the level of training. In many instances, the responsibilities of company officer through chief officer are performed by individuals at the current Fire Fighter I level. All members of the fire service are required to work within the incident managements system. The recommended revision brings the standard more in line with the needs of the fire service.

### Submitter Information Verification

**Submitter Full Name:** WILLIAM TRISLER

**Organization:** Commission on Fire Prevention and Control

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Nov 03 14:56:08 EST 2015



## Public Input No. 137-NFPA 1001-2016 [ Section No. 5.1.2 ]

### 5.1.2 General Skill Requirements.

The ability to don personal protective clothing, doff personal protective clothing and prepare for reuse, hoist tools and equipment using ropes and the correct knot, and ~~locate information in departmental documents~~ operate department systems for collecting, reporting and accessing information in departmental digital or printed form and standard or code materials.

### Statement of Problem and Substantiation for Public Input

expand the scope of information to include modern digital systems

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 136-NFPA 1001-2016 [Section No. 5.1.1]</a>	

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke  
**Organization:** ESRI  
**Affiliation:** NPFA 950/951 TC  
**Street Address:**  
**City:**  
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**Zip:**  
**Submittal Date:** Thu Jan 07 15:13:25 EST 2016



## Public Input No. 138-NFPA 1001-2016 [ Section No. 5.2 [Excluding any Sub-Sections] ]

This duty shall involve initiating responses, receiving telephone calls, and using fire department ~~communications~~ electronic devices and communications equipment to correctly relay verbal, spatial reference reference or written information, according to the JPRs in 5.2.1 through 5.2.4.

### Statement of Problem and Substantiation for Public Input

update/modernize the reference to communications equipment to include all electronic devices. Spatial reference includes ability to locate and reference source of data which is automatically collected with many electronic devices

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke  
**Organization:** ESRI  
**Affiliation:** NPFA 950/951 TC member  
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**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Thu Jan 07 15:17:29 EST 2016



## Public Input No. 139-NFPA 1001-2016 [ Section No. 5.2.1 ]

### 5.2.1\*

Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and electronic devices and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center.

#### (A)

**Requisite Knowledge.** Procedures for reporting an emergency; departmental SOPs for taking and receiving alarms, radio codes, or procedures; and information needs of dispatch center.

#### (B)

**Requisite Skills.** The ability to operate fire department electronic devices and communications equipment, relay information, and record information.

### Statement of Problem and Substantiation for Public Input

modernize references

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke

**Organization:** ESRI

**Affiliation:** NFPA 950/951 TC member

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 07 15:21:02 EST 2016





## Public Input No. 120-NFPA 1001-2016 [ New Section after 5.3 ]

### X.X.X Electric, Hybrid and Fuel Cell Vehicle Safety for the Fire Fighter.

Identify and describe the various alternative fuel vehicle components, given an alternative fuel vehicle, an incident involving an alternative fuel vehicle (fire or collision), an assignment from the company officer based on the incident and vehicle fuel-type, approved PPE including respiratory protection, tools and equipment appropriate to the assignment, policies, procedures and guidelines of the AHJ, so that the vehicle is rendered safe and assignment is completed.

#### (A) Knowledge Requisite.

Knowledge of basic electrical concepts and hazards including basic concepts that pertain to alternative fuel vehicles, basic electrical terms, concepts of electrical circuits and flow of electricity, differences between electrical systems in structures and those in alternative fuel vehicles, and how electricity affects the body and how to protect against shock; hybrid electric vehicle (HEV), plug-in hybrid vehicle (PHEV), electric vehicle (EV) system including the comparing and contracting various alternative fuel vehicles, major components of alternative full vehicle systems and its function, the operation of high-voltage systems, different types of charging systems, differences between passenger vehicles and trucks and busses; fuel cell vehicles including fuel cell system terms, major components of fuel cell systems, and methods to handle fuel cell emergencies; safety features associated to alternative fuel vehicles; identifying, immobilizing and disabling on initial response including size-up procedures and scene hazards at incidents involving alternative fuel vehicles, identifying visual cues and clues, identifying and describing immobilization techniques, and disabling methods and techniques; and emergency operations including unique extrication challenges of alternative fuel vehicles, appropriate actions for extinguishing alternative fuel vehicle fires or batteries, appropriate actions to handle damaged batteries, and actions for incidents involving charging stations.

#### (B) Skills Requisite.

The ability to identify and describe various alternative fuel vehicles, components, and describe and demonstrate how to render an alternative fuel vehicle safe from a fire or collision.

### Statement of Problem and Substantiation for Public Input

Firefighters are responding to an increasing number of incidents involving alternative fuel vehicles and should have an understanding of how to safely deal with these types of incidents as a firefighter I

### Submitter Information Verification

**Submitter Full Name:** John Cunningham  
**Organization:** Nova Scotia Firefighters School  
**Street Address:**  
**City:**  
**State:**

**Zip:**

**Submittal Date:** Wed Jan 06 13:16:17 EST 2016



## Public Input No. 125-NFPA 1001-2016 [ New Section after 5.3 ]

### TITLE OF NEW CONTENT

Task Group 2 is of the opinion that a JPR needs to be added in this section so as to allow firefighters to be trained to consideration of the exterior and interior conditions that occur at an emergency scene to provide for life safety operations at the scene. Type your content here ...

### Statement of Problem and Substantiation for Public Input

The ability of fire personnel to consider exterior and interior conditions at an emergency scene would provide for more efficient operations and most of all better safety during operations.

### Submitter Information Verification

**Submitter Full Name:** C. Gordon Henderson

**Organization:** Georgia Firefighter Standards and Training Council

**Affiliation:** Georgia Fire Service

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Thu Jan 07 09:02:52 EST 2016



## Public Input No. 92-NFPA 1001-2016 [ New Section after 5.3 ]

### 5.3.1

Given a structural firefighting ensemble including respiratory protection, decontamination equipment at the fire ground or at the fire station, the firefighter shall describe and perform field decontamination of PPE so that the PPE is handled in the proper manner and maintained in a safe working condition.

#### (A)

##### Requisite Knowledge.

The firefighter should have a working knowledge of field decontamination policies and procedures for the reduction of gaseous, carcinogenic or radiological particulates, etiological, and chemical hazards of contaminated PPE at the fire ground or at the fire station, manufacturer's specifications and industry best practices for transporting, cleaning, inspecting, and identifying needed repairs.

#### (B)

##### Requisite Skills.

The ability to perform PPE field decontamination at the fire ground or at the fire station.

### Statement of Problem and Substantiation for Public Input

Problem: There is a lack of awareness in the firefighting community concerning the adverse health effects associated with contaminated bunker gear. We believe that all firefighters should understand the need to reduce those harmful health effects by cleaning and maintaining bunker gear.

Substation: Firefighters should understand that firefighting activities subject them and their PPE to many toxic substances. Proper field decontamination of PPE is important to the health and safety of the wearer and to extend the life of the structural firefighting ensemble and respiratory protection equipment.

### Submitter Information Verification

**Submitter Full Name:** Rob Schnepf

**Organization:** Alameda County Fire Department (retired)

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 11:43:20 EST 2016



## Public Input No. 74-NFPA 1001-2015 [ Section No. 5.3 [Excluding any Sub-Sections] ]

This duty shall involve performing activities necessary to ensure life safety, fire control, and property conservation, according to the JPRs in [5.3.1](#) through [5.3.19 23](#) .

### Statement of Problem and Substantiation for Public Input

Renumbering captures section moved from Chapter 6

### Submitter Information Verification

**Submitter Full Name:** William Trisler

**Organization:** Commission on Fire Prevention and Control

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Dec 30 12:30:18 EST 2015



## Public Input No. 140-NFPA 1001-2016 [ Section No. 5.3.2(A) ]

(A)

**Requisite Knowledge.** Mounting and dismounting procedures for riding fire apparatus, hazards and ways to avoid hazards associated with riding apparatus, prohibited practices, and types of department personal protective equipment and the means for usage. Understand systems and devices available for accessing maps and data for enhanced scene safety, preplans, routing and situational awareness

### Statement of Problem and Substantiation for Public Input

Include commonly required knowledge set for operating with currently available digital resources

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 141-NFPA 1001-2016 [Section No. 5.3.2(B)]</a>	

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke  
**Organization:** ESRI  
**Affiliation:** NFPA 950/951 TC member  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Thu Jan 07 15:22:50 EST 2016



## Public Input No. 141-NFPA 1001-2016 [ Section No. 5.3.2(B) ]

(B)

**Requisite Skills.** The ability to use each piece of provided safety equipment. The ability to read map symbols; AHJ adopted protocols for local grid systems; and USNG

### Statement of Problem and Substantiation for Public Input

updating with skillset needed to operate effectively

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 140-NFPA 1001-2016 [Section No. 5.3.2(A)]</u>	

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke  
**Organization:** ESRI  
**Affiliation:** NFPA 950/951 TC member  
**Street Address:**  
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**Zip:**  
**Submittal Date:** Thu Jan 07 15:24:52 EST 2016



## Public Input No. 121-NFPA 1001-2016 [ Section No. 5.3.3 [Excluding any Sub-Sections] ]

Establish and operate in work areas at emergency scenes, given protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, an photovoltaic power systems, lithium battery storage systems an assignment, and SOPs, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas.

### Statement of Problem and Substantiation for Public Input

Photo voltaic power systems and battery storage systems are growing in popularity and are hazards that emergency responders may face. As such, the responders should be capable of dealing with the hazards associated with these systems in a safe manner.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 123-NFPA 1001-2016 [Section No. A.6.4.2]</u>	

### Submitter Information Verification

**Submitter Full Name:** John Cunningham  
**Organization:** Nova Scotia Firefighters School  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Wed Jan 06 13:20:51 EST 2016





## Public Input No. 77-NFPA 1001-2015 [ New Section after 5.3.6 ]

### 5.3.X Fire Fighter Ground Ladder Climbing Up, Dismounting and Climbing Down

Demonstrate ascending, dismounting (including sounding floor or roof) and descending ground ladders, given single and extension ladders, an assignment (rescue, suppression, or ventilation), tools to accomplish the assignment, PPE including respiratory protection, so that proper climbing techniques are used, proper methods for securing to a ladder are used, proper procedures are used for dismounting (including sounding floor or roof), hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height for the assigned task with the fly secured, the tip is placed against a strong structural component, and the task is accomplished based on assignment.

#### (A) Requisite Knowledge.

Ladder task assignments (rescue, ventilation, and suppression), types of climbing techniques (hands on rungs, hands on rails), methods to secure to a ladder to increase stability while working from ladder and limit fall potential, proper procedures are used for dismounting (including sounding floor or roof), parts of a ladder, hazards associated with setting up ladders, what constitutes a stable foundation for ladder placement, different angles for various tasks, safety limits to the degree of angulation, and what constitutes a strong structural component, in common building construction within the jurisdiction, for tip placement.

#### (B) Requisite Skills.

The ability to carry, raise and lower, ascend, dismount, and descend ladders, secure to ladders, and accomplish the intended ladder placement assignment.

### Statement of Problem and Substantiation for Public Input

All other aspects of ground ladders is cover in standard—carrying, raising, and even cleaning. How about including the actual premise for all the other aspects of the ground ladder by climbing, working from and descending a ground ladder?

### Submitter Information Verification

**Submitter Full Name:** Karl Zinnack  
**Organization:** Longmeadow Fire Department  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Thu Dec 31 18:10:49 EST 2015



## Public Input No. 129-NFPA 1001-2016 [ Section No. 5.3.7 ]

### 5.3.7 \* \_

Attack a ~~passenger~~ a vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

#### (A)

**Requisite Knowledge.** Principles of fire streams as they relate to fighting automobile fires; precautions to be followed when advancing hose lines toward an automobile; observable results that a fire stream has been properly applied; identifying alternative fuels and the hazards associated with them; dangerous conditions created during an automobile fire; common types of accidents or injuries related to fighting automobile fires and how to avoid them; how to access locked passenger, trunk, and engine compartments; and methods for overhauling an automobile.

#### (B)

**Requisite Skills.** The ability to identify automobile fuel type; assess and control fuel leaks; open, close, and adjust the flow and pattern on nozzles; apply water for maximum effectiveness while maintaining flash fire protection; advance 1 ½ in. (38 mm) or larger diameter attack lines; and expose hidden fires by opening all automobile compartments.

### Statement of Problem and Substantiation for Public Input

Remove the word passenger and the word vehicle further defined within the 1081 document to include: passenger vehicles; fork trucks; clamp trucks; bulldozers; loaders; dump trucks; semi-trailer trucks; rail road switch engine; etc.

### Submitter Information Verification

**Submitter Full Name:** Donald Turno  
**Organization:** Savannah River Nuclear Solution  
**Affiliation:** NFPA 1001 Task Group  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Thu Jan 07 10:22:31 EST 2016



## Public Input No. 82-NFPA 1001-2016 [ Section No. 5.3.8 ]

### 5.3.8\*

Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.

#### (A)

**Requisite Knowledge.** Types of attack lines and water streams appropriate for attacking stacked, piled materials and outdoor fires; dangers — such as collapse — associated with stacked and piled materials; various extinguishing agents and their effect on different material configurations; tools and methods to use in breaking up various types of materials; the difficulties related to complete extinguishment of stacked and piled materials; water application methods for exposure protection and fire extinguishment; dangers such as exposure to toxic or hazardous materials associated with storage building and container fires; obvious signs of origin and cause; and techniques for the preservation of fire cause evidence.

#### (B)

**Requisite Skills.** The ability to recognize inherent hazards related to the material's configuration, operate handlines or master streams, break up material using hand tools and water streams, evaluate for complete extinguishment, operate hose lines and other water application devices, evaluate and modify water application for maximum penetration, search for and expose hidden fires, assess patterns for origin determination, and evaluate for complete extinguishment.

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
5.3.8.docx	Inclusion of new construction methods and Inclusion of new construction methods for built up roofs	

### Statement of Problem and Substantiation for Public Input

Inclusion of new construction methods for built up roofs and Inclusion of new construction methods

### Submitter Information Verification

**Submitter Full Name:** John Rhoades  
**Organization:** Kingman Fire Department  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submission Date:** Mon Jan 04 14:12:28 EST 2016



Section (s): 5.3.8 (A)	Create FR,    YES    NO
<p>Legislative Text: piled materials; water application methods for exposure protection and fire extinguishment; dangers such as exposure to toxic or hazardous materials associated with storage building and container fires; <b>hazards associated with green construction materials</b>, obvious signs of origin and cause; and techniques for the preservation of fire cause evidence.</p>	
Substantiation: Inclusion of new construction methods	
Notes:	



## Public Input No. 67-NFPA 1001-2015 [ Section No. 5.3.10 ]

### 5.3.10 \* \_

Attack an interior structure fire operating as a member of a team, ~~given an attack line,~~ in a coordinated interior attack, given attack lines, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is established and maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, ~~effective water application practices are used,~~ the fire attack techniques are selected for the given level of fire (e.g., attic, grade level, upper levels, basement); the fire is approached correctly, ; attack techniques facilitate suppression given the level of the fire are communicated to other attack teams; constant team coordination is maintained; effective water application practices are used to facilitate suppression , hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized, managed, and managed, and communicated; search and rescue requirements are communicated or managed; the fire is brought under control; incident command is apprised of changing conditions .

#### (A)

**Requisite Knowledge.** Principles of fire streams; types, design, operation, nozzle pressure effects, and flow capabilities of nozzles and the selection of the nozzle and hose for fire attack, given different fire conditions ; selection of adapters and appliances to be used for specific fireground situations; precautions to be followed when advancing hose lines to a fire; observable results that a fire stream has been properly applied; dangerous building conditions created by fire; principles of exposure protection; potential long-term consequences of exposure to products of combustion; physical dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath; indicators of structural instability; physical states of matter in which fuels are found; common types of accidents or injuries and their causes search and rescue and ventilation procedures ; and the application of each size and type of attack line, the role of the backup team in fire attack situations, attack and control techniques for grade level and above and below grade levels, and exposing hidden fires; association between specific tools and special forcible entry need; application of each size and type of attack line; and the role of the backup team in fire attack situations .

#### (B)

**Requisite Skills.** The ability to prevent water hammers when shutting down nozzles; open, close, and adjust nozzle flow and patterns; apply water using direct, indirect, and combination attacks; advance charged and uncharged 1 ½ in. (38 mm) diameter or larger hose lines up ladders and up and down interior and exterior stairways; extend hose lines; replace burst hose sections; operate charged hose lines of 1 ½ in. (38 mm) diameter or larger while secured to a ground ladder; couple and uncouple various handline connections; carry hose; coordinate team accomplishment of an assignment; attack fires at grade level and above and below grade levels; evaluate and forecast a fire's growth and development; determine developing hazardous building or fire conditions; select tools for forcible entry; incorporate search and rescue and ventilation procedures in the completion of the attack teams efforts; and locate and suppress interior wall and subfloor fires.

## Statement of Problem and Substantiation for Public Input

The current Chapter 5 does not sufficiently address the expected knowledge and skill performance levels of recently trained firefighters. A large population of firefighters do not return to training and assessment for the skills in Chapter 6, but are expected to perform at that level. Redundant components have been combined. Common types of accidents and injuries is ill-placed and moved to 5.1.1.

## Submitter Information Verification

**Submitter Full Name:** William Trisler

**Organization:** Connecticut Commission on Fire Prevention and Control

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Wed Dec 30 10:14:04 EST 2015

**Public Input No. 101-NFPA 1001-2016 [ Section No. 5.3.10(B) ]**

(B)

**Requisite Skills.** The ability to prevent water hammers when shutting down nozzles; open, close, and adjust nozzle flow and patterns; apply water using direct, indirect, and combination attacks; advance charged and uncharged 1 ½ in. (38 mm) diameter or larger hose lines up ladders and up and down interior and exterior stairways; extend hose lines; replace burst hose sections; operate charged hose lines of 1 ½ in. (38 mm) diameter or larger while secured to a ground ladder; couple and uncouple various handline connections; carry hose; attack fires at grade level and above and below grade levels; and locate and suppress interior wall and subfloor fires.

I would recommend that "locate and suppress interior wall and subfloor fires" be moved to section 5.3.13 Overhaul. During overhaul this is usually when extension checks are conducted for interior wall fires, or deep seated fires.

**Statement of Problem and Substantiation for Public Input**

During most suppression operations extension checks for interior wall fires or deep seated fires usually takes place during overhaul operations so moving this to section 5.3.13 makes better operational sense.

**Submitter Information Verification**

**Submitter Full Name:** Douglas Goodings

**Organization:** Divison of fire Safety

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 14:36:10 EST 2016

**Public Input No. 102-NFPA 1001-2016 [ Section No. 5.3.10(B) ]**

(B)

**Requisite Skills.** The ability to prevent water hammers when shutting down nozzles; open, close, and adjust nozzle flow and patterns; apply water using direct, indirect, and combination attacks; advance charged and uncharged 1 ½ in. (38 mm) diameter or larger hose lines up ladders and up and down interior and exterior stairways; extend hose lines; replace burst hose sections; operate charged hose lines of 1 ½ in. (38 mm) diameter or larger while secured to a ground ladder; couple and uncouple various handline connections; carry hose; attack fires at grade level and above and below grade levels; and locate and suppress interior wall and subfloor fires.

-

In keeping with new technology and research I would recommend adding Transitional Act to this section.

**Statement of Problem and Substantiation for Public Input**

In keeping with new technology and research I would recommend adding Transitional Attack to this section.

**Submitter Information Verification**

**Submitter Full Name:** Douglas Goodings

**Organization:** Divison of fire Safety

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 14:51:12 EST 2016





## Public Input No. 83-NFPA 1001-2016 [ Section No. 5.3.12 ]

### 5.3.12

Perform vertical ventilation on a structure as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

#### (A)

**Requisite Knowledge.** The methods of heat transfer; the principles of thermal layering within a structure on fire; the techniques and safety precautions for venting flat roofs, pitched roofs, and basements; basic indicators of potential collapse or roof failure; the effects of construction type and elapsed time under fire conditions on structural integrity; and the advantages and disadvantages of vertical and trench/strip ventilation.

#### (B)

**Requisite Skills.** The ability to transport and operate ventilation tools and equipment; hoist ventilation tools to a roof; cut roofing and flooring materials to vent flat roofs, pitched roofs, and basements; sound a roof for integrity; clear an opening with hand tools; select, carry, deploy, and secure ground ladders for ventilation activities; deploy roof ladders on pitched roofs while secured to a ground ladder; and carry ventilation-related tools and equipment while ascending and descending ladders.

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
5.3.12.docx	<p>Section (s): 5.3.12 (A) Create FR, YES NO</p> <p>Legislative Text: The methods of heat transfer; the principles of thermal layering within a structure on fire; the techniques and safety precautions for venting flat roofs, pitched roofs, and basements; basic indicators of potential collapse or roof failure; the effects of construction type including new construction methods and elapsed time under fire conditions on structural integrity; and the advantages and disadvantages of vertical and trench/strip ventilation.</p> <p>Substantiation: Inclusion of new construction methods for green construction and any other new construction including built up roofs methods</p>	

### Statement of Problem and Substantiation for Public Input

Inclusion of new construction methods for green construction and any other new construction including built up roofs methods

### Submitter Information Verification

**Submitter Full Name:** John Rhoades  
**Organization:** Kingman Fire Department  
**Street Address:**  
**City:**  
**State:**  
**Zip:**  
**Submittal Date:** Mon Jan 04 14:14:09 EST 2016



Section (s): 5.3.12 (B)	Create FR, YES NO
Legislative Text: The ability to transport and operate ventilation tools and equipment; hoist ventilation tools to a roof; cut roofing and flooring materials to vent flat roofs, pitched roofs, <b>built up roofs</b> , and basements; sound a roof for integrity; clear an opening with hand tools; select, carry, deploy, and secure ground ladders for ventilation activities; deploy roof ladders on pitched roofs while secured to a ground ladder; and carry ventilation-related tools and equipment while ascending and descending ladders.	
Substantiation: Inclusion of new construction methods for built up roofs	
Notes:	

Section (s): 5.3.12 (A)	Create FR, YES NO
Legislative Text: The methods of heat transfer; the principles of thermal layering within a structure on fire; the techniques and safety precautions for venting flat roofs, pitched roofs, and basements; basic indicators of potential collapse or roof failure; the effects of construction type <b>including new construction methods</b> and elapsed time under fire conditions on structural integrity; and the advantages and disadvantages of vertical and trench/strip ventilation.	
Substantiation: Inclusion of new construction methods for green construction and any other new construction including built up roofs methods	
Notes:	



## Public Input No. 7-NFPA 1001-2015 [ Section No. 5.3.16 [Excluding any Sub-Sections] ]

Extinguish incipient Class A, Class B (including commercial cooking equipment) , Class C, and Class-C Class D fires – given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.

### Statement of Problem and Substantiation for Public Input

Currently neither the Fire Fighter I or Fire Fighter II JPRs discuss any extinguishment of Class D fires or fire extinguishers. Since Fire Fighter I JPRs include extinguishing vehicle fires, and many modern automobiles utilize metal components which may be involved in combustion, it makes sense for this requirement to be within the Fire Fighter I JPR area. In addition, it also should be within this section because it is important to understand the risks associated with this type of fire for safety purposes, and understanding what makes these fire different from the other classes of fire, and their unique properties.

In addition, the Fire Fighter I should be aware of commercial cooking equipment, and Class K extinguishers and their unique differences from other Class B fires.

Lastly, no Fire Fighter II JPRs discuss fire extinguishers based upon class, therefore it makes logical sense for a person meeting the Fire Fighter I standard to know of all fire extinguishers they may be exposed to within the fire service.

### Submitter Information Verification

**Submitter Full Name:** CHRISTOPHER WANKA

**Organization:** MWAA FIRE RESCUE DEPT

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Sat Aug 01 13:57:47 EDT 2015



## Public Input No. 90-NFPA 1001-2016 [ Section No. 5.3.17 ]

### 5.3.17 –

Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.

(A)

**Requisite Knowledge.** Safety principles and practices, power supply capacity and limitations, and light deployment methods.

(B)

**Requisite Skills.** The ability to operate department power supply and lighting equipment, deploy cords and connectors, reset ground-fault interrupter (GFI) devices, and locate lights for best effect.

Add that this must be conducted during night time conditions. It is a completely different situation to combat a fire during night time conditions and it also represents very different safety issues and concerns.

### Statement of Problem and Substantiation for Public Input

Presently there is no mention in this JPR that this has to be conducted during night time conditions, Add the term during night time conditions to this JPR to properly train candidates to incidents during night time conditions.

### Submitter Information Verification

**Submitter Full Name:** Douglas Goodings

**Organization:** Office Of The Fire Marshal And

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Tue Jan 05 10:49:40 EST 2016



## Public Input No. 6-NFPA 1001-2015 [ New Section after 5.5 ]

### TITLE OF NEW CONTENT

Type your content here ... Add a new JPR related to Community Risk Reduction. If you are becoming a firefighter, it is critical that you understand the benefits of CRR and the need to reduce the risk to the people you serve. For example, one way to do this could be to demonstrate how to approach a citizen about offering and conducting a home survey. We must move towards CRR being included at even the lowest level of the fire service.

### Statement of Problem and Substantiation for Public Input

Move the fire service towards an understanding of reducing risks instead of primarily a culture of response.

### Submitter Information Verification

**Submitter Full Name:** RUSSELL KNICK

**Organization:** GCFES

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**Submittal Date:** Tue Jul 28 17:27:27 EDT 2015



## Public Input No. 72-NFPA 1001-2015 [ New Section after 5.5 ]

### TITLE OF NEW CONTENT

5.6 Fire and Life Safety Initiatives, Preparedness, and Maintenance

### Statement of Problem and Substantiation for Public Input

Adds Section 5.6 and Sections from Chapter 6. The duties on Section 6.5 are assigned to and performed by current Fire Fighter 1 level fire fighters.

### Submitter Information Verification

**Submitter Full Name:** William Trisler

**Organization:** Commission on Fire Prevention and Control

**Street Address:**

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**Submittal Date:** Wed Dec 30 12:18:28 EST 2015



## Public Input No. 79-NFPA 1001-2016 [ Section No. 5.5.1 ]

### 5.5.1

Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

#### (A)

**Requisite Knowledge.** Types of cleaning methods for various tools and equipment, correct use of cleaning solvents, and manufacturer's or departmental guidelines for cleaning equipment and tools.

#### (B)

**Requisite Skills.** The ability to select correct tools for various parts and pieces of equipment, follow guidelines, and complete recording and reporting procedures.

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
5.5.1.docx	<p>Substantiation: The findings of the NFFF Occupational Cancer in the Fire Service 1/2015 strategy meeting and the Firefighter Cancer Support Network white paper, "Taking Action Against Cancer in the Fire Service" provide recommendations on reducing exposure to carcinogens and the associated cancer risk, as related to PPE. Notes: 4 of the 11 "Immediate actions I can take to protect myself" in the FFCSN white paper relate to PPE.</p> <ol style="list-style-type: none"> <li>2. Do gross field decon of PPE to remove as much soot and particulates as possible.</li> <li>6. Clean your PPE, gloves, hood and helmet immediately after a fire.</li> <li>7. Do not take contaminated clothes or PPE home or store it in your vehicle.</li> <li>9. Keep bunker gear out of living and sleeping quarters.</li> </ol>	

### Statement of Problem and Substantiation for Public Input

Substantiation: The findings of the NFFF Occupational Cancer in the Fire Service 1/2015 strategy meeting and the Firefighter Cancer Support Network white paper, "Taking Action Against Cancer in the Fire Service" provide recommendations on reducing exposure to carcinogens and the associated cancer risk, as related to PPE. Notes: 4 of the 11 "Immediate actions I can take to protect myself" in the FFCSN white paper relate to PPE.

2. Do gross field decon of PPE to remove as much soot and particulates as possible.
6. Clean your PPE, gloves, hood and helmet immediately after a fire.
7. Do not take contaminated clothes or PPE home or store it in your vehicle.
9. Keep bunker gear out of living and sleeping quarters.

### Submitter Information Verification

**Submitter Full Name:** John Rhoades  
**Organization:** Kingman Fire Department  
**Street Address:**  
**City:**  
**State:**  
**Zip:**



Section (s): 5.5.1	Create FR, YES NO
Legislative Text: "clean and maintain per manufacturer's or departmental guidelines"	
Substantiation: The findings of the NFFF Occupational Cancer in the Fire Service 1/2015 strategy meeting and the Firefighter Cancer Support Network white paper, "Taking Action Against Cancer in the Fire Service" provide recommendations on reducing exposure to carcinogens and the associated cancer risk, as related to PPE.	
Notes: 4 of the 11 "Immediate actions I can take to protect myself" in the FFCSN white paper relate to PPE.  2. Do gross field decon of PPE to remove as much soot and particulates as possible.  6. Clean your PPE, gloves, hood and helmet immediately after a fire.  7. Do not take contaminated clothes or PPE home or store it in your vehicle.  9. Keep bunker gear out of living and sleeping quarters.	





## Public Input No. 43-NFPA 1001-2015 [ New Section after 5.5.2 ]

X.X.X Person in the public or a fellow fire fighter exhibiting signs and symptoms of emotional and behavioral distress.

Identify signs and symptoms of emotional and behavioral health distress of an individual in crisis, given an individual exhibiting signs and symptoms of emotional and behavioral health distress in a peer setting, policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress, so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidance of the AHJ, communication is open, non-judgmental awareness is retained, department or community-based program is made accessible, and assistance is offered, or an appropriate referral is initiated.

(A) . Knowledge Requisite. Knowledge of emotional and behavioral health distress signs and symptoms of issues such as anxiety, stress, depression, addictions or suicidal thoughts or behaviors, know what programs are within the department or within the community including but not limited to employee assistance programs (EAP), community mental health programs, chaplain, and National Suicide Prevention Lifeline to help an individual when emotional or behavioral health distress is noticed, know how to listen and know when to communicate.

(B) . Skill Knowledge. The ability to approach an individual exhibiting signs of emotional or behavioral distress, use empathic and listening skills, refer individual to an employee assistance program (EAP), community mental health program, chaplain, National Suicide Prevention Lifeline, or fire officer trained in emotional and behavioral health referral.

### Statement of Problem and Substantiation for Public Input

Substantiation:

Firefighter suicide is becoming a concern to the fire service. The rate of documented firefighter and EMT died by suicides is comparable or even greater to the number of firefighters dying in fire service related line-of-duty deaths annually.

The Firefighter Behavioral Health Alliance (FBHA) began tracking and validating fire and EMS personnel in 2011 to educate firefighter/EMTs across North America in suicide awareness and prevention. FBHA has validated 722 firefighters and EMTs who died by suicide. Through November 1, 2015, FBHA has recorded 98 died by suicides this year with an additional six waiting to be confirmed.

Refer to [www.ffbha.org](http://www.ffbha.org) for some data collected. The number one known reason for died by suicides are marital/family relationships followed by depression, addictions and PTSD. Number one method of died by suicide is firearms followed by hangings. There were five reports of firefighters setting themselves on fire to end their lives.

Psychological wellness is as significant to a firefighter well-being as physical health and overall training and education.

### Submitter Information Verification

**Submitter Full Name:** Jeffrey Dill

**Organization:** Firefighter Behavioral Health Alliance

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**Submittal Date:** Thu Nov 05 10:44:06 EST 2015



## Public Input No. 76-NFPA 1001-2015 [ New Section after 5.5.2 ]

### X.X.X Basic ICS for Fire Fighter.

Describe the required personal accountability for a fire fighter at an incident, given a single-jurisdictional incident (fire, police, EMS, and DPW of an AHJ, utilities, other local entities), policies, procedures and guidelines established by the AHJ, and a developed incident action plan (IAP) so that, unity of command and chain of command are not comprised by taking directions stated by a company officer.

### Requisite Knowledge.

Overview of ICS, purpose of ICS, requirements to use ICS, what is ICS, when to use ICS, what is an incident, why use ICS, National Incident Management Systems (NIMS), NIMS components and ICS, ICS benefits, ICS management principles, core system features, terminology, common tasks related to personal accountability, five major management functions, position titles, functions and roles associated with command and general staff, unified command, unity of command, chain of command, span of control, policies, procedures and guidelines of the AHJ.

### Requisite Skills.

The ability to use common ICS terminology, use formal or informal communication skills in the proper manner when assigned a task at an incident, identify various functions within a modular organizational structure during an incident, recognize chain of command and unity of command and apply personal accountability within the ICS structure.

### Substantiation.

In reviewing many NIOSH reports of fire fighter fatalities, one of the common themes of the reports is the lack of structure, management structure, or incident management. In some instances there is little difference between a small rural community or large urban setting, single family room and contents or a mega store. ICS is a standardized management tool for meeting the demands of small and large emergency and nonemergency situations. Without ICS there is a lack accountability, poor communications, use unsystematic processes, and are unable to efficiently integrate responders. While much is written about the fire officer/chief officer's inattention to the use ICS, the fire fighter also is obligated to be accountability for their role within ICS at an incident. Therefore, while the firefighter may not be required to have a great exposure to the knowledge and skills at their level, there is requirement to be aware of the basics to ICS to better serve the entire incident management team.

## Statement of Problem and Substantiation for Public Input

ICS is required by NIMS

## Submitter Information Verification

**Submitter Full Name:** Jacklyn Kilby-Richards

**Organization:** CT Fire Academy

**Affiliation:** NIMS/ICS Coordinator

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**Submission Date:** Thu Dec 31 13:08:58 EST 2015



## Public Input No. 80-NFPA 1001-2016 [ New Section after 5.5.2 ]

### TITLE OF NEW CONTENT

"clean and maintain per manufacturer's or departmental guidelines"

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
5.5.3.docx	Notes: We might want to add additional, more specific information in Annex A Explanatory Material	

### Statement of Problem and Substantiation for Public Input

Substantiation: Inspect personal protective turnout clothing, personal tools, and SCBA before returning to station after a call. Check for tears, punctures, burns, or chars and anything else that might compromise the integrity or functioning of the piece. If necessary hose it off before mounting the unit.

(A) Requisite Knowledge. Department procedures for inspecting PPE and removing it from service if necessary, cleaning and returning it to service.

(B) Requisite Skills. The ability to clean PPE both at an incident scene and in the station.

Notes:

We might want to add additional, more specific information in Annex A Explanatory Material

### Submitter Information Verification

**Submitter Full Name:** John Rhoades

**Organization:** Kingman Fire Department

**Street Address:**

**City:**

**State:**

**Zip:**

**Submittal Date:** Mon Jan 04 14:08:36 EST 2016



Section (s): 5.5.3	Create FR,    YES    NO
Legislative Text:	
<p>Substantiation: Inspect personal protective turnout clothing, personal tools, and SCBA before returning to station after a call. Check for tears, punctures, burns, or chars and anything else that might compromise the integrity or functioning of the piece. If necessary hose it off before mounting the unit.</p> <p>(A) Requisite Knowledge. Department procedures for inspecting PPE and removing it from service if necessary, cleaning and returning it to service.</p> <p>(B) Requisite Skills. The ability to clean PPE both at an incident scene and in the station.</p>	
Notes:  We might want to add additional, more specific information in Annex A Explanatory Material	



## Public Input No. 99-NFPA 1001-2016 [ New Section after 5.5.2 ]

X.X.X Self-identified fire fighter mental wellness self-care and proactive emotional and behavioral care when under distress

Identify signs and symptoms of emotional and behavioral health distress including but not limited to depression, addition, anxiety/trauma, and difficult transitions and respond through problem-solving, peer support, professional mental health services or crisis care, based on the severity of the psychological problem, given self-identified fire fighter exhibiting signs and symptoms of emotional and behavioral health distress in a volatile or vulnerable setting, realize how mental health practices fit into overall health and will value preventative mental health self-care that can help ensure peak performance including, but are not limited to sleep hygiene, stress management, resilience, emotional intelligence, and conflict resolution, policies and procedures to be initiated with an awareness level education in emotional and behavioral health distress, so that the emotional or behavioral health distress issue is recognized, confidentiality is maintained within the guidance of the AHJ, communication is open, non-judgmental awareness is retained, department or community-based program is made accessible, and assistance is offered, or an appropriate referral is initiated.

(A) . Knowledge Requisite. Knowledge of emotional and behavioral health distress signs and symptoms of issues such as anxiety, stress, depression, addictions or suicidal thoughts or behaviors and life and job stressors that are attributable to causing individualized distress, know what programs are within the department or within the community including but not limited to peer support when available, employee assistance programs (EAP), community mental health programs, chaplain, and National Suicide Prevention Lifeline to help an individual when emotional or behavioral health distress is noticed, know how to listen and know when to communicate.

(B) . Skill Requisite. The ability to seek assistance for the self-identified fire fighter exhibiting signs emotional or behavioral distress to an employee assistance program (EAP), community mental health program, chaplain, National Suicide Prevention Lifeline, or fire officer trained in emotional and behavioral health referral.

### Statement of Problem and Substantiation for Public Input

#### Substantiation:

Firefighter behavioral health and suicides are becoming a concern to the fire service. The rate of documented fire fighter and EMT died by suicides is comparable to the number of fire fighters dying in fire service related line-of-duty deaths annually. The amount of fire fighters dealing with behavioral health issues such as stress, anxiety, depression, PTS, suicidal ideations and other issues on a daily basis remains unknown.

It becomes imperative that fire fighters become familiar with signs and symptoms of behavioral health distress and how it affects their lives and those around them. The Firefighter Behavioral Health Alliance (FBHA) survey found the top five warning signs for suicide included:

1. Reckless and impulsive actions
2. Anger
3. Isolation
4. Loss of confidence in skills
5. Sleep Deprivation

It becomes necessary to bring awareness to fire fighters not only on signs and symptoms of behavioral health issues but to be able to seek qualified help for the issues they are dealing with. Fire organizations should be able to provide qualified resources to their members who are seeking help in dealing with their behavioral health crisis.

Psychological wellness is as significant to a firefighter well-being as physical health and overall training and education.

### Submitter Information Verification

**Submitter Full Name:** Jeffrey Dill

**Organization:** FBHA

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**Submittal Date:** Tue Jan 05 12:34:19 EST 2016



## Public Input No. 104-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

5.6 Community Risk Reduction . This duty shall involve understanding the basic principles of community risk reduction, and performing activities related to reducing the loss of life and property due to fire and other hazards through risk assessment; hazard identification;; code enforcement; fire and life safety education; youth fire setting identification.; and fire protection systems in the built environment according to the JPRs in 5.6.1 through 5.6.6

(A) Requisite knowledge. Definition of community risk reduction including the risk assessment, public safety strategy development beyond emergency response, the value to fire and emergency responders, value to the fire and emergency response organization, value to the community, the role of FFI in Community Risk Reduction;

(B) Requisite skills. Ability to function as a member of the integrated risk management team using standard operating procedures and method and materials provided by the AHJ to perform simple prevention activities.

5.6.1 Describe the role of FFI in community risk assessment according to the policies and procedures of the AHJ.

(A) Requisite knowledge. Define community risk assessment and list the common information that contributes to a functional risk assessment including incident data by frequency and type; and community demographics.

(B) Requisite Skills . Ability to function as a member of a risk assessment team using standard operating procedures and method and materials provided by the AHJ.

### Statement of Problem and Substantiation for Public Input

It is commonly accepted that the “culture” of the fire service does not value fire prevention and fire safety education. Firefighters are primarily trained for fire suppression duties. To impact the fire service “culture” to support fire prevention, entry level FFI duties must include fire prevention duties.

Firefighter occupational health and safety are directly impacted by community risk reduction activities that which lower the risk for fire fighters and the communities they serve and protect.

Community Risk Reduction describes an proactive approach to reduce risk and thus reduction in fire and other potential hazard losses in communities. Each requires the ongoing identification and prioritization of risks followed by the application of resources to minimize the probability of occurrence and/or the impact of unfortunate events. Risk assessment is central to the organization with these goals. The FFI in the organization must understand the process, the contributing factors, and participate when assigned as a member of the risk assessment team.

Firefighters entering the fire service cannot meet the full responsibilities of their positions without knowledge, skills and attitudes that prepare them to deliver community risk reduction within the communities they serve. We have little impact on the firefighter accepting prevention and mitigation as part of the core of their work if we do not make it a required duty through the national professional qualification standard

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 105-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 106-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 107-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 108-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 109-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	

### Submitter Information Verification

**Submitter Full Name:** Nancy Trench  
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**Submittal Date:** Tue Jan 05 16:25:38 EST 2016





## Public Input No. 105-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### TITLE OF NEW CONTENT

5.6.2 Recognized and correct home fire, burn and life safety hazards in the home.

**(A) Requisite Knowledge.** List the 6 most common home fire and burn hazards and causes in the USA and the local community and how to eliminate/mitigate the hazards; list the 6 most common causes of unintentional injuries and deaths in the USA and how to prevent these injuries in and around the home.

**(B) Requisite Skills.** Apply effective fire safe behaviors smoking, cooking, heating, use of candles, and electrical systems and appliances; to prevent fires and burns. Apply scald burn prevention practices within the place where they live. Apply effective prevention of falls, drowning, suffocation, poisoning, pedestrian and bike safety; and road traffic injuries.

### Statement of Problem and Substantiation for Public Input

When a fire fighter joins a fire department they are recognized by their family, friends and the community as fire safety experts and are expected to have basic fire and life safety information. Entry level firefighters must have basic home fire safety information to keep themselves and their family safe at home. Firefighters must master this knowledge and the necessary skills just as they master other fire department specific content and skills. Giving wrong information about home hazards and how to mitigate them can be deadly. It cannot be assumed that an entry level firefighter is inherently fire safe in their own home. Firefighters need to master the fundamental elements of residential fire and life safety.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 104-NFPA 1001-2016 [New Section after 5.5.2(B)]</u>	continuation of new proposed Duty 5.6
<u>Public Input No. 106-NFPA 1001-2016 [New Section after 5.5.2(B)]</u>	
<u>Public Input No. 107-NFPA 1001-2016 [New Section after 5.5.2(B)]</u>	
<u>Public Input No. 108-NFPA 1001-2016 [New Section after 5.5.2(B)]</u>	
<u>Public Input No. 109-NFPA 1001-2016 [New Section after 5.5.2(B)]</u>	

### Submitter Information Verification

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**Submission Date:** Tue Jan 05 16:41:39 EST 2016



## Public Input No. 106-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### TITLE OF NEW CONTENT

**5.6.3** Describe the value of fire and building codes, building inspections and code enforcement in the community including the benefit to fire and emergency responders, the benefit to the fire and emergency response organization, and the benefit to the community. Describe the role of the FFI in fire and building code adoption, inspection, and code enforcement given the standard operating procedures and policy and procedures of the AHJ.

**(A) Requisite Knowledge** . List the applicable local fire and building codes, know the location of a copy, know the fire detection and suppression systems required for one and two family dwellings, describe the procedure of the AHJ for a FFI to report a fire code violation(s) while on duty and while off duty. Describe four large life loss fires and the resulting changes in national fire code requirements.

**(B) Requisite Skills** . Install battery operated smoke alarms in one and two family dwellings according to NFPA 72 Type your content here ...

### Statement of Problem and Substantiation for Public Input

Codes and regulations are key to managing risk in the community. Entry level fire fighters need a fundamental understanding of the code processes and an appreciation for the benefit of these codes to protect lives, including the lives of fire fighters. Fire fighters as new members of the fire department need an understanding of fire prevention through effectively managed codes as part of community risk reduction. Being a fire fighter includes an appreciation and dedication for life safety that extends to all parts of the fire fighter's life. A fire fighter who finds the movie theater exits blocked needs to know that the violation represents and imminent danger to the occupants, including the fire fighter, and their role in reporting and or correcting the violation.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 103-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	continuation of new duty 5.6
<a href="#">Public Input No. 104-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	continuation of new duty 5.6
<a href="#">Public Input No. 105-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	continuation of new duty 5.6
<a href="#">Public Input No. 107-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 108-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 109-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	

### Submitter Information Verification

**Submitter Full Name:** Nancy Trench  
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**Submittal Date:** Tue Jan 05 16:47:17 EST 2016



## Public Input No. 107-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### TITLE OF NEW CONTENT

**5.6.4** Identify effective home fire and life safety education messages, methods and materials for target audiences including young children, older children, adults, and older adults.

**(A) Requisite knowledge.** List common home fire and life safety educational messages for each target audience that describes the appropriate behaviors to prevent home fires and unintentional injuries in and around the home. Describe the common home fire drill procedures.

**(B) Requisite skills** . Organize and practice a family fire drill. Deliver the appropriate fire and life safety educational messages to each family member considering their age, capabilities, and risk for injury .

### Statement of Problem and Substantiation for Public Input

The FFI must have a safe home and practice home fire and life safety as the first step to being a home fire safety expert. The FFI is not expected to know all fire and life safety education messages at this entry level, but the FFI is expected to have basic home fire and life safety information. Wrong information about home hazards and how to mitigate them can be deadly. It cannot be assumed that an entry level firefighter is inherently fire safe in their own home.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 104-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 105-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 106-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 108-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 109-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	

### Submitter Information Verification

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**Submittal Date:** Tue Jan 05 16:52:01 EST 2016



## Public Input No. 108-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### TITLE OF NEW CONTENT

**6.5** Describe youth fire setting, youth fire setter intervention and the FFI role in identifying and reporting youth fire setting according the policies and procedures of the AHJ and NFPA 1035.

**(A) Requisite knowledge.** Describe youth fire setting, the 7 part intervention strategies in the NFPA 1035 definition and the standard operating procedures, and policies for recognizing and reporting youth fire setting at an emergency response incident and when a parent or other adults reports a child's fire setting behavior.

**(B) Requisite skills.** Preparing youth fire setting reports according to the AHJ.

### Statement of Problem and Substantiation for Public Input

Children playing with fire cause hundreds of deaths and injuries each year. Preschoolers and kindergartners are most likely to start these fires, typically by playing with matches and lighters, and are most likely to die in them. According to the NFPA, in 2006, children playing with fire started an estimated 14,500 structure fires that were reported to U.S. fire departments, causing an estimated 130 civilian deaths, 810 civilian injuries and \$328 million in direct property damage. Youth fire setter identification, assessment and intervention strategies are proven to reduce the risk of children playing with fire and the associated fire losses. A FFI is many times the first person who receives a question from a parent or identifies the child fire setter at an emergency incident. The FFI is the first step to a successful intervention through knowing the process for finding additional help and information.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 103-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	continuation of new Duty 5.6
<a href="#">Public Input No. 104-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 105-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 106-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 107-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 109-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	

### Submitter Information Verification

**Submitter Full Name:** Nancy Trench  
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**State:**  
**Zip:**  
**Submittal Date:** Tue Jan 05 16:55:11 EST 2016



## Public Input No. 109-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### TITLE OF NEW CONTENT

**5.6.6** Describe fire detection and suppression systems for the home and other technologies to mitigate home fire deaths and injuries.

**(A) Requisite knowledge** . The operation of home smoke alarms and carbon monoxide alarms including detection sensor technology, alert mechanisms, power, features, testing, maintenance and installation, The operation of home fire sprinklers, and emerging technologies to mitigate cooking fires.

**(B) Requisite skills** . Selecting the locations to install home smoke alarms and carbon monoxide alarms in the FFI home. Testing detection and alarm systems in the FFI home. Describe to a family member home fire sprinkler operations and reliable information sources.

### Statement of Problem and Substantiation for Public Input

Fire protection and suppression systems are the “engineering” part of the “E’s” of home fire prevention. Smoke alarms are credited with reducing home fire deaths since the introduction as a household product in the mid 1970’s and are still an effective part of home fire safety and saving lives from household fires. Home fire sprinklers and emergency technologies to prevent and protect homes and people in homes from the leading cause of home fires, cooking fires hold similar potential. These technologies are fundamental to home fire safety to FFI using basic protective measures in their home and in providing basic information to their family and friends who consider them home fire safety experts. No technology is effective without an educated user who tests and maintains the device(s).

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 103-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 104-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 105-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 106-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 107-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	
<a href="#">Public Input No. 108-NFPA 1001-2016 [New Section after 5.5.2(B)]</a>	

### Submitter Information Verification

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**Zip:**  
**Submittal Date:** Tue Jan 05 16:58:24 EST 2016



## Public Input No. 112-NFPA 1001-2016 [ New Section after 5.5.2(B) ]

### New Section to go after 5.5.2 Requisite Skills

5.6 Community Risk Reduction. This duty shall involve performing activities related to reducing the loss of life and property due to fire and other hazards through risk assessment; hazard identification; code adoption; inspection; code enforcement; fire and life safety education; youth fire setting identification, assessment, and intervention; and fire protection systems in the built environment according to the JPRs in 5.6.1 through 5.6.6

(A) Requisite knowledge. Definition of community risk reduction including the goals, the value to fire and emergency responders, value to the fire and emergency response organization, value to the community, the role of FFI in Community Risk Reduction; list effective Community Risk Reduction models for communities similar to the AHJ.

(B) Requisite skills. Ability to function as a member of the integrated risk management team using standard operating procedures and method and materials provided by the AHJ

5.6.1 Describe the role of FFI in community risk assessment according to the policies and procedures of the AHJ.

(A) Requisite knowledge. Define community risk assessment and list the common information that contributes to a functional risk assessment.

(B) Requisite Skills. Ability to function as a member of a risk assessment team using standard operating procedures and method and materials provided by the AHJ.

5.6.2 Recognized and correct home fire, burn and life safety hazards in the place where they live (their home)

(A) Requisite Knowledge. List the 6 most common home fire and burn hazards and causes in the USA and the local community and how to eliminate/mitigate the hazards; list the 6 most common causes of unintentional injuries and deaths in the USA and how to prevent these injuries in and around the home.

(B) Requisite Skills. Apply effective fire safe behaviors smoking, cooking, heating, use of candles, and electrical systems and appliances; within the place they live to prevent fires and burns. Apply scald burn prevention practices within the place where they live. Apply effective prevention of falls, drowning, suffocation, poisoning, pedestrian and bike safety; and road traffic injuries in their home.

5.6.3 Describe the value of fire and building codes, building inspections and code enforcement in the community including the benefit to fire and emergency responders, the benefit to the fire and emergency response organization, and the benefit to the community. Describe the role of the FFI in fire and building code adoption, inspection, and code enforcement given the standard operating procedures and policy and procedures of the AHJ.

(A) Requisite Knowledge. List the applicable local fire and building codes, know the location of a copy, know the fire detection and suppression systems required for one and two family dwellings, describe the procedure of the AHJ for a FFI to report a fire code violation(s) while on duty and while off duty. Describe four large life loss fires and the resulting changes in national fire code requirements.

(B) Requisite Skills. Install battery operated smoke alarms in one and two family dwellings according to NFPA 72.

5.6.4 Identify effective home fire and life safety education messages, methods and materials for target audiences including young children, older children, adults, and older adults who are part of the FFI's family and extended family.

(A) Requisite knowledge. List common home fire and life safety educational messages for each target audience that describes the appropriate behaviors to prevent home fires and unintentional injuries in and around the home. Describe the common home fire drill procedures for the home.

(B) Requisite skills. Organize and practice a family fire drill in the FFI's home. Deliver the appropriate fire and life safety educational messages to each family member considering their age, capabilities, and risk for injury.

5.6.5 Describe youth fire setting, youth fire setter intervention and the FFI role in identifying and reporting youth fire setting according to the policies and procedures of the AHJ and NFPA 1035.

(A) Requisite knowledge. Describe youth fire setting, the 7 part intervention strategies in the NFPA 1035

definition and the standard operating procedures, and policies for recognizing and reporting youth fire setting at an emergency response incident and when a parent or other adults reports a child's fire setting behavior.

(B) Requisite skills. Preparing youth fire setting reports according to the AHJ.

5.6.6 Describe fire detection and suppression systems for the home and other technologies to mitigate home fire deaths and injuries.

(A) Requisite knowledge. The operation of home smoke alarms and carbon monoxide alarms including detection sensor technology, alert mechanisms, power, features, testing, maintenance and installation, The operation of home fire sprinklers, and emerging technologies to mitigate cooking fires.

(B) Requisite skills. Selecting the locations to install home smoke alarms and carbon monoxide alarms in the FFI home. Testing detection and alarm systems in the FFI home. Describe to a family member home fire sprinkler operations and reliable information sources.

## Statement of Problem and Substantiation for Public Input

Fire prevention, public education, fire inspectors and fire marshal positions are being eliminated by deep local government budget cuts. A survey of news media reports was circulated by firefighterclosecalls.com in October 2010. This is a sample of the actions recorded by the survey: "fire prevention program cut from the budget", "reassign fire marshals to suppression", "cut community education programs", "layoff 2 of 3 fire prevention inspectors", "eliminate fire prevention program", "eliminate public education officer positions". The reduction of fulltime staff dedicated to fire prevention, public education, and inspection reinforces the need for the FFI duties to include tasks associated with these critical fire department functions. It is clear that every position within a fire department will have greater responsibility for the current job functions as well as additional duties that are no longer provided by full time staff assignments

Risk assessment is central to the organization with these community risk reduction goals. The FFI in the organization must understand the process, the contributing factors, and participate when assigned as a member of the risk assessment team.

In 2007, The Home Safety Council, and Johns Hopkins Bloomberg School of Public Health conducted a National Survey of Fire and Life Safety in America. The findings report that only a small percentage (12%) of U.S. fire departments have the benefit of assigning personnel exclusively to public education roles. Most of the public safety education outreach is carried out by personnel who are juggling multiple duties. This report further substantiates the need for FFI JPR's to include fire and burn prevention and fire and life safety education knowledge and skills.

Everyone Goes Home is a national program by the National Fallen Firefighters Foundation to prevent line-of-duty deaths and injuries. The Firefighter Life Safety Summit established 16 Firefighter Life Safety Initiatives. Initiative 14 is: Public education must receive more resources and be championed as a critical fire and life safety program. Ron Siarnicki, Executive Director, NFFF says, " to provide resources and create an understanding that a solid fire prevention and public education program can make a difference in firefighter deaths and injuries. Unfortunately, when budgets get cut...it's the prevention aspects that fall by the wayside. We need to change that cultural approach to that and put more effort into that, more emphasis on public education so we can in fact ,cause less fires and make the fire service safer."

## Submitter Information Verification

**Submitter Full Name:** Anthony Apfelbeck

**Organization:** Altamonte Springs Building/Fire Safety Division

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**Zip:**

**Submittal Date:** Tue Jan 05 19:54:17 EST 2016



**Public Input No. 133-NFPA 1001-2016 [ New Section after 5.5.2(B) ]**

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5.6 Emergency Medical Services Operations. This duty shall involve performing activities necessary to ensure life safety, infection control, CPR/AED, bleeding control and shock management. The level of training will be appropriate for the levels of service to be provided as determined by the AHJ.

5.6.1 Service Levels. [1] The AHJ shall identify service levels and develop guidelines or performance standards for each service level in the community. Service levels, guidelines, and performance standards shall be determined by considering factors consistent with local resources and needs, such as community expectations, measurable patient outcomes, resource availability, and financial capability.

5.6.2 Emergency Medical Responder. Operate as an Emergency Medical Responder (also known as First Responder) given skills and a limited amount of equipment approved by the AHJ and designed to stabilize a critically ill or injured patient, so that the First Responder is able to perform scene size-up, evaluate scene safety, and recognize the need for higher levels of medical care; answers emergency calls to provide efficient and immediate care to stabilize critically ill and injured patients.

- (1) Requisite Knowledge. The ability to perform scene size up and evaluate scene safety, perform patient assessment and recognition of the need for higher levels of medical care; The ability to use equipment needed to maintain airway, breathing and circulatory systems and basic first-aid equipment, including CPR and automatic external defibrillator (AED) equipment as approved by AHJ.
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and stabilize life threatening situation and injuries; the ability to insert airway adjunct intended to go into the oropharynx or nasopharynx; use mouth-to-barrier, mouth-to-mask, or bag valve mask to ventilate; to suction the upper airway; use supplemental oxygen therapies and delivery devices such as nasal cannulas and non-rebreather masks. The ability to deliver pharmacological interventions through the use of auto-injectors intended for self or peer rescue in hazardous materials situations. The ability to stabilize suspected cervical spinal injuries; provide manual stabilization of extremity fractures; preventing shock, control bleeding including the proper use of a tourniquet, and perform cardio pulmonary resuscitation (CPR) with the use of an Automatic External Defibrillator (AED).

5.6.3 Emergency Medical Technician. Operate as an Emergency Medical Technician given training that encompasses, and extends beyond, that of an Emergency Medical Responder with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport, so that the Emergency Medical Technician is able to perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care; has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills.

- (1) Requisite Knowledge. Provides a specific level of prehospital medical care provided by trained responders, focused on rapidly evaluating a patient's condition; maintaining a patient's airway, breathing, and circulation; controlling external bleeding including the proper use of a tourniquet, preventing shock; and preventing further injury or disability by immobilizing potential spinal or other bone fractures.
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. Ability to utilize the most appropriate method of transport to the most appropriate facility. The ability to insert airway adjuncts intended to go into the oropharynx or nasopharynx. The ability to use a bag valve mask; to insert airways that are not intended to go into the trachea, and suction the upper airways. Ability to use pharmacologic interventions to assist patients in taking their personal prescribed medications, administration of over-the-counter medications with appropriate medical oversight to include oral glucose for suspected hypoglycemia and aspirin for chest pain of suspected ischemic origin, epi-pen for anaphylaxis, and naloxone administration for suspected overdoses. Ability to perform CPR and apply and use an Automatic External Defibrillator (AED).

5.6.4 Advanced Emergency Medical Technician. Operates as an Advanced Emergency Medical Responder given training that encompasses, and extends beyond, that of an Emergency

Medical Technician with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport so that the Advanced Emergency Medical Technician can perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills and limited advanced life support skills and invasive procedures.

- (1) Requisite Knowledge. Provides basic and limited advanced emergency medical care and transportation for critical and emergent patients. Ability to recognize the need for patient transport to the most appropriate facility
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. Ability to utilize the most appropriate method of transport to the most appropriate facility. The ability to insert airways that are NOT intended to be placed into the trachea, the ability for tracheobronchial suctioning of an already intubated patient. The ability to use pharmacologic interventions, ability to establish and maintain peripheral intravenous access, ability to establish and maintain intraosseous access, ability to administer (non-medicated) intravenous fluid therapy, ability to administer sublingual nitroglycerine to a patient experiencing chest pain of suspected ischemic origin, ability to administer subcutaneous or intramuscular epinephrine to a patient in anaphylaxis. Ability to administer glucagon to a hypoglycemic patient, Administer intravenous D50 to a hypoglycemic patient, administer inhaled beta agonists to a patient experiencing difficulty breathing and wheezing, administer a narcotic antagonist to a patient suspected of narcotic overdose.

5.6.5 Paramedic. Operates as a Paramedic given training that encompasses, and extends beyond, that of an Advanced Emergency Medical Technician with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport so that the Paramedic can perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills and advanced life support skills, invasive procedures and medication administration including oxygen.

- (1) Requisite Knowledge The ability to perform scene size up and evaluate scene safety, perform a detailed patient assessment, provide lifesaving emergency medical treatment through the use of equipment that is beyond basic life support and have the ability to recognize the need for transport to Advanced Specialty Facility.
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. The ability to perform advanced airway techniques such as endotracheal intubation, perform percutaneous cricothyrotomy, decompress the pleural space, and perform gastric decompression. The ability to perform pharmacologic interventions, insert intraosseous cannula, perform enteral and parenteral administration of approved prescription medications, ability to administer medications and/or fluids by IV, IM, SQ, or IO infusion. The ability to perform advanced cardiac techniques such as cardioversion, manual defibrillation, and transcutaneous pacing. The ability to use continuous positive airway pressure (CPAP) in lieu of intubation. The ability to control severe bleeding, including the proper use of a tourniquet or administration of a hemostatic agent.

[1] NFPA 450 *Guide for Emergency Medical Services and Systems*, 2013 Edition Chapter 4 System Regulation and Policy §4.6 Service Levels

## Statement of Problem and Substantiation for Public Input

As fire-based Emergency Medical Services (EMS) systems become more common across the United States and Canada, there is a need for governing standards and statutes that reflect the current service provisions to the community of the fire service. Currently, NFPA 1001 Standard for Fire Fighter Professional Qualifications, which

outlines the minimum requisite knowledge, skills, and qualifications recommended for Fire Fighter I & II, makes little reference to, or mention of, recommended levels of EMS abilities or qualifications.

The provision of fire-based EMS is mentioned in NFPA Standards 450, 1001, 1581, 1710, and 1999. However, the scope of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 Edition is narrowly construed and does not substantially represent essential Job Performance Requirements (JPRs) of fire fighters who respond to perform Emergency Medical Operations. EMS response represents roughly 70% – 90% of the alarm volume in fire departments that provide prehospital patient care, with or without transport. Many of the existing JPRs in NFPA 1001 are succinct. For example, in Chapters 5 Fire Fighter I, §5.2.1 through 5.2.4, there is a clear explanation of the necessary task of operating fire department communication equipment, as well as the cognitive and psychomotor skills required to perform the task. Similarly, clearly defined JPRs can be found throughout the document in relation to a variety of tasks, including but not limited to, the use of respirators, deployment of ground ladders, and suppression.

A lack of clearly defined JPRs regarding the provision of EMS care could result in a lack of proper preparedness, prioritization of EMS functions, training, and leadership (existing and future). More importantly, a lack of clear EMS JPRs has resulted in a disconnection between the two core job tasks, namely fire suppression and EMS response, within fire-based EMS response systems.

The purpose of this public input is to establish and integrate concise EMS recommendations and requirements into the revision of NFPA 1001 in such a manner as to reflect the existing JPRs of the fire service. The delivery of some level of EMS care has become a value-added service that citizens have come to expect from fire departments. In many states EMS has also become identified as an essential service. Furthermore, a number of metropolitan fire departments require that candidate firefighters earn EMS certification/licensure and maintain it during their employment. With these factors in mind it is appropriate for the standard to reflect the changes in service delivery.

The term “Emergency Medical Care” is utilized in section 4.3 of NFPA 1001 Standard for Fire Fighter Professional Qualifications 2013 Edition and dictates that, “performance capabilities for entry-level personnel shall be developed and validated”. However, there is no definition for the term nor is there any guidance to differentiate between the existing levels of certification. This public input defines different levels of prehospital EMS provision and uses the currently recognized Emergency Medical Care certifications include Emergency Medical Responder, Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic. However, the current edition of the standard does not list even minimally recommended JPRs.

This public input also provides clarification and guidance on JPRs for the differing levels of EMS certification using established standards of care and recognized scopes of practice.

## Submitter Information Verification

**Submitter Full Name:** Thomas Breyer  
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**Submission Date:** Thu Jan 07 13:16:19 EST 2016



## Public Input No. 4-NFPA 1001-2015 [ New Section after 5.5.2(B) ]

### Safety

**5.6 Safety.** This duty involves performing activities that reduce the risk exposure to firefighters during fireground operations, rescue operations and preparedness activities.

**5.6.1** Follow departmental guidelines for safety; identify and reporting of safety hazards and avoiding inappropriate risk exposure.

**(A) Requisite Knowledge.** Need for and limitations of personal protective equipment; understanding of typical fireground/rescue operations hazards; understanding of basic workplace safety practices; safe practices during fireground/rescue operations; and understanding practices for infectious disease control.

**(B) Requisite Skills.** The ability to select and use appropriate personal protective equipment; identify workplace safety violations; and report workplace safety violations using the department guidelines.

### Statement of Problem and Substantiation for Public Input

While workplace safety issues are interspersed throughout NFPA 1001 and in the general language of 1.3 and 5.1.1, there is no specific section contained in Chapter 5 that calls out Safety as a specific JPR with associated Knowledge and Skills. In addition, there are many safety hazards that a firefighter can confront that are not specifically part of an existing JPR function.

### Submitter Information Verification

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**Submittal Date:** Wed Jul 22 08:52:59 EDT 2015



## Public Input No. 63-NFPA 1001-2015 [ Section No. 6.1 [Excluding any Sub-Sections] ]

For qualification at Level II, the Fire Fighter I shall meet the general knowledge requirements in 6.1.1, the general skill requirements in 6.1.2, the JPRs defined in Sections 6.2 through 6.5 of this standard, the requirements defined in Chapter 5, and the requirements defined in ~~Chapter 5.~~ Chapter 5, Core Competencies for Operations Level Responders, and Section 6.6, Mission-Specific Competencies: Product Control, of NFPA 472, Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents .

### Statement of Problem and Substantiation for Public Input

See Public Input 62. The NVFC believes that Operations Level Responder training is appropriate for a Fire Fighter II.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
Public Input No. 62-NFPA 1001-2015 [Section No. 5.1 [Excluding any Sub-Sections]]	Public Input No. 62 requests that the hazmat requirements for FF1 be modified to require Awareness Level knowledge. This Public Input would ensure that if Public Input No. 62 is approved that FFII personnel would still be required to have Operations Level knowledge.

### Submitter Information Verification

**Submitter Full Name:** Dave Finger  
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**Submittal Date:** Tue Dec 22 10:05:52 EST 2015



## Public Input No. 110-NFPA 1001-2016 [ Section No. 6.1.1 ]

### 6.1.1 General Knowledge Requirements.

Responsibilities of the Fire Fighter II in assuming and transferring command within an incident management system, ~~performing assigned~~ in conducting fire prevention, and fire and life safety education activities as part of an community risk reduction program within the first due response area of the assigned fire station, ~~performing assigned~~ duties in conformance with applicable NFPA and other safety regulations and AHJ procedures, and the role of a Fire Fighter II within the organization.

### Statement of Problem and Substantiation for Public Input

To reduce fire loss, fire deaths, fire injuries and loss from other hazards is the goal of the fire service. This goal must be reflected in the duties of firefighters. The concept that a fire fighter's job is more than emergency response must be integral to FFII's. Effective integrated risk management is engaged with the public at the fire station level in the organization. Solutions to the fire problems in our communities demand an integrated approach that balances emergency response capabilities with other proactive measures that work together (integrate) to reduce risks. If the U.S. is to be as successful as other industrialized nations in reducing risks and losses from fire, the fire service must embrace this integrated risk management approach at the operational level.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 111-NFPA 1001-2016 [Section No. 6.1.2]</u>	

### Submitter Information Verification

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**Submission Date:** Tue Jan 05 17:04:07 EST 2016



## Public Input No. 111-NFPA 1001-2016 [ Section No. 6.1.2 ]

### 6.1.2 General Skill Requirements.

The ability to determine the need for command, organize and coordinate an incident management system until command is transferred, and function within an assigned role in an incident management system, and participate as a member of a team conducting fire prevention and delivering fire and life safety education activities as part of an community risk reduction program

### Statement of Problem and Substantiation for Public Input

The fire service must embrace the value of fire prevention and fire safety education. Firefighters are trained to understand that fire suppression duties are number one. To impact the fire service short and long term goals to support fire prevention with more resources, FFII general skills must include these skills.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<u>Public Input No. 110-NFPA 1001-2016 [Section No. 6.1.1]</u>	

### Submitter Information Verification

**Submitter Full Name:** Nancy Trench  
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**Submittal Date:** Tue Jan 05 17:07:13 EST 2016



## Public Input No. 142-NFPA 1001-2016 [ New Section after 6.2 ]

### Fire Department Information Systems

This duty shall involve performing activities related to collection, use and reporting of data

A. Requisite Knowledge: Basic understanding of digital data systems in use by department including GIS and other location based data.

Requisite Skills: The ability to determine appropriate inputs and outputs for data and analysis. the ability to operate fire department systems; the ability to work with systems administrators and IT specialists to identify, and leverage systems for all duties and responsibilities at the station level and for incident response and command functions

### Statement of Problem and Substantiation for Public Input

Acknowledge increased requirements for firefighters to interact with and contribute to data and analysis required by fire service

### Submitter Information Verification

**Submitter Full Name:** Jennifer Schottke

**Organization:** ESRI

**Affiliation:** NFPA 950/951 TC member

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**Submittal Date:** Thu Jan 07 16:41:35 EST 2016





## Public Input No. 56-NFPA 1001-2015 [ Section No. 6.3.1 ]

6 5 .3. 4 21 \* \_

Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.

(A)

**Requisite Knowledge.** Methods by which foam prevents or controls a hazard; principles by which foam is generated; causes for poor foam generation and corrective measures; difference between hydrocarbon and polar solvent fuels and the concentrates that work on each; the characteristics, uses, and limitations of fire-fighting foams; the advantages and disadvantages of using fog nozzles versus foam nozzles for foam application; foam stream application techniques; hazards associated with foam usage; and methods to reduce or avoid hazards.

(B)

**Requisite Skills.** The ability to prepare a foam concentrate supply for use, assemble foam stream components, master various foam application techniques, and approach and retreat from spills as part of a coordinated team.

### Statement of Problem and Substantiation for Public Input

Renumbers JPR and move to appropriate sequence in 5.3 Fire Ground Operations

### Submitter Information Verification

**Submitter Full Name:** William Trisler

**Organization:** Commission on Fire Prevention and Control

**Street Address:**

**City:**

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**Submission Date:** Wed Nov 25 13:55:40 EST 2015



## Public Input No. 75-NFPA 1001-2015 [ Section No. 6.3.2 ]

6.3.2 \* --

Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

(A) –

**Requisite Knowledge.** Selection of the nozzle and hose for fire attack, given different fire situations; selection of adapters and appliances to be used for specific fireground situations; dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath; search and rescue and ventilation procedures; indicators of structural instability; suppression approaches and practices for various types of structural fires; and the association between specific tools and special forcible entry needs.

(B) –

**Requisite Skills.** The ability to assemble a team, choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement), evaluate and forecast a fire's growth and development, select tools for forcible entry, incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts, and determine developing hazardous building or fire conditions.

### Statement of Problem and Substantiation for Public Input

Requirements moved to Chapter 5, 5.3.10

### Submitter Information Verification

**Submitter Full Name:** William Trisler

**Organization:** Commission on Fire Prevention and Control

**Street Address:**

**City:**

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**Submission Date:** Wed Dec 30 12:37:35 EST 2015



## Public Input No. 81-NFPA 1001-2016 [ Section No. 6.3.2 ]

### 6.3.2\*

Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

#### (A)

**Requisite Knowledge.** Selection of the nozzle and hose for fire attack, given different fire situations; selection of adapters and appliances to be used for specific fireground situations; dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and plaster on lath; search and rescue and ventilation procedures; indicators of structural instability; suppression approaches and practices for various types of structural fires; and the association between specific tools and special forcible entry needs.

#### (B)

**Requisite Skills.** The ability to assemble a team, choose attack techniques for various levels of a fire (e.g., attic, grade level, upper levels, or basement), evaluate and forecast a fire's growth and development, select tools for forcible entry, incorporate search and rescue procedures and ventilation procedures in the completion of the attack team efforts, and determine developing hazardous building or fire conditions.

## Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
6.3.2.docx	Section (s): 6.3.2 (A) Create FR, YES NO Legislative Text: Selection of the nozzle and hose for fire attack, given different fire situations; selection of adapters and appliances to be used for specific fireground situations; dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, plaster on lath and green construction materials; search and rescue and ventilation procedures; indicators of structural instability; suppression approaches and practices for various types of structural fires; and the association between specific tools and special forcible entry needs. Substantiation: Inclusion of new construction methods	

## Statement of Problem and Substantiation for Public Input

Inclusion of new construction methods

## Submitter Information Verification

**Submitter Full Name:** John Rhoades

**Organization:** Kingman Fire Department

**Street Address:**

**City:**



Section (s): 6.3.2 (A)	Create FR, YES NO
<p>Legislative Text: Selection of the nozzle and hose for fire attack, given different fire situations; selection of adapters and appliances to be used for specific fireground situations; dangerous building conditions created by fire and fire suppression activities; indicators of building collapse; the effects of fire and fire suppression activities on wood, masonry (brick, block, stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, <b>plaster on lath and green construction materials</b>; search and rescue and ventilation procedures; indicators of structural instability; suppression approaches and practices for various types of structural fires; and the association between specific tools and special forcible entry needs.</p>	
Substantiation: Inclusion of new construction methods	
Notes:	



## Public Input No. 68-NFPA 1001-2015 [ Section No. 6.3.3 ]

6 5 .3. 3 22 \* \_

Control a flammable gas cylinder fire, operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

(A)

**Requisite Knowledge.** Characteristics of pressurized flammable gases, elements of a gas cylinder, effects of heat and pressure on closed cylinders, boiling liquid expanding vapor explosion (BLEVE) signs and effects, methods for identifying contents, how to identify safe havens before approaching flammable gas cylinder fires, water stream usage and demands for pressurized cylinder fires, what to do if the fire is prematurely extinguished, valve types and their operation, alternative actions related to various hazards, and when to retreat.

(B)

**Requisite Skills.** The ability to execute effective advances and retreats, apply various techniques for water application, assess cylinder integrity and changing cylinder conditions, operate control valves, and choose effective procedures when conditions change.

### Statement of Problem and Substantiation for Public Input

Renumber JPR and moves it to Chapter 5 Fire Ground Operations

### Submitter Information Verification

**Submitter Full Name:** William Trisler

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**Street Address:**

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**Submission Date:** Wed Dec 30 12:02:20 EST 2015



## Public Input No. 69-NFPA 1001-2015 [ Section No. 6.3.4 ]

6 5 .3. 4 23 \* \_

Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.

(A)

**Requisite Knowledge.** Methods to assess origin and cause; types of evidence; means to protect various types of evidence; the role and relationship of Fire Fighter IIs, criminal investigators, and insurance investigators in fire investigations; and the effects and problems associated with removing property or evidence from the scene.

(B)

**Requisite Skills.** The ability to locate the fire's origin area, recognize possible causes, and protect the evidence.

### Statement of Problem and Substantiation for Public Input

Renumbers JPR and moves it to Chapter 5 Fire Ground Operations

### Submitter Information Verification

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**Submittal Date:** Wed Dec 30 12:04:04 EST 2015



## Public Input No. 70-NFPA 1001-2015 [ Section No. 6.4 ]

### 6 5 .4 Rescue Operations.

This duty shall involve performing activities related to accessing and disentangling victims from motor vehicle accidents and helping special rescue teams, according to the JPRs in [6 5 .4.1](#) and [6 5 .4 .2](#).

#### 6 5 .4.1 \* \_ \_

Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

##### (A)

**Requisite Knowledge.** The fire department's role at a vehicle accident, points of strength and weakness in auto body construction, dangers associated with vehicle components and systems, the uses and limitations of hand and power extrication equipment, and safety procedures when using various types of extrication equipment.

##### (B)

**Requisite Skills.** The ability to operate hand and power tools used for forcible entry and rescue as designed; use cribbing and shoring material; and choose and apply appropriate techniques for moving or removing vehicle roofs, doors, windshields, windows, steering wheels or columns, and the dashboard.

#### 6 5 .4.2 \* \_ \_

Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.

##### (A)

**Requisite Knowledge.** The fire fighter's role at a technical rescue operation, the hazards associated with technical rescue operations, types and uses for rescue tools, and rescue practices and goals.

##### (B)

**Requisite Skills.** The ability to identify and retrieve various types of rescue tools, establish public barriers, and assist rescue teams as a member of the team when assigned.

## Statement of Problem and Substantiation for Public Input

Renumbers JPR and moves to Chapter 5

## Submitter Information Verification

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## Public Input No. 59-NFPA 1001-2015 [ New Section after 6.5.3 ]

### Fire and Life Safety Initiatives

Type your content here ...

List the building code use and occupancy classifications, given the jurisdiction's legally adopted building code, so that occupancy classifications are identified and differences among occupancy classifications are described.

(A) Requisite Knowledge. Organizational policy and procedures, jurisdictional governance, jurisdictional agency structure and authority, common uses of buildings and facilities, and legislation affecting code adoption.

(B) Requisite Skills. The ability to read and comprehend occupancy definitions and descriptions published in the legally adopted codes.

Renumber existing Sections 6.5.4 and 6.5.5

### Additional Proposed Changes

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
Occupancy_Group_Supplement.docx	This document lists the general occupancy categories from the International Building Code and NFPA 5000 Building Construction and Safety Code, and is intended to illustrate the level of knowledge required by this proposal. Fire fighter II candidates are not expected to know the intricacies of the use or application of the codes, only to be able to identify occupancy groups/uses by names.	
Occupancy_Group_Supplement.docx	This document lists the general occupancy categories for the International Building Code and NFPA 5000 Building Construction and Safety Code. It is intended to illustrate the level of knowledge required by the proposal.	

### Statement of Problem and Substantiation for Public Input

A fire department candidate can progress through the NFPA professional qualification series from Fire Fighter I to Fire Officer IV knowing only two technical requirements for fire protection systems and codes: 1) how to wedge an operating fire sprinkler, and 2) how to identify a main control valve.

It is often recognized fire services are or need to move toward community risk reduction through the better use and understanding of building construction safety codes and fire protection. This is one change of several that will be submitted to the professional qualification standard series as amendments are accepted to expose fire operations personnel to the language and use of codes. It is intended to provide fire fighters a foundational knowledge of building use and occupancy so they can better understand 1) how codes are applied to new and existing construction, 2) how use and occupancy classifications establish the basis for construction and fire protection requirements, and 3) provide a common language among fire fighters and fire protection personnel when describing use and occupancy.

Subsequent submittals to the Fire Officer Professional Qualifications standard will include the ability to identify and describe construction types, and identify and describe the operations of basic wet-pipe, dry-pipe, pre-action and deluge sprinkler systems.

### Submitter Information Verification

**Submitter Full Name:** Robert Neale

**Organization:** International Code Council



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<b>Zip:</b>	
<b>Submittal Date:</b>	Thu Dec 10 08:48:39 EST 2015



<b>Occupancy Group</b>	<b>International Building Code</b>	<b>NFPA 5000 Building Construction and Safety Code</b>
A Assembly	Assembly Group A occupancy includes, among others, the use of a building or structure, or a portion thereof, for the gathering of persons for purposes such as civic, social or religious functions; recreation, food or drink consumption or awaiting transportation.	An occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load.
B Business	Business Group B occupancy includes, among others, the use of a building or structure, or a portion thereof, for office, professional or service-type transactions, including storage of records and accounts.	An occupancy used for the transaction of business other than mercantile.
Day Care	Not applicable, refer to Group I.	An occupancy in which four or more clients receive care, maintenance, and supervision, by other than their relatives or legal guardians, for less than 24 hours per day.
Detention and Correctional	Not applicable, refer to Group I.	An occupancy used to house one or more persons under varied degrees of restraint or security where such occupants are mostly incapable of self-preservation because of security measures not under the occupants' control.
E Educational	Educational Group E occupancy includes, among others, the use of a building or structure, or a portion thereof, by six or more persons at any one time for educational purposes through the 12th grade.	An occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week.
F Factory	Factory Industrial Group F occupancy includes, among others, the use of a building or structure, or a portion thereof, for assembling, disassembling, fabricating, finishing, manufacturing, packaging, repair or processing operations that are not classified as a Group H hazardous or Group S storage occupancy.	Not applicable, refer to Industrial.



H High Hazard	High-hazard Group H occupancy includes, among others, the use of a building or structure, or a portion thereof, that involves the manufacturing, processing, generation or storage of materials that constitute a physical or health hazard in quantities in excess of those allowed in control areas.	Not applicable.
Health Care	Not applicable, refer to Group I.	An occupancy used to provide medical or other treatment or care simultaneously to four or more patients, on an inpatient basis, where such patients are mostly incapable of self-preservation due to age, physical or mental disability, or because of security measures not under the occupants' control.
Industrial	Not applicable, refer to Group F.	An occupancy in which products are manufactured or in which processing, assembling, mixing, packaging, finishing, decorating, or repair operations are conducted.
I Institutional	Institutional Group I occupancy includes, among others, the use of a building or structure, or a portion thereof, in which care or supervision is provided to persons who are or are not capable of self-preservation without physical assistance or in which persons are detained for penal or correctional purposes or in which the liberty of the occupants is restricted.	Not applicable, refer to Day Care, Detention and Correctional, or Health Care.
M Mercantile	Mercantile Group M occupancy includes, among others, the use of a building or structure or a portion thereof, for the display and sale of merchandise and involves stocks of goods, wares or merchandise incidental to such purposes and accessible to the public.	An occupancy used for the display and sale of merchandise.



R Residential	Residential Group R includes, among others, the use of a building or structure, or a portion thereof, for sleeping purposes when not classified as an Institutional Group I or when not regulated by the International Residential Code.	An occupancy that provides sleeping accommodations for purposes other than health care or detention and correctional.
Residential Board and Care	Not applicable, refer to Group I.	An occupancy used for lodging and boarding of four or more residents, not related by blood or marriage to the owners of operators, for the purpose of providing personal care services.
S Storage	Storage Group S occupancy includes, among others, the use of a building or structure, or a portion thereof, for storage that is not classified as a hazardous occupancy.	An occupancy used primarily for the storage or sheltering of goods, merchandise, products, or vehicles.
U Utility and Miscellaneous	Utility and Miscellaneous Group U includes buildings and structures of an accessory character and miscellaneous structures not classified in any specific occupancy.	Not applicable.



## Public Input No. 143-NFPA 1001-2016 [ Section No. 6.5.3 [Excluding any Sub-Sections] ]

Prepare a preincident survey, given data collection devices or paper forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and ~~accurate sketches~~ accurate *floorplans or map diagrams* are prepared. *retrieved and revised accordingly. reference NFPA 950: 5.3.1.1 A spatial data component shall accompany all data elements for which a location is determined and described.*

### Statement of Problem and Substantiation for Public Input

to incorporate the concept of digital data into the preplan workflow

### Submitter Information Verification

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## Public Input No. 116-NFPA 1001-2016 [ New Section after 6.5.5(B) ]

### 6.5.6

Perform a review of your agency health and safety policies and procedures for both emergency and non-emergency situations and activities. Present your discoveries to assist your agency to know where there are areas to be improved.

- (1) Requisite knowledge. Organizational policies and procedures and the 16 Firefighter Life Safety Initiatives (see appendix D).
- (2) Requisite skills. Using verbal and written communication skills to communicate the need for health and safety policies and procedures within the fire department. Ability to work in a team to assist the development, based on your knowledge.

### Statement of Problem and Substantiation for Public Input

The National Fallen Firefighters Foundation at a national summit in Tampa, FL in March 2004 created the 16 Firefighter Life Safety Initiatives to give firefighters, fire departments and emergency responders assistance in creating a road map to responder safety. Thus reducing the line of duty deaths and injuries in our profession. After more than 10 years the initiative have not been greatly shared. By placing in the pro-qual standards they will gain more traction for firefighter safety.

This section places an understanding of the 16 Firefighter Life Safety Initiatives to those seeking Firefighter II certification, at the grass roots level to assist firefighters from the beginning to have knowledge and skills in firefighter life safety.

### Submitter Information Verification

**Submitter Full Name:** Richard Mason  
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**Submittal Date:** Wed Jan 06 10:09:37 EST 2016



## Public Input No. 124-NFPA 1001-2016 [ New Section after 6.5.5(B) ]

### **6.6 Community Risk Reduction**

This duty shall involve performing activities related to reducing the loss of life and property due to fire through risk assessment, hazard identification, code enforcement; fire and life safety education, youth fire setting identification; and fire protection systems in the built environment according to the JPRs in 6.6.1 through 6.6.3.

(A) **Requisite knowledge.** Definition of community risk reduction including the goals, the value to fire and emergency responders, value to the fire and emergency response organization, value to the community, the role of FFI in Community Risk Reduction; list effective Community Risk Reduction models for communities similar to the AHJ.

(B) **Requisite skills.** Ability to function as a member of the integrated risk management team using standard operating procedures and method and materials provided by the AHJ.

**6.6.1** Perform a fire safety survey in a private dwelling, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, fire and life safety educational messages are delivered according to the target audience and home risks; a family fire drill is planned, and home smoke alarms are tested, maintained as needed and additional smoke alarms that meet the needs of the family are installed; and unresolved issues are referred to the proper authority.

(A) **Requisite Knowledge.** Organizational policy and procedures, common causes and mitigation of home fire and life safety injuries and deaths, the importance of a home fire safety survey and public fire education programs to fire department public relations, to the fire department, and the community. Understand the AHJ procedures for referral to other agencies or service providers.

(B) **Requisite Skills.** The ability to complete forms, recognize hazards, match findings to preapproved recommendations, and effectively communicate home fire and life safety educational messages and findings to occupants; plan a family fire drill for all homes in the community; test, maintain and install battery operated home smoke alarms.

**6.6.2** Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, visitor safety while in the station is planned for and communicated to the visitors, and questions are answered or referred.

(A) **Requisite Knowledge.** Parts of informational materials and how to use them, basic presentation skills, age appropriate fire fighter personal protective equipment demonstrations, and departmental standard operating procedures for giving fire station tours.

(B) **Requisite Skills.** The ability to document presentations, to use prepared materials and to demonstrate PPE to station visitors without frightening young children who may be present.

**6.6.3** Prepare a preincident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

(A) **Requisite Knowledge.** The sources of water supply for fire protection; the fundamentals of fire suppression, and detection, alarm systems, and control panels; common symbols used in diagramming construction features, utilities, hazards, and fire protection systems; the recording of egress and evacuation for people with disabilities; departmental requirements for a preincident survey and form completion; and the importance of accurate diagrams

(B) **Requisite Skills.** The ability to identify the components of fire suppression and detection systems; sketch the site, buildings, and special features; detect hazards and special considerations to include in the preincident sketch; and complete all related departmental forms.

### **Statement of Problem and Substantiation for Public Input**

Firefighters entering the fire service cannot meet the full responsibilities of their positions without knowledge, skills and attitudes that prepare them to deliver community risk reduction within the communities they serve. We have little impact on the firefighter accepting prevention and mitigation as part of the core of their work if we do not make it a required duty through the national professional qualification standard

This proposal places the prevention content from 6.5 within the new duty, 6.6 Community Risk Reduction. This is relocation of text from the current edition of the standard with some new text.

Life safety and property protection are the mission of the fire service. Training to support, deliver and manage these programs are required for the success of this mission. Fire prevention has a positive outcome on the public and firefighters' safety. FFII are central to this core mission and JPR's with requisite knowledge and skills are required for success.

Home fire safety visits are fundamental to the fire loss reductions achieved in the UK through integrated risk management. These successes are documented in the Tri-Data studies performed for the US Centers for Disease Control.

Firefighter personnel are often assigned the task of leading a fire station tour, answering home fire safety questions, and demonstrating PPE to station visitors. These tasks are not complicated but there are best practices that communicate the appropriate messages for each audience that the FFII may interact with during a fire station tour. A fire station tour can be a meaningful experience for the fire fighter(s) and the station visitors when the FFII has mastered these knowledge and skills.

FFII job duties include tasks associated with these critical fire department functions and they are critical in fire fighters training. When the standard requires these knowledge and skills, fire fighters will be more successful in performing all the functions that are included in their job assignments. All firefighters are expected to have knowledge and skills to prepared a pre-fire incident or a pre-fire plan.

### Submitter Information Verification

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**Public Input No. 134-NFPA 1001-2016 [ New Section after 6.5.5(B) ]**

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6.6 Emergency Medical Services Operations. This duty shall involve performing activities necessary to ensure life safety, infection control, CPR/AED, bleeding control and shock management. The level of training will be appropriate for the levels of service to be provided as determined by the AHJ.

6.6.1 Service Levels. [1] The lead agency shall identify service levels and develop guidelines or performance standards for each service level in the community. Service levels, guidelines, and performance standards shall be determined by considering factors consistent with local resources and needs, such as community expectations, measurable patient outcomes, resource availability, and financial capability.

6.6.2 Operate as an Emergency Medical Responder (also known as First Responder) given skills and a limited amount of equipment approved by the AHJ and designed to stabilize a critically ill or injured patient, so that the First Responder is able to perform scene size-up, evaluate scene safety, and recognize the need for higher levels of medical care; answers emergency calls to provide efficient and immediate care to ill and injured patients focused on lifesaving interventions.

- (1) Requisite Knowledge. The ability to perform scene size up and evaluate scene safety, perform patient assessment and recognition of the need for higher levels of medical care; The ability to use equipment needed to maintain airway, breathing and circulatory systems and basic first-aid equipment, including CPR and automatic external defibrillator (AED) equipment as approved by AHJ
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries; the ability to insert airway adjunct intended to go into the oropharynx or nasopharynx; use mouth-to-barrier, mouth-to-mask, or bag valve mask to ventilate; to suction the upper airway; use supplemental oxygen therapies and delivery devices such as nasal cannulas and non-rebreather masks. The ability to deliver pharmacological interventions through the use of auto-injectors intended for self or peer rescue in hazardous materials situations. The ability to stabilize suspected cervical spinal injuries; provide manual stabilization of extremity fractures; preventing shock, control bleeding including the proper use of a tourniquet, and perform cardio pulmonary resuscitation (CPR) with the use of an Automatic External Defibrillator (AED).

6.6.3 Emergency Medical Technician . Operate as an Emergency Medical Technician given training that encompasses, and extends beyond, that of an Emergency Medical Responder with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport, so that the Emergency Medical Technician is able to perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care; has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills.

- (1) Requisite Knowledge . Provides a specific level of prehospital medical care provided by trained responders, focused on rapidly evaluating a patient's condition; maintaining a patient's airway, breathing, and circulation; controlling external bleeding including the proper use of a tourniquet, preventing shock; and preventing further injury or disability by immobilizing potential spinal or other bone fractures.
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. Ability to utilize the most appropriate method of transport to the most appropriate facility. The ability to insert airway adjuncts intended to go into the oropharynx or nasopharynx. The ability to use a bag valve mask; to insert airways that are not intended to go into the trachea, and suction the upper airways. Ability to use pharmacologic interventions to assist patients in taking their own prescribed medications, administration of over-the-counter medications with appropriate medical oversight to include oral glucose for suspected hypoglycemia and Aspirin for chest pain of suspected ischemic origin, epi-pen for anaphylaxis, and naloxone

administration for suspected overdoses. Ability to perform CPR with the use of an Automatic External Defibrillator (AED).

6.6.4 Advanced Emergency Medical Technician. Operates as an Advanced Emergency Medical Responder given training that encompasses, and extends beyond, that of an Emergency Medical Technician with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport so that the Advanced Emergency Medical Technician can perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills and limited advanced life support skills and invasive procedures.

- (1) Requisite Knowledge. Provides basic and limited advanced emergency medical care and transportation for critical and emergent patients. Ability to recognize the need for patient transport to the most appropriate facility
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. Ability to utilize the most appropriate method of transport to the most appropriate facility. The ability to insert airways that are NOT intended to be placed into the trachea, the ability for tracheobronchial suctioning of an already intubated patient. The ability to use pharmacologic interventions, ability to establish and maintain peripheral intravenous access, ability to establish and maintain intraosseous access, ability to administer (non-medicated) intravenous fluid therapy, ability to administer sublingual nitroglycerine to a patient experiencing chest pain of suspected ischemic origin, ability to administer subcutaneous or intramuscular epinephrine to a patient in anaphylaxis. Ability to administer glucagon to a hypoglycemic patient, Administer intravenous D50 to a hypoglycemic patient, administer inhaled beta agonists to a patient experiencing difficulty breathing and wheezing, administer a narcotic antagonist to a patient suspected of narcotic overdose.

6.6.5 Paramedic. Operates as a Paramedic given training that encompasses, and extends beyond, that of an Advanced Emergency Medical Technician with skills and equipment approved by the AHJ and designed to mitigate a medical emergency and stabilize a critically ill or injured patient for transport so that the Paramedic can perform scene size up, evaluate scene safety, and recognize the need for higher levels of medical care has the ability to use equipment as it relates to patient assessment and care while maintaining a patient's airway, breathing and circulation; controlling external bleeding, preventing shock; and preventing further injury or disability by stabilizing potential spinal or other bone fractures using skills and advanced life support skills, invasive procedures and medication administration including oxygen.

- (1) Requisite Knowledge. The ability to perform scene size up and evaluate scene safety, perform a detailed patient assessment, provide lifesaving emergency medical treatment through the use of equipment that is beyond basic life support and have the ability to recognize the need for transport to Advanced Specialty Facility.
- (2) Requisite Skills. The ability to use scene information and patient assessment information to identify and mitigate life threatening situation and injuries. The ability to perform advanced airway techniques such as endotracheal intubation, perform percutaneous cricothyrotomy, decompress the pleural space, and perform gastric decompression. The ability to perform pharmacologic interventions, insert intraosseous cannula, perform enteral and parenteral administration of approved prescription medications, ability to administer medications and/or fluids by IV, IM, SQ, or IO infusion. The ability to perform advanced cardiac techniques such as cardioversion, manual defibrillation, and transcutaneous pacing. The ability to use continuous positive airway pressure (CPAP) in lieu of intubation. The ability to control severe bleeding, including the proper use of a tourniquet or administration of a hemostatic agent.

[1] [NFPA 450 \*Guide for Emergency Medical Services and Systems\*, 2013 Edition Chapter 4 System Regulation and Policy §4.6 Service Levels](#)

## Statement of Problem and Substantiation for Public Input

As fire-based Emergency Medical Services (EMS) systems become more common across the United States and Canada, there is a need for governing standards and statutes that reflect the current service provisions to the community of the fire service. Currently, NFPA 1001 Standard for Fire Fighter Professional Qualifications, which outlines the minimum requisite knowledge, skills, and qualifications recommended for Fire Fighter I & II, makes little reference to, or mention of, recommended levels of EMS abilities or qualifications.

The provision of fire-based EMS is mentioned in NFPA Standards 450, 1001, 1581, 1710, and 1999. However, the scope of NFPA 1001 Standard for Fire Fighter Professional Qualifications, 2013 Edition is narrowly construed and does not substantially represent essential Job Performance Requirements (JPRs) of fire fighters who respond to perform Emergency Medical Operations. EMS response represents roughly 70% – 90% of the alarm volume in fire departments that provide prehospital patient care, with or without transport. Many of the existing JPRs in NFPA 1001 are succinct. For example, in Chapters 5 Fire Fighter I, §5.2.1 through 5.2.4, there is a clear explanation of the necessary task of operating fire department communication equipment, as well as the cognitive and psychomotor skills required to perform the task. Similarly, clearly defined JPRs can be found throughout the document in relation to a variety of tasks, including but not limited to, the use of respirators, deployment of ground ladders, and suppression.

A lack of clearly defined JPRs regarding the provision of EMS care could result in a lack of proper preparedness, prioritization of EMS functions, training, and leadership (existing and future). More importantly, a lack of clear EMS JPRs has resulted in a disconnection between the two core job tasks, namely fire suppression and EMS response, within fire-based EMS response systems.

The purpose of this public input is to establish and integrate concise EMS recommendations and requirements into the revision of NFPA 1001 in such a manner as to reflect the existing JPRs of the fire service. The delivery of some level of EMS care has become a value-added service that citizens have come to expect from fire departments. In many states EMS has also become identified as an essential service. Furthermore, a number of metropolitan fire departments require that candidate firefighters earn EMS certification/licensure and maintain it during their employment. With these factors in mind it is appropriate for the standard to reflect the changes in service delivery.

The term “Emergency Medical Care” is utilized in section 4.3 of NFPA 1001 Standard for Fire Fighter Professional Qualifications 2013 Edition and dictates that, “performance capabilities for entry-level personnel shall be developed and validated”. However, there is no definition for the term nor is there any guidance to differentiate between the existing levels of certification. This public input defines different levels of prehospital EMS provision and uses the currently recognized Emergency Medical Care certifications include Emergency Medical Responder, Emergency Medical Technician, Advanced Emergency Medical Technician, and Paramedic. However, the current edition of the standard does not list even minimally recommended JPRs.

This public input also provides clarification and guidance on JPRs for the differing levels of EMS certification using established standards of care and recognized scopes of practice.

## Submitter Information Verification

**Submitter Full Name:** Thomas Breyer  
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**Submission Date:** Thu Jan 07 13:24:45 EST 2016



## Public Input No. 126-NFPA 1001-2016 [ New Section after A.1.3.3 ]

### TITLE OF NEW CONTENT

Mission Specific Firefighters- Task Group 2 is of the opinion that any mission specific firefighters should be trained to the level and methods required by the specific hazard that must be mitigated by the AHJ. It should be the AHJ's responsibility to identify these mission specific hazards and provide the training necessary.

### Statement of Problem and Substantiation for Public Input

All AHJ's have different local needs and they vary by location. The 1001 Standard is a minimum standard for firefighters and anything above that level should be the responsibility of the AHJ.

### Submitter Information Verification

**Submitter Full Name:** C. Gordon Henderson

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**Submittal Date:** Thu Jan 07 09:21:25 EST 2016



## Public Input No. 37-NFPA 1001-2015 [ Section No. A.1.3.5 ]

### A.1.3.5

Many jurisdictions choose to deliver Fire Fighter I training in modules that allow personnel to be trained in certain fire fighter tasks and to perform limited duties under direct supervision prior to meeting the complete requirements for Fire Fighter I certification.

### Statement of Problem and Substantiation for Public Input

Combining all Fire Fighter I and Fire Fighter knowledge and skill into a Fire Fighter level eliminates the definition of Fire Fighter I, but does not change the methods used to educate and train fire fighter candidates

### Submitter Information Verification

**Submitter Full Name:** WILLIAM TRISLER

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**Submittal Date:** Tue Nov 03 13:10:42 EST 2015



## Public Input No. 39-NFPA 1001-2015 [ Section No. A.4.1(3) ]

### A.4.1(3)

The candidate should meet this requirement within a reasonable period of time prior to entering into training or testing for Fire Fighter I to ensure his or her ability to safely perform the required tasks.

### Statement of Problem and Substantiation for Public Input

Combining all Fire Fighter I and Fire Fighter II knowledge and skills in to a Fire Fighter level eliminates the reference to Fire Fighter I

### Submitter Information Verification

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**Submittal Date:** Tue Nov 03 13:17:03 EST 2015



## Public Input No. 123-NFPA 1001-2016 [ Section No. A.6.4.2 ]

### A.6.4.2

The Fire Fighter II is not expected to be proficient in technical rescue skills. The Fire Fighter II should be able to help technical rescue teams in their efforts to safely manage structural collapses, trench collapses, cave and tunnel emergencies, water and ice emergencies, elevator and escalator emergencies, energized electrical line emergencies, [photovoltaic power systems](#), [lithium battery storage systems](#) , and industrial accidents.

### Statement of Problem and Substantiation for Public Input

Photo voltaic power systems and battery storage systems are growing in popularity and are hazards that emergency responders may face. As such, the responders should be capable of dealing with the hazards associated with these systems in a safe manner.

### Related Public Inputs for This Document

<u>Related Input</u>	<u>Relationship</u>
<a href="#">Public Input No. 121-NFPA 1001-2016 [Section No. 5.3.3 [Excluding any Sub-Sections]]</a>	

### Submitter Information Verification

**Submitter Full Name:** John Cunningham  
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## Public Input No. 114-NFPA 1001-2016 [ Chapter B ]

### **Annex B** Explanation of the Standard and 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 Standard and the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs).

The primary benefit of establishing national professional qualification standards is to provide both public and private sectors with a framework of the job requirements for the fire service 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 JPRs for specific fire service positions 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, and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualifications standards for a specific job jobs are organized by major areas of responsibility defined as duties. For example, the fire fighter's duties might include fire suppression, rescue, and water supply, and the public fire department communications, fireground operations, and preparedness, and maintenance, whereas the fire educator's duties might include education, planning, and implementation, planning and development, and administration and evaluation. Duties are major functional areas of responsibility within within a job specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job

JPRs

and are grouped according to the duties of

a

the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully

perform and achieve that duty.

Together, the duties and their JPRs define the job parameters — that is, the standard as a whole is a description of a job.

#### **B.2** Breaking Down the Components The Parts of a JPR.

The JPR is the assembly of three critical components. (See Table

##### **B.2**

) These components are

##### **1** Critical Components

The JPR comprises three critical components, which are as follows:

- (1) Task that is to be performed, partial description using an action verb
- (2) Tools, equipment, or materials that must that are to be provided to successfully complete complete the task
- (3) Evaluation parameters and/or performance outcomes

Table B.2 Example

- (1) and performance outcomes

Table B.2.1 gives an example of the critical components of a JPR.

**Table B.2.1 Example of a JPR**

(1) Task	(1) <u>Ventilate a pitched roof</u> Perform overhaul at <u>a</u> fire scene
(2) Tools, equipment, or materials	(2) <u>Given an ax, a pike pole, an extension ladder, and a roof ladder given</u> approved PPE, attack line, hand tools, flashlight, and an assignment
(3) Evaluation parameters and performance outcomes	(3) <u>So that a 4 ft × 4 ft (1.22 m × 1.22 m) hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.</u>

**B.2.1.1 The Task to Be Performed.**

The first component is a concise brief statement of what the person is supposed to 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

**B.2.1.2**

Tools

Tools, Equipment, or Materials That Must be Provided

to Successfully Complete

for Successful Completion of the Task.

This component ensures that all individuals completing the task are given the same

minimal

tools, equipment, or materials when they are being evaluated.

By listing these items, the performer and evaluator know what must

Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

**B.2.1.3 Evaluation Parameters and**

or

Performance Outcomes.

This component defines

how well one must perform each task

— 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

or

performance outcomes. This portion of the JPR

promote

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, the JPR

contains

describes requisite knowledge and skills.

Just as

As the term requisite suggests, these are the necessary knowledge and skills

one must

the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once

**B.2.3 Examples.**

With the components and requisites

are put together

combined,

the

a JPR might read

as follows

similar to the following two examples.

**B.2.3.1**

– Example 1.

The

**Example: Fire Fighter I**

shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 4 ft × 4 ft (1.22 m × 1.22 m) hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed

:

Perform overhaul at a fire scene, given approved 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.**

**Requisite Knowledge.** Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation

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.

(B)

–

Requisite

**Requisite Skills.**

The ability to

remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder

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 2.

The Fire Investigator shall interpret burn patterns, given standard equipment and tools and some structural/content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved

**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 program needs .

– (A)

–

Requisite

**Requisite Knowledge.**

Knowledge of fire development and the interrelationship of heat release rate, form, and ignitibility of materials

Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests .

– (B)

–

Requisite

**Requisite Skills.**

The ability to

interpret the effects of burning characteristics on different types of materials

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** ~~Examples of Potential Uses~~ 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 must be~~ evaluation should be based on the successful completion of JPRs.

~~First, the~~ The evaluator would verify the attainment of requisite knowledge and skills prior to ~~JPR~~ JPRs evaluation. ~~Verification might~~ Verification could be accomplished through documentation review or testing.

~~Next, the candidate would be evaluated on completing the JPRs. The candidate~~ The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters, ~~the~~ and performance outcomes, ~~or both~~ . This performance-based evaluation ~~can be either practical~~ (is based on practical exercises for psychomotor skills ~~such as “ventilate a roof”)~~ or written ~~(and written examinations for cognitive skills~~ such as “interpret burn patterns”). Note that psychomotor

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills ~~(or mental skills)~~ cannot be observed, but are ~~rather~~ evaluated on ~~how one completes~~ how an individual completes the task (process oriented) or the task outcome (product oriented).

Using Example 1, a practical performance-based evaluation would measure one's ability to “ventilate a pitched roof.” The candidate passes this particular evaluation if the standard was met — that is, a 4 ft × 4 ft (1.22 m × 1.22 m) hole was created; all ventilation barriers were removed; ladders were properly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.

For Example 2, when evaluating the task “interpret burn patterns,” the candidate could be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPR's evaluation parameters.

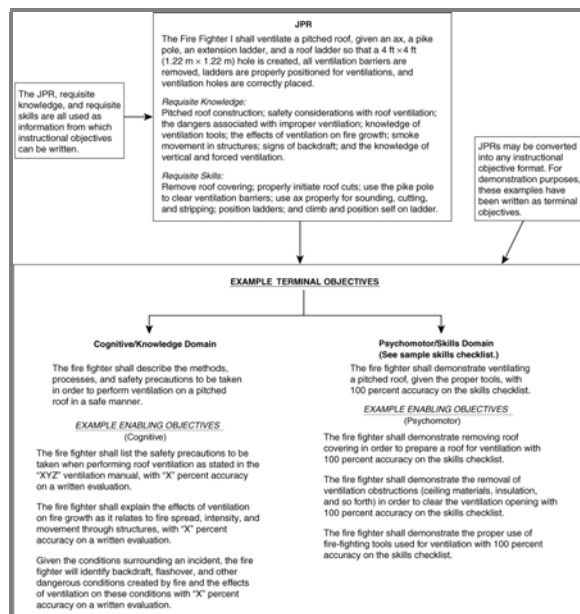
~~Remember, when evaluating performance, you must give the person the~~ Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the ~~JPRs~~ — for example, an ax, a pike pole, an extension ladder, and a roof ladder ~~— before he or she can be properly evaluated.~~ JPR in order to complete the task

**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 skill(s) - skills - on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can and degree to be measured within the - teaching/learning environment. A JPR that requires a fire fighter to “ventilate a pitched roof” should be converted into a measurable instructional objective for use when teaching the skill. [See [Figure B.3.2\(a\)](#) .]

**Figure B.3.2(a) Converting JPRs into Instructional Objectives.**



Using Example 1, a terminal instructional objective might read as follows:

The learner will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100 percent accuracy is attained on a skills checklist. (At a minimum, the skills checklist should include each of the measurement criterion from the JPRs.)

[Figure B.3.2\(b\)](#) is a sample checklist for use in evaluating this objective.

**Figure B.3.2(b) Sample Skills Checklist.**

<b>OBJECTIVE:</b> The fire fighter shall demonstrate ventilating a pitched roof, given the proper tools, within 5 minutes and with 100 percent accuracy on the skills checklist.	
<b>YES</b>	<b>NO</b>
<input type="checkbox"/>	<input type="checkbox"/>
1. 4 ft x 4 ft (1.22 m x 1.22 m) hole was created.	
<input type="checkbox"/>	<input type="checkbox"/>
2. All ventilation barriers were removed.	
<input type="checkbox"/>	<input type="checkbox"/>
3. Ladders were properly positioned.	
<input type="checkbox"/>	<input type="checkbox"/>
4. Ventilation holes were correctly placed (directly over fire, highest point, and so forth).	
<input type="checkbox"/>	<input type="checkbox"/>
5. Task completed within validated time parameters established by the AHJ. (Time to complete task: _____.)	

educational environment

While the differences between JPRs and instructional objectives are subtle in appearance, - the purpose of each statement differs greatly - their purposes differ - . JPRs state what is necessary to perform the job in the “real world.” Instructional objectives, however in - practical and actual experience - Instructional objectives, - on the other hand - , are used to identify what students must 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 will be~~ instructors would be able to clarify performance expectations and avoid ~~confusion related to using statements~~ confusion caused by the use of statements designed for purposes other than teaching. Additionally, ~~instructors will be able to add local/state/regional elements of performance into the standards as~~ Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge should ~~could~~ be converted into enabling objectives. ~~These help objectives~~ which would help to define the course content. The course content would include each item of the requisite knowledge and skills. ~~Using the above example, the enabling objectives would be pitched roof construction, safety considerations with roof ventilation, removal of roof covering, properly initiated roof cuts, and so on. This ensures that the course content supports the terminal objective.~~

~~Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.~~

#### ~~B.4~~ Other Uses

~~ensuring~~ that the course content supports the terminal objective.

##### **B.3.2.1 Example: Converting a Fire Fighter 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 approved 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 Fire Fighter 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 Fire Fighter 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.**

~~The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.~~

~~JPR: Prepare a written budget proposal for a specific program, or 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.~~



#### B.4 Other Uses for JPRs

While the professional qualifications standards are

principally  
used to

guide

establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs,

there are

as well as a number of other potential uses

for the documents. Because the documents are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The JPRs 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 when those tasks are completed to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The AHJ could simply require certification at a specific job level — for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening by establishing essential screening to establish 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 useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master his or her job or the profession.
- (4) *Succession Planning.* Succession planning or career pathing addresses the efficient placement of people into of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to 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 individual's the employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs can be incorporated into organizational policies. The professional qualifications standards can be functional for incorporating policies, procedures, and goals where employee performance is addressed. goals into the organization or agency - -

#### **B.5 Bibliography.**

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- Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002.
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Schippmann, J. S., Strategic Job Modeling: Working at the Core of Integrated Human Resources. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Shepherd, A., Hierarchical Task Analysis. London and New York: Taylor and Francis, 2000.

Zemke, R., and T. Kramlinger, Figuring Things Out: A Trainer's Guide to Needs and Task Analysis. New York: Perseus Books, 1993.

## Statement of Problem and Substantiation for Public Input

The CC recommended to all pro-qual TCs to update and place JPR Concepts Annex to Annex B location.

## Submitter Information Verification

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## Public Input No. 115-NFPA 1001-2016 [ Chapter C ]

### **Annex C** Informational References

#### **C.1** Referenced Publications.

The documents or portions thereof listed in this annex are referenced within the informational sections of this standard and are not part of the requirements of this document unless also listed in Chapter 2 for other reasons.

##### **C.1.1** NFPA Publications.

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

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2009 edition.

NFPA 1061, *Standard for Professional Qualifications for Public Safety Telecommunicator*, 2007 edition.

NFPA 1403, *Standard on Live Fire Training Evolutions*, 2012 edition.

NFPA 1404, *Standard for Fire Service Respiratory Protection Training*, 2006 edition.

NFPA 1962, *Standard for the Inspection, Care, and Use of Fire Hose, Couplings, and Nozzles and the Service Testing of Fire Hose*, 2008 edition.

##### **C.1.2** U.S. Government Publications.

U.S. Government Printing Office, Washington, DC 20402.

*Manual on Uniform Traffic Control Devices*, U.S. Department of Transportation.

##### **C.1.3** Other Publications. (Reserved)

**C.2** Informational References.

The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

Annett, J., and N. E. Stanton. *Task Analysis*. London and New York: Taylor and Francis. 2001.

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Zemke, R., and T. Kramlinger. *Figuring Things Out: A Trainer's Guide to Task, Needs, and Organizational Analysis*. New York, NY: Perseus Press. 1982.

**C.3** References for Extracts in Informational Sections. (Reserved)**C.4** [An Overview of JPRs for Fire](#)

[See attachment](#)

**Additional Proposed Changes**

<u>File Name</u>	<u>Description</u>	<u>Approved</u>
Annex_C_1001_FINAL.docx	Overview of JPRs	

**Statement of Problem and Substantiation for Public Input**

The CC recommended to all pro-qual TCs to add a matrix and locate it as Annex C. This is a quick source guide based on JPRs and levels, positions, or chapters with the main document.

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## Annex C An Overview of JPRs for Fire Fighters

*This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.*

### C.1 Fire Fighters.

The matrices shown in Table C.1 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 C.1 Overview of JPRs for Fire Fighters**

<b>Communications</b>	
<b>Fire Fighter I</b>	<b>Fire Fighter II</b>
<b>5.2.1</b> Initiate the response to a reported emergency, given the report of an emergency, fire department SOPs, and communications equipment, so that all necessary information is obtained, communications equipment is operated correctly, and the information is relayed promptly and accurately to the dispatch center.	<b>6.2.1</b> Complete a basic incident report, given the report forms, guidelines, and information, so that all pertinent information is recorded, the information is accurate, and the report is complete.
<b>5.2.2</b> Receive a telephone call, given a fire department phone, so that procedures for answering the phone are used and the caller's information is relayed.	<b>6.2.2</b> Communicate the need for team assistance, given fire department communications equipment, SOPs, and a team, so that the supervisor is consistently informed of team needs, departmental SOPs are followed, and the assignment is accomplished safely.
<b>5.2.3</b> Transmit and receive messages via the fire department radio, given a fire department radio and operating procedures, so that the information is accurate, complete, clear, and relayed within the time established by the AHJ.	
<b>5.2.4</b> Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued.	
<b>Fireground Operations</b>	
<b>Fire Fighter I</b>	<b>Fire Fighter II</b>
<b>5.3.1</b> Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other personal protective equipment, so that the SCBA is correctly donned, the SCBA is correctly worn, controlled breathing techniques are used, emergency procedures are enacted if the SCBA fails, all low-air warnings are recognized, respiratory protection is not intentionally compromised, and hazardous areas are exited prior to air depletion.	<b>6.3.1</b> Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, personal protective equipment, a foam proportioning device, a nozzle, foam concentrates, and a water supply, so that the correct type of foam concentrate is selected for the given fuel and conditions, a properly proportioned foam stream is applied to the surface of the fuel to create and maintain a foam blanket, fire is extinguished, reignition is prevented, team protection is maintained with a foam stream, and the hazard is faced until retreat to safe haven is reached.



**5.3.2** Respond on apparatus to an emergency scene, given personal protective clothing and other necessary personal protective equipment, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other personal protective equipment is correctly used.

**5.3.3** Establish and operate in work areas at emergency scenes, given protective equipment, traffic and scene control devices, structure fire and roadway emergency scenes, traffic hazards and downed electrical wires, an assignment, and SOPs, so that procedures are followed, protective equipment is worn, protected work areas are established as directed using traffic and scene control devices, and the fire fighter performs assigned tasks only in established, protected work areas.

**5.3.4** Force entry into a structure, given personal protective equipment, tools, and an assignment, so that the tools are used as designed, the barrier is removed, and the opening is in a safe condition and ready for entry.

**5.3.5** Exit a hazardous area as a team, given vision-obscured conditions, so that a safe haven is found before exhausting the air supply, others are not endangered, and the team integrity is maintained.

**5.3.6** Set up ground ladders, given single and extension ladders, an assignment, and team members if needed, so that hazards are assessed, the ladder is stable, the angle is correct for climbing, extension ladders are extended to the necessary height with the fly locked, the top is placed against a reliable structural component, and the assignment is accomplished.

**5.3.7** Attack a passenger vehicle fire operating as a member of a team, given personal protective equipment, attack line, and hand tools, so that hazards are avoided, leaking flammable liquids are identified and controlled, protection from flash

**6.3.2** Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, personal protective equipment, and tools, so that crew integrity is established; attack techniques are selected for the given level of the fire (e.g., attic, grade level, upper levels, or basement); attack techniques are communicated to the attack teams; constant team coordination is maintained; fire growth and development is continuously evaluated; search, rescue, and ventilation requirements are communicated or managed; hazards are reported to the attack teams; and incident command is apprised of changing conditions.

**6.3.3** Control a flammable gas cylinder fire operating as a member of a team, given an assignment, a cylinder outside of a structure, an attack line, personal protective equipment, and tools, so that crew integrity is maintained, contents are identified, safe havens are identified prior to advancing, open valves are closed, flames are not extinguished unless the leaking gas is eliminated, the cylinder is cooled, cylinder integrity is evaluated, hazardous conditions are recognized and acted upon, and the cylinder is faced during approach and retreat.

**6.3.4** Protect evidence of fire cause and origin, given a flashlight and overhaul tools, so that the evidence is noted and protected from further disturbance until investigators can arrive on the scene.



fires is maintained, all vehicle compartments are overhauled, and the fire is extinguished.

---

**5.3.8** Extinguish fires in exterior Class A materials, given fires in stacked or piled and small unattached structures or storage containers that can be fought from the exterior, attack lines, hand tools and master stream devices, and an assignment, so that exposures are protected, the spread of fire is stopped, collapse hazards are avoided, water application is effective, the fire is extinguished, and signs of the origin area(s) and arson are preserved.

---

**5.3.9** Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, personal protective equipment, a flashlight, forcible entry tools, hose lines, and ladders when necessary, so that ladders are correctly placed when used, all assigned areas are searched, all victims are located and removed, team integrity is maintained, and team members' safety — including respiratory protection — is not compromised.

---

**5.3.10** Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, personal protective equipment, tools, and an assignment, so that team integrity is maintained, the attack line is deployed for advancement, ladders are correctly placed when used, access is gained into the fire area, effective water application practices are used, the fire is approached correctly, attack techniques facilitate suppression given the level of the fire, hidden fires are located and controlled, the correct body posture is maintained, hazards are recognized and managed, and the fire is brought under control.

---

**5.3.11** Perform horizontal ventilation on a structure operating as part of a team, given an assignment, personal protective equipment, ventilation tools, equipment, and ladders, so that the ventilation openings are free of obstructions, tools are used as designed, ladders are correctly placed, ventilation devices are correctly placed, and the structure is cleared of smoke.

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**5.3.12** Perform vertical ventilation on a structure as part of a team, given an assignment, personal protective equipment, ground and roof ladders, and tools, so that ladders are positioned for ventilation, a specified opening is created, all ventilation barriers are removed, structural integrity is not compromised, products of combustion are released from the structure, and the team retreats from the area when ventilation is accomplished.

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**5.3.13** Overhaul a fire scene, given personal protective equipment, attack line, hand tools, a 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.

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**5.3.14** Conserve property as a member of a team, given salvage tools and equipment and an assignment, so that the building and its contents are protected from further damage.

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**5.3.15** Connect a fire department pumper to a water supply as a member of a team, given supply or intake hose, hose tools, and a fire hydrant or static water source, so that connections are tight and water flow is unobstructed.

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**5.3.16** Extinguish incipient Class A, Class B, and Class C fires, given a selection of portable fire extinguishers, so that the correct extinguisher is chosen, the fire is completely extinguished, and correct extinguisher-handling techniques are followed.

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**5.3.17** Illuminate the emergency scene, given fire service electrical equipment and an assignment, so that designated areas are illuminated and all equipment is operated within the manufacturer's listed safety precautions.

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**5.3.18** Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.

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**5.3.19** Combat a ground cover fire operating as a member of a team, given protective clothing, SCBA (if needed), hose lines, extinguishers or hand tools, and an assignment, so that threats to property are reported, threats to personal safety are recognized, retreat is quickly accomplished when warranted, and the assignment is completed.

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**5.3.20** Tie a knot appropriate for hoisting tool, given personnel protective equipment, tools, ropes, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.

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### Rescue Operations

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#### Fire Fighter I

#### Fire Fighter II

**Reserved**

**6.4.1** Extricate a victim entrapped in a motor vehicle as part of a team, given stabilization and extrication tools, so that the vehicle is stabilized, the victim is disentangled without further injury, and hazards are managed.

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**6.4.2** Assist rescue operation teams, given standard operating procedures, necessary rescue equipment, and an assignment, so that procedures are followed, rescue items are recognized and retrieved in the time as prescribed by the AHJ, and the assignment is completed.

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**Fire and Life Safety Initiatives, Preparedness, and Maintenance**

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**Reserved – Fire and Life Safety Initiatives**

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**5.5.1** Clean and check ladders, ventilation equipment, SCBA, ropes, salvage equipment, and hand tools, given cleaning tools, cleaning supplies, and an assignment, so that equipment is clean and maintained according to manufacturer's or departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

**6.5.1** Perform a fire safety survey in an occupied structure, given survey forms and procedures, so that fire and life safety hazards are identified, recommendations for their correction are made to the occupant, and unresolved issues are referred to the proper authority.

**6.5.2** Present fire safety information to station visitors or small groups, given prepared materials, so that all information is presented, the information is accurate, and questions are answered or referred.

**5.5.2** Clean, inspect, and return fire hose to service, given washing equipment, water, detergent, tools, and replacement gaskets, so that damage is noted and corrected, the hose is clean, and the equipment is placed in a ready state for service.

**6.5.3** Prepare a preincident survey, given forms, necessary tools, and an assignment, so that all required occupancy information is recorded, items of concern are noted, and accurate sketches or diagrams are prepared.

**6.5.4** Maintain power plants, power tools, and lighting equipment, given tools and manufacturers' instructions, so that equipment is clean and maintained according to manufacturer and departmental guidelines, maintenance is recorded, and equipment is placed in a ready state or reported otherwise.

**6.5.5** Perform an annual service test on fire hose, given a pump, a marking device, pressure gauges, a timer, record sheets, and related equipment, so that procedures are followed, the condition of the hose is evaluated, any damaged hose is removed from service, and the results are recorded.

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## Public Input No. 31-NFPA 1001-2015 [ Section No. C.1.2 ]

C.1.2 U.S. Government Publications.

U.S. Government Printing ~~Office~~, Publishing Office, 732 North Capitol Street, NW, Washington, DC  
20402 20401-0001.

*Manual on Uniform Traffic Control Devices*, U.S. Department of Transportation.

### Statement of Problem and Substantiation for Public Input

Referenced current address.

### Submitter Information Verification

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## Public Input No. 78-NFPA 1001-2016 [ New Section after C.3 ]

### TITLE OF NEW CONTENT

Annex D National Fallen Firefighters Foundation

D.1 16 Firefighter Life Safety Initiatives

*This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.*

In 2004, the NFFF held an unprecedented gathering of the fire service leadership when more than 200 individuals assembled in Tampa, Florida to focus on the troubling question of how to prevent line-of-duty deaths and injuries. Every year approximately 100 fire fighters lose their lives in the line of duty in the United States; about one every 80 hours. Every identifiable segment of the fire service was represented and participated in the Summit.

The first Firefighter Life Safety Summit marked a significant milestone, because it not only gathered all the segments of the fire service behind a common goal but it also developed the “16 Firefighter Life Safety Initiatives.” The summit attendees agreed that the “16 Firefighter Life Safety Initiatives” serve as a blueprint to reduce line-of-duty deaths and injuries. In 2014, a second Life Safety Summit was held and more than 300 fire service leaders gathered. At the second Firefighter Life Safety Summit, the “16 Firefighter Life Safety Initiatives” were reaffirmed as being relevant to reduce line-of-duty deaths and injuries.

### **NFFF “16 Firefighter Life Safety Initiatives.”**

- (1) Define and advocate the need for a cultural change within the fire service relating to safety; incorporating leadership, management, supervision, accountability and personal responsibility.
- (2) Enhance the personal and organizational accountability for health and safety throughout the fire service.
- (3) Focus greater attention on the integration of risk management with incident management at all levels, including strategic, tactical, and planning responsibilities.
- (4) All fire fighters must be empowered to stop unsafe practices.
- (5) Develop and implement national standards for training, qualifications, and certification (including regular recertification) that are equally applicable to all fire fighters based on the duties they are expected to perform.
- (6) Develop and implement national medical and physical fitness standards that are equally applicable to all fire fighters, based on the duties they are expected to perform.
- (7) Create a national research agenda and data collection system that relates to the initiatives.
- (8) Utilize available technology wherever it can produce higher levels of health and safety.
- (9) Thoroughly investigate all fire fighter fatalities, injuries, and near misses.
- (10) Grant programs should support the implementation of safe practices and/or mandate safe practices as an eligibility requirement.
- (11) National standards for emergency response policies and procedures should be developed and championed.
- (12) National protocols for response to violent incidents should be developed and championed.
- (13) Fire fighters and their families must have access to counseling and psychological support.
- (14) Public education must receive more resources and be championed as a critical fire and life safety program.
- (15) Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.
- (16) Safety must be a primary consideration in the design of apparatus and equipment.

## Statement of Problem and Substantiation for Public Input

The National Fallen Firefighters Foundation at a national summit in Tampa, FL in March 2004 created the 16 Firefighter Life Safety Initiatives to give firefighters, fire department and emergency responders assistance in creating a road map to responder safety. Thus reducing the line of duty deaths and injuries in our profession. After more than 10 years the initiative have not been greatly shared. By placing in the pro-qual standards they will gain more traction for firefighter safety.

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**Submittal Date:** Mon Jan 04 10:54:48 EST 2016