

NFPA[®]

1001

**Standard for
Fire Fighter Professional
Qualifications**

2019



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NFPA® 1001

Standard for

Fire Fighter Professional Qualifications

2019 Edition

This edition of NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, was prepared by the Technical Committees on Fire Fighter Professional Qualifications, released by the Correlating Committee on Professional Qualifications and acted on by NFPA at its June Association Technical Meeting held June 11–14, 2018, in Las Vegas, NV. It was issued by the Standards Council on August 14, 2018, with an effective date of September 3, 2018, and supersedes all previous editions.

This edition of NFPA 1001 was approved as an American National Standard on September 3, 2018.

Origin and Development of NFPA 1001

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board (NPQB) for the fire service to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the board established four technical committees to develop those standards using the National Fire Protection Association standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The Committee on Fire Fighter Professional Qualifications met through 1973 and 1974, producing the first edition of this document. The first edition of NFPA 1001 was adopted by the Association in November of 1974.

Subsequent to the adoption of the initial edition, the committee has met regularly to revise and update the standard. Additional editions were adopted and issued by the NFPA under the auspices of the NPQB in 1981 and 1987.

The original concept of the professional qualification standards as directed by the JCNFSO and the NPQB was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build on each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements (JPRs) for a given field. Accordingly, the strict career-ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

In 1990, responsibility for the appointment of professional qualifications committees and the development of the professional qualifications standards were assumed by the NFPA.

The Correlating Committee on Professional Qualifications was appointed by the NFPA Standards Council in 1990 and assumed the responsibility for coordinating the requirements of all of the Professional Qualifications documents.

For the 1997 edition, NFPA 1001 was converted to the JPR format to be consistent with the other standards in the Professional Qualifications Project. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of requisite knowledge and skills one must have to be able to perform the task. More information about JPRs can be found in Annex B.

The intent of the technical committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire fighter. The committee further contends that these JPRs can be used in any fire department in any city, town, or private organization throughout North America.

In the 2002 edition of this document, the technical committee made several small additions to the standard. The committee also made changes in the document to bring it into conformance with the *Manual of Style for NFPA Technical Committee Documents*.

In the 2008 edition of this document, a complete revision was done. The changes included the following: a skills maintenance requirement was added, specific knot-tying requirements were deleted and replaced with those required by the authority having jurisdiction, the inspection and public education requirements were moved from Chapter 5 to Chapter 6, and the JPR on flow testing of fire hydrants was deleted from Chapter 6.

For the 2012 edition of NFPA 1001, the technical committee made several changes, including the use of essential job tasks in consideration for the medical requirement referenced in NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*. The 1-minute time component for donning personal protective clothing was removed because the technical committee believes it is more important to perform the procedure correctly rather than quickly, to keep the person safe. NFPA 1001 also addressed the activation of an emergency call for assistance so that fire fighters can be located and rescued. The term *life safety initiatives* was replaced with *prevention* in Fire Fighter II to bring attention to the greater issue of community risk reduction.

For the 2019 edition of NFPA 1001, the technical committee consolidates general requirements for fire fighters into one chapter and added a chapter to recognize the role of fire fighters in providing emergency medical services at various levels. The committee defines and requires the concept of field reduction of contaminants to address chronic exposure to carcinogens. The committee also includes a job performance requirement regarding the behavioral health challenges faced by fire fighters and recognition of critical incident stress. Annexes are updated, and a new JPR matrix is included to provide an overview of job performance requirements. An annex section is added that recognizes the 16 Firefighter Life Safety Initiatives of the National Fallen Firefighters Foundation.

IN MEMORIAM

Chief Edward T. Bent passed away on March 27, 2012. Ed had a long career as a member of the Los Angeles Fire Department and then moved on to become the first State Director of California State Fire Training. The California State Fire Instructor of the Year Award is named in his honor. He was also a long-time member of the International Fire Service Training Association (IFSTA) and served several terms on the IFSTA Executive Board.

Ed had a long history of involvement with the NFPA, dating back to the 1960s. He was one of the original members of the NFPA 1001, *Fire Fighter Professional Qualifications*, committee that was formed in 1974. He was also a long-time member of the NFPA Fire Service Training Committee and held Emeritus Member status at the time of his passing. In 2000, he was awarded the NFPA Committee Member Service Award, which is given for continuous voluntary service as a technical committee member for a substantial period of time in recognition and appreciation of distinguished service to NFPA in the development of NFPA codes and standards.

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

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Committee Scope: This Committee shall have primary responsibility for documents on professional qualifications required of fire fighters.

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NFPA 1001

Standard for

Fire Fighter Professional Qualifications

2019 Edition

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

Chapter 1 Administration

1.1 Scope. This standard identifies the minimum job performance requirements (JPRs) for Fire Fighter I and Fire Fighter II professional qualifications.

1.2 Purpose. The purpose of this standard is to specify the minimum JPRs for service as Fire Fighter I and Fire Fighter II.

N 1.2.1 This standard shall define Fire Fighter I and Fire Fighter II professional qualifications.

N 1.2.2 The intent of this standard shall be to ensure that personnel serving as Fire Fighter I and Fire Fighter II are qualified.

N 1.2.3 This standard shall not address organization or management responsibility.

N 1.2.4 It is not the intent of this standard to restrict any jurisdiction from exceeding or combining these minimum requirements.

N 1.2.5 JPRs for each level and position are the tasks personnel shall be able to perform to carry out the job duties.

N 1.2.6 Fire Fighter I and Fire Fighter II level individuals shall remain current with the general knowledge, skills, and JPRs addressed for each level or position of qualification.

1.3 Application.

1.3.1 The application of this standard is to specify which requirements within the document shall apply to Fire Fighter I and Fire Fighter II levels. The JPRs shall be accomplished in accordance with the requirements of the authority having jurisdiction (AHJ) and 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 establish instructional priority and the training program content to prepare personnel to meet the JPRs of this standard.

1.3.3* Performance of each requirement of this standard shall be evaluated by personnel approved by the AHJ.

Δ 1.3.4 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.

Δ 1.3.5 Personnel assigned the duties of Fire Fighter I and Fire Fighter II shall meet all the requirements defined in Chapter 1 prior to being qualified. Personnel assigned the duties of Fire Fighter I shall meet all the requirements defined in Chapter 4 prior to being qualified. Personnel assigned the duties of Fire Fighter II shall meet all the requirements defined in Chapter 5 prior to being qualified. Personnel assigned the duties related to emergency medical service delivery shall meet one of the levels identified in Chapter 6 prior to being qualified.

Δ 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 personal protective equipment (PPE).

N 1.3.8 Prior to training to meet the requirements of this standard, personnel shall meet the following requirements:

- (1) Educational requirements established by the AHJ
- (2) Age requirements established by the AHJ
- (3) Medical requirements established by the AHJ
- (4) Job-related physical performance requirements established by the AHJ
- (5) Background investigation and character traits as reference established by the AHJ

N 1.3.9 Wherever in this standard the terms *rules, regulations, policies, procedures, supplies, apparatus, and equipment* are referred to, it is implied that they are those of the AHJ.

N 1.3.10 Fire Fighter I and Fire Fighter 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) and as directed by the NIMS Integration Center.

1.3.11 General.

1.3.11.1 Prior to entering training to meet the requirements of Chapters 4 and 5 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)* Medical requirements of NFPA 1582

1.3.11.2 Fitness Requirements. Physical fitness requirements for entry-level personnel shall be developed and validated by the AHJ.

1.3.11.3* Emergency Medical Services.

1.3.11.3.1 Minimum emergency medical care performance capabilities for entry-level personnel shall be developed and validated by the AHJ.

1.3.11.3.2 Emergency medical services shall meet the requirements of Chapter 6.

1.4 Units. In this standard, equivalent values in SI units, should not be considered as the requirement, as these values can be approximate. (See Table 1.4.)

Table 1.4 SI Conversions

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

Chapter 2 Referenced Publications

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

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

NFPA 450, *Guide for Emergency Medical Services and Systems*, 2017 edition.

NFPA 472, *Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents*, 2018 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2018 edition.

NFPA 1581, *Standard on Fire Department Infection Control Program*, 2015 edition.

NFPA 1582, *Standard on Comprehensive Occupational Medical Program for Fire Departments*, 2018 edition.

NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, 2016 edition.

NFPA 1999, *Standard on Protective Clothing for Emergency Medical Operations*, 2018 edition.

2.3 Other Publications.

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

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2017 edition.

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

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 edition.

NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, 2016 edition.

Chapter 3 Definitions

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

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

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

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

3.2.4 Shall. Indicates a mandatory requirement.

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

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

3.3 General Definitions.

3.3.1 Field Reduction of Contaminants. A nonmechanical process or method of reducing contamination in the field for fire fighter personal protective clothing and equipment.

3.3.2 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.

3.3.3 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.

3.3.4 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.

3.3.5 Fire Fighter I. The person, at the first level of progression as defined in Chapter 4, who has demonstrated the knowledge and skills to function as an integral member of a fire-fighting team under direct supervision in hazardous conditions.

3.3.6* Fire Fighter II. The person, at the second level of progression as defined in Chapter 5, who has demonstrated the skills and depth of knowledge to function under general supervision.

N 3.3.7 Fire Safety Survey. The process of observing and recording conditions of an occupied structure for basic fire and life safety hazards.

3.3.8 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, 2017]

N 3.3.9 Personal Protective Equipment (PPE).

3.3.9.1 Personal Protective Equipment (PPE — Emergency Medical Services). Consists of full protective clothing and respiratory protection as described in NFPA 1999 that protects against potential exposure to bloodborne and airborne pathogens.

Δ 3.3.9.2 Personal Protective Equipment (PPE — Fire Operations). The full complement of garments fire fighters are required to wear while on an emergency scene, including turnout coat, protective trousers, fire-fighting boots, fire-fighting gloves, a protective hood, self-contained breathing apparatus (SCBA), a personal alert safety system (PASS) device, and a helmet with eye protection.

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

3.3.11 Requisite Knowledge. Fundamental knowledge one must have in order to perform a specific task. [1031, 2014]

3.3.12 Requisite Skills. The essential skills one must have in order to perform a specific task. [1031, 2014]

3.3.13 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, 2016]

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

3.3.15 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.

Chapter 4 Fire Fighter I

Δ 4.1 General. For qualification at Level I, the fire fighter candidate shall meet the general knowledge requirements in 4.1.1, the general skill requirements in 4.1.2, the JPRs defined in Sections 4.2 through 4.5 of this standard, knowledge of the incident management system, and the requirements defined in Chapter 5 as well as mission-specific competencies in Section 6.2, Personal Protective Equipment, and Section 6.6, Product Control, of NFPA 1072.

Δ 4.1.1* 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; the signs and symptoms of behavioral and emotional distress; 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.

4.1.2 General Skill Requirements. The ability to don personal protective clothing, doff personal protective clothing, perform field reduction of contaminants 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.

4.2 Fire Department Communications. This duty shall involve initiating responses, receiving telephone calls, and using fire department communications equipment to correctly relay verbal or written information, according to the JPRs in 4.2.1 through 4.2.4.

4.2.1* 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.

Δ (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.

Δ (B) Requisite Skills. The ability to operate fire department communications equipment, relay information, and record information.

4.2.2 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.

Δ (A) Requisite Knowledge. Fire department procedures for answering nonemergency telephone calls.

Δ (B) Requisite Skills. The ability to operate fire station telephone and intercom equipment.

4.2.3 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.

△ (A) **Requisite Knowledge.** Departmental radio procedures and etiquette for routine traffic, emergency traffic, and emergency evacuation signals.

△ (B) **Requisite Skills.** The ability to operate radio equipment and discriminate between routine and emergency traffic.

4.2.4* Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued.

(A) **Requisite Knowledge.** Personnel accountability systems, emergency communication procedures, and emergency evacuation methods.

(B) **Requisite Skills.** The ability to initiate an emergency call for assistance in accordance with the AHJ's procedures, the ability to use other methods of emergency calls for assistance.

4.3 **Fireground Operations.** This duty shall involve performing activities necessary to ensure life safety, fire control, and property conservation, according to the JPRs in 4.3.1 through 4.3.21.

4.3.1* Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other PPE, 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.

△ (A) **Requisite Knowledge.** Conditions that require respiratory protection, uses and limitations of SCBA, components of SCBA, donning procedures, breathing techniques, indications for and emergency procedures used with SCBA, and physical requirements of the SCBA wearer.

△ (B) **Requisite Skills.** The ability to control breathing, replace SCBA air cylinders, use SCBA to exit through restricted passages, initiate and complete emergency procedures in the event of SCBA failure or air depletion, and complete donning procedures.

4.3.2* Respond on apparatus to an emergency scene, given personal protective clothing and other necessary PPE, 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.

△ (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 PPE and the means for usage.

△ (B) **Requisite Skills.** The ability to use each piece of provided safety equipment.

4.3.3* 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, photovoltaic power systems, 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.

△ (A) **Requisite Knowledge.** Potential hazards involved in operating on emergency scenes including vehicle traffic, utilities, and environmental conditions; proper procedures for dismounting apparatus in traffic; procedures for safe operation at emergency scenes; and the protective equipment available for members' safety on emergency scenes and work zone designations.

△ (B) **Requisite Skills.** The ability to use personal protective clothing, deploy traffic and scene control devices, dismount apparatus, and operate in the protected work areas as directed.

4.3.4* Force entry into a structure, given PPE, 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.

△ (A) **Requisite Knowledge.** Basic construction of typical doors, windows, and walls within the department's community or service area; operation of doors, windows, and locks; and the dangers associated with forcing entry through doors, windows, and walls.

△ (B) **Requisite Skills.** The ability to transport and operate hand and power tools and to force entry through doors, windows, and walls using assorted methods and tools.

4.3.5* 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.

△ (A) **Requisite Knowledge.** Personnel accountability systems, communication procedures, emergency evacuation methods, what constitutes a safe haven, elements that create or indicate a hazard, and emergency procedures for loss of air supply.

△ (B) **Requisite Skills.** The ability to operate as a team member in vision-obscured conditions, locate and follow a guideline, conserve air supply, and evaluate areas for hazards and identify a safe haven.

4.3.6* Set up, mount, ascend, dismount, and descend 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.

△ (A) **Requisite Knowledge.** Parts of a ladder, hazards associated with setting up ladders, what constitutes a stable foundation for ladder placement, different angles for various tasks, climbing techniques, safety limits to the degree of angulation, and what constitutes a reliable structural component for top placement.

△ (B) **Requisite Skills.** The ability to carry ladders, raise ladders, extend ladders and lock flies, determine that a wall and roof will support the ladder, judge extension ladder height requirements, and place the ladder to avoid obvious hazards, mount, ascend, dismount, and descend the ladder.

4.3.7* Attack a passenger vehicle fire operating as a member of a team, given PPE, an 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 1½ in. (38 mm) or larger diameter attack lines; and expose hidden fires by opening all automobile compartments.

4.3.8* 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.

4.3.9* 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.

△ (A) **Requisite Knowledge.** Use of forcible entry tools during rescue operations, ladder operations for rescue, psychological effects of operating in obscured conditions and ways to manage them, methods to determine if an area is tenable, primary and secondary search techniques, team members' roles and goals, methods to use and indicators of finding victims, victim removal methods (including various carries), and considerations related to respiratory protection.

△ (B)* **Requisite Skills.** The ability to use SCBA to exit through restricted passages, set up and use different types of ladders for various types of rescue operations, rescue a fire fighter with functioning respiratory protection, rescue a fire fighter whose respiratory protection is not functioning, rescue a person who has no respiratory protection, and assess areas to determine tenability.

4.3.10* 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.

△ (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 long-term 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, and exposing hidden fires.

△ (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 1½ 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 1½ 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.

4.3.11 Perform horizontal ventilation on a structure operating as part of a team, given an assignment, PPE, 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.

△ (A) **Requisite Knowledge.** The principles, advantages, limitations, and effects of horizontal, mechanical, and hydraulic ventilation; safety considerations when venting a structure; fire behavior in a structure; the products of combustion found in a structure fire; the signs, causes, effects, and prevention of backdrafts; and the relationship of oxygen concentration to life safety and fire growth.

△ (B) **Requisite Skills.** The ability to transport and operate ventilation tools and equipment and ladders, and to use safe procedures for breaking window and door glass and removing obstructions.

4.3.12 Perform vertical ventilation on a structure as part of a team, given an assignment, PPE, 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.

Δ (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.

Δ (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.

4.3.13 Overhaul a fire scene, given PPE, an 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.

Δ (A) **Requisite Knowledge.** Types of fire attack lines and water application devices most effective 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, obvious signs of area of origin or signs of arson, and reasons for protection of fire scene.

Δ (B) **Requisite Skills.** The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve obvious signs of area of origin and arson; and evaluate for complete extinguishment.

4.3.14 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.

Δ (A) **Requisite Knowledge.** The purpose of property conservation and its value to the public, methods used to protect property, types of and uses for salvage covers, operations at properties protected with automatic sprinklers, how to stop the flow of water from an automatic sprinkler head, identification of the main control valve on an automatic sprinkler system, forcible entry issues related to salvage, and procedures for protecting possible areas of origin and potential evidence.

Δ (B) **Requisite Skills.** The ability to cluster furniture; deploy covering materials; roll and fold salvage covers for reuse; construct water chutes and catch-alls; remove water; cover building openings, including doors, windows, floor openings, and roof openings; separate, remove, and relocate charred material to a safe location while protecting the area of origin for cause determination; stop the flow of water from a sprinkler

with sprinkler wedges or stoppers; and operate a main control valve on an automatic sprinkler system.

4.3.15* 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.

Δ (A) **Requisite Knowledge.** Loading and off-loading procedures for mobile water supply apparatus; fire hydrant operation; and suitable static water supply sources, procedures, and protocol for connecting to various water sources.

Δ (B) **Requisite Skills.** The ability to hand lay a supply hose, connect and place hard suction hose for drafting operations, deploy portable water tanks as well as the equipment necessary to transfer water between and draft from them, make hydrant-to-pumper hose connections for forward and reverse lays, connect supply hose to a hydrant, and fully open and close the hydrant.

4.3.16* 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.

Δ (A) **Requisite Knowledge.** The classifications of fire; the types of, rating systems for, and risks associated with each class of fire; and the operating methods of and limitations of portable extinguishers.

Δ (B) **Requisite Skills.** The ability to operate portable fire extinguishers, approach fire with portable fire extinguishers, select an appropriate extinguisher based on the size and type of fire, and safely carry portable fire extinguishers.

4.3.17 Operate emergency scene lighting, given fire service lighting equipment, power supply, and an assignment, so that emergency scene lighting equipment is operated within the manufacturer's listed safety precautions.

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

Δ (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.

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

Δ (A) **Requisite Knowledge.** Properties, principles, and safety concerns for electricity, gas, and water systems; utility disconnect methods and associated dangers; and use of required safety equipment.

Δ (B) **Requisite Skills.** The ability to identify utility control devices, operate control valves or switches, and assess for related hazards.

4.3.19* 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.

Δ (A) **Requisite Knowledge.** Types of ground cover fires, parts of ground cover fires, methods to contain or suppress, and safety principles and practices.

Δ (B) **Requisite Skills.** The ability to determine exposure threats based on fire spread potential, protect exposures, construct a fire line or extinguish with hand tools, maintain integrity of established fire lines, and suppress ground cover fires using water.

4.3.20 Tie a knot appropriate for hoisting tools, given PPE, tools, ropes, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.

(A) **Requisite Knowledge.** Knot types and usage; the difference between life safety and utility rope; reasons for placing rope out of service; the types of knots to use for given tools, ropes, or situations; hoisting methods for tools and equipment; and using rope to support response activities.

(B) **Requisite Skills.** The ability to hoist tools using specific knots based on the type of tool.

N 4.3.21 **Air Monitoring.** Operate an air-monitoring instrument, given an air monitor and an assignment or task, so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard.

N (A) **Requisite Knowledge.** Knowledge of the various uses for an air monitor, the basic operation of an air monitor, and recognition and emergency actions to be taken upon the activation of the high- or low-level alarms of the air monitor.

N (B) **Requisite Skills.** The ability to operate the air monitor, recognize the alarms, and react to the alarms of the air monitor.

4.4 **Rescue Operations.** This duty shall involve no requirements for Fire Fighter I.

4.5 **Preparedness and Maintenance.** This duty shall involve performing activities that reduce the loss of life and property due to fire through response readiness, according to the JPRs in 4.5.1 and 4.5.2.

4.5.1* 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.

Δ (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.

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

4.5.2 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.

Δ (A) **Requisite Knowledge.** Departmental procedures for noting a defective hose and removing it from service, cleaning methods, and hose rolls and loads.

Δ (B) **Requisite Skills.** The ability to clean different types of hose; operate hose washing and drying equipment; mark defective hose; and replace coupling gaskets, roll hose, and reload hose.

Chapter 5 Fire Fighter II

Δ 5.1 **General.** For qualification at Level II, the Fire Fighter II 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, the requirements defined in Chapter 4, and knowledge of the Incident Management System sections of ICS 200 as described.

5.1.1 **General Knowledge Requirements.** Responsibilities of the Fire Fighter II in 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 role of a Fire Fighter II within the organization.

5.1.2 **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.

5.2 **Fire Department Communications.** This duty shall involve performing activities related to initiating and reporting responses, according to the JPRs in 5.2.1 and 5.2.2.

5.2.1 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.

Δ (A) **Requisite Knowledge.** Content requirements for basic incident reports, the purpose and usefulness of accurate reports, consequences of inaccurate reports, how to obtain necessary information, and required coding procedures.

Δ (B) **Requisite Skills.** The ability to determine necessary codes, proof reports, and operate fire department computers or other equipment necessary to complete reports.

5.2.2* 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.

Δ (A) **Requisite Knowledge.** SOPs for alarm assignments and fire department radio communication procedures.

Δ (B) **Requisite Skills.** The ability to operate fire department communications equipment.

5.3 **Fireground Operations.** 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 5.3.4.

5.3.1* Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, PPE, 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.

Δ (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.

Δ (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.

5.3.2* Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, PPE, 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.

Δ (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.

Δ (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.

5.3.3* 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, PPE, 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.

Δ (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.

Δ (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.

5.3.4* 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.

Δ (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.

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

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 5.4.1 and 5.4.2.

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.

Δ (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.

Δ (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.

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.

Δ (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.

Δ (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.

5.5 Fire and Life Safety Initiatives, Preparedness, and Maintenance. This duty shall involve performing activities related to reducing the loss of life and property due to fire through hazard identification, inspection, and response readiness, according to the JPRs in 5.5.1 through 5.5.5.

5.5.1* 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.

Δ (A) Requisite Knowledge. Organizational policy and procedures, common causes of fire and their prevention, the importance of a fire safety survey and public fire education programs to fire department public relations and the community, and referral procedures.

Δ (B) Requisite Skills. The ability to complete forms, recognize hazards, match findings to preapproved recommendations, and effectively communicate findings to occupants or referrals.

5.5.2* 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.

Δ (A) Requisite Knowledge. Parts of informational materials and how to use them, basic presentation skills, and departmental standard operating procedures for giving fire station tours.

Δ (B) Requisite Skills. The ability to document presentations and to use prepared materials.

5.5.3* 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.

Δ (A) Requisite Knowledge. The sources of water supply for fire protection; the fundamentals of fire suppression and detection systems; common symbols used in diagramming construction features, utilities, hazards, and fire protection systems; departmental requirements for a preincident survey and form completion; and the importance of accurate diagrams.

Δ (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.

5.5.4 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.

Δ (A) Requisite Knowledge. Types of cleaning methods, correct use of cleaning solvents, manufacturer and departmental guidelines for maintaining equipment and its documentation, and problem-reporting practices.

Δ (B) Requisite Skills. The ability to select correct tools; follow guidelines; complete recording and reporting procedures; and operate power plants, power tools, and lighting equipment.

5.5.5 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.

Δ (A)* Requisite Knowledge. Procedures for safely conducting hose service testing, indicators that dictate any hose be removed from service, and recording procedures for hose test results.

Δ (B) Requisite Skills. The ability to operate hose testing equipment and nozzles and to record results.

N Chapter 6 Emergency Medical Services

N 6.1 General EMS Requirements.

N 6.1.1 The AHJ shall determine the level of emergency medical services to be provided.

N 6.1.2 The level of training and service for emergency medical services shall be in accordance with Section 6.2.

N 6.2* Levels of Training and Service. Emergency medical services shall include at least one of the following:

- (1) First aid provider
- (2) Emergency medical responder (also known as medical first responder)
- (3) Emergency medical technician
- (4) Advanced emergency medical technician
- (5) Paramedic

N 6.2.1 First Aid Provider. Performs minimum emergency medical care performance capabilities for entry-level personnel that are developed and validated by the AHJ to include infection control, CPR/AED, bleeding control, and shock management.

N 6.2.2 Emergency Medical Responder (also known as Medical First Responder). With a limited amount of equipment, answers emergency calls to provide efficient and immediate care to ill and injured patients focused on lifesaving interventions.

N 6.2.2.1 Requisite knowledge and skills shall be determined by the designated governing body under which the AHJ operates.

N 6.2.2.2 The possession of a certificate or license from the governing body shall indicate compliance with the appropriate requisite knowledge and skills.

N 6.2.3 Emergency Medical Technician. Performs scene size up, evaluates scene safety, and recognizes the need for higher levels of medical care as it relates to patient assessment, airway management, breathing and circulation, bleeding, shock management, and immobilizing potential spinal or other bone fractures as approved by AHJ.

N 6.2.3.1 Requisite knowledge and skills shall be determined by the designated governing body under which the AHJ operates.

N 6.2.3.2 The possession of a certificate or license from the governing body shall indicate compliance with the appropriate requisite knowledge and skills.

N 6.2.4 Advanced Emergency Medical Technician. Performs scene size up, evaluates scene safety, and recognizes the need for higher levels of medical care while providing a scope of practice focused on the acute management and transportation of critical and emergent patients.

N 6.2.4.1 Requisite knowledge and skills are determined by the designated governing body under which the AHJ operates.

N 6.2.4.2 The possession of a certificate or license from the governing body indicates compliance with the appropriate requisite knowledge and skills.

N 6.2.5 Paramedic. Emergency medical treatment beyond basic life support that provides advanced life saving techniques to the critically ill or injured.

N 6.2.5.1 Requisite knowledge and skills are determined by the designated governing body under which the AHJ operates.

N 6.2.5.2 The possession of a certificate or license from the governing body indicates compliance with the appropriate requisite knowledge and skills.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

- A.1.3.3** It is recommended, where practical, that evaluators be individuals who were not directly involved as instructors for the requirement being evaluated.

- A.1.3.11.1(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.

A.1.3.11.3 Programs such as the Department of Transportation First Responder and American Red Cross curricula offer models that can be followed.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase “authority having jurisdiction,” or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.3 Listed. The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A.3.3.6 Fire Fighter II. This person will function as an integral member of a team of equally or less experienced fire fighters to accomplish a series of tasks. When engaged in hazardous activities, the Fire Fighter II maintains direct communications with a supervisor.

N A.4.1.1 A fire fighter should be able to identify the signs and symptoms associated with behavioral and emotional distress, as well as strategies and policies to address those stressors.

A.4.2.1 The Fire Fighter I should be able to receive and accurately process information received at the station. Fire fighters used as telecommunicators (dispatchers) should meet the requirements of NFPA 1061 for qualification standards and JPRs.

A.4.2.4 An emergency call for assistance can be initiated by the use of a radio, pass device, or other means to alert others to a fire fighter’s need of emergency assistance. This should also include the term *mayday*, *fire fighter down*, or such other terminology as determined by the AHJ.

A.4.3.1 The Fire Fighter I should already be wearing full protective clothing prior to the beginning of this SCBA-donning procedure. In addition to fully donning and activating the SCBA, the Fire Fighter I should also replace any personal protective clothing (i.e., gloves, protective hood, helmet, etc.) displaced during the donning procedure and activate the personal alert safety system (PASS) device.

A.4.3.2 Other personal protective equipment might include hearing protection in cabs that have a noise level in excess of 90 dBA, eye protection for fire fighters riding in jump seats that are not fully enclosed, and SCBAs for those departments that require fire fighters to don SCBAs while en route to the emergency.

A.4.3.3 The safety of responders operating at an emergency scene is a key concern and one of the primary skills that the fire fighter must develop. Operations on roads and highways, on scenes where visibility is restricted, or where utilities can be unstable present a significant risk to the fire fighter as they dismount from apparatus and initiate emergency operations. Special protective equipment and constant attention to potential hazards is essential.

Fire fighters can be assigned to direct the movement of traffic at the scene or set up flare or cone lines either independently or in conjunction with law/traffic enforcement officers. A fire fighter assigned to this duty (either briefly or until the incident is under control) should understand the proper techniques to control traffic and the appropriate use of protective clothing and signaling equipment.

Federal law requires that fire department SOPs when operating on the roadway be in compliance with the U.S. Department of Transportation publication *Manual on Uniform Traffic Control Devices*.

A.4.3.4 The Fire Fighter I should be able to force entry through wood, glass, and metal doors that open in and out, overhead doors, and windows common to the community or service area.

- △ **A.4.3.5** When training exercises are intended to simulate emergency conditions, smoke-generating devices that do not create a hazard are required. Several accidents have occurred when smoke bombs or other smoke-generating devices that produce a toxic atmosphere have been used for training exercises. All exercises should be conducted in accordance with the requirements of NFPA 1404.

A.4.3.6 The fire fighter should be able to accomplish this task with each type and length of ground ladder carried by the department.

A.4.3.7 Passenger vehicles include automobiles, light trucks, and vans.

- △ **A.4.3.8** The Fire Fighter I should be able to extinguish fires in stacked or piled materials such as hay bales, pallets, lumber, piles of mulch, sawdust, other bulk Class A materials, or small unattached structures that are attacked from the exterior. The tactics for extinguishing each of these types of fires are similar enough to be included in one JPR.

Live fire evolutions should be conducted in accordance with the requirements of NFPA 1403. It is further recommended that prior to involvement in live fire evolutions, the fire fighter demonstrate the use of SCBA in smoke and elevated temperature conditions.

In areas where environmental or other concerns restrict the use of Class A fuels for training evolutions, properly installed and monitored gas-fueled fire simulators might be substituted.

A.4.3.9 Fire departments and training organizations must use reason and good judgment when training fire fighters to perform fire fighter rescue (rapid intervention) and self-survival evolutions. Training programs should put more emphasis on avoiding being trapped or disoriented in severe fire conditions than they should on getting out of them. While learning practical fire fighter rescue and self-survival skills is important, the particular skills that are taught should not require fire fighters to use tools beyond the limits of their intended use, should not place the fire fighters in an inordinate amount of danger during the training evolutions, and should be techniques that could realistically be required on the fireground. Fire departments and training organizations should balance the risk of injury or death to the fire fighter during training on these evolutions with the actual chance that they would ever need to apply them in real life. There are numerous accounts of fire fighters being injured or killed during rapid intervention and self-survival training of skills that will never, or should never, be performed on the fireground. One example of these questionable techniques is sliding down ground ladders. In the rare event that more than one fire fighter will need to exit the same window in an expedient manner, once the first fire fighter steps down two or three rungs, they are not obstructing the next fire fighter from exiting the window. Yet, numerous fire fighters have been seriously injured or died attempting to perform this task in training.

A.4.3.9(B) It is not the intent of the Technical Committee on Fire Fighter Professional Qualifications to prohibit a fire fighter from partially or completely removing the backpack assembly, as an emergency procedure only, to exit through a

restricted passage, without removing the face piece or compromising the air supply in any manner.

- △ **A.4.3.10** The Fire Fighter I should be proficient in the various attack approaches for room and contents fires at three different levels (at grade, above grade, and below grade). Maintenance of body posture in the standard refers to staying low during initial attack, protecting oneself from falling objects, and otherwise using common sense given the state of the fire's growth or suppression. Live fire evolutions should be conducted in accordance with the requirements of NFPA 1403. It is further recommended that prior to involvement in live fire evolutions, the fire fighter demonstrate the use of SCBA in smoke and elevated temperature conditions. In areas where environmental or other concerns restrict the use of Class A fuels for training evolutions, properly installed and monitored gas-fueled fire simulators might be substituted.

A.4.3.15 Static water sources can include portable water tanks, ponds, creeks, and so forth.

A.4.3.16 The Fire Fighter I should be able to extinguish incipient Class A fires such as wastebaskets, small piles of pallets, wood, or hay; Class B fires of approximately 9 ft² (0.84 m²); and Class C fires where the electrical equipment is energized. The Fire Fighter I should have knowledge of Class D and K fires and their extinguishing agents. If the Fire Department has Class D or K type extinguishers, the fire fighter should be knowledgeable on the devices and their use.

A.4.3.19 Protective clothing is not personal protective clothing as used throughout the rest of this document. Some jurisdictions provide fire fighters with different clothing for ground cover fires than is worn for structural fires. This clothing can be substituted for structural protective clothing in order to meet the intent of this JPR.

- **A.4.5.1** It is known that during overhaul, many fire fighters remove their respiratory protective equipment and, as a result, expose themselves to probable contamination by carcinogens, toxic substances, and so forth. Respiratory protective equipment should be worn during overhaul, and all PPE should be washed down after any incident involving fire prior to leaving the scene.

A.5.2.2 The Fire Fighter II could be assigned to accomplish or coordinate tasks away from direct supervision. Many of these tasks could result in the need for additional or replacement personnel due to the ever-changing conditions on the scene of an emergency. The Fire Fighter II is expected to identify these needs and effectively communicate this information within an incident management system. Use of radio communication equipment necessitates that these communications be accurate and efficient.

A.5.3.1 The Fire Fighter II should be able to accomplish this task with each type of foam concentrate used by the jurisdiction. This could include the use of both Class A and B foam concentrates on appropriate fires. When using Class B foams to attack flammable or combustible liquid fires, the Fire Fighter II should extinguish a fire of at least 100 ft² (9 m²). The Fire Fighter II is not expected to calculate application rates and densities. The intent of this JPR can be met in training through the use of training foam concentrates or gas-fired training props.

Δ A.5.3.2 The Fire Fighter II should be able to coordinate the actions of the interior attack line team at common residential fires and small business fires in the fire department's district. Complex or large interior fire management should be left to the officers; however, this JPR will facilitate the development of the Fire Fighter II toward effectively handling specific assignments within large fires.

Jurisdictions that use Fire Fighter IIs as acting company officers should comply with the requirements of NFPA 1021.

A.5.3.3 Controlling flammable gas cylinder fires can be a very dangerous operation. The Fire Fighter II should act as a team member, under the direct supervision of an officer, during these operations.

Δ A.5.3.4 The Fire Fighter II should be able to recognize important evidence as to a fire's cause and maintain the evidence so that further testing can be done without contamination or chain-of-custody problems. Evidence should be left in place (when possible; otherwise, chain of custody must be established), not altered by improper handling, walking, and so forth, and not destroyed. Possible means to protect evidence is to avoid touching, protect with salvage covers during overhaul, or rope off the area where the evidence lies. The Fire Fighter II is not intended to be highly proficient at origin and cause determination.

Jurisdictions that use Fire Fighter IIs to determine origin and cause should comply with the requirements of NFPA 1021.

A.5.4.1 In the context of this standard, the term *extricate* refers to those activities required to allow emergency medical personnel access to the victim, stabilization of the vehicle, the displacement or removal of vehicle components obstructing victim removal, and the protection of the victim and response personnel from hazards associated with motor vehicle accidents and the use of hand and power tools on a motor vehicle.

As persons performing extrication can be different from those performing medical functions, this standard does not address medical care of the victim. An awareness of the needs and responsibilities of emergency medical functions is recommended to allow for efficient coordination between the "extrication" team and the "medical" team.

A.5.4.2 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, and industrial accidents.

A.5.5.1 It is the intent of the committee to recognize that there are response areas that do not have private dwellings. The term *occupied structure* allows for greater flexibility and for the AHJ to determine which structures could be used for performing a fire safety survey. A fire safety survey is intended to be a basic survey 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.

A.5.5.2 The Fire Fighter II should be able to present basic information on how to do the following:

- (1) Stop, drop, and roll when one's clothes are on fire
- (2) Crawl low under smoke
- (3) Plan and practice a home escape plan with two ways out of each room (especially sleeping rooms), a meeting place, and how to call the fire department (from the neighbor's house)
- (4) Alert others to an emergency
- (5) Call the fire department
- (6) Test and maintain residential smoke alarms according to manufacturer's instructions

The Fire Fighter II is not expected to be an accomplished speaker or instructor.

Δ A.5.5.3 The Fire Fighter II should be able to compile information related to potential emergency incidents within their community for use by officers in the development of preincident plans. Jurisdictions that use Fire Fighter IIs to develop preincident plans should comply with the requirements of NFPA 1021.

Δ A.5.5.5(A) Procedures for conducting hose testing can be found in Chapter 4 of NFPA 1962.

Δ A.6.2 First aid provider, emergency medical responder (also known as medical first responder), emergency medical technician, advanced emergency medical technician, and paramedic are based on the U.S.A. National Scope of Practice Model or equivalent.

Annex B Explanation 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.

Δ B.1 Explanation of the Professional Qualifications Standards and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for emergency services personnel. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, and setting organizational policies, procedures, and goals.

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

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete

list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.2 The Parts of a JPR.

B.2.1 Critical Components. The JPR comprises three critical components, which are as follows:

- (1) Task to be performed, partial description using an action verb
 - (2) Tools, equipment, or materials that are to be provided to complete the task
 - (3) Evaluation parameters and performance outcomes
- Table B.2.1 gives an example of the critical components of a JPR.

B.2.1.1 The Task to Be Performed. The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

B.2.1.2 Tools, Equipment, or Materials That Must Be Provided for Successful Completion of the Task. This component ensures that all individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

B.2.1.3 Evaluation Parameters and Performance Outcomes. This component defines for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

B.2.2 Requisite Knowledge and Skills. In addition to these three components, the JPR describes requisite knowledge and skills. As the term *requisite* suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.2.3 Examples. With the components and requisites combined, a JPR might read similar to the following two examples.

B.2.3.1 Example: Fire Fighter I. 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.

Table B.2.1 Example of a JPR

(1) Task	(1) Perform overhaul at a fire scene
(2) Tools, equipment, or materials	(2) given approved PPE, attack line, hand tools, flashlight, and an assignment
(3) Evaluation parameters and performance outcomes	(3) so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

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

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

B.3 Potential Uses for JPRs.

B.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation should be based on the successful completion of JPRs.

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

The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters, and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

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

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the 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 skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual experience. Instructional objectives, on the other hand, are used to identify what students 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 would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives that would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

N 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.

N 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.

Δ B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

- (1) *Employee Evaluation/Performance Critiquing.* The professional qualifications standards can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure completion of the tasks.
- (2) *Establishing Hiring Criteria.* The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (AHJ) could simply require certification at a specific job level — for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening to establish essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.
- (3) *Employee Development.* The professional qualifications standards can be practical for both the employee and the employer in developing a plan for the employee's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master the job or profession.
- (4) *Succession Planning.* Succession planning addresses the efficient placement of individuals into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted employees to prepare them for growth within the organization. The JPRs and requisite knowledge and skills could then be used to develop an educational path to aid in the employee's advancement within the organization or profession.
- (5) *Establishing Organizational Policies, Procedures, and Goals.* The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

N B.5

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N Annex C JPR Matrix: 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.

N 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.

N Table C.1 Overview of JPRs for Fire Fighters

Fire Fighter I	Fire Fighter II
General Requirements	
<p>4.1.1 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; the signs and symptoms of behavioral and emotional distress; 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.</p> <p>4.1.2 The ability to don personal protective clothing, doff personal protective clothing, perform field reduction of contaminants 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.</p>	<p>5.1.1 Responsibilities of the Fire Fighter II in 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 role of a Fire Fighter II within the organization.</p> <p>5.1.2 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.</p>
Communications	
<p>4.2.1 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.</p> <p>4.2.2 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.</p> <p>4.2.3 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.</p> <p>4.2.4 Activate an emergency call for assistance, given vision-obscured conditions, PPE, and department SOPs, so that the fire fighter can be located and rescued.</p>	<p>5.2.1 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.</p> <p>5.2.2 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.</p>
Fireground Operations	
<p>4.3.1 Use self-contained breathing apparatus (SCBA) during emergency operations, given SCBA and other PPE, 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.</p>	<p>5.3.1 Extinguish an ignitable liquid fire, operating as a member of a team, given an assignment, an attack line, PPE, 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.</p>

(continues)

N Table C.1 *Continued*

Fire Fighter I	Fire Fighter II
<p>4.3.2 Respond on apparatus to an emergency scene, given personal protective clothing and other necessary PPE, so that the apparatus is correctly mounted and dismounted, seat belts are used while the vehicle is in motion, and other PPE is correctly used.</p> <p>4.3.3 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, photovoltaic power systems, 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.</p> <p>4.3.4 Force entry into a structure, given PPE, 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.</p> <p>4.3.5 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.</p> <p>4.3.6 Set up, mount, ascend, dismount, and descend 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.</p> <p>4.3.7 Attack a passenger vehicle fire operating as a member of a team, given PPE, an 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.</p> <p>4.3.8 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.</p> <p>4.3.9 Conduct a search and rescue in a structure operating as a member of a team, given an assignment, obscured vision conditions, PPE, 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.</p>	<p>5.3.2 Coordinate an interior attack line for a team's accomplishment of an assignment in a structure fire, given attack lines, personnel, PPE, 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.</p> <p>5.3.3 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, PPE, 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.</p> <p>5.3.4 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.</p>

(continues)

N Table C.1 *Continued*

Fire Fighter I	Fire Fighter II
<p>4.3.10 Attack an interior structure fire operating as a member of a team, given an attack line, ladders when needed, PPE, 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.</p> <p>4.3.11 Perform horizontal ventilation on a structure operating as part of a team, given an assignment, PPE, 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.</p> <p>4.3.12 Perform vertical ventilation on a structure as part of a team, given an assignment, PPE, 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.</p> <p>4.3.13 Overhaul a fire scene, given PPE, an 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.</p> <p>4.3.14 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.</p> <p>4.3.15 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.</p> <p>4.3.16 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.</p> <p>4.3.17 Operate emergency scene lighting, given fire service lighting equipment, power supply, and an assignment, so that emergency scene lighting equipment is operated within the manufacturer's listed safety precautions.</p> <p>4.3.18 Turn off building utilities, given tools and an assignment, so that the assignment is safely completed.</p> <p>4.3.19 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.</p> <p>4.3.20 Tie a knot appropriate for hoisting tools, given PPE, tools, ropes, and an assignment, so that the knots used are appropriate for hoisting tools securely and as directed.</p>	

(continues)

N Table C.1 *Continued*

Fire Fighter I	Fire Fighter II
4.3.21 Operate an air-monitoring instrument, given an air monitor and an assignment or task, so that the device is operated and the fire fighter recognizes the high- or low-level alarms of the air monitor and takes action to mitigate the hazard.	
Rescue Operations	
This duty shall involve no requirements for Fire Fighter I.	<p>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.</p> <p>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.</p>
Fire and Life Safety Initiatives, Preparedness, and Maintenance	
<p>4.5.1 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.</p> <p>4.5.2 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.</p>	<p>5.5.1 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.</p> <p>5.5.2 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.</p> <p>5.5.3 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.</p> <p>5.5.4 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.</p> <p>5.5.5 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.</p>

N Annex D National Fallen Firefighters Foundation

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

N D.1 “16 Firefighter Life Safety Initiatives.” In 2004, the National Fallen Firefighters Foundation (NFFF) held an unprecedented gathering of 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 1 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.

N D.2 NFFF’s “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.

Annex E Informational References

E.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.

E.1.1 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, Quincy, MA 02169-7471.

NFPA 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2014 edition.

NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

NFPA 1061, *Standard for Public Safety Telecommunications Personnel Professional Qualifications*, 2014 edition.

NFPA 1403, *Standard on Live Fire Training Evolutions*, 2017 edition.

NFPA 1404, *Standard for Fire Service Respiratory Protection Training*, 2018 edition.

NFPA 1962, *Standard for the Inspection, Care, and Use of Fire Hose, Couplings, and Nozzles and the Service Testing of Fire Hose*, 2018 edition.

E.1.2 U.S. Government Publications. U.S. Government Publishing Office, 732 North Capitol Street, NW, Washington DC 20401-0001.

Manual on Uniform Traffic Control Devices, U.S. Department of Transportation, 2009.

E.1.3 Other Publications.

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