

MEETING MINUTES

10:00 PM – Classroom 1

Attendance

Voting Members	Present	Non-Voting	Present
Casey Burrage – Ringe FD	X	Max Dodge – FSTEMS	X
Adinara Challinor – Epping FD	X	Stephanie Corrente – FSTEMS	X
David Eastman – Derry FD	X	Peter Lennon – FSTEMS	X
Philip Biron – State Fire Marshall	X	Invited Guests	Present
Brian Rapp – Claremont FD	X	William Connor	X
Louis Loutrel – Laconia FD	@ NFA	Jason Fritz	
Riley Stanchina – Milford FD	X	Matthew Newton	X
Jason Smedick – FSTC	X	Shawn Wheeler	
Nicholas Bibeau – FSTEMS	X	Christopher Wyman	
		Les Cartier	X
		Crystal Tuttle - FSTEMS	X

I. Establish Committee Goals

- A. What are the most pressing needs and challenges faced by agencies conducting fire inspections across New Hampshire that our training program should address?
 - a. **Consistency.** Inspectors need to be able to interpret and apply code in a consistent way regardless of where they work. Local ordinances may differ, but the code is the same everywhere. These curricula must start inspectors off with good habits that will support them in the conscientious execution of their duties and responsibilities.
 - b. **Practical Application.** Inspectors entering the profession must have a functional set of skills and applied knowledge to solve problems and think critically. These curricula must provide ample opportunity for students to apply knowledge to practice, solve realistic problems, and generate written documentation with the guidance and feedback of qualified instructors.
 - c. **Emerging Technology.** Inspectors must be prepared to adjust their practice and develop their knowledge to accommodate new and emerging technologies. These curricula must provide students with strategies to access resources, interpret information, and generate workable solutions to problems that have not yet presented themselves.
- B. How do you foresee the role of fire inspection evolving over the next decade, and how should our curriculum adapt to these changes?

- a. **New Priorities.** These curricula must focus on Community Risk Reduction (CRR) through collaborative problem solving to promote voluntary compliance with laws, codes, and ordinance.
 - b. **Resource Limitations.** Municipalities and fire departments across the state will likely continue to face constraints on their budgets and staff. These curricula must be sensitive to department needs and integrate relevant local knowledge, while adhering to the standards.
 - c. **Defensible Documentation.** External organizations will increasingly rely on inspection documentation for determination processes. Inspectors must be able to produce clear, organized, concise documentation with citation of code.
 - d. **Emphasis on Education.** Inspectors will be called upon to explain fire, life safety, and building codes related to fire protection and prevention to the public and policymakers. They must be able to understand and communicate state laws and code, and the implications of changes made through local ordinances.
- C. How can we ensure the curriculum meets the standard effectively while being adaptable to the needs of different regions within the state?
- a. **Integration of NH Law and Adopted Codes.** Inspectors who complete these programs are commonly expected to quickly apply their knowledge of NH law and code, learn applicable local ordinances, and execute the duties and responsibilities of the job. The curricula should incorporate all applicable laws, rules, and codes whenever possible to prepare graduates for the expectations of their employers.
 - b. **Course Format.** Historically, the entry level inspector certification was out of reach for call and volunteer firefighters due to scheduling conflicts and travel distance. The entry level First Responder Inspector curriculum must be constructed in a manner that affords the greatest degree of flexibility in scheduling while ensuring that students meet the standard. This includes structured pre-course work completed online, meaningful student-centered learning activities completed in-person, and a structured field inspection externship.
 - c. **Promotion of Professional Networks.** The curricula must acknowledge that limitations of resources, evolving standards, and advances in the science of building construction contribute to novel and complex challenges for new inspectors. Accessing state and national professional

networks provides inspectors with valuable insight for solving problems with the benefit of others' experience and expertise.

- d. **Prerequisites.** While the NFPA standard for Fire Inspector does not list any prerequisites, the reality in New Hampshire is that Fire Inspectors commonly do both the field inspection and administrative duties. Those coming into the higher level Fire Inspector program will be better prepared to engage with the material if they have the foundational knowledge and skills presented in First Responder Inspector.
- D. What qualities should we look for in our students to determine if they are prepared to enter the profession?
- a. **Appearance.** Inspectors will need to work with the public and testify during legal proceedings. They must be able to demonstrate a professional appearance.
 - b. **Interpersonal Skills.** Inspectors will need to work with people who may be unhappy with the results of an inspection. They must be able to demonstrate effective verbal communication skills and de-escalation techniques.
 - c. **Critical Thinking and Problem Solving.** Inspectors will need to recognize anomalies, find alternatives, recommend solutions to property owners, policymakers, and administrators. They must be able to use critical thinking and problem solving skills when able, recognize when they don't have sufficient knowledge in an area, and access resources to make the best decisions possible.
 - d. **Humility.** Inspectors will need to interact with people with different cultures, values, and expertise. They must be able to acknowledge their limitations, value the opinions of others, show respect to everyone, and practice restraint when necessary, and work collaboratively to ensure laws and codes are met, and public safety is preserved.
 - e. **Ethics.** Inspectors will occupy a position of great public trust and responsibility. They must be able to recognize potential ethical hazards to avoid the perception of impropriety.

II. Review Program Outcome Statements

- A. First Responder Inspector (formerly Inspector I)
 - a. First Responder Inspectors are not expected to inspect new construction. This will be removed from the outcome statement.
 - b. Emphasis was placed on the need to design the program in a manner that makes it accessible to call and volunteer personnel, personnel in rural

areas of the state, and personnel who need to balance additional training with work responsibilities.

- c. There was a discussion about local ordinances and how they interact with statutory requirements.
 - d. There was a discussion about the externship, who is qualified to take on students, how inspections will be documented, and how to ensure that the externship is something that is reasonably available to students across the state.
- B. Fire Inspector (formerly Inspector II)
- a. Fixed a typo.
 - b.

III. Due Next Meeting

- A. Program Learning Objectives
- B. Program Assessments

DRAFT