



New Hampshire Department of Safety  
Division of Fire Standards and Training and Emergency Medical Services  
33 Hazen Drive, Concord, NH 03305 1-800-371-4503 or 603-223-4200 FAX: 603-271-1091

## FIRE STANDARDS AND TRAINING COMMISSION

### CURRICULUM DEVELOPMENT AND APPROVAL GUIDE

#### Fire Officer I NFPA 1021.2020

Approved by the New Hampshire Fire Standards and Training Commission

Commission Approval

A handwritten signature in black ink, likely belonging to a commission member, is written over the 'Commission Approval' line.

Date:

9/17/23  
Ed Ryan April 7, 2022

## **INTRODUCTION:**

The New Hampshire Fire Standards and Training Commission is responsible for the approval of certification curricula for firefighters throughout the state. To accomplish this portion of their mission, the Commission establishes a Visiting Committee who is charged with recommending new curricula, or updating existing certification programs, to present to the Commission for approval and adoption.

## **SCOPE:**

This procedure shall apply to all Visiting Committees appointed by the Fire Standards and Training Commission.

## **PROCEDURE:**

- I. The establishment of the Visiting Committee shall follow the approved policy from the Commission.
- II. Once appointed, the Visiting Committee shall be charged with providing valuable input of the current needs facing the New Hampshire emergency services responders. They shall work closely with the Division to provide this input and feedback on the proposed curriculum.
- III. With input from the Visiting Committee, the Division shall be responsible for formulating module lesson plans, presentation outlines, and job performance requirements and be consistent with Fire Part 402.03. It is not the responsibility of the Visiting Committee to choose instructors or design quizzes and exams.
- IV. Once a curriculum package is selected and all necessary documentation is completed, the Committee shall present to the Curriculum Committee for approval. If the Curriculum Committee approved the proposal it shall then be brought forward to the full Commission for a preliminary approval. Once a preliminary approval has been granted, two public hearings (one in the day and one in the evening) shall be held in conjunction with a 60 day written comment period. All pertinent documentation shall be posted on the Division's website and notification of the comment period shall be distributed. Additionally, if ProBoard approval is required, it shall be done simultaneously with the public comment period.
- V. Upon completion of the public comment period and approval from ProBoard, if applicable, the final curriculum and public comments shall be brought forward to the full Commission for final approval.
- VI. Upon completion of two deliveries of the curriculum or after a period of one year, which ever happens first, the Division shall provide the Commission an evaluation of the curriculum and any suggested curriculum modifications needed.

## **MEETING GUIDELINES:**

- I. All Visiting Committee meetings shall be posted in advance on the Division's website along with the other meetings of the Commission. Along with posting each meeting, notification shall be sent to any person that expressed interest in being a member of the committee who was not selected.
- II. A quorum on each Visiting Committee shall be established as a simple majority of the seated members. It is the intent to have an in-person quorum at each meeting, however in coordination with the Commission's representative the use of conferencing calling and/or video conferencing may be utilized.
- III. In the event a quorum is not possible, the Commission representative shall make the determination whether to hold the meeting or postpone it.
- IV. Upon the conclusion of each meeting, minutes shall be posted to the Division's website
- V. 50All final recommendations shall be voted on by a quorum of the Visiting Committee.



## Curriculum Information Sheet

**Name of Certification:**  
(including NFPA Standard)

Standard for Fire Officers Professional Qualifications Fire Officer I

NFPA Standards #: 1021 Edition Date: 2020 Next Edition: TBD

**Type of Certificate:**

NH Certification: \_\_\_\_\_ Pro-Board Certified X

Certificate of Attendance: \_\_\_\_\_

**Curriculum Committee  
Approval**

**Date:**

**ProBoard/Certification  
requirements:**

Number of exam questions: 50

Job Sheets updated and formatted: Officer I – 14 Projects or Skill Sheets

NFPA Matrix: Attached

Method of Delivery: Classroom / Hybrid / Online

*Please attach all job sheets  
and NFPA matrix*

**Reference Material for Students:**

Jones & Bartlett – Fire Officer: Principles and Practice, Fourth Edition

**Include edition numbers**

**Class Size:** Min: 12

Max: 24

**Number of Hours:** 32

**Module Breakdown:**

The Fire Officer I as a Company Supervisor	Hours:	4
Understanding Leadership and Management Theories A	Hours:	4
Understanding Leadership and Management Theories B	Hours:	4
Leading a Team	Hours:	4
Community Relations and Risk Reduction	Hours:	2
Fire Department Administration	Hours:	2
Pre- Incident Planning and Code Enforcement	Hours:	2
Command of Initial Emergency Operations	Hours:	6
Safety and Risk Management	Hours:	4

**Prerequisites:**

Firefighter II and Fire and Emergency Service Instructor I

**Requirements for Testing:**

Successful completion of all projects and a classwork/quiz average of 80% or Greater.

What type of factor determines  
successful completion:

Attach sample schedule of proposed training program:

Yes \_\_\_\_\_ No \_\_\_\_\_

Attach roster appointed Visiting Committee members

Yes \_\_\_\_\_ No \_\_\_\_\_

Preliminary Commission  
Approval

Date: \_\_\_\_\_

Public Hearing Dates Daytime:

Evening:

60 day comment period window

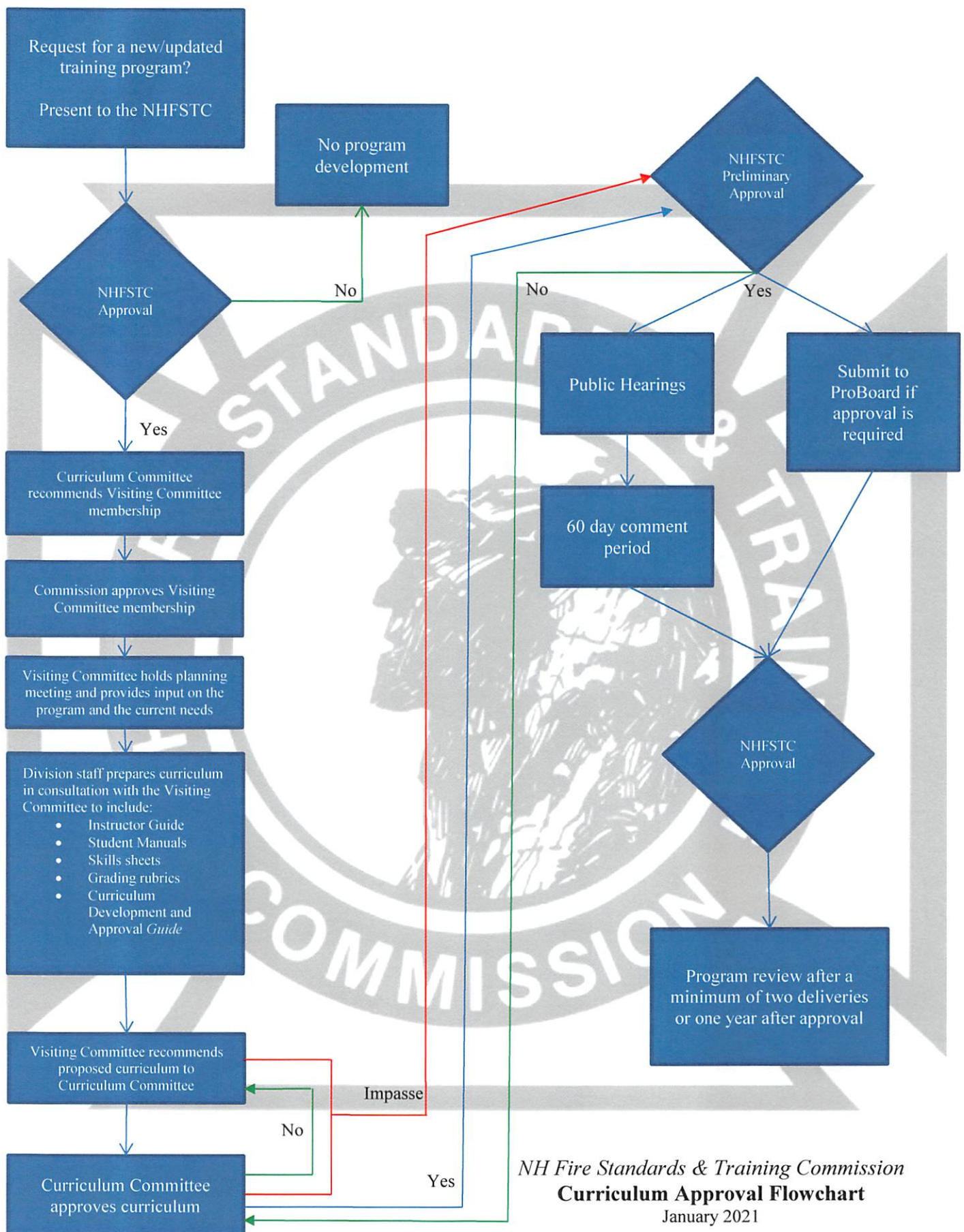
Please attach all public comment material to this document

Please attach the following:

- ProBoard Test matrix
- Test stations
- Practical exam testing explanation
- Sample schedule
- Visiting Committee members roster







**Course:** Fire Officer I – NFPA 1021.2020

**CREF #:**

**Course Description:**

This course is based on *NFPA 1021.2020: Standard for Fire Officer Professional Qualifications (Chapter 4)*. Upon successful completion, with prerequisites met, will lead to Pro Board Certification. The course will introduce you to the requirements necessary to perform the duties of a first line supervisor. This course introduces you to the basic concepts of management and supervision by concentration on such topics as organizational structure, communications skills, human resource management, public relations, planning, emergency services delivery and safety.

**Contact Hours:** 30 Hours

**Course Methodology** Hybrid (In-person, virtual and online deliveries)

**Prerequisites:** Fire Fighter I and II, ICS 100, 200

**Location of class:** NH Fire Academy (Classroom to be determined) and the Online Learning Academy (ola.nhfa-ems.com)

**Class Days:** There are three in-person class days and two Instructor led virtual days

**In Person Class Times:** 8:30am to 5:00pm (arrive prior to 08:15am)

**Virtual Class Times:** 8:30am to 12:30 via Microsoft TEAMS

**CONTACT INFORMATION**

**Program Coordinator:** Mark Wholey, Captain, Nashua Fire  
**Title:** Program Coordinator  
NH Fire Academy and EMS  
**Contact Number:** Cell – 603.765.5027  
**E-mail:** nfr5078@gmail.com

**Program Captain:** Scott Cathy  
**Title:** Captain  
NH Fire Academy and EMS  
**E-Mail:** scott.t.cathy@dos.nh.gov

**Course Expectations and Learning Activities**

**Academic Integrity**

Honesty is a core value at the New Hampshire Fire Academy. The members of its academic community both require and expect one another to conduct themselves with integrity. This means each member will adhere to the principles and rules of the Fire Academy and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempts to deviate from these principles will be construed as acts of academic dishonesty and will be dealt with according to the rules of due process outlined below. Violation of the Fire Academy's Academic Integrity policy is considered a STEP 3 offense and will be disciplined accordingly. The value of honesty and the expectation of conduct that goes with it are intended to reinforce a learning environment where students and instructors can pursue independent work without unnecessary restraints. At the same time, the Fire Academy recognizes its responsibility to encourage and instill values and standards of conduct which will guide its students throughout their careers. It is expected that students attending the New Hampshire Fire Academy will conduct themselves in accordance with the rules and regulations of the Academy.

### Dress Code

The dress code is business attire for the in-person classes except the incident simulation day. The dress code for the virtual classes is department uniforms, no t-shirts.

### Discussion Forums

Discussions Forums are an important part of the online environment because they foster learner-to-learner interaction. Through thoughtful and respectful discussion, students can enjoy a sense of community in the course with their cohorts, and it enables interactions with each other to collaborate and share ideas about the topics being covered.

### Assignments/Projects

Assignments and projects are completed on a student's own time while referencing course materials and is important for measuring learning. Students should be able to synthesize their readings, lectures, and other course content, and create a product that demonstrates their level of mastery with the material.

### Readings/Lectures

Student-Content interaction is important for online courses so students are able to understand information and actively learn on their own. This is the source of the information they might be talking about in their discussions, utilizing in assignments, and being measured on in assessments. It is expected the reading assignments, whether in the textbook or the Online Learning Academy, will be completed prior to the class.

### Quizzes/Tests/Assessments

Assessing work is important to understand the progress a student is making and if they are learning the material. Quizzes/Tests/Assessments measure student learning and can inform future teaching. Quizzes/Tests/Assessments can also be used as formative assessments (i.e. self-checks).

### Participation Expectations

Participation in an online course is vital to ensure a comprehensive understanding and application of the lesson content. Through interactions with a student's instructor and peers, a student is able to give and receive information that brings their overall grasp of the material to a higher level. Discussions will be answered within the week or tab that they are posted or a maximum of half-credit will be received for that activity.

Quizzes/Tests/Assessments will have a clear due date that will close at their appointed time. Only with instructor approval of extenuating circumstances will these assessments be reopened. Due to the nature of this course and its progression, a failure to complete the online course project by the posted due date will result in an incomplete grade for the course. This is a firm date of completion as it directly impacts the ability of the other cohorts to complete their own work throughout the remainder of the course.

The Course Coordinator will aim to respond to student discussion no more than 72 hours after initial posting with an aim of responding within 24 hours during the course of a normal work week. Grading of projects will be completed no more than 1-week after the assignment's posted due date.

**Grading Policy:** Projects 40%, Quizzes 40%, Participation 20% (Must complete and pass components to take Final Certification Exam) Class participation will be assessed by the Program Coordinator on a Pass/Fail basis. Class participation includes the Discussion Forms located within the Online Learning Academy classroom. Students must pass the final exam and successfully completed the projects in addition to the overall course grade to be certified. Projects Below 80% will need to be redone for a maximum score of 90%.

### Attendance:

Mandatory

## Disciplinary Action Policy

Step 1 or FIRST OFFENSE: Will result in counseling of the student by the Uniformed Staff Member responsible for the course. A written report of the First Offense verbal reprimand will be placed in the course file and a copy forwarded to the Director of NH Fire Standards & Training and Emergency Medical Services.

Step 2 or SECOND OFFENSE: Will result in counseling of the student by the Uniformed Staff Member responsible for the course and a written reprimand. The original will be placed in the course file and copies will be forwarded to the Director of NHFSTEMS and the student's Fire Chief.

Step 3 or THIRD OFFENSE: Will result in the student being referred to the Director of NHFSTEMS. Based upon the severity of the action(s), disciplinary cases referred to the Director will result in one of the following:

- IN COURSE PROBATION: Includes written documentation, with any further violations resulting in immediate dismissal.
- SUSPENSION: The student will be prevented from participating in portions of the class. This level of discipline may result in a student receiving an "Incomplete" for the course. There will be no reimbursement of course fees.
- DISMISSAL: The student will be dismissed from the remainder of the course. Further, the Director may place the student on a Course Ineligibility List for up to three years.

All discipline shall occur outside the classroom environment.

Any discipline at the Director's level will result in immediate notification of the student's Fire Chief.

## TEXT and READING MATERIALS

Fire Officer: Principles and Practice, Fourth Edition, Jones & Bartlett

## Technology Requirements

Reliable Internet Connection

Working Microphone and Camera

Compatible Internet Browser (latest up-to-date version)

- Mozilla Firefox (Preferred)
- Google Chrome
- Apple Safari

## Device Compatibility

This course will work with any device that has the above listed browser installed.

Campus Tech Support Website <https://nhfa-ems.com/help-desk/>



## Course Schedule

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
	1	The Fire Officer I as a Company Supervisor Understanding Leadership and Management Theories A		1, 2	1021-FOI-1	
	2	Understanding Leadership and Management Theories B Leading a Team	Yes	2,3	1021-FOI-9*	Primex Simulation
4 Hour Virtual	3	Community Relations and Risk Reduction (2 Hour) Fire Department Administration (2 Hour)	Yes	4,5,	1021-FOI-4 1021-FOI-3	
4 Hour Virtual	4	Pre-Incident Planning and Code Enforcement/ Cause Determination (2 Hour) Developing an Initial Action Plan (2 Hour)	Yes	6	1021-FOI-2 1021-FOI-6 1021-FOI-5	
	5 (A, B)	Command of Initial Emergency Operations Safety and Risk Management	Yes	7,8	1021-FOI-13 1021-FOI-7 1021-FOI-11 1021-FOI-10 1021-FOI-14* 1021-FOI-8	Incident Command Simulations
	6	Preparing for Promotion (2 Hour Opt-In)		Appendix A		
	6	Written Exam		Exam		

Objectives --By the end of this course you will:

- Understand various Leadership and Management styles
- Have a basic understanding of Fire Department Administration including:
  - Municipal budgets
  - Procurement policies
  - HR forms and documents
- Understand Community Risk Reduction
- Have an understanding of the importance and requirements for pre-incident planning and code enforcement.
- Understand the impact of Health and Safety in the Fire Service.
- Know the basic fundamentals of Incident Command and initial operations



**New Hampshire Department of Safety**  
**Division of Fire Standards and Training and Emergency Medical Services**  
33 Hazen Drive, Concord, NH 03305    1-800-371-4503 or 603-223-4200    FAX: 603-271-1091

## **FIRE STANDARDS AND TRAINING COMMISSION**

### **CURRICULUM DEVELOPMENT AND APPROVAL GUIDE**

#### **Fire Officer I** **NFPA 1021.2020**

Approved by the New Hampshire Fire Standards and Training Commission

*Commission Approval* \_\_\_\_\_

**Date:** \_\_\_\_\_

## **INTRODUCTION:**

The New Hampshire Fire Standards and Training Commission is responsible for the approval of certification curricula for firefighters throughout the state. To accomplish this portion of their mission, the Commission establishes a Visiting Committee who is charged with recommending new curricula, or updating existing certification programs, to present to the Commission for approval and adoption.

## **SCOPE:**

This procedure shall apply to all Visiting Committees appointed by the Fire Standards and Training Commission.

## **PROCEDURE:**

- I. The establishment of the Visiting Committee shall follow the approved policy from the Commission.
- II. Once appointed, the Visiting Committee shall be charged with providing valuable input of the current needs facing the New Hampshire emergency services responders. They shall work closely with the Division to provide this input and feedback on the proposed curriculum.
- III. With input from the Visiting Committee, the Division shall be responsible for formulating module lesson plans, presentation outlines, and job performance requirements and be consistent with Fire Part 402.03. It is not the responsibility of the Visiting Committee to choose instructors or design quizzes and exams.
- IV. Once a curriculum package is selected and all necessary documentation is completed, the Committee shall present to the Curriculum Committee for approval. If the Curriculum Committee approved the proposal it shall then be brought forward to the full Commission for a preliminary approval. Once a preliminary approval has been granted, two public hearings (one in the day and one in the evening) shall be held in conjunction with a 60 day written comment period. All pertinent documentation shall be posted on the Division's website and notification of the comment period shall be distributed. Additionally, if ProBoard approval is required, it shall be done simultaneously with the public comment period.
- V. Upon completion of the public comment period and approval from ProBoard, if applicable, the final curriculum and public comments shall be brought forward to the full Commission for final approval.
- VI. Upon completion of two deliveries of the curriculum or after a period of one year, whichever ever happens first, the Division shall provide the Commission an evaluation of the curriculum and any suggested curriculum modifications needed.

## **MEETING GUIDELINES:**

- I. All Visiting Committee meetings shall be posted in advance on the Division's website along with the other meetings of the Commission. Along with posting each meeting, notification shall be sent to any person that expressed interest in being a member of the committee who was not selected.
- II. A quorum on each Visiting Committee shall be established as a simple majority of the seated members. It is the intent to have an in-person quorum at each meeting, however in coordination with the Commission's representative the use of conferencing calling and/or video conferencing may be utilized.
- III. In the event a quorum is not possible, the Commission representative shall make the determination whether to hold the meeting or postpone it.
- IV. Upon the conclusion of each meeting, minutes shall be posted to the Division's website
- V. 50All final recommendations shall be voted on by a quorum of the Visiting Committee.



## Curriculum Information Sheet

**Name of Certification:**  
(including NFPA Standard)

Fire Officer I

NFPA Standards #: 1021

Edition Date: 2020

Next Edition: TBD

**Type of Certificate:**

NH Certification:

Pro-Board Certified ☒

Certificate of Attendance:

**Curriculum Committee  
Approval**

 *Chase*

Date: 1/6/2022

**ProBoard/Certification  
requirements:**

Number of exam questions:

50

Job Sheets updated and formatted:

Officer I – 14 Projects or  
Skill Sheets

NFPA Matrix:

Attached

*Please attach all job sheets  
and NFPA matrix*

Method of Delivery: Classroom / Hybrid / Online

**Reference Material for Students:**

Jones & Bartlett – Fire Officer: Principles and Practice, Fourth  
Edition

**Include edition numbers**

**Class Size:**

Min:

12

Max:

24

**Number of Hours:**

30

**Module Breakdown:**

The Fire Officer I as a Company  
Supervisor

Hours: 4

Understanding Leadership and  
Management Theories A

Hours: 4

Understanding Leadership and  
Management Theories B

Hours: 4

Leading a Team

Hours: 4

Community Relations and Risk Reduction

Hours: 2

Fire Department Administration

Hours: 2

Pre- Incident Planning and Code  
Enforcement

Hours: 2

Command of Initial Emergency  
Operations

Hours: 4

Safety and Risk Management

Hours: 4

**Prerequisites:**

Firefighter II and Fire and Emergency Service Instructor I

**Requirements for Testing:**

Successful completion of all projects and a classwork/quiz average  
of 80% or Greater.

What type of factor determines  
successful completion:

Attach sample schedule of proposed training program:

Yes \_\_\_\_\_ No \_\_\_\_\_

Attach roster appointed Visiting Committee members

Yes \_\_\_\_\_ No \_\_\_\_\_

Preliminary Commission

Approval

*R.M. BA*

Date:

*2/5/2022*

Public Hearing Dates Daytime:

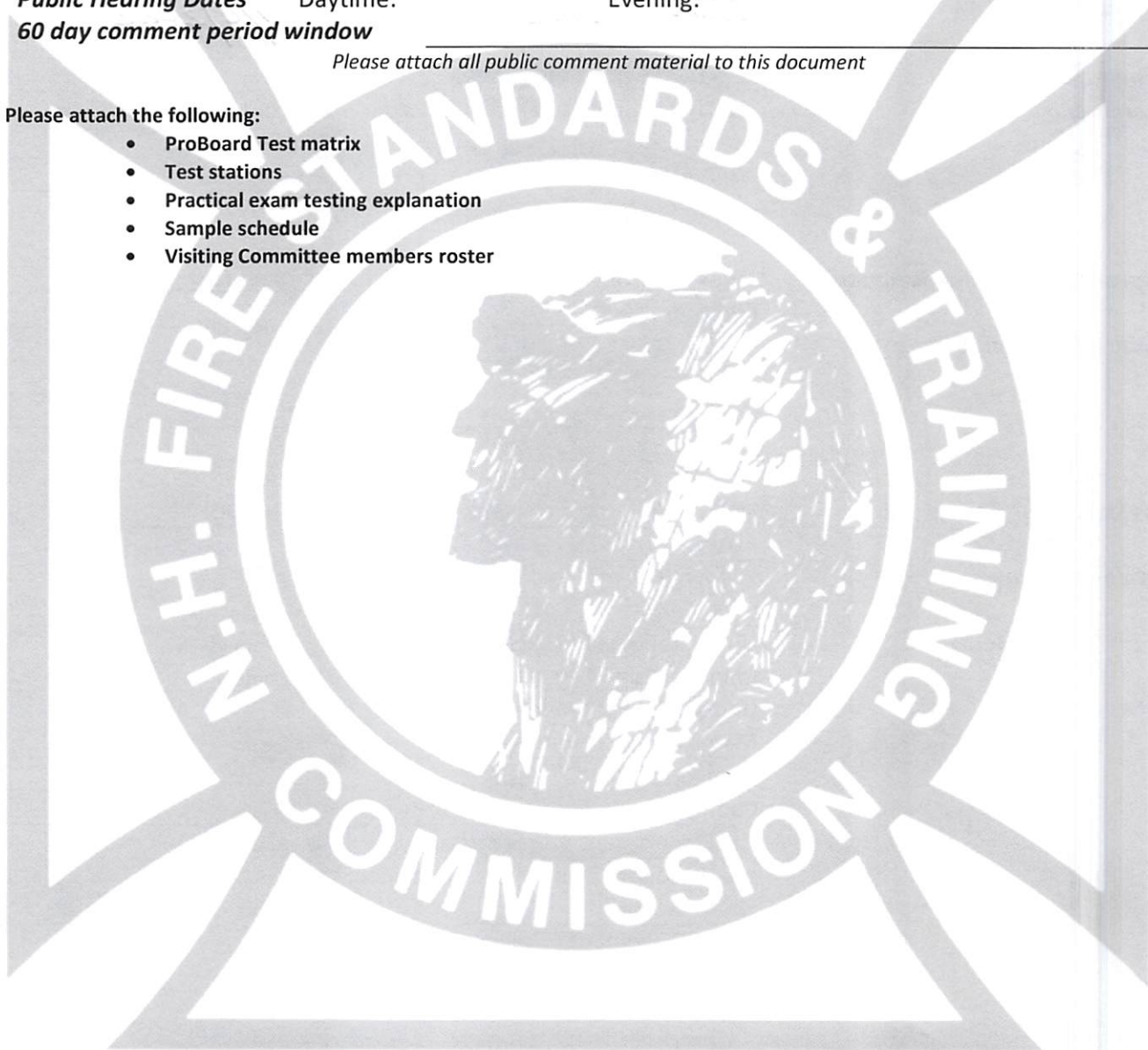
Evening:

60 day comment period window

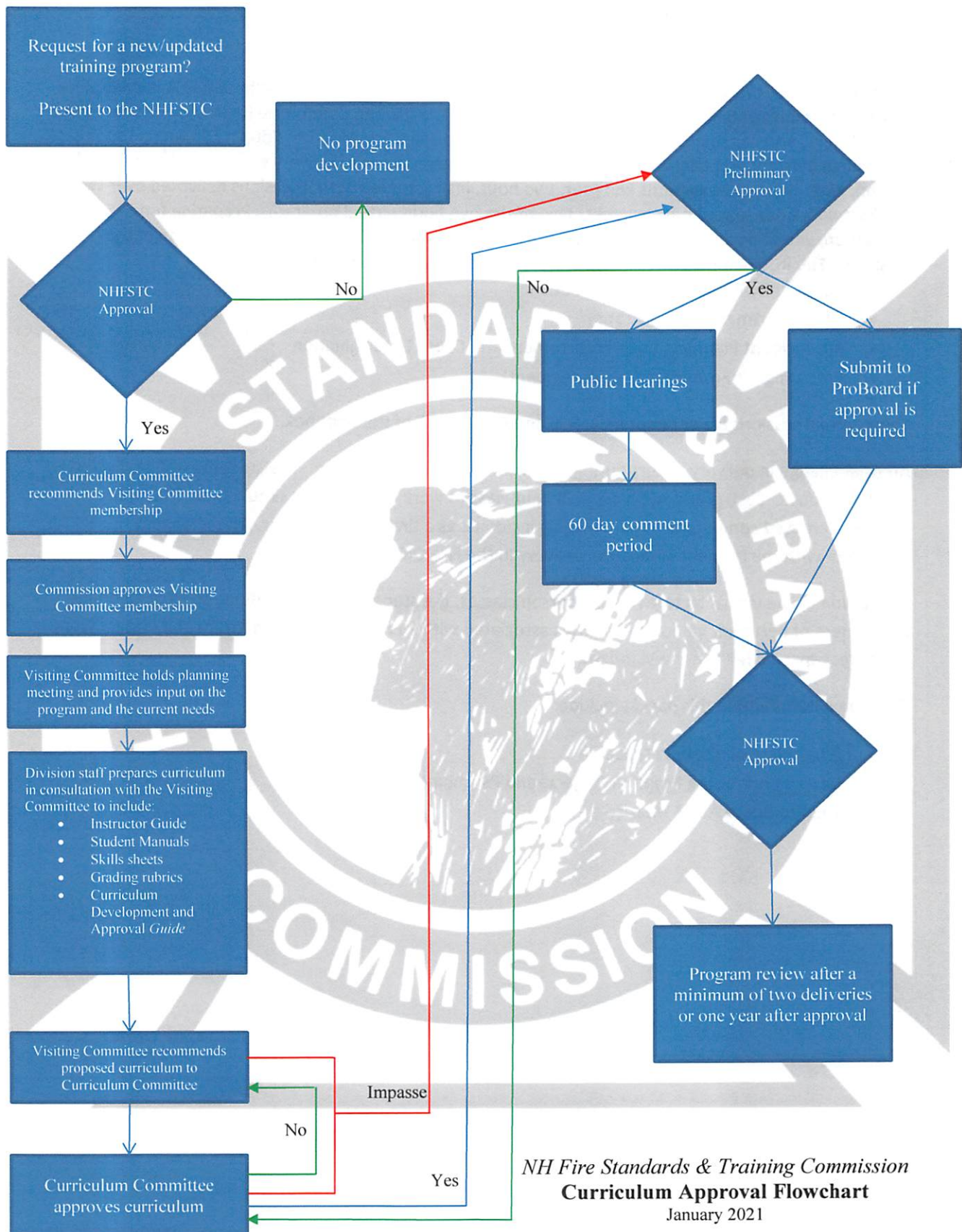
Please attach all public comment material to this document

Please attach the following:

- ProBoard Test matrix
- Test stations
- Practical exam testing explanation
- Sample schedule
- Visiting Committee members roster







*NH Fire Standards & Training Commission*  
**Curriculum Approval Flowchart**  
January 2021

## **Fire Officer 1 – NFPA 1021.2020 Recap**

### **Summary:**

The current Fire Officer I program consist of five, 8-hour, in class days and uses the Jones & Bartlett, Fire Officer: Principles and Practice, Third Edition textbook. The Visiting Committee has reviewed the IFSTA and J&B texts and has selected the J&B, Fire Officer: Principles and Practice, Fourth Edition textbook. The course delivery proposal is to pivot to a hybrid delivery. The new delivery would consist of three in-person, eight hour, class sessions and four, two hour, instructor led virtual sessions delivered over two weeks (two 2-hour sessions each week). One of the two hour, virtual programs, Preparing for Promotion, would be an opt-in session and not a requirement for the successful completion of the program. The instructor led virtual segments would cover the following topics:

- Community Relations and Risk Reduction
- Fire Department Administration
- Pre-Incident Planning, Code Enforcement and Cause Determination
- Preparing for Promotion (opt-in segment)

These virtual sessions cover Chapters 4, 5, 6 and Appendix A of the textbook.

Another change in delivery occurs during the Incident Simulation session. The students will be divided into two groups. Each group will have an 8 hour class to work thru incident simulations. This will provide increased competencies in managing incidents as a first arriving officer. This change is consistent with the Incident Simulation delivery in the Fire Officer II program.

In addition to the virtual lectures and in-person classes, the students would continue to have an online component of pertinent videos and articles associated with an online discussion forum and Project work to address specific JPR's in the standard.

Additional Items within this packet include:

- A template of a course schedule.
- Descriptions of the Program Projects and Psychomotor Assessments.
- The Pro Board AMM Matrix.



**Course:** Fire Officer I – NFPA 1021.2020

**CREF #:**

**Course Description:**

This course is based on *NFPA 1021.2020: Standard for Fire Officer Professional Qualifications (Chapter 4)*. Upon successful completion, with prerequisites met, will lead to Pro Board Certification. The course will introduce you to the requirements necessary to perform the duties of a first line supervisor. This course introduces you to the basic concepts of management and supervision by concentration on such topics as organizational structure, communications skills, human resource management, public relations, planning, emergency services delivery and safety.

**Contact Hours:** 30 Hours

**Course Methodology** Hybrid (In-person, virtual and online deliveries)

**Prerequisites:** Fire Fighter I and II, ICS 100, 200

**Location of class:** NH Fire Academy (Classroom to be determined) and the Online Learning Academy (ola.nhfa-ems.com)

**Class Days:** There are three in-person class days and two Instructor led virtual days

**In Person Class Times:** 8:30am to 5:00pm (arrive prior to 08:15am)

**Virtual Class Times:** 8:30am to 12:30 via Microsoft TEAMS

## CONTACT INFORMATION

**Program Coordinator:** Mark Wholey, Captain, Nashua Fire  
**Title:** Program Coordinator  
NH Fire Academy and EMS  
**Contact Number:** Cell – 603.765.5027  
**E-mail:** nfr5078@gmail.com

**Program Captain:** Scott Cathy  
**Title:** Captain  
NH Fire Academy and EMS  
**E-Mail:** scott.t.cathy@dos.nh.gov

## Course Expectations and Learning Activities

### Academic Integrity

Honesty is a core value at the New Hampshire Fire Academy. The members of its academic community both require and expect one another to conduct themselves with integrity. This means each member will adhere to the principles and rules of the Fire Academy and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempts to deviate from these principles will be construed as acts of academic dishonesty and will be dealt with according to the rules of due process outlined below. Violation of the Fire Academy's Academic Integrity policy is considered a STEP 3 offense and will be disciplined accordingly. The value of honesty and the expectation of conduct that goes with it are intended to reinforce a learning environment where students and instructors can pursue independent work without unnecessary restraints. At the same time, the Fire Academy recognizes its responsibility to encourage and instill values and standards of conduct which will guide its students throughout their careers. It is expected that students attending the New Hampshire Fire Academy will conduct themselves in accordance with the rules and regulations of the Academy.

### Dress Code

The dress code is business attire for the in-person classes except the incident simulation day. The dress code for the virtual classes is department uniforms, no t-shirts.

### Discussion Forums

Discussions Forums are an important part of the online environment because they foster learner-to-learner interaction. Through thoughtful and respectful discussion, students can enjoy a sense of community in the course with their cohorts, and it enables interactions with each other to collaborate and share ideas about the topics being covered.

### Assignments/Projects

Assignments and projects are completed on a student's own time while referencing course materials and is important for measuring learning. Students should be able to synthesize their readings, lectures, and other course content, and create a product that demonstrates their level of mastery with the material.

### Readings/Lectures

Student-Content interaction is important for online courses so students are able to understand information and actively learn on their own. This is the source of the information they might be talking about in their discussions, utilizing in assignments, and being measured on in assessments. It is expected the reading assignments, whether in the textbook or the Online Learning Academy, will be completed prior to the class.

### Quizzes/Tests/Assessments

Assessing work is important to understand the progress a student is making and if they are learning the material. Quizzes/Tests/Assessments measure student learning and can inform future teaching. Quizzes/Tests/Assessments can also be used as formative assessments (i.e. self-checks).

### Participation Expectations

Participation in an online course is vital to ensure a comprehensive understanding and application of the lesson content. Through interactions with a student's instructor and peers, a student is able to give and receive information that brings their overall grasp of the material to a higher level. Discussions will be answered within the week or tab that they are posted or a maximum of half-credit will be received for that activity.

Quizzes/Tests/Assessments will have a clear due date that will close at their appointed time. Only with instructor approval of extenuating circumstances will these assessments be reopened. Due to the nature of this course and its progression, a failure to complete the online course project by the posted due date will result in an incomplete grade for the course. This is a firm date of completion as it directly impacts the ability of the other cohorts to complete their own work throughout the remainder of the course.

The Course Coordinator will aim to respond to student discussion no more than 72 hours after initial posting with an aim of responding within 24 hours during the course of a normal work week. Grading of projects will be completed no more than 1-week after the assignment's posted due date.

**Grading Policy:** Projects 40%, Quizzes 40%, Participation 20% (Must complete and pass components to take Final Certification Exam) Class participation will be assessed by the Program Coordinator on a Pass/Fail basis. Class participation includes the Discussion Forms located within the Online Learning Academy classroom. Students must pass the final exam and successfully completed the projects in addition to the overall course grade to be certified. Projects Below 80% will need to be redone for a maximum score of 90%.

Attendance:

Mandatory

## Disciplinary Action Policy

**Step 1 or FIRST OFFENSE:** Will result in counseling of the student by the Uniformed Staff Member responsible for the course. A written report of the First Offense verbal reprimand will be placed in the course file and a copy forwarded to the Director of NH Fire Standards & Training and Emergency Medical Services.

**Step 2 or SECOND OFFENSE:** Will result in counseling of the student by the Uniformed Staff Member responsible for the course and a written reprimand. The original will be placed in the course file and copies will be forwarded to the Director of NHFSTEMS and the student's Fire Chief.

**Step 3 or THIRD OFFENSE:** Will result in the student being referred to the Director of NHFSTEMS. Based upon the severity of the action(s), disciplinary cases referred to the Director will result in one of the following:

- **IN COURSE PROBATION:** Includes written documentation, with any further violations resulting in immediate dismissal.
- **SUSPENSION:** The student will be prevented from participating in portions of the class. This level of discipline may result in a student receiving an "Incomplete" for the course. There will be no reimbursement of course fees.
- **DISMISSAL:** The student will be dismissed from the remainder of the course. Further, the Director may place the student on a Course Ineligibility List for up to three years.

All discipline shall occur outside the classroom environment.

Any discipline at the Director's level will result in immediate notification of the student's Fire Chief.

## TEXT and READING MATERIALS

Fire Officer: Principles and Practice, Fourth Edition, Jones & Bartlett

## Technology Requirements

Reliable Internet Connection

Working Microphone and Camera

Compatible Internet Browser (latest up-to-date version)

- Mozilla Firefox (Preferred)
- Google Chrome
- Apple Safari

## Device Compatibility

This course will work with any device that has the above listed browser installed.

Campus Tech Support Website <https://nhfa-ems.com/help-desk/>

## Course Schedule

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
	1	The Fire Officer I as a Company Supervisor  Understanding Leadership and Management Theories A		1, 2	1021-FOI-1	
	2	Understanding Leadership and Management Theories B  Leading a Team	Yes	2,3	1021-FOI-9*	Primex Simulation
4 Hour Virtual	3	Community Relations and Risk Reduction (2 Hour)  Fire Department Administration (2 Hour)	Yes	4,5,	1021-FOI-4 1021-FOI-3	
4 Hour Virtual	4	Pre-Incident Planning and Code Enforcement/ Cause Determination (2 Hour)  Developing an Initial Action Plan (2 Hour)	Yes	6	1021-FOI-2  1021-FOI-6  1021-FOI-5	
	5 (A, B)	Command of Initial Emergency Operations  Safety and Risk Management	Yes	7,8	1021-FOI-13 1021-FOI-7 1021-FOI-11 1021-FOI-10 1021-FOI-14* 1021-FOI-8	Incident Command Simulations
	6	Preparing for Promotion (2 Hour Opt-In)		Appendix A		
	6	Written Exam		Exam		



**Objectives --By the end of this course you will:**

- **Understand various Leadership and Management styles**
- **Have a basic understanding of Fire Department Administration including:**
  - **Municipal budgets**
  - **Procurement policies**
  - **HR forms and documents**
- **Understand Community Risk Reduction**
- **Have an understanding of the importance and requirements for pre-incident planning and code enforcement.**
- **Understand the impact of Health and Safety in the Fire Service.**
- **Know the basic fundamentals of Incident Command and initial operations**

**Objectives --By the end of this course you will:**

- Understand various Leadership and Management styles
- Have a basic understanding of Fire Department Administration including:
  - Municipal budgets
  - Procurement policies
  - HR forms and documents
- Understand Community Risk Reduction
- Have an understanding of the importance and requirements for pre-incident planning and code enforcement.
- Understand the impact of Health and Safety in the Fire Service.
- Know the basic fundamentals of Incident Command and initial operations

Course Schedule:

Date	Class	Topic	Quiz	Chapters	Submission	Instructor
Online	Orient	Orientation	None			Online
	1	The Fire Officer I as a Company Supervisor Understanding Leadership and Management Theories A		1, 2	1021-FOI-1	
	2	Understanding Leadership and Management Theories B Leading a Team	Yes	2,3	1021-FOI-9*	Primex Simulation
4 Hour Virtual	3	Community Relations and Risk Reduction (2 Hour) Fire Department Administration (2 Hour)	Yes	4,5,	1021-FOI-4 1021-FOI-3	
4 Hour Virtual	4	Pre-Incident Planning and Code Enforcement/ Cause Determination (2 Hour) Preparing for Promotion (2 Hour - Opt-in)	Yes	6 Appendix A	1021-FOI-2 1021-FOI-6 1021-FOI-5	
	5 (A, B)	Command of Initial Emergency Operations Safety and Risk Management	Yes	7,8	1021-FOI-13 1021-FOI-7 1021-FOI-11 1021-FOI-10 1021-FOI-14* 1021-FOI-8	Incident Command Simulations
	6	Exam	EXAM			

## **1 - Organizational Analysis**

### **1021-FOI-1**

In order to be an effective company officer you need to have thorough understanding of the organization that you serve in. This project will require you to analyze your organization so that you are better informed about the department.

### **What we are looking for:**

**Title Page w/ Name, Department, Program**

### **Description of Department**

- Type and Make-up of Department
  - Career, Combination, Call, Volunteer, etc.
  - Number of personnel
  - Mission statement, vision statement, and or core values that department has.
    - What does the mission statement, vision statement and core values mean to you?
  - Total call for service per year represented on a graph or pie chart.
    - Breakdown of the number and types of call for service
    - Percentage of Fire verses EMS calls per year
  - Demographic Make-up of community or district served.
  - Geographic information about the community or district served.
  - ISO rating of the department
  - Target Hazards
  - Water Supply type and coverage.
  - Annual budget
    - Sources of Revenue

### **Duties of Department Members**

- Organization Chart
  - Not Hand Drawn (use google drawing if you don't have a program)
  - Begin with Chief of Department and work done
  - Brief description of the services provided by the divisions of the department
  - A 3 to 4 sentence of summary of job duties of those listed in the organization's chart

### **Conclusion**

- Include how you think this information will help you perform the duties of a fire officer.

### **Format:**

Written report with title page, and graph or pie chart to breakdown calls for service.

Ref: NFPA 1021.2020 - 4.4.4 & 4.4.5



## Organization Analysis Rubric:

<b>Introduction</b>	Introductory paragraph is clearly stated with a focus. <i>2points</i>	Introductory paragraph is vague or not apparent. <i>0points</i>	
<b>Department Description: Type and Make of Department</b>	Contains both type of department and number of personnel <i>2points</i>	Contains only type of department or number of personnel <i>1points</i>	Not present <i>0points</i>
<b>Department Description: Mission Statement</b>	Contains the mission statement, vision statement & core values, as well as clearly describing what they mean to the student, <i>2points</i>	Contains only the mission statement, vision statement or core values. <i>1points</i>	Not Present <i>0points</i>
<b>Department Description: Call Volume</b>	Contains the annual number of calls, breakdown of calls and graphic representing the breakdown. <i>2points</i>	Only contains the annual number of calls. Missing breakdown of calls and/or graphic representing the breakdown. <i>1points</i>	Not Present <i>0points</i>
<b>Department Description: Demographic Make-Up of Community</b>	Contains all of the following: median age, predominate household types, total housing units and occupancy rate. <i>2points</i>	Missing one or more of the following: median age, predominate household types, total housing units and occupancy rate. <i>1points</i>	Not Present <i>0points</i>
<b>Department Description: Geographic Information about the Community</b>	Contains all of the following: total square miles, area covered by water and unusual geographic feature that pose response challenges. <i>2points</i>	Missing one or more of the following: total square miles, area covered by water and unusual geographic feature that pose response challenges. <i>1points</i>	Not Present <i>0points</i>

<b>Department Description: ISO Rating</b>	Contains ISO rating including any differential between urban and rural areas <i>2points</i>	Not Present <i>0points</i>	
<b>Department Description: Target Hazards</b>	Contains all of the following: 1 target hazard of economic consequence, 1 target hazard that poses a threat to firefighters, 1 target hazard place of assembly <i>2points</i>	Missing one or more of the following: 1 target hazard of economic consequence, 1 target hazard that poses a threat to firefighters, 1 target hazard place of assembly <i>1points</i>	Not Present <i>0points</i>
<b>Department Description: Water Supply</b>	Contains all of the following: the types of water supply and the approximate area if the community those types cover. <i>2points</i>	Missing one or more of the following: the types of water supply or the approximate area if the community those types cover. <i>1points</i>	Not Present <i>0points</i>
<b>Department Description: Annual Budget</b>	Contains all of the following: Overall annual budget and identifies sources of revenue. <i>2points</i>	Missing one or more of the following: Overall annual budget or sources of revenue. <i>1points</i>	Not Present <i>0points</i>
<b>Duties of Members: Organizational Chart</b>	Professional looking chart that shows clear connections between positions. <i>2points</i>	Hand drawn chart and/or chart does not show clear connections between positions. <i>1points</i>	Not Present <i>0points</i>
<b>Duties of Members: Services provided by division and brief description of job duties</b>	Contains all of the following: services provided by the divisions and summaries of job duties <i>2points</i>	Missing one or more of the following: services provided by the divisions or summaries of job duties <i>1points</i>	Not Present <i>0points</i>

**Conclusion**

Concluding paragraph summarizes and draws a clear, effective conclusion and enhances the impact of the report.  
*2points*

Concluding paragraph is not apparent or only remotely related to the report topic.  
*0points*

**Grammar, Spelling & Formatting**

No spelling or grammatical errors. Formatting makes report easy to read  
*2points*

Some (1- 5) grammatical or spelling errors.  
*1points*

Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult to read  
*0points*

## **1021-FOI-2**

### **2 - How First Responders Impacts the Fire Investigation**

This module reviews how to make critical observations and take important scene preservation actions. These observations and actions are crucial to the success of the subsequent fire investigation of the scene.

Create an account on [cfitrainer.net](http://cfitrainer.net)

After the account is created sign in

Click on: **How First Responders Impact the Fire Investigation**

View the program and answer the progress questions

When the program is complete, open skills challenge test

Take the test and submit.

The program will bring you to a certificate download screen.

Download the certificate and save as a PDF

Upload the file in the Submission Area to show completion of the module.

Ref: NFPA 1021.2020 - 4.5.3

(This is graded by the IAAI in the online learning module)

## **1021-FOI-3**

### **3 - Community Risk Reduction Need and Public Education 5 Minute Presentation Description**

You will need to develop a 5 minute video presentation, either a video of you giving a presentation or screen-cast of a presentation that you develop and narrate (or a combination of the two). The presentation will be of a needed community/public education program, fire or injury prevention related. You will develop the need by researching a major response in your community or trend of responses in your community. (Each member of the group you are assigned to should have a different topic, please discuss this in the forum) You will develop a program to help alleviate this issue in the future. After the program is developed and filmed, you will upload to a YouTube or Vimeo (or similar) page and provide the link in the discussion forum for the group you are assigned to. You will also comment, professionally, on the other group members' presentations. An instructor will also view and provide private feedback on the presentation as well.

Your presentation needs to be uploaded by: **Date**

- Review your department's recent major responses identify one area/topic of fire or injury prevention that needs to be relayed to the community based upon these responses.
- Check the group assignment page. You post in your assigned groups discussion forum below by 2300 on **Date** what topic you are going to present on. (Ensure each group member has a different topic)
- Research appropriate prevention strategies in the identified area.
- Develop a 5 minute presentation to education the community on this topic.
- Upload your video (YouTube, Vimeo or another common service that we can access)
- Provide your group a link to the video in your group's discussion forum.
- Provide appropriate professional feedback to each member of your group presentations within three days of the due date.

**Note:** Students from the same community shall choose different topics.

#### **Resource Suggestions:**

- <https://screencast-o-matic.com/>

Ref: NFPA 1021.2020 - 4.3.1



## Community Need and Public Education 5 Minute Presentation Rubric

<b>Content</b>	Provides clear purpose and subject; pertinent examples, facts and/or statistics; supports conclusions/ideas with evidence. Demonstrates full knowledge by answering all class questions with explanations and elaboration <i>3points</i>	Provides sufficient information that relates to the subject; Some examples, facts and/or statistics that support the subject; includes some data or evidence that supports conclusions. Is at ease with expected answers to all questions without elaboration <i>2points</i>	Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence. Is uncomfortable with information and is able to answer only basic questions <i>1points</i>	Does not have a grasp of information and cannot answer questions about subject. Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas and conclusions <i>0points</i>
<b>Community Need</b>	Student explains why topic was picked and correlates the topic to an identified need in the community <i>3points</i>	Student only partially explains why topic was picked and/or only loosely correlates the topic to an identified need in the community <i>2points</i>	Not Addressed <i>0points</i>	
<b>Coherence and Organization</b>	Information is presented in a logical, interesting sequence which audience can easily follow <i>3points</i>	Information is presented in logical sequence which audience can follow <i>2points</i>	Audience has difficulty following presentation because student jumps around <i>1points</i>	Audience cannot understand presentation because there is no sequence of information <i>0points</i>
<b>Creativity</b>	Very original presentation of material and uses the unexpected to full advantage. Captures the audience's attention <i>3points</i>	Some originality apparent; good variety and blending of materials/media <i>2points</i>	Little or no variation; material presented with little originality or interpretation <i>1points</i>	Little or no multimedia use or ineffective use; Imbalance in use of materials – too much or not enough <i>0points</i>
<b>Material</b>	Balanced use of multimedia materials; use of media is varied and appropriate	Use of multimedia not as varied and not as well connected to thesis <i>2points</i>	Choppy use of multimedia materials; lacks smooth transitions	Little or no multimedia use or ineffective use; Imbalance in use of

	<b>3points</b>		from one medium to another <b>1points</b>	materials – too much or not enough <b>0points</b>
<b>Speaking Skills</b>	<p>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Student maintains eye contact with audience seldom returning to notes. Speaks with fluctuation in volume and inflection to maintain interest. Emphasizes key points <b>3points</b></p>	<p>Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation. Consistent use of direct eye contact with audience. Speaks with satisfactory variation of volume and inflection <b>2points</b></p>	<p>Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation. Displays minimal eye contact with audience while reading mostly from notes or multimedia. Speaks in uneven volume with little or no inflection <b>1points</b></p>	<p>Student mumbles, incorrectly pronounces terms and speaks too quietly for students to hear. Holds no eye contact with audience and entire report is read from notes or multimedia. Speaks in monotonous tone <b>0points</b></p>
<b>Length of Presentation</b>	<p>Within one minutes of allotted time +/- <b>3points</b></p>	<p>Within two minutes of allotted time +/- <b>2points</b></p>	<p>Within four minutes of allotted time +/- <b>1points</b></p>	<p>Ten or more minutes <b>0points</b></p>

## **1021-FOI-4**

### **4 - Budget Request Description:**

Prepare a budget request, demonstrating the need for the request and use budget forms (if available), so that the request is in the proper format and is supported with data.

You will create a budget request using the proper forms, procedures, and supporting data. Then to be submitted to the proper budget coordinator.

#### ***The Information We Are Looking for:***

- Write Narrative to a supervisor or higher ranking person that takes budget request directly.
- The Narratives need to be in a formal format on department letterhead. If no letterhead exists, create your own that includes your name, contact information and department.
- Briefly state the purpose of the program and the reason you are seeking funds for it. (Note any benefits that the activity or changes the activity will provide.)
- Give as much facts about why you are writing the request, it cannot be just your opinion.
- State the overall request for the budget. Refer to the itemized budget that will be attached.
- Conclude politely, asking for budget approval by a specific date.
- Request how the funds should be released (either reimbursement for receipts, purchase order or a budget check given for discretionary use)
- Attach any and all supporting reports or documents

#### ***Project Format:***

- Write a Formal Narrative Letter.
- Make sure in your writing you identify who you are writing the narrative too.

Ref: NFPA 1021.2020 - 4.4.3

**Budget Request Rubric:**

<b>Request</b>	You state and explain the purpose of the program and the reason you are seeking funds for it. Your requests details all the benefits that the activity or changes the activity will provide. <i>30points</i>	You introduce the purpose of the program and some of the reasons you are seeking funds for it. Your requests details some of the benefits that the activity or changes the activity will provide. <i>20points</i>	You partially introduce or explain the purpose of the program and some of the reasons you are seeking funds for it. Your requests details few of the benefits that the activity or changes the activity will provide. <i>10points</i>	You insufficiently explain the purpose of the program and the reason you are seeking funds for it. (and /or) Your requests does not address benefits that the activity or changes the activity will provide. <i>0points</i>
<b>Itemized Budget</b>	Contains entire request itemized with a total <i>5points</i>		Not Present <i>0points</i>	
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors. <i>1points</i>	Numerous grammatical and/or spelling errors and / or formatting makes report very difficult to read <i>0points</i>	



## **1021-FOI-5**

### **5 - FIRE INSPECTION PROJECT DESCRIPTION**

Prepare a **COMPLETE FIRE INSPECTION** for an occupancy type in your community.

*If necessary, you may work with an inspector from another community. We have several departments that have taken students out from previous classes (Concord, Manchester and Nashua)*

Working with a fire inspector, please do this inspection on an occupancy that is in need of being completed.

*If you do not have a choice, please re-inspect an occupancy. If a re-inspection is done, you will have to submit a copy of the original along with the updated version.*

#### **What we are looking for:**

- Complete an inspection with a mentor inspector.
- Report on the inspection
- Document the inspection

#### **Project Format:**

- Write a memo to your superior explaining the results of the inspection
- Write a letter to the occupant informing them of deficiencies, necessary corrections and how follow-up will occur.
- Complete Fire Inspection form(s).

Use forms, and reports utilized by your agency.

Note: Students from the same community **shall** choose different premises.

Ref: NFPA 1021.2020 - 4.5.1

## **FIRE INSPECTION PROJECT Rubric:**

<b>Inspection Form</b>	Form is completed in clear and concise manner. <i>5points</i>	Form contains several errors. <i>3points</i>	Missing form and/or the document is illegible. <i>0points</i>
<b>Memo to Superior</b>	Memo contains brief synopsis of the inspection, list the deficiencies found and explains when follow up corrections are to be completed by <i>10points</i>	Memo is missing a brief synopsis of the inspection, and/ or a list the deficiencies found and/or explains when follow up corrections are to be completed by <i>5points</i>	Not Present or is missing all of the required elements <i>0points</i>
<b>Letter to Occupant</b>	Letter lists deficiencies found during the inspection, and explains the necessary corrections and how follow-up will occur <i>10points</i>	Letter does a poor job explaining deficiency(s) and/or follow up procedures. <i>5points</i>	Not Present or is missing all of the required elements <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors. <i>1points</i>	Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult <i>0points</i>

## **1021-FOI-6**

### **6 – Pre-Fire Plan Description**

Prepare a **COMPLETE PREFIRE PLAN** for a target hazard in your community.

#### ***The Minimum Information We Are Looking for:***

- Occupancy/Occupancies
- Type(s) of Construction.
- Number of Stories.
- Age(s) of the Structure or Structures.
- Past Use of the Building.
- Hazards Associated With The Location.
- Hazardous Materials Use and or Storage.
- —Location Of the Utilities and Shut-offs.
- —Presence or Absence of a Fire Alarm System and Fire Protection (sprinkler) System, and their Location.
- Specific Rescue or Life Safety issues
- Emergency Contact Numbers.
- Nearest Water Source and Type and Flow
- Needed Fire Flow for 100% involvement of the Building

#### ***Project Format:***

- Write a Memo introducing the Pre-plan to the department.
- Write a one or two page data sheet of the above information.
- A complete Floor Plan using symbols.
- Digital photos of all sides to the building

Please do this preplan on an industry/occupancy not already done. If you do not have a choice, please update an existing plan.

If an update is going to be done you will need prior permission from the Program Coordinator, you will have to submit a copy of the original along with the updated version.

Students from the same community **shall** choose different target hazards.

Ref: NFPA 1021.2020 - 4.5.2

## Pre-Fire Plan Rubric:

<b>Organization</b>	Information is presented in effective order. Excellent structure readability and understand-ability <i>3points</i>	Information is logically ordered <i>2points</i>	Information is scattered and needs further development. <i>1points</i>	Not organized, are hard to follow and understand. <i>0points</i>
<b>Elements: Occupancy</b>	Correct Occupancy Type(s) is Listed <i>2points</i>		Not Present <i>0points</i>	
<b>Elements: Construction Type</b>	Correct NFPA Construction Type(s) is Listed <i>2points</i>		Not Present <i>0points</i>	
<b>Elements: Number of Stories</b>	Number of Stories Listed <i>2points</i>		Not Present <i>0points</i>	
<b>Elements: Age(s) of Structure(s)</b>	Age(s) of Structure(s) is Listed <i>2points</i>		Not Present <i>0points</i>	
<b>Elements: Past Use Of The Building.</b>	Addressed <i>2points</i>		Not Present <i>0points</i>	
<b>Hazards Associated With The Location.</b>	Addressed are building condition and collapse potential <i>2points</i>		Not Present <i>0points</i>	
<b>Hazardous Materials Use and or Storage</b>	Explains the main uses and storage of hazardous materials <i>3points</i>	Mostly addresses the main uses and storage of hazardous materials <i>2points</i>	Inadequately lists hazardous materials or storage <i>1points</i>	Not Present <i>0points</i>
<b>Location Of The Utilities and Shut-offs.</b>	Locations of water, electric, gas (& or other heating fuels) are listed and shown <i>3points</i>	Missing one locations of water, electric, gas (& or other heating fuels) are listed and shown <i>2points</i>	Missing two locations of water, electric, gas (& or other heating fuels) are listed and shown <i>1points</i>	Not Present <i>0points</i>
<b>Presence or Absence of a Fire Alarm System and Fire</b>	Contains all of the following: presence or absence of a Fire	Missing one of the following: presence or absence of a Fire	Missing two or more of the following: Presence or Absence	Not Present <i>0points</i>

<b>Protection(sprinkler) System, and their Location.</b>	Alarm System and Fire Protection(sprinkler) System, as well as their respective locations. <i>3points</i>	Alarm System and Fire Protection(sprinkler) System, as well as their respective locations. <i>2points</i>	of a Fire Alarm System and Fire Protection(sprinkler) System, and their Location. <i>1points</i>	
<b>Specific Rescue or Life Safety issues</b>	Addressed or explained <i>2points</i>		Not Addressed <i>0points</i>	
<b>Nearest Water Source and Type and Flow</b>	The two closest water sources with their flow rated are listed <i>2points</i>	Only one water source is listed or flow are not listed for both water sources <i>1points</i>	Not Present <i>0points</i>	
<b>Needed Fire Flow for 100% involvement of the Building</b>	Correct Calculation <i>3points</i>	Incorrect Calculation <i>1points</i>	Not Present <i>0points</i>	
<b>Floor Plan</b>	Easy to read and orient <i>30points</i>	Fairly easy to understand and figure out <i>25points</i>	Hard to understand, requires time figure out <i>15points</i>	Difficult to understand and orient or Not Present <i>0points</i>
<b>Digital Photos</b>	All sides of building submitted <i>10points</i>	2-3 sides of building submitted <i>7points</i>	1 side of building submitted <i>2points</i>	Not Present <i>0points</i>
<b>Introductory Memo</b>	Memo describes the property and its hazards <i>30points</i>	Memo mostly describes the property and its hazards <i>25points</i>	Memo does not adequately describe the property and its hazards <i>15points</i>	Not Present <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>3points</i>	Fewer than 3 grammatical or spelling errors. <i>2points</i>	Three to five grammatical or spelling errors. <i>1points</i>	No spelling or grammatical errors. Formatting makes report easy to read <i>0points</i>



## **1021-FOI-7**

### **7 - POLICY REVISION PROJECT Description**

#### **What is required:**

- Review your department's policies and procedures; identify one in need of updating.
- The Policy or procedure should be in need of substantial updating (minor changes in names, dates or grammar are not acceptable for this project)
- **Update the policy** or procedure for submittal to your department's administration.
- Include a copy of the policy or procedure that is being updated and also a copy of your proposed revised policy or procedure.
- A memo introducing the policy/procedure/guideline to the department that explains the changes, the reason for the changes and outlines implementation.
- Additionally submit a plan for implementation of the policy. This plan should include:
  - The necessity of the policy
  - The challenges to implementation
  - What kind of training that will be needed
  - How you would present this at the company level
  - Why and impartiality is important to the implementation and enforcement of a policy.

#### **Format:**

- The proposed updated policy/procedure/guideline
- A copy of the original policy/procedure/guideline
- The implementation plan
- A memo to the department introducing the policy

**Note: Students from the same community shall choose different policies**

Ref: NFPA 1021.2020 - 4.4.1

## POLICY REVISION PROJECT Rubric

<b>Policy Choice</b>	Policy is in need of substantial updating <i>2points</i>	Policy may only need minor changes, such as names, dates or grammar <i>0points</i>	
<b>Policy Change</b>	Changes are consistent with current industry practices and follow appropriate safety guidelines <i>20points</i>	Changes are not consistent with current industry practices or pose significant safety threats <i>10points</i>	Changes are not consistent with current industry practices and pose significant safety threats <i>0points</i>
<b>Memo</b>	Clearly explains the following: introduction of the policy/procedure/guideline, explain the change(s), reason for the change(s) or outline implementation. <i>10points</i>	Is unclear and/or is missing one or more of the following: introduction of the policy/procedure/guideline, explain the change(s), reason for the change(s) or outline implementation. <i>5points</i>	Not present or does not introduce the policy/procedure/guideline, explains the change(s), reason for the change(s) and outline, implementation. <i>0points</i>
<b>Implementation Plan: Necessity</b>	Clearly explains why the policy/procedure/guideline is important and why the changes were necessary <i>2points</i>	Vague explanation and/or is missing one of the following: why the policy/procedure/guideline is important or why the changes were necessary <i>1points</i>	Does not address or inadequately explains why the policy/procedure/guideline is important and why the changes were necessary <i>0points</i>
<b>Implementation Plan: Challenges</b>	Describes the challenges and explains the plan to overcome the challenges. <i>2points</i>	Lists challenges but does not explain the plan to overcome the challenges. <i>1points</i>	Does not address or inadequately explains the challenges to the implementation <i>0points</i>
<b>Implementation Plan: Training</b>	Clearly explains how members will be	Only partially explains how	Does not address or inadequately

	trained on the updated policy/procedure <i>2points</i>	members will be trained on the updated policy/procedure <i>1points</i>	explains how members will be trained on the updated policy/procedure/guideline <i>0points</i>
<b>Implementation Plan: Presentation to Subordinates</b>	Clearly explains how the updated policy/procedure/guideline is presented to subordinates <i>2points</i>	Only partially explains how the updated policy/procedure/guideline is presented to subordinates <i>1points</i>	Does not address or inadequately explains how the updated policy/procedure/guideline is presented to subordinates <i>0points</i>
<b>Implementation Plan: Impartiality</b>	Clearly explains why impartiality is important in the enforcement of a policy. <i>2points</i>	Begins to explain why impartiality is important in the enforcement of a policy. <i>1points</i>	Does not explain why impartiality is important in the enforcement of a policy. <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors. <i>1points</i>	Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult to read <i>0points</i>

## **1021-FOI-8**

### **8 - In-Basket Exercise Description**

In this assignment you will be required to coordinate the completion of assigned tasks and projects by yourself and your simulated assigned members. You will ensure that the assignments are prioritized, a plan for the completion for assignments is developed, and members are assigned to specific tasks and supervision is planned for the completion of the assignments.

During the exercise you will execute routine unit-level administrative functions, given forms and record management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures

These objectives will be met by completing the following In-Basket exercise.

Ref: NFPA 1021:2020 - 4.2.2, 4.2.3, 4.2.6 & 4.4.2

**Graded through a quiz in the Online Learning Platform (No Rubric)**

**1021-FOI-9****9 - Human Resource Situations:**

<b>STANDARD: 4.2.4</b> NFPA 1021, 2020 Edition	<b>TASK: Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.</b>				
<b>STANDARD: 4.2.5</b> NFPA 1021, 2020 Edition	<b>TASK: Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.</b>				
<b>PERFORMANCE OUTCOME:</b> The Candidate will assume the role of company officer. The Candidate will watch a video scenario in a role play with an instructor. Candidate must listen carefully to determine the true nature of the problem and provide emotional support through active listening. Candidate will determine an initial course of action ( <i>within the Company Officer's scope of authority</i> ), explain the course of action to the member, and make appropriate verbal notification and written documentation to the Company Officer's next in line Supervisor.					
<b>CONDITIONS:</b> The Candidate will complete all elements of the assigned task. Include Candidate's narrative on task completion, forms, photos/drawings etc., department policy or procedure.					
<b>EQUIPMENT REQUIRED:</b> Subordinate member and supervisor of the company officer. Policies and procedures. Paper, pen/pencil, computer if applicable.					
NO.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Ensure the privacy of conversation between Officer and subordinate.				
2.	Understand and apply knowledge of post-critical incident stress.				
3.	Demonstrate a caring, mature, and responsible attitude.				
4.	Adhere to applicable policies and procedures.				
5.	Make verbal notification to Officer's supervisor as soon as possible.				
6.	Make a good faith written recommendation for further action.				

**Supervisor/ Lead Evaluator /Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **1021-FOI-10**

### **10 - Citizen Complaint/Inquiry Description**

During classroom will discuss situations with other students on **Citizens Inquires.**

- In class as a group you will discuss the how to respond to the inquiry verbally.
- Make sure to take notes and complete proper documentation requires by your department's policies and procedures. If there are none, they will be provided.
- You will need to answer the below questions.

#### **Inquiry Questions?**

1. What is the problem? (List out different elements if it more than a singular issue)
2. Why is the complainant upset?
3. In your opinion, what would be their desired solution?
4. Can you resolve the problem?
5. What is your strategy for addressing the concern? How will you create a win-win situation?
6. How will you follow-up?

#### **Format**

- Respond to Inquiry Questions
- Write a letter to the citizen that made the inquiry
- Write a letter to a superior detailing the inquiry and the resolution or proposed resolutions
- Fill out departmental forms

Ref: NFPA 1021.2020 - 4.3.2 & 4.3.3

## Citizen Complaint/Inquiry Rubric

<b>Inquiry Question Response</b>	Answers the Inquiry Questions Appropriately <i>10points</i>	Several questions left unanswered or have actions that are not consistent with good customer service, <i>5points</i>	Not Present or is missing all of the required elements <i>0points</i>
<b>Department Inquiry Forms</b>	Form(s) is completed in clear and concise manner. <i>5points</i>	Form(s) contains several errors. <i>3points</i>	Missing form and/or the document is illegible. <i>0points</i>
<b>Letter to Superior</b>	Letter contains brief synopsis of the event and lists actions taken or recommend to alleviate the concern <i>10points</i>	Letter is missing a synopsis of the event or does not lists actions taken or recommend to alleviate the concern <i>5points</i>	Not Present or is missing all of the required elements <i>0points</i>
<b>Letter to Person Making the Inquiry</b>	The letter is conciliatory toward the person making the inquiry and has potential remedies for the situation <i>10points</i>	The letter is not conciliatory in nature or does not address potential remedies for the situation <i>5points</i>	Not Present or is missing all of the required elements <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors <i>1points</i>	Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult <i>0points</i>

## **1021-FOI-11**

### **11 - VEHICLE ACCIDENT Report & INJURY or EXPOSURE REPORT DESCRIPTIONS:**

- Prepare **TWO** written interpretations of an accident record (for ideas, consult your department's records or safety committee)
- One report will be a motor vehicle accident, (where you are the supervisor not the operator)
- the other will be an on duty injury or exposure, (where you are the supervisor not the injured member)
- Prepare reports in clear, concise language for transmittal to your superior officer.
- When / if you utilize a department record, please change the names to protect the innocent.
- Use your own department's forms (If necessary, generic documents are available below)
- This is not a report about yourself. You are completing this as the supervisor.

#### *Format*

- Write a formal narrative letters (Dear Chief Letters)
- Utilize departmental forms for documentation
- Utilize the 8WC report for the injury report

*Note: Students from the same community **shall** choose different accident records.*

Ref: NFPA 1021.2020 - 4.7.1 & 4.7.2

---

## **INJURY or EXPOSURE REPORT Rubric:**

<b>Injury or Exposure: Narrative Letter to Superior</b>	Letter contains brief synopsis of the event and what actions assist the member(s) <i>10points</i>	Letter is missing a brief synopsis of the event or what actions were taken to assist the member(s). <i>5points</i>	Not Present <i>0points</i>
<b>Injury or Exposure: Reporting Forms</b>	Chooses correct forms and fills them out completely <i>6points</i>	Forms are incomplete or incorrect <i>3points</i>	Not Present <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors. <i>1points</i>	Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult to read <i>0point</i>

## **VEHICLE ACCIDENT Rubric**

<b>Motor Vehicle: Narrative Letter to Superior</b>	Letter contains brief synopsis of the event and what actions were taken to repair or place the unit back in service <i>10points</i>	Letter is missing a brief synopsis of the event or what actions were taken to repair or place the unit back in service. <i>5points</i>	Not Present <i>0points</i>
<b>Motor Vehicle: Reporting Form</b>	Chooses correct forms and fills them out completely <i>6points</i>	Forms are incomplete or incorrect <i>3points</i>	Not Present <i>0points</i>
<b>Grammar, Spelling &amp; Formatting</b>	No spelling or grammatical errors. Formatting makes report easy to read <i>2points</i>	Some (1- 5) grammatical or spelling errors. <i>1points</i>	Numerous grammatical and/or spelling errors and / or document formatting makes report very difficult to read <i>0points</i>

---

---

## **1021-FOI-12**

### **12 - Safety and Wellness Discussion Forum Description:**

This will be a safety related forum, you will be asked to share experiences at your department.

Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency wellness fitness programs is explained to members

Ref: NFPA 1021.2020 - 4.7.3

Grading is done based on the following participation criteria:

#### **Minimum Participation Guidelines:**

- Each student must post an answer the question posed to the discussion board by 1800 - Date
- Read your fellow students responses to the question posted to the discussion board.
- Respond to a minimum of two your fellow students answers by Date (If you agree explain why, conversely if you disagree explain why.)

#### **Ground rules:**

We are looking for open and honest discussion for educational purposes. Also be mindful that your responses should be respectful of the topic and peers that are on the discussion board.

## **1021-FOI-13**

**13 - Fire Report Description:** Prepare a **COMPLETE FIRE REPORT** on a structure fire that has occurred in your community.

***The Minimum Information We Are Looking for:***

- A NFIRS compliant report of a structure fire in your community. You can utilize the reporting software that your community uses. If you don't have access to the software you can use a paper a copy of the report.
- Utilize the below outline to help organize the information contained in the narrative section

***Project Format:***

- NFRIS report (supplemental narrative if necessary to contain requested information)

Students from the same community **shall** choose different incidents.

Please utilize the following information guide to structure your narrative.

**Structure Fire Narrative Outline:** (adapted from pp. 258-262 of Fire Ground Operational Guides, *Fire Engineering Books*)

**Actions enroute to the fire:**

Reviewed preplans –

Monitored radio reports –

Reviewed hydrant map / water supply location information -

Surveyed building with multisided view

**Command established:**

Established, transferred or assumed command

**Size-Up:**

Factor that influenced decision-making

**Initial radio report:**

Designation of a tactical frequency

Description of the structure

Description of conditions upon arrival

Name and location of command post

Called additional alarms and resources

**Resources requested:**

Working fire, Audible, General, Alarms, HAZMAT, Utilities, Law enforcement, EMS, RIT, Safety Officer, Accountability, Water department, Rehab unit, Red Cross, General Services, Fire Prevention, State Fire Marshall's Office, NH State Police, NH Fish and Game, NH Marine Patrol, NH Dept of Environmental Services, USAR, Emergency Management, Health department, Technical specialists

Clarify why each resource or agency was called

**Implementation of the incident command system:**

Incident Commander

Safety Officer

Information Officer

Accountability Officer

Liaison Officer

Other sections, branches, divisions, groups

**Strategy and assigned tasks to companies:****Problems encountered on scene:**

Firefighter injuries, Mechanical issues, Hydrant issues etc.

**Actions taken after declaring the fire under control:**

Secondary searches

CO and HCN levels metered

Salvage and overhaul

Smoke removal

PAR

Demobilization/Companies placed back into service

**Transfer or termination of command:**

Turned building over to owner/occupant

Incident debriefing

Schedule PIA

CISD when appropriate

**Additional pertinent information:** Reference NFPA 1021.2020 - 4.4.5

## Fire Report Rubric

<b>NFRIS Form</b>	Filled out completely and correctly <i>10points</i>	Incomplete or incorrect <i>5points</i>	Not Present <i>0points</i>
<b>Narrative: Actions En-route to the Incident</b>	Lists what actions were taken en-route to the scene <i>2points</i>	Did not address <i>0points</i>	
<b>Narrative: Command Established</b>	Lists if command was established, transferred or assumed <i>2points</i>	Did not address <i>0points</i>	
<b>Narrative: Size-Up</b>	Discusses factors that influenced decision making <i>2points</i>	Inadequately addresses factors that influenced decision making <i>1points</i>	Did not address <i>0points</i>
<b>Narrative: Initial Radio Report</b>	List and or address all of the following: designation of a tactical frequency, description of the structure, description of conditions upon arrival, name and location of command post Called additional alarms and resources <i>2points</i>	Partially complete <i>1points</i>	Did not address <i>0points</i>
<b>Narrative: Requested Resources</b>	Lists requested resources and clarifies why they were called. <i>2points</i>	Lists requested resources but does not clarify why they were called. <i>1points</i>	Did not address <i>0points</i>
<b>Narrative: ICS Implementation</b>	Describes clearly the command structure and which positions were	Inadequately describes the command structure	Did not address <i>0points</i>



**2points**

or is missing which  
positions were  
**1points**

**Narrative: Strategy  
and Company  
Assignment**

Strategical operating mode  
was listed  
**2points**

Did not address  
**0points**

**Narrative:  
Problems  
Encountered on  
Scene**

Describes problems that were  
encountered  
**2points**

Did not address  
**0points**

**Narrative: Actions  
After Declaring  
Under Control**

Lists the actions  
taken after  
declaring an under  
control or address  
why they were not  
taken  
**2points**

Only lists the  
actions taken after  
declaring an under  
control but does not  
address why ones  
not listed were not  
taken  
**1points**

Did not address  
**0points**

**Narrative: Transfer  
or Termination of  
Command**

Lists actions taken to transfer  
or terminate command  
**2points**

Did not address  
**0points**

**1021-FOI-14**  
**14 - Incident Simulations**

<b>STANDARD: 4.6.1</b> NFPA 1021, 2020 Edition		<b>TASK:</b> Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.			
<b>STANDARD: 4.6.2</b> NFPA 1021, 2020 Edition		<b>TASK:</b> Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.			
<b>PERFORMANCE OUTCOME:</b> Candidate will develop and implement an initial action plan for an emergency incident scenario. Candidate must be able to analyze emergency scene conditions, to allocate resources, communicate effectively, operate within an incident management system, supervise and account for assigned personnel so that resources are effectively deployed to mitigate the situation.					
<b>CONDITIONS:</b> The Candidate will complete all elements of the assigned task.					
<b>EQUIPMENT REQUIRED:</b> Emergency incident scenario including type of incident, size-up information, and assigned resources. Policies and procedures. Pen/pencil and paper. Necessary forms and reports. Personnel accountability system components. Computer, if applicable.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Develop and implement an effective initial action plan.				
2.	Analyze and use information gained in size-up.				
3.	Utilize resources in a reasonable, safe, and prudent manner.				
4.	Maintain supervision and accountability for personnel.				
5.	Communicate effectively				
6.	Implement and operate within the incident management system.				

**Supervisor/ Lead Evaluator /Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

<b>STANDARD: 4.2.1</b> NFPA 1021, 2020 Edition		<b>TASK: Assign tasks or responsibilities to unit members, given an assignment at an emergency operation, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.</b>			
<b>STANDARD: 4.6.3</b> NFPA 1021, 2020 Edition		<b>TASK: Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.</b>			
<b>PERFORMANCE OUTCOME:</b> The Candidate will assume the role of company officer supervising the first-due fire company at simulated structure fire. Candidate will assign tasks or responsibilities in a complete, clear, and concise manner so that safety considerations are addressed and desired outcomes are conveyed. The candidate will then conduct a post-incident analysis of the incident using proper policies and procedures.					
<b>CONDITIONS:</b> The Candidate will complete all elements of the assigned task. Include Candidate's narrative on task completion, forms, photos/drawings etc., department policy or procedure.					
<b>EQUIPMENT REQUIRED:</b> Emergency scene simulation equipment necessary to complete evolutions.					
No.	TASK STEPS	FIRST TEST		RETEST	
		Pass	Fail	Pass	Fail
1.	Assign tasks or responsibilities to unit members at an emergency.				
2.	Condense instructions in an understandable way.				
3.	Give instructions that are complete, clear, and concise.				
4.	Confirm understanding of assignments.				
5.	Convey desired outcomes.				
6.	Efficiently utilize personnel and equipment available to the company.				
7.	Conduct a post-incident analysis using proper policies, and procedures.				

**Supervisor/Lead Evaluator/Comments:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Fire Officer 1 – NFPA 1021.2020 Recap**

### **Summary:**

The current Fire Officer I program consist of five, eight hour, in class days and uses the Jones & Bartlett, Fire Officer: Principles and Practice, Third Edition textbook. The Visiting Committee has reviewed the IFSTA and J&B texts and has selected the J&B, Fire Officer: Principles and Practice, Fourth Edition textbook. The course delivery proposal is to pivot to a hybrid delivery. The new delivery would consist of three in-person, eight hour, class sessions and four, two hour, instructor led virtual sessions delivered over two weeks (two 2-hour sessions each week). One of the two hour, virtual programs, Preparing for Promotion, would be an opt-in session and not a requirement for the successful completion of the program. The instructor led virtual segments would cover the following topics:

- Community Relations and Risk Reduction
- Fire Department Administration
- Pre-Incident Planning, Code Enforcement and Cause Determination
- Preparing for Promotion (opt-in segment)

These virtual sessions cover Chapters 4, 5, 6 and Appendix A of the textbook.

In addition to the virtual lectures and in-person classes, the students would continue to have an online component of pertinent videos and articles associated with an online discussion forum and Project work to address specific JPR's in the standard.

Additional Items within this packet include:

- A template of a course schedule.
- Descriptions of the Program Projects and Psychomotor Assessments.
- The Pro Board AMM Matrix.

NFPA 1021 - Fire Officer I - 2020 Edition							
<b>IMPORTANT:</b> The use of this Assessment Methodology Development Matrix is limited to Pro Board Accredited Agencies or those seeking Accreditation for the purpose of development of certification testing instruments and associated training materials only. Its use by non Accredited Agencies or for any other purpose is not authorized.							
<b>NOTE:</b> This Assessment Methodology Development Matrix may not be utilized for submission of Applications for Accreditation, Re-Accreditation or Extension of Accreditation. Documents for that purpose may be found at <a href="http://applications.theproboard.org">applications.theproboard.org</a>							
OBJECTIVE / JPR, RK, RS		COGNITIVE	MANIPULATIVE	PRODUCT/PROJECT	PROCESS	PORTFOLIO	OTHER
SECTION	ABBREVIATED TEXT						
4.2.1	Assign tasks or responsibilities to unit members, RK: Verbal communications during emergency incidents,			1021-FOI-8	1021-FOI-8		
4.2.1(A)	RS: The ability to condense instructions for frequently assigned unit tasks						
4.2.1(B)							
4.2.2	Assign tasks or responsibilities to unit members, RK: Verbal communications under nonemergency situations,			1021-FOI-8	1021-FOI-8		
4.2.2(A)	RS: The ability to issue instructions for frequently assigned unit tasks						
4.2.2(B)							
4.2.3	Direct unit members during a training evolution, RK: Verbal communication techniques to facilitate learning,			1021-FOI-8	1021-FOI-8		
4.2.3(A)	RS: The ability to distribute issue-guided directions						
4.2.3(B)							
4.2.4	Recommend action for member-related problems, RK: The signs and symptoms of member-related problems		1021-FOI-9	1021-FOI-9			
4.2.4(A)	RS: The ability to recommend a course of action for a member in need of assistance.						
4.2.4(B)							
4.2.5	Apply human resource policies and procedures, RK: Human resource policies, procedures,		1021-FOI-9	1021-FOI-9			
4.2.5(A)	RS: The ability to communicate and to relate interpersonally,						
4.2.6	Coordinate the completion of assigned tasks and projects by members, RK: Principles of supervision, leadership, and basic human resource management,		1021-FOI-8	1021-FOI-8	1021-FOI-8		
4.2.6(A)	RS: The ability to plan and to set priorities.						
4.2.6(B)							
4.3.1	Implement a community risk reduction(CRR) plan at the unit level, RK: Community demographics and service organizations,			1021-FOI-3			
4.3.1(A)	RS: Familiarity with public relations and the ability to communicate,						
4.3.1(B)							
4.3.2	Initiate action to a citizen's concern, RK: Interpersonal relationships and verbal and nonverbal communications,			1021-FOI-10	1021-FOI-10		
4.3.2(A)	RS: Familiarity with public relations and the ability to communicate,						
4.3.2(B)							
4.3.3	Respond to a public inquiry, RK: Written and oral communication techniques,			1021-FOI-10	1021-FOI-10		
4.3.3(A)	RS: The ability to relate interpersonally and to respond to public inquiries,						
4.3.3(B)							
4.4.1	Recommend changes to existing departmental policies, RK: Written and oral communication,			1021-FOI-7			
4.4.1(A)	RS: The ability to relate interpersonally and to communicate change						
4.4.1(B)							
4.4.2	Execute routine unit-level administrative functions,			1021-FOI-8	1021-FOI-8		

NOTE: This Assessment Methodology Development Matrix may not be utilized for submission of Applications for Accreditation, Re-Accreditation or Extension of Accreditation. Documents for that purpose may be found at <a href="http://applications.theproboard.org">applications.theproboard.org</a>							
4.4.2(A)	RK: Administrative policies and procedures and records management.						
4.4.2(B)	RS: The ability to communicate.						
4.4.3	Prepare a budget request, given a unit level need,			1021-FOI-4			
4.4.3(A)	RK: Policy and procedures and the revenue sources and budget process.						
4.4.3(B)	RS: The ability to communicate.						
4.4.4	Explain the purpose of each management component of the organization,			1021-FOI-1			
4.4.4(A)	RK: Organizational structure of the department and functions of management.						
4.4.4(B)	RS: The ability to communicate verbally in a clear and concise manner.						
4.4.5	Explain the needs and benefits of collecting incident response data,			1021-FOI-1, 1021-FOI-13	1021-FOI-13		
4.4.5(A)							
4.4.5(B)	RS: The ability to communicate.						
4.5.1	Describe the procedures of the AHJ for conducting fire inspections,			1021-FOI-5			
4.5.1(A)	RK: Inspection procedures; fire detection, alarm, and protection systems;						
4.5.1(B)	RS: The ability to communicate and to apply						
4.5.2	Identify construction, alarm, detection, and suppression features			1021-FOI-6			
4.5.2(A)	RK: Fire behavior; building construction; inspection and incident reports;						
4.5.2(B)	RS: The ability to use evaluative methods and to communicate.						
4.5.3	Direct unit level personnel to secure an incident scene,			1021-FOI-2			
4.5.3(A)	RK: Types of evidence, the importance of fire scene security,						
4.5.3(B)	RS: The ability to issue instruction for securing an incident.						
4.6.1	Develop an initial action plan,		1021-FOI-14		1021-FOI-14		
4.6.1(A)	RK: Elements of a size-up,						
4.6.1(B)	RS: The ability to analyze emergency scene conditions;						
4.6.2	operation,		1021-FOI-14		1021-FOI-14		
4.6.2(A)	RK: Standard operating procedures						
4.6.2(B)	RS: The ability to implement an incident management system,						
4.6.3	Develop and conduct a post-incident analysis,		1021-FOI-14		1021-FOI-14		
4.6.3(A)	RK: Elements of a fire or rescue related post-incident analysis,						
4.6.3(B)	RS: The ability to write reports, to communicate, and to evaluate skills,						
4.7.1	Apply safety regulations at the unit level,			1021-FOI-11	1021-FOI-11		
4.7.1(A)	RK: The most common causes of personal injury and accident to members;						
4.7.1(B)	RS: The ability to identify safety hazards and exposures,						
4.7.2	Conduct an initial accident investigation,			1021-FOI-11	1021-FOI-11		
4.7.2(A)	RK: Procedures for conducting an accident investigation and safety policies and procedures.						
4.7.2(B)	RS: The ability to communicate and to conduct interviews.						
4.7.3	Explain the benefits of being physically and medically capable		1021-FOI-12		1021-FOI-12		
4.7.3(A)	RK: National death and injury statistics,						
4.7.3(B)	RS: The ability to communicate.						

## **NFPA 1021 2020 – Fire Officer I & II**

The Fire Standards and Training Commission sought public comment on the following revision of the NFPA 1021 2020 – Fire Officer I & II.

Public Hearings held: March 9, 2022 at 3:00PM and 5:00PM

- No comments were submitted during the public hearings

Public comment period February 9, 2022 through April 4, 2022.

- One comment was submit which is attached.

30 March 2022

TO: Allan Clark, Commissioner  
Justin Cutting, Director  
Jeffrey Phillips, Assistant Director

FROM: Scott Cathy, Captain NHFA

SUBJECT: Public Comment, NFPA 1021.2020 Fire Officer

Gentlemen:

I am requesting two hours be added to the proposed NFPA 1021.2020 Fire Officer Curriculum for Fire Officer I. This additional two hours will consist of an Instructor led virtual class and will further increase the concepts included in 4.6 Emergency Service Delivery and further defined in sections 4.6.1 and 4.6.2. During the Visiting Committee process several members of the committee requested we add additional time to these areas. During the process we decided to break the class into two segments and offer expanded coverage in this area by increasing the student to instructor ratio, thus giving each student more opportunity to practice and demonstrate these skills. At the time, my belief was, we could achieve the additional training the members of the Visiting Committee desired. However, after attending the UL-FSRI training in Hartford, I believe we need to expand the coverage in these areas given the information presented at this conference.

Specifically, we will add a series of research videos and information to the online classroom and discuss the findings and tactical considerations during the additional two hour instructor led virtual session. These concepts will be further emphasized during the Incident Simulation days. Some of this research may run contrary to the beliefs and understanding of the students. It is important this information be presented at a time and in a manner which allows for discussion. Having these conversations during the simulation day would reduce the effectiveness in the delivery and reduce the gains we sought in making the changes we did.

This two hour recommendation would make it a 32 hour program. The program originally submitted to the Curriculum Committee was a 30 hour program. The current program is a 40 hour program. I have included the relevant NFPA sections below.

*Δ 4.6\* Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.*

*4.6.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency. (A)\* Requisite Knowledge. Elements of a size-up, standard operating procedures for emergency*

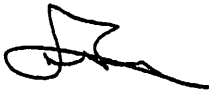


*operations, and re behavior. (B)\* Requisite Skills. The ability to analyze emergency scene conditions; to activate the local emergency plan, including localized evacuation procedures; to allocate resources; and to communicate orally*

*4.6.2\* Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.*

*(A) Requisite Knowledge. Standard operating procedures, resources available for the mitigation of re and other emergency incidents, an incident management system, scene safety, and a personnel accountability system. (B) Requisite Skills. The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions*

Respectfully,

A handwritten signature in black ink, appearing to read 'Scott T. Cathy', with a stylized, cursive-like script.

Scott T. Cathy  
Captain  
NHFA